# LACUS 2026
# Online Conference

## Linguistics and Language Future: Generative AI, Multilingual Repertoires, and Linguistic Justice

**July 8-10, 2026 |Hosted Virtually by the University of Toledo, U.S.A.**

**Organizing Committee: Gaby Semaan, Kasumi Yamazaki & Erika Marcet**

**University of Toledo, Toledo, Ohio, U.S.A**

# Conference Booklet

*Program | Logistics | Abstracts | Presenter and Participant Directory*

# Welcome to LACUS 2026

*Linguistic Association of Canada and the United States*

We are delighted to welcome you to the LACUS 2026 Conference hosted by the University of Toledo. We are happy to bring you all together, scholars from around the world, to share their research, engage in meaningful discussions, and foster continued collaboration in the field of linguistics.

We hope you find the conference both intellectually enriching and professionally rewarding, and we look forward to your active participation in the sessions. In this booklet you will find the LACUS 2026 program at a glance, the conference abstracts, presenter and author information, and a participant directory. We take the opportunity to thank everyone at UToledo who helped facilitate hosting this conference including the administration, faculty, staff and IT. We also thank our reviewers who spent many hours and provided valuable feedback to the participants.

Warm regards,

The Local LACUS 2026 Organizing Committee

## Welcome Remarks by President of LACUS

I am delighted to welcome a diverse community of linguistics scholars from around the world, representing both emerging and established voices in the discipline, engaging with this year's conference theme of Linguistics and Language Futures: Generative AI, Multilingual Repertoires, and Linguistic Justice.

This theme highlights key currents and research trajectories shaping linguistics today. As artificial intelligence opens new avenues for language-centered research, and as multilingualism and linguistic justice increasingly inform scholarly inquiry, opportunities for meaningful exchange are especially important. The conference program reflects the breadth and interdisciplinary spirit of LACUS, showcasing innovative research and diverse perspectives on language and its role in society.

I extend my sincere thanks to our hosts at the University of Toledo and to the organizers, reviewers, session chairs, and volunteers whose dedication has made this conference possible. I wish everyone an engaging, productive, and rewarding conference.

**Yulia Bosworth**

## About LACUS

The period since LACUS was founded in 1974 has witnessed the births of many organizations and journals devoted to diverse specialties relating to language. It has been a time of increasing specialization. Against this background, LACUS remains an organization devoted to any and all facets of the study of language, marked by its generality and interdisciplinary interests rather than by any specialization. In keeping with this absence of narrow focus, LACUS welcomes ideas that are outside the mainstream of linguistics, including ideas that are given scant attention in establishment circles and ideas that may be unpopular.

Aside from these features of generality and tolerance, LACUS differs from other language-related organizations in giving preference to evidence and concern for reality over speculation and fads. Indications of this emphasis are seen in recent conference themes, "Evidence in Linguistics" (2001), "Linguistics and the Real World" (2002), "Language, Thought, and Reality" (2003). Also, some members of LACUS are pursuing an interest in developing approaches to the study of language that are compatible with the physical and biological sciences. Accordingly, LACUS welcomes offerings in "Hard Science Linguistics" and in Neurocognitive Linguistics.

LACUS holds an annual conference around the end of July or beginning of August of each year, and publishes a selection of the papers presented, with revisions based on questions raised at the conference and on recommendations of anonymous reviewers.

For more information check About LACUS http://www.lacussquare.org/about-lacus.html

## Host and Virtual Conference Information

LACUS 2026 is hosted by the Department of World Languages and Cultures at the University of Toledo, U.S.A., as an online conference. The platform is Webex, the conference link will be sent by email to all members and participants. All sessions, including plenaries, will be virtual in the indicated rooms, room 1 and room 2.

Practice sessions for virtual presenters are scheduled for July 2, 2026, 10:00 A.M.-12:00 P.M. Eastern Time, and July 3, 2026, 9:00-11:00 A.M. Eastern Time. The conference link will be the same link used for practice sessions. Presenters are strongly encouraged to participate and Mac users should allow screen sharing.

# LACUS Officers and Directors

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|---|---|
| **Yulia Bosworth, Binghamton University (President)**<br>**Hui Yin, Xi'an Jiaotong-Liverpool University (Vice-President)**<br>**Rennie Gonsalves, Brooklyn College-Emeritus (Secretary-Treasurer)**<br>**Gaby Semaan, University of Toledo (Program Chair)**<br>**Kasumi Yamazaki, University of Toledo (Assistant Program Chair)**<br>**Erika Marcet, University of Limerick, Ireland (Program Coordinator)**<br><br>**Troy E. Spier, Florida A&M University (Webmaster)**<br>**Douglas W. Coleman, University of Toledo - Emeritus (Webmaster Emeritus)**<br>**William J. Sullivan, U Wrocławski & U Marii Curie-Skłodowskiej (Publications Director)**<br>**Lilly Chen, Rice University (Archivist)** | **Sheila Embleton, York University, Chair / Executive Director**<br>**Troy E. Spier, Florida A&M University (to 2028)**<br>**Kasumi Yamasaki, University of Toledo (to 2028)**<br>**Gaby Semaan, U of Toledo (to 2026)**<br>**Maria José Serrano Montesinos, Universidad de la Laguna (to 2026)**<br>**Erika Marcet, University of Limerick (to 2027)**<br>**Sarah Tsiang, Eastern Kentucky University (to 2027)**<br><br> |

# Conference Committee for 2026

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# Proposal Reviewers

Sheila Embleton (York University); Rennie Gonsalves (Brooklyn College); Jacqueline Nenchin (Molloy University); Robert Orr (Ottawa); Magda Stroinska (McMaster University); Sarah Tsiang (Eastern Kentucky University); Yulia Bosworth (Binghamton University); Svetlana Kaminskaia (University of Waterloo)

# Connecting to the Virtual Conference

This year, we will be using Webex to conduct our virtual conference sessions. To participate, you will need either to either install the Webex application OR use the webbased version of Webex.

GETTING READY
You can download an appropriate version of Webex here or go to:
https://www.webex.com/downloads.html
You may also choose to connect using your web browser, without installing the Webex application. This should still allow you to share a Powerpoint or other media.

Shortly before the Conference, you will receive an invitation e-mail from the Conference Organizing Committee that will contain the basic instructions and information you need in order to join the conference.

It is strongly recommended that you test your audio and video beforehand (even before the **practice sessions**).

# Presentations' Logistics

**Virtual Locations:**

President's address and keynote speakers' presentations will take place in the main virtual room.

For all other presentations, we will have two break-out rooms (Break out Room 1 and 2). If you are presenting, please consult the conference program to know which room your presentation is assigned to and join that room a few minutes before the start time of the session.

**Duration:**

Each presentation will have 30 minutes including Q/A. We encourage each presenter to plan on a 20-25 minute presentation, so they allow a few minutes for audience engagement and show respect to the time of the presenters following them.

**Reminder to all presenters:**

If you are a presenter, please present in the order listed in the conference schedule. Conference attendees will have the ability to go in and out of the physical and online rooms based on their interest.

**Reminders to all who are attending virtually:**

- Please keep your microphone muted if you are not presenting or participating in Q/A or discussion session.
- Raise your virtual hand to comment or ask a question.
- Practice common virtual meetings etiquette.

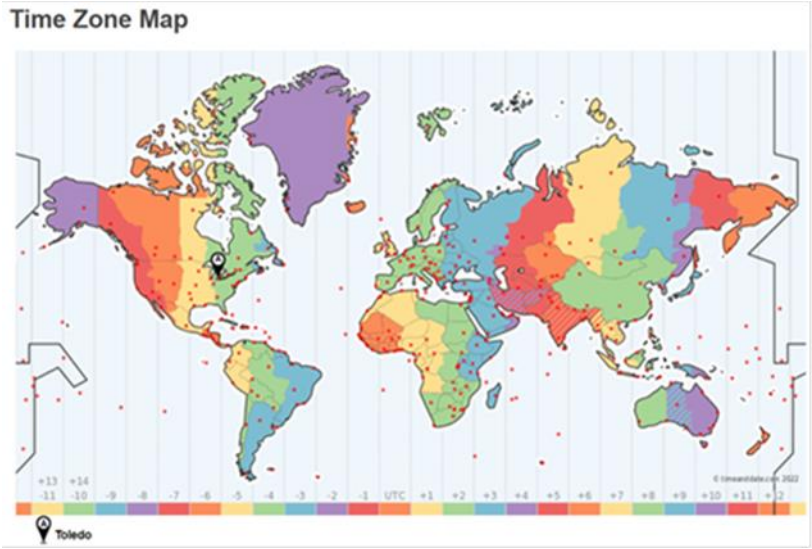
# Schedule's Time Zones

**The conference schedule and times shown in the program reflect Eastern Daylight Time (EDT), which is the daytime of host university, the University of Toledo, Ohio, U.S.A**

Provided are three online resources for time-conversion:

1- dayspedia
2- timeanddate
3- 24timezones

| Sample Time Difference with Toledo, Ohio U.S.A. at 8:00 a.m. | |
|---|---|
| Ontario, Ca: 8:00 a.m. | London: 1:00 p.m. |
| Cape Town: 2:00 p.m. | Tokyo: 9:00 p.m. |
| Egypt: 3:00 p.m. | Shanghai: 8:00 p.m. |




# Conference Program at a Glance

*All times are listed as Eastern Time in the conference program*

## DAY 1: WEDNESDAY, JULY 8

| TIME | ROOM #1 | ROOM #2 |
|---|---|---|
| 10:00-12:00 | **BOARD OF DIRECTORS MEETING** | |
| 1:00-1:15 | **OPENING REMARKS** | |
| 1:15-1:55 | **Keynote Address**<br>**An Chung Cheng (University of Toledo**<br>What Learners Notice, What AI Misses: Multilingual Evidence for a More Human Future of Language Learning | |
| | **CHAIR: Sheila Embleton** | **CHAIR: Troy E. Spier** |
| 2:00-2:30 | Session 1<br>**DeAn[illegible] Anthony Espree-Cona[illegible]* (Leiden University /**<br>[illegible]<br>Cancelled | Session 2<br>**Wojciech Andrzej Wachowski (Kazimierz Wielki University in Bydgoszcz, Poland)**<br>Veiled Hostility: Metaphor and Metonymy as Vehicles of Harmful Political Narratives |
| 2:30-3:00 | Session 3<br>**Anamika Das* & Seun Atere***<br>Language and Society: A cross-cultural study of politics and women | Session 4<br>**Wendy D'Angelo (McMaster University); Magda Stroinska (McMaster University)**<br>The myth of Bona Sforza's influence on the Polish language |
| 3:00-3:15 | **Virtual Coffee Break** | |

| TIME | ROOM #1 | ROOM #2 |
|---|---|---|
| 3:15-3:45 | Session 5<br>**Petr Hájek ***<br>Syntactic and Pragmatic Alignment in English Conversation | Session 6<br>**Jacqueline Nenchin (Molloy University)**<br>Current and Future Directions in the Instruction of Less Commonly Taught Languages on Long Island, New York |
| 3:45-4:15 | Session 7<br>**Oluwasegun Amoniyan* (University of Pittsburgh)**<br>Investigating NURSE vowels in Nigerian English through forced alignment | Session 8<br>**Shengyang Mao (Beihang University)**<br>Develo[illegible] Video Study (STVS): An AI-Enhanced CALL Platform for Multilingual Intensive Reading and Speaking Practice<br>Cancelled |
| 4:15-4:45 | Session 9<br>**Jennifer Kaplan* (University of California, Berkeley)**<br>Gender (Mar)Kings: Drag Kings and Linguistic Gender, Between Gender Confusion and Misrecognition | Session 10<br>**Kevin Auston (Beihang University)**<br>Embedd[illegible] Accuracy and response time across immediate and delayed tests<br>Cancelled |
| 4:45-5:00 | **Virtual Coffee Break** | |
| 5:00-5:30 | Session 11<br>**Anthear (Laidong) Song* (School of Linguistics and Applied Language Studies, Victoria University of Wellington, New Zealand)**<br>Humanizing Public Space: The Rise of 'Cuteness' Language in the Multimodal Linguistic Landscapes of Urban Subway Systems in China | Session 12<br>**Chao Li (City University of New York)**<br>On the Different Statuses of the Sonority Sequencing Principle and the Maximal Onset Principle: Evidence from Chinese and English |
| 5:30-6:00 | Session 13<br>**Tatiana Marisel Pizarro** (Conicet- IISE - UNSJ)**<br>De-Coding the Binary: Algorithmic Normalization vs. the Insurrection of Gendered Grammars | Session 14<br>**Troy E. Spier (Florida A&M University)**<br>Building a Searchable, Tagged Corpus of KiSwahili-Language News (2000-2025) |

** pre-doctoral; ** post doctoral. All sessions are virtual in the indicated rooms*

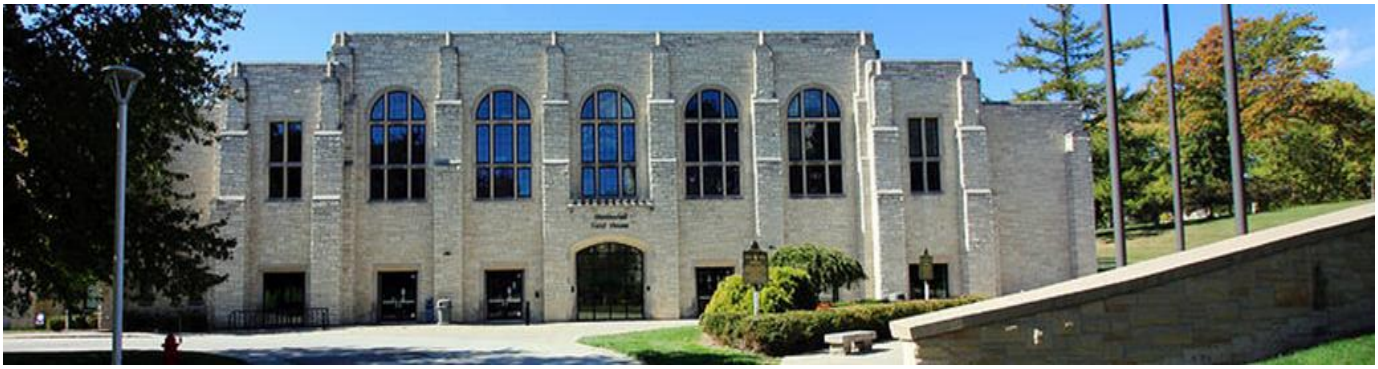
## Keynote Speaker

An Chung Cheng is Professor of Spanish in the Department of World Languages and Cultures at The University of Toledo, where she also directs the Asian Studies Program and advises foreign language teacher education programs. Her scholarship focuses on instructed second language acquisition, third language acquisition, multilingualism, heritage language education, input processing, learner corpora, and eye-tracking research. She has published widely on Spanish acquisition by Chinese-speaking learners, including work on verb morphology, ser/estar, clitic pronouns, relative clauses, and corpus-based approaches to language learning. Her recent work explores how eye-tracking and learner-corpus evidence can inform input design and AI-mediated feedback for multilingual learners. Dr. Cheng is the recipient of the 2025 Walton Lifetime Achievement Award from the National Council of Less Commonly Taught Languages, recognizing her contributions to less commonly taught language education and advocacy.

# DAY 2: THURSDAY, JULY 9

| TIME | ROOM #1 | ROOM #2 |
|---|---|---|
| | **CHAIR: Erika Marcet** | **CHAIR: Gaby Semaan** |
| 9:00-9:30 | **Virtual Breakfast and Online Networking** | |
| 9:30-10:00 | Session 15<br>**Cui-ting Hu (Liaoning Communication University); Jong-mi Kim** (Kangwon National University)**<br>From Typology to Economy: Threshold Effects of Syllabic Disparity in Chinese and Korean Loanword Adaptation | Session 16<br>**Hui Yin (Xi'an Jiaotong-Liverpool University)**<br>L1 Influence on English Academic Writing by Chinese Students |
| 10:00-10:30 | Session 17<br>**Candice Xiao-Yun Shen (Miaoli County Datung Elementary School)**<br>A behavioral profile corpus-based approach to negative modal verbs in Taiwan Mandarin: meibanfa and wufa | Session 18<br>**Lingyan Zhang (Beijing Institute of Technology); Jian Zhang (Beijing Institute of Technology)**<br>Co-constructing Affective Meaning: A Conversation Analytic Study of Affective Practices in Human-AI Interaction |
| 10:30-11:00 | Session 19<br>**Ilana Aaquil* (Tulane University)**<br>Language, Ecology, and Classification: Indigenous Ethnobiology and Cultural Relativism." | Session 20<br>**Nicholas DiBenedetto (Independent Researcher)**<br>The Grammar of Combat: A Comparative Study of Relational Prepositions and Spatial Mapping in 14th-Century Fencing Pedagogy |
| 11:00-11:30 | Session 21<br>**Khadijat Temitope Lawal* (Obafemi Awolowo University, Ile-Ife, Osun State.)**<br>Digital Decontextualization: Machine Translation and the Computational Erasure of Yoruba Indigenous Knowledge | Session 22<br>**Machi Namba (Graduate School of Intercultural Studies, Kobe University) & Junko Tanaka (Graduate School of Intercultural Studies, Kobe University, Japan)**<br>Motivational Development in L2 Japanese Language Learning among Individuals from Japanese-American Mixed-Marriage Families: From Childhood to Adulthood |
| 12:00-1:00 | **LUNCH BREAK** | |
| | **CHAIR: Rennie Gonsalves** | **CHAIR: Kasumi Yamazaki** |
| 1:00-1:30 | Session 23<br>**Violetta Cupial* (Centennial College and University of Toronto)**<br>Generative AI as a Plurilingual Mediational Resource in Academic Writing Support | Session 24<br>**Smita Joseph (The English and Foreign Languages University, Hyderabad)**<br>The English-Speaking and the Malayalam-Speaking Anglo-Indians of Kerala: A Study Investigating the Linguistic Differences between the Two Groups |
| 1:30-2:00 | Session 25<br>**Arwa Nouby Hassan (Assiut University, Egypt)); Afnan Abdelgawad (Assiut University, Egypt); Gaby Semaan (University of Toledo, USA Maximilian Matolin (University of Toledo)**<br>Translating Peace: The Role of AI in Media Translation During the Egypt Peace Summit | Session 26<br>**Lo Coffman (Northeastern Illinois University)**<br>Lak'ota Wicoiye Kci Itowapi: The Development of an Audio/Visual L/Dakota Dictionary |
| 2:00-2:30 | Session 27<br>**Susan Feng* (Indiana University Bloomington)**<br>More Than "Measure Words": Rethinking Classifier Languages in Cross-linguistic Differences and Language Teaching in Classroom Settings | Session 28<br>**Sharif Alghazo (University of Sharjah)**<br>Informality Features in AI-Generated and Human-Written Academic Discourse |
| 2:30-3:00 | Session 29<br>**Ghadaq Alol[illegible]eidat*[illegible] (Iver[illegible]o S[illegible]chnology)**<br>Cross-Ling[illegible] Acoustic Evidence [illegible] Emotion Taxonomies in SER<br>Cancelled | Session 30<br>**Benazir Naudhani* (University of New Mexico)**<br>Beyond Correction: Generative AI, Translanguaging, and Linguistic Justice in Multilingual Academic Writing |

** pre-doctoral; ** post doctoral.*



# DAY 3: FRIDAY, JULY 10

| TIME | ROOM #1 | ROOM #2 |
|---|---|---|
| 9:30-10:00 | **Online Networking and Virtual Coffee** | |
| | **CHAIR: Sheila Embleton** | **CHAIR: Gaby Semaan** |
| 10:00-10:30 | Session 31<br>**Mayumi Hosono (Nihon University)**<br>A new trend in generative syntax, and the interface between syntax and phonology | Session 32<br>**Hongyan Lan (Fukuoka Jo Gakuin University)**<br>Foreign Language Learning of Japanese Female University Students |
| 10:30-11:00 | **Jacob Algrim* (University of Hawai'i at Mānoa; Beijing Language and Culture University)**<br>Chinese-Japanese Orthographic Bivalence in the Linguistic Landscape of Shanghai | Session 34<br>**Magda Stroinska (McMaster University)**<br>When rhetorical devices become literal calls to action |
| 11:00-11:30 | Session 35<br>**Bernard Mulo Farenkia (Cape Breton University)**<br>Stratégies énonciatives et actes de réparation: Une analyse des excuses publiques au Cameroun | Session 36<br>**Noriko Matsumoto (Osaka Electro-Communication University)**<br>Accounting for the Semantics of the Go-and-V Sequence |
| 11:30-12:00 | Session 37<br>**Anna Luisa Daigneault* (Université de Montréal)**<br>Tensions Between "Indigenous Data Sovereignty" and the "Open-Source Way" in the Development of Artificial Intelligence for Indigenous Languages | Session 38<br>**Jordyn Battistelli **(The University of Alabama)**<br>Context Matters: Evaluating Spanish-English Bilinguals towards CS in Written Texts |
| 12:00-12:30 | Session 39<br>**Joonyeop Baek* (University of New Mexico)**<br>Co-occurrence of personal pronouns and stance markers as a persuasive strategy in political speech | Session 40<br>**Gizem Dane (Üsküdar American Academy) & Ayşe Yılmaz Virlan (Marmara University)**<br>Generative AI and Task-Specific Cognitive Processing in AI-Mediated Language Learning |
| 12:30-1:30 | **PRESIDENTIAL ADDRESS + Closing remarks and AWARDS ANNOUNCEMENTS** | |
| 2:00-3:30 | **PUBLICATIONS COMMITTEE MEETING** | |

** pre-doctoral; ** post doctoral.*

**. Memorial Field House, University of Toledo, Toledo, Ohio, U.S.A.**

# LACUS Conference Sessions Abstracts

*In the order they appear on the conference schedule*

## DAY 1: WEDNESDAY, JULY 8

**Session 1 | 2:00-2:30 | Room #1**

### The frustrative particle beloh in Kayan

*Program listing: DeAndre Anthony Espree-Conaway**

DeAndré Anthony Espree-Conaway - Leiden University / Bloomfield Language Institute

*Keywords: Frustrative marking, grammaticalized emotion, language typology, Austronesian, Borneo*

*Prize eligibility: Pre-Doctoral/Student Prize (Ph.D. Not Yet Awarded)*

#### Abstract

This presentation aims to provide a description of what appears to be a frustrative particle in Kayan, an Austronesian language of Borneo. Overall (2017: 479), as shown in many Amazonian languages, describes the frustrative as “a grammatical marker that expresses the non-realization of some expected outcome implied by the proposition expressed in the marked clause.” Frustrative marking is of particular interest due to its rarity across the world’s languages and its potential to exemplify the equally rare grammaticalization of affect. In this presentation, I presented beloh, a frustrative particle that conveys meanings such as frustration, non-realized action, hesitation, and other typologically associated functions. Below, example (1) shows beloh in use:

(1) beloh pah kenep kui ngenep seng
FRUST astonishedly.consumed want 1SG desire.much FUT

tei iah
go DM
‘I am keen to go but feel frustrated.’ (Southwell, 1990: 22)

This presentation provides a morphosyntactic and semantic description of beloh and its uses, with the aim of opening avenues for further research into the grammatical description of frustrative marking in Borneo and in Austronesian languages more broadly. We will also examine the role of expletive negation (e.g., similarly to French expletive ne) and its interaction with frustrative marking.

#### References

Overall, Simon E. 2017. A typology of frustrative marking in Amazonian languages. In Alexandra Y. Aikhenvald & R. M. W. Dixon (eds.), The Cambridge Handbook of Linguistic Typology, 477-512. Cambridge: Cambridge University Press.
Southwell, C. Hudson. 1990. Kayan-English dictionary. Kuching: Sarawak Literary Society.

## Session 2 | 2:00-2:30 | Room #2

### Veiled Hostility: Metaphor and Metonymy as Vehicles of Harmful Political Narratives

*Program listing: Wojciech Andrzej Wachowski*
Wojciech Andrzej Wachowski - Kazimierz Wielki University in Bydgoszcz, Poland
*Keywords: dehumanization, metaphor, metonymy, propaganda*

### Abstract

Dehumanizing metaphors, in both verbal and visual form, can profoundly reshape perception and moral evaluation. By reframing social actors through reductive imagery, they may legitimize violence and, in extreme cases, help overcome the natural human aversion to killing. As Stanton has argued, dehumanization is a crucial stage in the progression toward genocide.

Historically, dehumanizing metaphors were often explicit, construing targeted groups through overtly negative source domains such as disease, vermin, or dangerous animals. In contemporary political media and visual culture, however, openly degrading metaphors and metonymies have become increasingly socially unacceptable and are therefore frequently replaced by more indirect, camouflaged forms. Although less immediately recognizable, these veiled strategies can nonetheless be highly persuasive and harmful.

This talk identifies several recurrent cognitive strategies through which harmful meanings may be subtly communicated. These include whole-for-part metonymy, which abstracts away potentially offensive details; part-for-whole metonymy, which diverts attention by foregrounding a seemingly innocuous element of the frame; metonymy giving rise to metaphor, which increases cognitive processing demands and conceals problematic implications; and metaphors based on ambiguous source domains that activate both negative and neutral or positive entailments, functioning as cognitive distractors that soften or obscure dehumanizing meaning.

Rather than treating these phenomena as isolated cases, the analysis approaches them as systematic cognitive patterns operating across political discourse. It also addresses practices of reclaiming and reworking dehumanizing imagery, illustrating how metaphor and metonymy may be mobilized to resist dehumanization and challenge harmful representations. The study draws on verbal and visual materials including propaganda posters, political graphics, speeches, and press discourse.

### References

Armoudian, Maria. 2020. “In Search of a Genocidal Frame: Preliminary Evidence from the Holocaust and the Rwandan Genocide.” Media, War & Conflict 13 (2): 133–52.
Fauconnier, Gilles. 1997. Mappings in Thought and Language. Cambridge: Cambridge University Press.
Fauconnier, Gilles, and Mark Turner. 2002. The Way We Think: Conceptual Blending and the Mind’s Hidden Complexities. New York: Basic Books.
Hagá, S. 2023. “Children: Dehumanized or Not Yet Fully Human?” Current Opinion in Behavioral Sciences 51: 101276. https://doi.org/10.1016/j.cobeha.2023.101276
Haslam, Nick. 2006. “Dehumanization: An Integrative Review.” Personality and Social Psychology Review 10 (3): 252–64. https://doi.org/10.1207/s15327957pspr1003_4
Lakoff, George, and Mark Johnson. 1980. Metaphors We Live By. Chicago: University of Chicago Press.
Musolff, Andreas. 2007. “What Role Do Metaphors Play in Racial Prejudice? The Function of Antisemitic Imagery in Hitler’s Mein Kampf.” Patterns of Prejudice 41 (1): 21–43.

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## Session 3 | 2:30-3:00 | Room #1

### Language and Society: A cross-cultural study of politics and women

*Program listing: Anamika Das* & Seun Atere*
Anamika Das - PhD Student
Seun Atere - PhD Student
*Keywords: Language, Women, Critical Discourse Analysis, Narrative, Incompetence*
*Prize eligibility: Pre-Doctoral/Student Prize (Ph.D. Not Yet Awarded)*

### Abstract

Through a critical discourse analysis of political speeches of male political leaders of Nigeria and Bangladesh, we will explore the hegemonic construction of women as unfit for public political life. We analyze a controversial speech of the late president of Nigeria, Muhammadu Buhari, and an interview hosted by Al Jazeera with the Jamaat Amir, Dr. Shafiqur Rahman, from Bangladesh, while also taking into account the public commentaries on these speeches from social media platforms of Nigeria and Bangladesh. The speeches and the responses of men and women to them provide cross-cultural insight into the construction of social identities and hierarchies of power. Language is a powerful tool used to construct societal representation and hierarchical political ordering as well as identity negotiation.

### References

Al Jazeera English. “Bangladesh Elections: The Resurgence of Jamaat-e-Islami | Sreenivasan Jain & Shafiqur Rahman.” January 29, 2026. Video. YouTube. https://www.youtube.com/watch?v=VggA8Fsnpmk
BBC News. “Nigeria’s President Buhari: My Wife Belongs in the Kitchen." October 14, 2016. https://www.bbc.com/news/world-africa-37659863

## Session 4 | 2:30-3:00 | Room #2

### The myth of Bona Sforza's influence on the Polish language

*Program listing: Wendy D'Angelo & Magda Stroinska*
Wendy D'Angelo - McMaster University
Magda Stroinska - McMaster University
*Keywords: linguistic borrowing, loanwords, historical linguistics, Italian, Polish*

### Abstract

Queen Bona Sforza (1494–1557), Italian princess and second wife of the Polish king Zygmunt I Stary, is commonly credited with introducing Italian vocabulary into Polish, particularly in the culinary domain. This belief is reflected in the term włoszczyzna, the collective name for vegetables used in traditional soup stock, glossed as "Italian stuff." While Bona's influence on Renaissance Poland is well attested, the extent of her role in shaping the Polish lexicon has not been systematically examined from a historical-linguistic perspective.

This paper reassesses Italian loanwords attributed to Bona Sforza by situating them within the realities of the sixteenth century. Crucially, Bona would not have spoken Standard Italian, which did not yet exist, but rather an early modern variety shaped by regional features and substantial Latin influence, reflecting elite education. These conditions affect both the form and meaning of lexical items potentially transmitted during her lifetime.

Using semantic, phonetic, and morphological analysis, we examine selected Italian-derived forms in Polish and establish their probable periods of borrowing. We distinguish between (1) loanwords adopted with little formal modification but often significant semantic shift, such as skarpeta ('sock', from It. scarpe/scarpette 'shoe'), and (2) items adapted to Polish pronunciation, including brokuły (It. broccoli) or rzepa (It. rapa). We further analyze cases involving grammatical gender reassignment and semantic pejoration, such as kapota (from It. capotto).

By tracing early attestations and comparing borrowings dating to the sixteenth century with later loans from Standard Italian, we demonstrate that many Italianisms in Polish cannot be linked to Bona Sforza's lifetime. The study reframes Italian influence on Polish as a layered, domain-specific, and recurrent process, contributing to broader discussions of prestige borrowing, semantic change, and early modern language contact.

### References

Güttner von, Darius. (nd) The Queen who defied the Holy Roman Emperor. https://pursuit.unimelb.edu.au/articles/the-queen-who-defied-the-holy-roman-emperor

Iannaccone, Antonio. 2024. An Italian come from afar: Queen Bona Sforza of Poland. Il Nuovo Mediterraneo. https://ilnuovomediterraneo.com/en/bona-sforza/

Kucia, Monika. 2021. Bona Sforza: The Accidental Foodie Influencer from Renaissance Italy. Cultura.pl. https://culture.pl/en/article/bona-sforza-the-accidental-foodie-influencer-from-renaissance-italy

Nowak, Jan A. 2021. The history of Italian influence on cuisine in Poland. IB ZINE. https://ibzine.ibrasz.pl/the-history-of-italian-influence-on-cuisine-in-poland/

## Session 5 | 3:15-3:45 | Room #1

### Syntactic and Pragmatic Alignment in English Conversation

*Program listing: Petr Hájek**
Petr Hájek - Petr Hájek
*Keywords: alignment, conversation, syntax, pragmatics, corpus*
*Prize eligibility: Pre-Doctoral/Student Prize (Ph.D. Not Yet Awarded)*

### Abstract

This PhD project addresses the question of how syntactic alignment contributes to mutual understanding in spoken English interaction. While previous research has often treated alignment as a largely automatic cognitive process (Pickering & Garrod 2004:169), more recent work in interactional linguistics highlights its locally emergent and context-sensitive nature (Couper-Kuhlen & Selting 2018:12). The present study builds on this perspective by examining how alignment operates at the interface of syntax and pragmatics in naturally occurring conversation.

The analysis draws on spoken English corpora, including dialogic datasets such as the Spoken BNC2014 and Switchboard. The study combines qualitative and quantitative methods. First, selected excerpts are analysed in detail to show how speakers adapt their syntactic structures, referring expressions, and stance across adjacent turns, particularly in sequences involving repair or clarification (Schegloff et al. 1977:364). For example, a speaker may shift from a reduced clause to a more explicit construction following a misunderstanding, thereby facilitating alignment. Second, mixed-effects statistical models are used to test which factors increase the likelihood of alignment, such as speaker continuity, structural repetition, and turn distance (Gries 2005:371). The findings suggest that syntactic alignment is not merely a by-product of priming, but a flexible interactional resource that speakers use to manage reference, resolve trouble, and maintain intersubjectivity (Clark 1996:221). By integrating corpus-based

and interactional approaches, the project demonstrates that alignment plays a crucial role in enabling efficient and adaptive communication in real-time conversation.

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**Session 6 | 3:15-3:45 | Room #2**

## Current and Future Directions in the Instruction of Less Commonly Taught Languages on Long Island, New York


*Program listing: Jacqueline Nenchin*

Jacqueline Nenchin - Molloy University



*Keywords: less commonly taught languages, world languages, community language programs, equity and world language instruction, heritage languagesguage*


### Abstract


Some US states have world languages requirements, whereas others have none. New York State has requirements and standards for contemporary and classical languages for public schools (NYSED 2026). Community language programs “exist outside of formal educational systems, often meeting on weeknights, weekends, or in the summer to offer language instruction and cultural events. They often play important roles in connecting language communities and maintaining heritage languages, especially for LCTLs” (Rutemeyer, 2024: 2). The research rationale was the need to identify the reasons for and the ways in which communities provide instruction for their children in less commonly taught languages in both settings. Key research questions included: Why do communities choose to provide instruction for their children in less commonly taught languages in both settings? How do communities implement instruction for their children in less commonly taught languages?

This qualitative study of the participants’ interviews involved a thematic content analysis of their response, presenting an emic perspective that emanated from the responses (Watson-Gegeo, 1988). Responses from world language directors and program directors were recorded on Zoom and coded for common themes and patterns using Dedoose. Additionally, a review of program materials and annual NYS Education Department and US Census reports supplemented interview data.

Findings from this study can provide suggestions for instruction and set expectations for language teachers. The findings can also offer insights into socioeconomic and linguistic factors contributing to the teaching of languages like Mandarin and Russian, essential for national security and to future planning for expanded, equitable language instruction.


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**Session 7 | 3:45-4:15 | Room #1**

## Investigating NURSE vowels in Nigerian English through forced alignment


*Program listing: Oluwasegun Amoniyan**

Oluwasegun Amoniyan - University of Pittsburgh



*Keywords: Nigerian English, NURSE vowel, variationist sociolinguistics, forced alignment*

*Prize eligibility: Pre-Doctoral/Student Prize (Ph.D. Not Yet Awarded)*


### Abstract


This study investigates realizations of the NURSE vowel lexical set in Nigerian English (NigE). After the forced alignment with Montreal Forced Aligner and boundary correction, the corpus has 1,601 tokens of the NURSE vowel lexical sets, which were drawn from 106 speakers across different genres to examine how linguistic (orthographic class and phonological context) and social factors (age, gender, ethnicity, and occupation) condition NURSE vowel realization. New FAVE was used to extract trajectory formants, and they were normalized using Lobanov normalization for F1, F2, and F3. Contrary to the binary rhotic/non-

rhotic dichotomy that has dominated descriptions of NURSE vowels in the US and UK, our results reveal at least five phonetically distinct NURSE variants in NigE: DRESS [ɛ], TRAP [a], CLOTH/THOUGHT [ɔ], BATH [aː], and canonical mid-central [ɜ] lexical sets. There is evidence of large F3–F2 gaps across all sets, which support that NURSE variants in NigE are non-rhotic, with OR and UR spelling classes showing significantly higher F3–F2 gaps than EAR and ER classes. Similarly, ethnicity reveals that Hausa, Igbo, and Yoruba speakers differ significantly in NURSE realization in directions predictable from their respective L1 vowel inventories. This supports Mufwene's (2002) feature pool model of contact-driven phonological restructuring. Also, the interaction between age and proportional time is significant for both F1 and F2, showing evidence of ongoing phonological change consistent with Schneider's (2007) endonormative stabilization stage. Additionally, speaker occupation affects vowel height, as media professionals and politicians exhibit more open realizations compared to academic speakers. These findings challenge exonormative descriptions of NigE phonology and contribute to postcolonial variationist theory by showing that substrate influence, social stratification, and change from below contribute to the phonetic restructuring of NURSE vowels in NigE.

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## Session 8 | 3:45-4:15 | Room #2

### Developing and Evaluating Stories to Voices Studio (STVS): An AI-Enhanced CALL Platform for Multilingual Intensive Reading and Speaking Practice

*Program listing: Shangyong Mao*


Shangyong Mao - Beihang University



*Keywords: AI-enhanced CALL, linguistic diversity, input-output learning cycle, intensive reading, speaking practice*


### Abstract


Recent advances in AI-enhanced computer-assisted language learning (CALL) tools have introduced new approaches to language learning. However, most tools primarily support majority languages and tend to focus on only one side of the learning cycle, either input or output (Joshi et al., 2020:6282; Weng and Chiu, 2023:8). Consequently, minoritised languages are often overlooked, and the input-output learning cycle is rarely achieved. To address these issues, we developed STVS (Stories to Voices Studio), an AI-enhanced CALL platform that integrates third-party LLM services. It provides personalised guidance for multilingual learning within an input-output learning cycle. In practice, learners first import self-selected texts and then complete intensive reading and speaking practice. During intensive reading, STVS provides sentence-level annotations, responds to learners' queries, and generates a mind map. During speaking practice, learners retell the text and describe AI-generated pictures. Their speech is transcribed and annotated with feedback, making errors traceable while preserving coherence (Chen, 2011:59; Ellis, 2015:1). Finally, learners receive a summary to consolidate learning. To evaluate STVS, we conducted a pretest-posttest study and recruited thirty-nine Chinese undergraduate and postgraduate students majoring in thirteen different languages. After using STVS three times a week for two months, posttest results showed higher reading comprehension scores and improved speaking performance in terms of complexity, accuracy, and fluency (CAF) (Housen and Kuiken, 2009:461–462). Interviews were also conducted to collect usability feedback. STVS is now freely available online.


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## Session 9 | 4:15-4:45 | Room #1

### Gender (Mar)Kings: Drag Kings and Linguistic Gender, Between Gender Confusion and Misrecognition

*Program listing: Jennifer Kaplan**


Jennifer Kaplan - University of California, Berkeley



*Keywords: sociolinguistics, queer linguistics, linguistic ethnography*
*Prize eligibility: Pre-Doctoral/Student Prize (Ph.D. Not Yet Awarded)*

## Abstract

Drag artists are exemplars of both gender performativity (Butler 1990) and gender performance (Greco 2018), combining language, gesture, and visual presentation to construct personæ. I focus on the use of grammatical gender in the performance of French-English bilingual Montreal drag kings, drawing from interviews, fieldnotes, and fifty hours of recordings. Using data from three key participants, I first examine how these kings gender themselves. Grammatical gender is a critical linguistic resource: they use the grammatical masculine to develop their drag personæ; their switches into the grammatical feminine onstage denaturalize (Bucholtz and Hall 2004) their performances, strategically reminding the audience of the performer behind the persona. I then examine how these performers are gendered by other drag artists. While these kings' own manipulation of grammatical gender is agentive, if not necessarily conscious, their (mis)gendering by performers they share the stage with—predominantly, drag queens¬—highlights how the interactional nature of linguistic exchange creates the space for misrecognition, which can be simultaneously disempowering and subversive. I focus specifically on drag queens' use of feminine grammatical constructions to describe drag kings: How it semiotically erases (Gal and Irvine 1995) the presence of drag kings, how it reveals the complex intersections of gendered and racialized power dynamics in performance spaces primarily owned and run by White, cis-privileged gay men, and how drag kings themselves capitalize on the gender confusion they inspire in others to create larger critiques of the gender binary.

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**Session 10 | 4:15-4:45 | Room #2**

### Embedded questions and L2 video comprehension: Accuracy and response time across immediate and delayed tests

*Program listing: Kevin Auston*

Kevin Auston - Beihang University

*Keywords: embedded questions, L2 video comprehension, processing efficiency, delayed comprehension, inferential comprehension*

## Abstract

Digital transformation in technology-mediated L2 education has made video-based input central to instruction (Gonzalez-Lloret 2024:541). As audiovisual input, L2 videos require learners to process spoken language and visual information simultaneously (Wagner 2010:493). Given these processing demands, embedding questions in videos has been proposed to enhance learning. (Brame 2016:6). However, empirical evidence on whether and how such embedded questions affect different dimensions of comprehension performance (accuracy and processing efficiency) remains scarce (Núñez 2017:36; Deng and Gao 2024:473). The present study therefore examined the effects of embedded questions on L2 video comprehension performance, operationalised as comprehension accuracy and response time (RT).

72 Chinese L1 university EFL learners completed a within-subjects experiment, watching 2 uncaptioned English expository videos in two conditions: (a) embedded questions, where videos were paused at preselected points for multiple-choice questions targeting the preceding segment, and (b) uninterrupted viewing. After each video, learners took an immediate global comprehension test and a parallel delayed test 7 days later without rewatching. Both tests included literal and inferential items. Accuracy and RT were analysed using mixed-effects models.

Results showed that the embedded-question condition yielded higher delayed comprehension scores than the uninterrupted condition, whereas immediate comprehension did not differ significantly. A closer look at the delayed test showed that learners in the embedded-question condition outperformed those in the uninterrupted viewing condition on literal, and especially inferential, items and showed shorter RTs. Overall, embedding questions in L2 videos can yield better comprehension performance, with implications for the design of audiovisual input in L2 instruction.

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**Session 11 | 5:00-5:30 | Room #1**

## Humanizing Public Space: The Rise of 'Cuteness' Language in the Multimodal Linguistic Landscapes of Urban Subway Systems in China

*Program listing: Anthear (Laidong) Song**
Anthear (Laidong) Song - School of Linguistics and Applied Language Studies, Victoria University of Wellington, New Zealand
*Keywords: multimodal linguistic landscape, linguistic landscape, "Cuteness" language, multimodal discourse analysis, sociolinguistics, subway systems*

### Abstract

Multimodal linguistic landscape (MLL) has recently emerged as a dynamic research area in sociolinguistics. Among various MLLs shaping contemporary societies, the multimodal linguistic landscape of subway systems—a specific type of MLL defined by its geographic context—remains relatively unexplored.

In recent years, driven by internationalization and cultural diversification, China's urban linguistic ecology has undergone significant transformation. One notable phenomenon is the growing popularity of "Cuteness" language as a national linguistic style. Originating from Internet and anime cultures, "Cuteness" language is distinguished by its inherently multimodal nature.

To investigate the current linguistic and social status of "Cuteness"-styled multimodal language in China, this study collected 50 related MLL examples from subway stations across 20 major Chinese cities. Adopting Scollon & Scollon's (2003:2-8) geosemiotic framework and integrating perspectives from multimodal discourse analysis and linguistic landscape studies, this current study analyses the linguistic codes, semiotic modes, expressive media, spatial settings, and communicative functions of these samples. Furthermore, it examines the interactional mechanisms among different semiotic modes, as well as the relationships between the multimodal signs, spatial environments, and discourse participants.

The findings indicate that "Cuteness" language has evolved from a subcultural phenomenon into a mainstream discursive style in urban China, developing rich multimodal expressive forms and diverse communicative functions. It increasingly serves as a sociolinguistic resource promoting social justice, inclusivity, empathy, and humanistic values within public spaces. This research can also offer insights into linguistic landscape design and language policymaking in other sociocultural contexts and across various types of public spaces.

### References

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**Session 12 | 5:00-5:30 | Room #2**

## On the Different Statuses of the Sonority Sequencing Principle and the Maximal Onset Principle: Evidence from Chinese and English

*Program listing: Chao Li*
Chao Li - City University of New York
*Keywords: Sonority Sequencing Principle, Maximal Onset Principle, Universality, Chinese, English*

### Abstract

The Sonority Sequencing Principle (SSP) in (1) and the Maximal Onset Principle (MOP) in (2) are often claimed to be universal phonological principles governing (re)syllabification. Through a contrastive study of English and Mandarin Chinese, this presentation argues that the two principles actually have different statuses with respect to universality.

(1) The Sonority Sequencing Principle (Lin 2007:111; see also Spencer 1996:89)
The syllable has increasing sonority before the nucleus and decreasing sonority after the nucleus.

(2) Maximal Onset Principle (MOP)
In syllabifying the consonants between two vowels, maximize the syllabification of these consonants to the following onset as long as the resulting onset is well-formed.

With respect to English and Mandarin, the functioning of the SSP in the former can be seen from both the fact that the principle serves as a valuable guide to syllabification and the fact that the vast majority of English syllables (e.g. [pɹɪnt] print) obey the SSP. In the case of Mandarin, all the attested syllables in the language obey the SSP (Lin 2007:111).

As for the Maximal Onset Principle (MOP) in (2), it is also claimed to be a universal principle (e.g. Vallée et al. 2015: 133) and it may apply to both syllabification and resyllabification. With respect to English and Mandarin, there is good evidence that the MOP applies to English in (re)syllabification. For example, the MOP rightly predicts that [ə.brʌpt] is the right syllabification of [əbrʌpt] in English. However, the MOP does not truly apply to Mandarin. For example, [tɕjanɑu], as the pronunciation of jiān'áo 煎熬 'to suffer, suffering,' is syllabified as [tɕjan.ɑu], not [tɕja.nɑu], though the latter conforms to the MOP.

Therefore, the SSP and the MOP actually have different statuses from a crosslinguistic perspective. Specifically, while the SSP can be considered a violable well-grounded universal principle, the MOP is not truly a universal principle.

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## Session 13 | 5:30-6:00 | Room #1

### De-Coding the Binary: Algorithmic Normalization vs. the Insurrection of Gendered Grammars


*Program listing: Tatiana Marisel Pizarro***

Tatiana Marisel Pizarro - Conicet- IISE - UNSJ



*Keywords: Critical Discourse Analysis, Generative AI, Performativity, Linguistic Justice, Foucault.*



### Abstract

This paper employs Critical Discourse Analysis (CDA) to examine Generative AI as a powerful normalizing device that inherently conflicts with contemporary gender performativity. Grounded in Foucault's (1970) conceptualization of the "order of discourse" and Butler's (1990) theory of performativity, this research argues that Large Language Models (LLMs) are not neutral technological tools but active enunciating subjects that automate and amplify patriarchal hegemonies through a mechanism of "statistical consensus." By prioritizing high-probability linguistic patterns, these models effectively marginalize dissident or minority identities that do not conform to historical data distributions.

Methodologically, an experimental CDA approach is utilized, employing a corpus of specialized prompts designed to probe the persistence of the generic masculine and the systemic resistance to non-binary gender morphemes (e.g., "-e" or "-x"). Drawing on Fairclough's (2015) framework on language and power, the research illustrates how the underlying architecture of Natural Language Processing (NLP) exerts epistemic violence by misclassifying or erasing gender-related linguistic innovations as "noise" or "systemic errors."

Findings suggest that the drive for algorithmic efficiency and communicative "smoothness" results in a standardized erasure of dissident discursive marks, further invisibilizing non-hegemonic identities in the digital sphere. We conclude that achieving linguistic justice in the future of AI necessitates a profound "de-patriarchalization of code" that moves beyond technical bias mitigation toward a recognition of the linguistic sovereignty of diverse speaking communities. Ultimately, this study reaffirms that language remains a contested site of political and social struggle, resisting the artificial identity closure imposed by the statistical probabilities of modern AI systems (Bender et al., 2021).



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## Session 14 | 5:30-6:00 | Room #2

### Building a Searchable, Tagged Corpus of KiSwahili-Language News (2000-2025)


*Program listing: Troy Spier*

Troy E. Spier - Florida A&M University



*Keywords: Bantu, Corpus Linguistics, Newspapers, Internet, East Africa*



### Abstract

Boasting over one hundred million speakers, KiSwahili (G40) is an official or co-official language in five nations (Tanzania, Kenya, Uganda, Rwanda, DR Congo), is employed as a regionally important language in other parts of East Africa and in the African Union, and is taught at colleges and universities on other continents. As a natural consequence of its widespread usage as a common medium of communication, then, KiSwahili is also unsurprisingly the most well-documented from both literary and linguistic perspectives. In fact, it was first mentioned in the fourteenth century (Mugane 2015:80) and was utilized in early twelfth-century epitaphic inscriptions written in the Perso-Arabic script (Biersteker 2021:14), thus demonstrating a longitudinal history that bolsters its contemporary importance. Scholars have made significant progress in promoting KiSwahili in electronic spaces, such as through the creation of the Kamusi Project (cf. Benjamin 2008-) and the Helsinki Corpus of Swahili (cf. Hurskainen 2004-). However, a straightforwardly accessible corpus of journalistic accounts for usage in computational linguistics, discourse analysis, and foreign language teaching, among other fields, remains unrealized. As such, the present study considers the development, accomplishments, and obstacles involved in the creation of a tagged corpus containing twenty-three million words from five leading, KiSwahili-language newspapers (Habari Leo, Taifa Leo, TUKO, BBC, and Deutsche Welle).


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# DAY 2: THURSDAY, JULY 9

## Session 15 | 9:30-10:00 | Room #1

### From Typology to Economy: Threshold Effects of Syllabic Disparity in Chinese and Korean Loanword Adaptation

*Program listing: Cui-ting Hu & Jong-mi Kim***

Cui-ting Hu - Liaoning Communication University

Jong-mi Kim - Kangwon National University

*Keywords: loanword adaptation, syllabic disparity, transliteration, semantic translation, lexical economy, linguistic typology, threshold effects, Chinese, Korean, neologisms*

*Prize eligibility: Post-Doctoral Prize (Ph.D. Awarded Within the Last Five Years)*

## Abstract

This study examines how typologically distinct languages select between transliteration and semantic translation when adapting English-derived technical terms. Prior research shows that Chinese, shaped by its morphosyllabic writing system, favors semantic translation, whereas Korean, with its alphabetic orthography, prefers phonological borrowing; both are further constrained by lexical economy, including syllable minimization (Hu, Park, and Kim 2024; Miao 2005). Crucially, loanword adaptation emerges from perceptual processes that are later systematized into phonological patterns under usage pressures (Hui 2020). However, previous work has not established thresholds governing this choice or controlled for familiarity effects in loanwords.

We test whether syllabic disparity predicts adaptation preferences in Chinese and Korean. Using 42 English items (20 emerging technology company names and 22 purpose-built neologisms to eliminate familiarity bias), we conducted parallel online surveys in China (N = 130) and South Korea (N = 130) within a 9×2×2×2 factorial design (syllabic disparity × language × adaptation method × term category).

Results reveal a syllable-mediated hierarchy consistent across languages for company names. At minimal disparity (0–2 syllables), typological preferences dominate: Chinese favors semantic translation, whereas Korean favors transliteration. At greater disparity (3–4 syllables), lexical economy overrides typology, with both groups preferring shorter forms.
For controlled neologisms, patterns diverge: Chinese participants strongly prefer semantic translation, while Korean participants remain sensitive to syllabic economy.

These findings show that syllabic disparity exerts a threshold-dependent effect on loanword adaptation, shifting from typology-driven to economy-driven preferences, modulated by term category, and offer a predictive framework for terminological standardization.

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## Session 16 | 9:30-10:00 | Room #2

### L1 Influence on English Academic Writing by Chinese Students

*Program listing: Hui Yin*

Hui Yin - Xi’an Jiaotong-Liverpool University

*Keywords: L1 transfer, error analysis, English academic writing, Chinese students*

## Abstract

This study aims to investigate L1 influence on Chinese students’ English writing by analyzing language errors. Previous studies on examining the connections between Chinese influence and English language errors in academic writing are lacking. This study intends to fill this gap and explore the causes of language errors. Moreover, research on language errors has focused on lexical

error analysis (e.g. Ye, 2019). This study conducted a comprehensive language error analysis in morphology, lexicon and syntax to examine L1 transfer. The samples for this study were 12 undergraduate English dissertations (10,000-13,000 words) by Chinese Students from Xi'an Jiaotong-Liverpool University. The error classification was based on James' (2001) grammatical categorizations. It has been found that the most frequently occurred error types involve word form, subject-verb agreement, non-finite verb, article and parts of speech. The findings indicate these major type errors seem to be all connected to the influence of Chinese (L1), which is a isolating and non-inflection language. These five types of common errors take up 53.2% of all of the identified errors. The results of the research inform us of prominent effects of L1 influence on English academic writing. The study suggests the importance to promote comparative methodology to raise students' awareness of the differences between English and Chinese and help students to avoid negative transfer from L1 in academic writing. The findings of this study have pedagogical implications and the results will be useful for providing scaffolding practice for both in-class learning and students' self-study to avoid common errors.

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## Session 17 | 10:00-10:30 | Room #1

## A behavioral profile corpus-based approach to negative modal verbs in Taiwan Mandarin: meibanfa and wufa

*Program listing: Candice Xiao-Yun*
Candice Xiao-Yun Shen - Miaoli County Datung Elementary School
*Keywords: behavioral profile, spoken corpus, near synonym, modal verb, Taiwan Mandarin*

### Abstract

Near synonyms in Mandarin share common linguistic functions, which have been addressed their subtle differences previously, but learning near synonyms have kept perplexing language learners. The oral corpus data comparison between Chinese as a second language (CSL) learners and Taiwan Mandarin speakers indicates that the asymmetry on CSL learners' lexical selection between meibanfa (MBF) and wufa (WF) is quietly different from Taiwan Mandarin speakers, which reveals an implicit learning gap that previous studies have yet found. This paper utilizes the behavioral profile proposed by (Gries, 2012) to cope with the corpus data which respectively include MBF and WF in Taiwan Mandarin to model the underlying sentence construction with the preferred distinction of semantic tags. In this study, I retrieve oral corpus data to examine their differences with semantic and grammatical labels. Statistical significances by a correlational approach prove there are distributional nuances on topic types, post-verbal dynamicity, and embedded-de construction. Quantitative results thus support to provide analytical patterns respectively preferred by MBF and WF underlying Taiwan Mandarin native speakers' colloquial usages. The deriving contribution of the result helps CSL learning to enhance the oral proficiency in daily talks. The proposed preferred patterns can explicitly assist CSL learners to reach advanced level close to native speakers.

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## Session 18 | 10:00-10:30 | Room #2

## Co-constructing Affective Meaning: A Conversation Analytic Study of Affective Practices in Human-AI Interaction

*Program listing: Lingyan Zhang & Jian Zhang*
Lingyan Zhang - Beijing Institute of Technology
Jian Zhang - Beijing Institute of Technology <jianzhang_uva@bit.edu.cn>
*Keywords: human–AI interaction, conversation analysis, interactional competence, affective alignment, emotional utterances*

### Abstract

Amid the prevalence of large language model (LLM) chatbots, researchers have increasingly raised ethical concerns like emotional dependence in human-AI affective interactions (Laestadius et al., 2022; Yankouskaya et al., 2025), partly arising from limited understanding of affective mechanism between humans and AI (Chu et al., 2025; Petrassi, 2025). Although language serves as the primary medium for interaction, how humans and AI co-construct affective meanings through linguistic practices remains underexplored. To bridge this gap, drawing on 30 groups of human-AI dialogues (approximately 113,000 characters) collected from two representative social media platforms in China and abroad, namely Xiaohongshu (rednote) and Reddit, we use Conversation Analysis to analyze user-initiated strategies, AI response strategies and affective interaction outcomes. Dialogues were selected from user-uploaded interactions containing affective expressions (e.g., empathy, comfort and complaints) with a

minimum of three conversational turns. Informed by Interactional Competence (Hall, 2018; Young, 2011), we explore how humans and AI collaboratively manage turn-taking, preference organization (Pomerantz, 1984) and repair sequences to promote affective interaction. Preliminary findings reveal that users primarily trigger emotional exchanges through both explicit and implicit emotional utterances, while AI responds with emotional and informational support. Implicit emotional utterances often result in inadequate responses, prompting users to iteratively engage in repair sequences to achieve better emotional alignment. This study demonstrates that emotional support is not realized instantaneously but is negotiated across multiple turns. It contributes to a deeper understanding of interaction mechanisms in affective human-AI communication, offering implications for mitigating emotional dependence in conversational AI design.

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## Session 19 | 10:30-11:00 | Room #1

### Chinese-Japanese Orthographic Bivalence in the Linguistic Landscape of Shanghai


*Program listing: Jacob Algrim**

Jacob Algrim - University of Hawai'i at Mānoa; Beijing Language and Culture University <jalgrim@hawaii.edu>



*Keywords: Chinese, Japanese, linguistic landscape, bivalence*


### Abstract


This study examines the phenomenon of orthographic bivalence in the linguistic landscape (LL) of a Japanese-oriented commercial area in Shanghai. While LL research has traditionally focused on multilingualism in ethnic enclaves, this paper addresses a distinct type of space characterized not by clear ethnolinguistic boundaries, but by semiotic overlap and ambiguity between Chinese and Japanese (Li, 2024). Drawing on a dataset of 260 storefronts and 1,121 sign units, the study adopts a segment-based coding approach to analyze the distribution and interaction of orthographic systems.

Attention is given to Chinese characters shared between Chinese and Japanese, which enable what has been termed a “bilingual wink” (Lamarre, 2014), allowing signs to be read across linguistic systems while maintaining distinct indexical associations. The analysis demonstrates that such bivalent forms constitute a significant portion of the dataset and function as a mediating semiotic resource, rendering Japanese-oriented spaces partially accessible to Chinese readers while still indexing Japaneseness. At the same time, variation in script choice, e.g. kana versus kanji, reveals a gradient of perceptual salience, with different orthographic forms contributing unevenly to the construction of “Japanese” space.

Quantitative findings show a heavily skewed distribution of orthographic density, with most storefronts displaying relatively low segment counts and a small number exhibiting high textual complexity. Spatial visualization further indicates clustering patterns consistent with the emergence of localized “Japanese street” effects (Amos, 2016). The study argues that bivalence plays a crucial role in enabling these spaces to simultaneously invoke foreignness and familiarity within contemporary urban China.


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## Session 20 | 10:30-11:00 | Room #2

### The Grammar of Combat: A Comparative Study of Relational Prepositions and Spatial Mapping in 14th-Century Fencing Pedagogy


*Program listing: Nicholas DiBenedetto*

Nicholas DiBenedetto - Independent Researcher



*Keywords: Corpus Linguistics, Historical Pragmatics, Body-Mind, Longsword Pedagogy*

## Abstract

How do you put muscle memory into words? This study demonstrates that the two most influential longsword masters of the 14th century, Johannes Liechtenauer and Fiore dei Liberi, conceptualized the duel in fundamentally different ways. Through quantitative analysis using AntConc, the study revealed that the German Zettel (MS3227a) frames combat through moments in time, while the Italian Fior di Battaglia frames combat through spatial positioning. The selected texts represent manuscripts from a time period when European craftspeople were just beginning to document their practices in written form (Smith, 2022).

Based on the philosophical frameworks laid out by authors such as Michael Polanyi (1966) and John Dewey (1981), analysis was done on the frequency of temporal and spatial markers within the manuscripts. The statistical results are striking and effectively demonstrate that Liechtenauer framed combat through temporal concepts (e.g. vor, nach), whereas Fiore framed combat through spatial concepts (e.g. sopra, fuora). Log likelihood tests as outlined by Douglas Biber (1988) were utilized to demonstrate that these linguistic patterns were not mere coincidence, but representative of distinct cognitive schema. By treating these treatises not just as move-sets but as artifacts of cognitive schemas, the study provides a new method for understanding the body-mind connection in historical European practices.

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**Session 21 | 11:00-11:30 | Room #1**

### Digital Decontextualization: Machine Translation and the Computational Erasure of Yoruba Indigenous Knowledge

*Program listing: Khadijat Temitope Lawal**
Khadijat Temitope Lawal - Obafemi Awolowo University, Ile-Ife, Osun State.
*Keywords: machine translation, indigenous knowledge, Yoruba proverbs, decolonial linguistics, artificial intelligence, computational linguistics, computation violence*

## Abstract

As artificial intelligence increasingly mediates cross-cultural communication, machine translation (MT) has become a primary interface through which global audiences encounter African languages and the indigenous knowledge systems they encode. While colonial scholarship has shown how African knowledge was historically extracted and distorted through institutional and physical domination, the mechanisms by which contemporary computational systems reproduce similar forms of epistemic harm remain underexplored. This study addresses this gap by examining the systematic erasure of indigenous knowledge embedded in African linguistic practice through AI translation tools.

Using Yoruba proverbs as a case study, the research conceptualizes AI-mediated translation as a novel form of language endangerment, one that operates not through suppression but through computational flattening of meaning. A mixed-methods design was employed: twenty Yoruba proverbs representing diverse pragmatic functions were translated using ChatGPT-4 and Google Translate, then compared with expert human translations. Ethnographic insights into Yoruba discourse grounded the analysis, which focused on cultural contextualization, pragmatic function, philosophical depth, and register.

Findings reveal that while Machine Translation systems achieve grammatical accuracy, they systematically strip proverbs of their cultural force. Context-dependent meanings are treated as fixed, pragmatic functions such as indirect criticism and moral instruction disappear, and complex Yoruba philosophical ideas are reduced to generic statements. For example, “Ẹni tó bá ní kó má sọ̀rọ̀, kò mọ iye ọ̀rọ̀” is rendered as a simple statement about speech, erasing its deeper role in defending voice and resistance.

This study argues that AI-mediated language endangerment differs from colonial forms by operating through the illusion of neutrality, necessitating decolonial approaches that address computational knowledge loss.

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## Session 22 | 11:00-11:30 | Room #2

### Motivational Development in L2 Japanese Language Learning among Individuals from Japanese-American Mixed-Marriage Families: From Childhood to Adulthood

*Program listing: Machi Namba * & Junko Tanaka*
Machi Namba - Graduate School of Intercultural Studies, Kobe University, Japan
Junko Tanaka - Graduate School of Intercultural Studies, Kobe University, Japan
*Keywords: Heritage language motivation, Japanese–U.S. mixed-marriage families, Person-in-Context relational view, L2 Motivational Self System, Grounded Theory Approach*

## Abstract

This case study examines how individuals from Japanese-American mixed-marriage families, who were raised in an English-speaking environment, become motivated to learn Japanese as a heritage language from childhood to adulthood. Drawing on narratives, it explores the following: their current motivation, how their motivations changed, and how they (re)evaluate earlier Japanese experiences.

The participants are three mother-child pairs who were recruited via community newspapers in a US city. The child participants are Anne (19), Ben (20), and Tom (23). Their earlier exposure to Japanese includes speaking it at home with Japanese-speaking mothers and English-speaking fathers, visiting Japan and attending supplementary schools. None of them chose to enroll in Japanese courses at university.

Data were collected in June 2025 through questionnaires and semi-structured interviews. Qualitative analysis was conducted using the Grounded Theory Approach (Corbin & Strauss, 2015) and thematic narrative analysis.

The analysis revealed three contrasting trajectories. Ben attributed symbolic value to the Japanese language and culture yet avoided formal study. Anne’s interest was situationally activated and context dependent. Tom reconstructed and positively re-evaluated past experiences with the language. These trajectories were shaped by maternal educational support, opportunities to use Japanese, and broader social influences on language choice.

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## Session 23 | 1:00-1:30 | Room #1

### Generative AI as a Plurilingual Mediational Resource in Academic Writing Support

*Program listing: Violetta Cupial**
Violetta Cupial - Centennial College and University of Toronto
*Keywords: Generative AI, plurilingualism, mediation, writer agency, linguistic justice, multilingual writers, academic writing support, Complex Dynamic Systems Theory*

## Abstract

Generative AI tools are entering academic support spaces, yet their implications for multilingual writers' agency and linguistic justice remain underexamined (Preece 2022; Hajiyeva 2025). This paper examines how AI can be designed in writing support so that it amplifies, rather than constrains, plurilingual students' repertoires and sense of authorship. The study builds on a pilot project in a college writing centre, where AI-mediated modules invited multilingual students to draw on their linguistic repertoires while planning and drafting academic texts. Plurilingualism and the CEFR Companion Volume's mediation descriptors frame language as a dynamic repertoire and learners as social agents who deploy semiotic resources strategically (Council of Europe 2020; Piccardo 2022, 2024). A multi-case qualitative project is planned in which students' AI interaction logs and follow-up interviews will be analysed through a Complex Dynamic Systems Theory lens (Larsen-Freeman and Todeva 2022), using State Space Grids to trace evolving mediation patterns (van Geert and van Dijk 2002). This paper reports findings from pilot interviews with plurilingual college students using AI for writing tasks. Examples indicate that students used AI to move between languages when unpacking passages, planning arguments, and reshaping content for assignment-appropriate genres, while reflecting on how these practices shaped confidence, voice, and legitimacy as writers (Mercer 2012; Larsen-Freeman 2011). The paper argues that positioning AI as a plurilingual mediational resource, rather than a monolingual shortcut, creates space for multilingual repertoires, challenging English-only norms in academic support, thereby contributing to linguistic justice in higher-education writing ecologies (Lüdi and Py 2009; Piccardo 2024).

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**Session 24 | 1:00-1:30 | Room #2**

### The English-Speaking and the Malayalam-Speaking Anglo-Indians of Kerala: A Study Investigating the Reasons for Linguistic Differences between the Two Groups

*Program listing: Smita Joseph*


Smita Joseph - The English and Foreign Languages University, Hyderabad



*Keywords: generalised Anglo-Indian, Kerala Anglo-Indian, MT, English-Speaking Anglo-Indians of Kerala, Malayalam-Speaking Anglo-Indians of Kerala*


## Abstract


Kochi was ruled by three European powers, the Portuguese (early 16th to mid-17th century), the Dutch (mid-17th to late 18th century), and the British (late 18th to mid-20th century). Several Anglo-Indians established their bases away from the cities from the time the Dutch were in power. This has led to the development of two groups of Anglo-Indians (i.e., English-speaking vs. Malayalam-speaking) due to the distinct environments in which community members are raised. The ones raised in the more rural areas have adopted Malayalam as their mother tongue (MT), whereas for those from the more urban areas, that is, the areas that were under British control, English replaced Portuguese and/or Malayalam as community members' MT. The English-speaking Kerala Anglo-Indians and the generalised Anglo-Indian community are native speakers of Indian English. This study aims to investigate the factors that contribute to the conflict with respect to the choice of two distinct languages (i.e., Malayalam or English) as the MT of the Anglo-Indians of Kerala. The dataset that forms the basis of analysis for this project constitutes 16 interviews of Kerala Anglo-Indians. A thematic analysis of research participants' responses indicates that social networks, language of instruction in educational institutions, Portuguese ancestry, etc., are a few key factors that determine the choice of MT among Kerala Anglo-Indians. The implications of this line of research call attention to various forms of discrimination attributable to MT choices, as for instance, when they become a criterion for membership in community associations and organisations..


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## Session 25 | 1:30-2:00 | Room #1

### Translating Peace: The Role of AI in Media Translation During the Egypt Peace Summit

*Program listing: Arwa Nouby**, Afnan Abdelgawad, Gaby Semaan & Max Matolin*
Arwa Nouby Hassan - Assiut University, Egypt
Afnan Abdelgawad - Assiut University, Egypt
Gaby Semaan - University of Toledo, USA
Maximilian Matolin - University of Toledo, USA
*Keywords: Artificial Intelligence (AI), Media Translation, Media Diplomacy, Peace Discourse, Register Analysis, Cross-Cultural Communication.*

### Abstract

This paper examines the role of artificial intelligence (AI) in media translation during the Egypt Peace Summit held on 13 October. It analyzes news coverage published on the day of the event by the four international news agencies TASS, France 24, MENA, and Reuters, with a focus on how peace-related discourse is rendered across English and Arabic versions.

Using a systematic random sampling technique, news items are selected proportionally from each agency's coverage. For each selected report, a three-layered dataset is constructed: the original text, the human translated version, and an additional AI-generated translation produced for comparison. This design allows for a direct examination of how meaning shifts across translation modes.

The study adopts House's (2015) translation quality assessment model, applying register analysis (i.e., field, tenor, and mode) to identify the cases of mismatch along the register parameter. Both qualitative and quantitative methods are used to analyze variations in terminology, tone, and the translation of diplomatically sensitive expressions such as "peace," "ceasefire," and "mediation."

By situating AI translation within a real-time diplomatic event, the paper highlights how automated and hybrid translation practices may influence the framing of international political discourse. The findings contribute to discussions on AI, media diplomacy, and cross-cultural communication in contemporary multilingual news environments.

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## Session 26 | 1:30-2:00 | Room #2

### Lak'ota Wicoiye Kci Itowapi: The Development of an Audio/Visual L/Dakota Dictionary

*Program listing: Lo Coffman*
Lo Coffman - Northeastern Illinois University
*Keywords: language revitalization, digital dictionary, vocabulary acquisition*

### Abstract

L/Dakota are critically endangered languages that are spoken across the Great Plains of the United States and Canada (Unesco 2010). Due to their endangered status, L/Dakota tribal members, educators, and linguists have been developing new language learning tools in hopes of revitalizing the next generations of first-language speakers. My thesis studies the effectiveness of the newly developed L/Dakota audio/visual dictionary (named the Lakota Voices Dictionary) for beginner vocabulary acquisition. I developed a survey from 39 pictorial annotations (still images or gifs) and recordings to investigate the interpretability of the pictorial annotations based on the responses of non-fluent L/Dakota speakers. Survey participants were placed in 4 groups based on whether: they were native identifying; have lived within reservation or tribal communities; lived in urban communities; their level of L/Dakota language exposure. Responses to the survey were judged and given a semantic correctness score of 1-3 (1 being completely semantically incorrect and 3 being an exact semantic match or synonymous word). My analysis of the data showed that the exposure to L/Dakota language was the most important factor related to correct scores on word meaning.

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## Session 27 | 2:00-2:30 | Room #1

### More Than "Measure Words": Rethinking Classifier Languages in Cross-linguistic Differences and Language Teaching in Classroom Settings

*Program listing: Susan Feng**
Susan Feng - Indiana University Bloomington <yf10@iu.edu>
*Keywords: Context and Meaning*

## Abstract

Many languages have measure words, but only some have numeral classifiers. The distinction between classifiers and measure words therefore requests closer attention. Previous research has demonstrated differences in their semantic interpretation and syntactic behavior (e.g., Tai and Wang 1990; Cheng and Sybesma 1998; Wu and Her 2021), yet their broader typological and pedagogical implications are still unclear. This study investigates how classifier and measure word systems differ across languages and how these differences shape second language learning.

Specifically, this study addresses two main questions: what typological features distinguish classifier structures from measure word structures across languages such as Chinese, Korean, Japanese, and English, and how this distinction affects classroom teaching materials and learners' learning difficulties.

The first part of this study conducts a comparative metalinguistic analysis, focusing on formal and lexical semantics and syntactic structures. For instance, while Chinese requires a classifier as the head of a classifier-noun phrase, in an English measure-word-noun phrase, the noun is the head. This structural nuance reveals the systematic differences cross languages.

The second part examines five widely used Chinese-as-a-foreign-language textbooks in North America to evaluate how classifier-measure-word distinctions are presented pedagogically. The analysis shows that many materials conflate classifiers with measure words, offering limited explanation of their functional differences and causing difficulties of language learners.

Integrating both metalinguistic and material-based analysis, this study argues that insufficient differentiation between classifiers and measure words in cross-linguistic differences and language teaching. A clearer typological framing can improve instructional design and support more accurate cross-linguistic understanding.

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**Session 28 | 2:00-2:30 | Room #2**

### Informality Features in AI-Generated and Human-Written Academic Discourse

*Program listing: Sharif Alghazo*

Sharif Alghazo - University of Sharjah

*Keywords: Academic writing, Informality, Artificial intelligence, Corpus analysis, ChatGPT*

## Abstract

Academic writing is conventionally characterised by formality, yet recent research highlights a growing use of informal features in academic discourse. This study is a comparative corpus-based analysis of informality in 40 human-written and 40 AI-generated argumentative essays, with the latter produced using ChatGPT under standardised prompting conditions. Drawing on a framework of 12 informality markers, the study examines the frequency and rhetorical function of these features across both corpora. The human-written dataset, drawn from the Louvain Corpus of Native English Essays (LOCNESS), exhibited a markedly higher use of informal features, with first-person pronouns, anaphoric reference, and sentence-initial conjunctions being most common. In contrast, the AI-generated dataset contained significantly fewer informal markers, avoiding most conversational elements such as contractions, second-person pronouns, and fragments, but showing a strong tendency toward sentence-initial conjunctions. Chi-square tests confirmed statistically significant differences for nearly all features, indicating that while human writers frequently blur the boundary between spoken and written registers, ChatGPT consistently suppresses informality, producing a more formal style. Qualitative analysis further revealed that students employ informality to engage readers, convey stance, and create conversational flow, whereas ChatGPT maintains detachment and structural control, sometimes at the expense of personal voice. These findings contribute to applied linguistics research by demonstrating how AIgenerated texts may both model and distort academic style. The study underscores the pedagogical implications of integrating AI in higher education academic writing instruction (e.g., EAP and composition courses), particularly in guiding students to critically evaluate stylistic convention

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## Session 29 | 2:30-3:00 | Room #1

### Cross-Linguistic Acoustic Evidence Against Universal Emotion Taxonomies in SER

*Program listing: Ghadaq Alobeidat**
Ghadaq Alobeidat - Jordan University of Science & Technology
*Keywords: Speech Emotion Recognition (SER), cross-linguistic acoustics, emotional interjections, linguistic justice, multilingual corpora, emotion taxonomies*

### Abstract

Alongside the well-documented training data scarcity, Speech Emotion Recognition (SER) systems carry an underexamined bias: the emotional categories used for training are largely based on English-speaking, Western cultural constructs (Nee et al., 2022:1). This brings to the fore a question of linguistic justice regarding whose conceptual frameworks define emotions, not whose voices are represented.
This paper presents empirical evidence through InterX-12, a new multilingual dataset of 1,800 interjection tokens across 12 emotionally and culturally inclusive categories developed for this study, in Levantine Arabic, English, and Turkish. Using acoustic feature extraction, we show that emotional expression uses fundamentally different acoustic and segmental strategies across these languages, and that cross-linguistic transferability of SER models is limited. Findings reveal that cross-linguistic classification accuracy drops by up to 22.5 percentage points in the worst-performing language pair, suggesting that emotional acoustic patterns do not transfer cleanly across linguistic boundaries (Laukka et al., 2014:446).
We argue that the issue is deeper than the diversity of datasets. Some languages encode emotional, cognitive, and volitive interjection functions (Ameka, 1992:113; Dingemanse, 2025) that cannot be easily mapped onto English-based taxonomies. These are categories that SER frameworks, constructed around basic emotion models, do not account for (Gendron et al., 2014:911). Making Arabic or Turkish expression conform to English emotional categories does not yield multilingual SER: it yields English-centric multilingually applied SER. Culturally and linguistically grounded taxonomies are essential for equitable speech AI, which this paper documents and calls the field to address (Nee et al., 2022:1; Ponsonnet et al., 2024:3118).

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## Session 30 | 2:30-3:00 | Room #2

### Beyond Correction: Generative AI, Translanguaging, and Linguistic Justice in Multilingual Academic Writing

*Program listing: Benazir Naudhani**
Benazir Naudhani - University of New Mexico
*Keywords: Generative AI; translanguaging; linguistic justice; multilingual writing; critical AI literacy; epistemic justice*

### Abstract

The growing integration of generative AI in writing classrooms, multilingual writers are frequently encouraged to use AI tools to check grammar, improve fluency, translate, and develop ideas. This paper presents a small-scale qualitative study that explored how multilingual writers in the undergraduate level engage with generative AI in academic writing and the impact of this engagement on voice, agency, and multilingual meaning-making. Data includes students' original drafts, prompts they provided to generative AI tools, AI-generated revised drafts, and brief reflections on their interaction with AI. The participants were eight multilingual undergraduate students in an academic writing context in a university in Pakistan, selected by purposive sampling.

Data is analyzed using comparative textual analysis of paired drafts and thematic analysis of student reflections. The research examines the role of generative AI as a multilingual tool for support or a tool for standardization. The results indicate that AI can serve as a tool to help students overcome language barriers, generate ideas, and switch languages and registers; however, it can also reinforce the dominance of standard English and smooth out rhetorical and linguistic variation. The paper proposes a translanguaging and critical AI literacy approach to the question of whether multilingual writers should use generative AI, which shifts the focus from the problem of use to the pedagogical conditions for using AI without losing writers' voice and contextual knowledge. The paper ends with a human-centered approach to multilingual writing with AI support, highlighting strategic translanguaging, critical questioning of AI products, and safeguarding linguistic and epistemic diversity.

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## DAY 3: FRIDAY, JULY 10

### Session 31 | 10:00-10:30 | Room #1

### A new trend in generative syntax, and the interface between syntax and phonology


*Program listing: Mayumi Hosono*

Mayumi Hosono - Nihon University



*Keywords: The Box system, Scandinavian Object Shift, the interface between syntax and phonology*


### Abstract


In his latest paper, Chomsky (2024) proposes a new derivational system, the Box system, in which an item is raised to the v*P phase edge and 'boxed' there (i.e. cannot move further), and a higher phase head, C, determines its interpretation as well as the location where it is externalized by giving 'instructions' to that item. In this system, what has been traditionally called movement is decomposed into movement (to the v*P phase edge) in syntax and externalization (in a surface position) in phonology. Within this system, we realize Richards's (2010, 2016) claim that movement occurs to meet the demands from phonology, proposing that a phonological property is incorporated into C's instruction as a functional feature that externalizes an item in a surface position. We discuss Scandinavian Object Shift (SOS, Holmberg 1986), which has been controversial in generative syntax, as a case study. We claim that the object pronoun is raised to the v*P phase edge and boxed there, and that it is externalized in the surface position by being instructed by C. By presenting a new generalization on SOS that 'the object pronoun does not move when the final pitch peak occurs inside v*P; it can move, otherwise', we propose that the prosodic property of the final pitch accent, which is notated as the functional feature [H*], is universally located in C and acts as the instruction for the object pronoun to be externalized in its surface position.


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### Session 32 | 10:00-10:30 | Room #2

### Foreign Language Learning of Japanese Female University Students


*Program listing: Hongyan Lan*

Hongyan Lan - Fukuoka Jo Gakuin University



*Keywords: Language Selection, Four Language Skills, Social Participation*


### Abstract


This study aims to investigate Japanese students' perceptions toward foreign language, their tendency in language selection, and methods they utilize to strengthen their learning process apart from the foreign language classes provided by the university. A questionnaire has been adopted to explore the tendency female university students have in selecting foreign languages, as well as their perceptions of their selected foreign languages. Specifically, the questionnaire examines the motives and goals of the

students' selecting and learning foreign languages, their self-evaluation of four skills (listening, reading, speaking and writing), and specific activities they incorporate into their learning. The results reflect the female Japanese students' willingness in social participation as career women, their perceived needs in understanding foreign languages and cultures as important in their job hunting, and maintaining connections with popular cultures and people of diverse cultural backgrounds through learning foreign languages. .

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**Session 33 | 10:30-11:00 | Room #1**

## Language, Ecology, and Classification: Indigenous Ethnobiology and Cultural Relativism."

*Program listing: Ilana Aaquil **

Ilana Aaquil - Tulane University

*Keywords: Ethnobiology, Traditional Ecological Knowledge, linguistic relativity, cultural relativism, Indigenous knowledge systems, ecological classification, language preservation*

*Prize eligibility: Pre-Doctoral/Student Prize (Ph.D. Not Yet Awarded)*

### Abstract

Ethnobiology is a transdisciplinary field that examines relationships between humans and the flora and fauna of their surrounding environments, including how communities interact with nature and how they classify and organize biological knowledge (Berlin 1992). This paper examines how varying conceptualizations of nature shape human interaction with the environment, with particular attention to Indigenous societies whose relationships to land are ancestral, intergenerational, precolonial, and holistic.

This knowledge, widely described in academic spheres as Traditional Ecological Knowledge (TEK), has often been analyzed through competing theoretical frameworks. Universalist approaches argue that biological classification reflects cognitively inherent structures, while cultural relativism holds that our understandings of reality and knowledge are fundamentally shaped by the cultural contexts in which they are formed (Ellen 1996). This paper advances a cultural relativist position and identifies language as the primary medium through which ecological knowledge is structured, expressed, and sustained.

Drawing on the theory of linguistic relativity, I examine the cognitive dimensions of ethnobiology by analyzing how TEK is documented, how classificatory systems are organized, and what these patterns reveal about human understandings of the natural world. I argue that TEK demonstrates how language actively shapes ecological classification and guides environmental interaction, challenging universalist assumptions of fixed cognitive taxonomies. Indigenous ethnobiological systems are built through local meanings rather than universal cognitive structures. In the context of accelerating climate change, language preservation is therefore essential to sustaining these ecological knowledge systems.

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**Session 34 | 10:30-11:00 | Room #2**

## When rhetorical devices become literal calls to action

*Program listing: Magda Stroinska*

Magda Stroinska - McMaster University
*Keywords: rhetoric, direction via indirection, political discourse, verbal aggression, hate speech*

## Abstract

“Will no one rid me of this turbulent priest?”
This phrase by Henry II of England preceding the death of Thomas Becket, Archbishop of Canterbury in 1170 is a well-known example of "direction via indirection" (Stringfellow 2025, Ian 2025). While it can be (and was) interpreted as a call to action, it also provides the plausible deniability should a crime be committed. Here, some loyal knights followed Henry’s indirect call and murdered archbishop Becket. With today’s level of verbal aggression (Waldron 2012), such indirect calls to action become dangerous, especially in populist systems: if a charismatic leader suggested an action, some acolytes could react just like the loyal knights of Henry II. The “direction via indirection” rhetorical figure is used in modern contexts where a ruler's wish could be interpreted as a command by their subordinates while still enabling the speaker to deny responsibility.

Some indirect calls for action fail because their authors lack the power to inspire others. These calls are still considered as inciting violence and are punishable in many countries (Stroińska and Drzazga 2018). However, indirect calls to action uttered by political leaders with devoted following have in the past resulted in assassination attempts (Gabby Giffords in Arizona, 2011) or politically motivated murders (President of Gdańsk in Poland, 2019).

We identify factors that make examples of “direction via indirection” effective, e.g., the power of the speaker, the specificity of the target, the medium of expression, and the means to attack the target. Jon Stewart (Estes 2011) warned of situations “when actions match the disturbing nature of words.” Understanding linguistic mechanisms of aggressive language may prevent it from becoming an effective call to action.

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**Session 35 | 11:00-11:30 | Room #1**

### Stratégies énonciatives et actes de réparation: Une analyse des excuses publiques au Cameroun

*Program listing: Bernard Mulo Farenkia*

Bernard Mulo Farenkia - Cape Breton University
*Keywords: Excuses publiques, face, politesse, reparation, contexte camerounais*

## Abstract

Cette communication propose une analyse pragmatique des excuses publiques au Cameroun à partir d’un corpus diversifié (sport, médias, politique, institutions traditionnelles et religieuses, espaces numériques) couvrant la période 2024–2025. Inscrite dans une perspective interactionnelle, elle mobilise les théories de la politesse et de la face (Goffman ; Brown & Levinson), ainsi que le modèle de réparation d’image de Benoit. L’étude met en évidence plusieurs stratégies récurrentes : (a) l’aveu explicite de la faute, (b) la minimisation de l’offense par contextualisation ou dilution de la responsabilité, (c) l’action corrective sous forme d’engagements concrets, (d) les formules d’humilité réaffirmant les hiérarchies sociales, et (e) la recontextualisation mobilisant l’unité, la cohésion, l’intérêt général, entre autres. Le recours à ces stratégies s’explique par les avantages et risques associés au discours de repentir public et à la double visée de l’énonciateur, à savoir réparer l’offense et défendre son image. Au-delà de la restauration individuelle de la face, les excuses publiques analysées apparaissent aussi comme des pratiques socio-langagières qui jouent un rôle dans la régulation des crises et la consolidation communautaire. Leur performativité repose autant sur les choix linguistiques (formes d’expression du macro-discours de repentir), les choix rhétoriques, stylistiques que sur la manière dont ces stratégies sont agencées.

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## Session 36 | 11:00-11:30 | Room #2

### Accounting for the Semantics of the Go-and-V Sequence

*Program listing: Noriko Matsumoto*
Noriko Matsumoto - Osaka Electro-Communication University
*Keywords: modality, motion-verb, deixis*

### Abstract

This talk shows that the speaker's attitude toward a situation that deviates from his or her personal assumptions or expectations plays a key role in accounting for the go-and-V sequence. Syntactically, the go-and-V sequence, as in (1), has a reduced structure where the go-and-V sequence does not include two verb phrases despite the existence of two verbs.
(1) Tom went and bought one hundred eggs.
Semantically, the differences in the meaning of the first verb go in (1) give rise to different interpretations. The different interpretations depend upon the context. In the motion use of go, Tom is required to have bought one hundred eggs at the store referred to in the first conjunct. By contrast, in the non-motion use of go, the speaker is surprised or annoyed by what Tom has bought one hundred eggs. The go-and-V sequence under the non-motion interpretation of go expresses a counter-normative stance, conveying a purely emotional meaning that carries shades of annoyance, disapproval, foolishness, boldness, severity, surprise, and related attitudes. In this case, go functions as a marker of evaluative modality that signals counter-normativity (see Bourdin 2003). Drawing on corpus data, this talk also shows that the way the different interpretations in (1) depend on the context is closely related to genres of language use, the inflectional categories of the first verb go, and the selection of the second verb in the go-and-V sequence in complex ways.

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## Session 37 | 11:30-12:00 | Room #1

### Tensions Between "Indigenous Data Sovereignty" and the "Open-Source Way" in the Development of Artificial Intelligence for Indigenous Languages

*Program listing: Anna Luisa Daigneault**
Anna Luisa Daigneault - Université de Montréal
*Keywords: Indigenous Data Sovereignty, Open Source Data, Artificial Intelligence, Datafication of Languages*
*Prize eligibility: Pre-Doctoral/Student Prize (Ph.D. Not Yet Awarded)*

### Abstract

Indigenous computer scientists in the United States, Canada, Australia and New Zealand promote a stance known as "Indigenous data sovereignty" (Rainie et al. 2019; Walter et al. 2020) — a broad set of digital protocols and ethical practices that ensures that Indigenous communities retain ownership and control of their own data, as well as how their data will be accessed, used and shared. Data sovereignty helps protect Indigenous intellectual property, improves security and privacy, and potentially protects data from being used for outside gain. This concept can apply to linguistic, cultural, geographic, medical and other forms of data (Carroll et al. 2017; Kukutai & Taylor 2016). Indigenous data sovereignty potentially contradicts the prevalent "open source" ethos of the broader Internet and tech world (DiBona and Ockman 1999), which generally refers to the concept of publicly accessible, free, and editable information that anyone can use, share, or analyze, to encourage commercial innovation and transparency. By building upon recent scholarship on the topic of data sovereignty (Walter et al. 2021; Bowen and Hinze 2022; Oguamanam 2022), I aim to examine the ways that these two approaches are in tension with each other, and how Indigenous data sovereignty promotes decolonization. Drawing on recent work by anthropologists regarding datafication itself (Barassi 2019; Douglas-Jones et al. 2021), I will also look at various ways that linguistic data is understood, processed and manipulated for incorporation into AI tools for Indigenous languages.

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## Session 38 | 11:30-12:00 | Room #2

### Context Matters: Evaluating Spanish-English Bilinguals towards CS in Written Texts

*Program listing: Jordyn Battistelli***
Jordyn Battistelli - The University of Alabama
*Keywords: Code-switching, Heritage Speakers, Bilingual Attitudes*
*Prize eligibility: Post-Doctoral Prize (Ph.D. Awarded Within the Last Five Years)*

### Abstract

The present study investigates the degree to which Heritage Speakers of Spanish (HSSs) accept the use of Spanish-English code-switching (CS) in four registers of written texts: academic prose, professional emails, personal blogs, and social media posts. While previous studies quantified the types of CS in written texts (e.g., Montes-Alcalá 2024; Shakir 2023) or have studied attitudes towards CS in medium registers (Anderson and Toribio 2007), little work has explored the degree to which register impacts CS attitudes. The present study seeks to fill this gap by assessing HHSs covert and explicit attitudes towards written CS as moderated by register type.
22 HSSs completed two main tasks. Participants were recruited from large public universities and were English dominate (Birdsong et al. 2012). First, participants evaluated the perceived authors of a series of bilingual texts by rating the “author” of each text on a set of eight characteristics, presented so that two opposite traits appeared on each side of a 6-point scale (e.g., literate-illiterate). Each text in the survey fell into one of the four previously mentioned registers. Participants then completed an attitudes survey which elicited their explicit opinions on the appropriateness of CS in each context. Linear mixed-models showed that although formal registers were rated as inappropriate sites for CS in the attitudes survey, the authors of formal registers were still associated with higher ratings in social and education status traits, suggesting that written CS is not viewed as an inherently negative linguistic practice and underscoring the need to consider context in multilingual attitudes research.

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## Session 39 | 12:00-12:30 | Room #1

### Co-occurrence of personal pronouns and stance markers as a persuasive strategy in political speech

*Program listing: Joonyeop Baek**
Joonyeop Baek - University of New Mexico
*Keywords: Stance-taking, political discourse, pronouns, modality*
*Prize eligibility: Pre-Doctoral/Student Prize (Ph.D. Not Yet Awarded)*

### Abstract

This study investigates the persuasive function of personal pronouns and stance markers in political discourse, asking how their co-occurrence reveals a speaker’s positioning. While prior research has examined pronouns and stance markers as separate resources, this study focuses on how they work together within a single rhetorical framework. More specifically, it examines how pronominal choices and overt stance markers such as modal verbs and adverbials help to persuade the audience (Maitland & Wilson, 1987; Wilson, 1990; Du Bois, 2007).

Using Barack Obama’s 2013 Climate Action Plan speech as a case study, the study uses a corpus-based analysis to distinguish between epistemic stance, which indexes knowledge and certainty, and effective stance, which indexes obligation and commitment (Langacker, 2010; Márin Arrese, 2011). The findings show the speaker’s strong preference for the 1st person pronouns I and we, and for effective stance markers than epistemic ones.

The study suggests that Obama strategically pairs the inclusive we with deontic modality to build solidarity, share responsibility, and portray climate action as a shared moral obligation. For instance, expressions such as "we need to act" and "we have to all shoulder the responsibility" frame the issue as urgent and collective rather than merely factual (Chilton, 2004). Overall, the study

argues that the co-occurrence of pronouns and stance markers functions as a strategy to legitimize political action, framing it as not only necessary but also morally persuasive in order to convince and bring the audience together.

## References


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**Session 40 | 12:00-12:30 | Room #2**

### Generative AI and Task-Specific Cognitive Processing in AI-Mediated Language Learning


*Program listing: Gizem Dane & & Ayşe Yılmaz Virlan*

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*Keywords: Generative AI, Language Use, Human–AI Interaction, Cognitive Load, AI-Mediated Language Learning*


## Abstract


With the growing integration of generative AI into language learning, AI-mediated interaction is increasingly reshaping how learners use, interpret, and produce language in digitally mediated contexts. While previous research has primarily focused on the pedagogical benefits of AI tools, less attention has been paid to how AI-mediated language use reshapes cognitive engagement across different linguistic task types.

Drawing on Cognitive Load Theory, a four-week quasi-experimental study was conducted with 67 A2-level English learners at a Turkish university. The experimental group completed AI-mediated language tasks, while the control group engaged in comparable non-AI activities. Cognitive load data were collected across reading, vocabulary-focused interaction, summarising, and feedback-based writing. In addition, learners' AI awareness levels were examined before and after the intervention.

Findings revealed that generative AI influenced cognitive processing differently across language-use tasks rather than uniformly reducing cognitive load. AI-supported vocabulary activities were associated with significantly lower perceived cognitive load compared to the control condition, suggesting that AI-mediated lexical support may ease certain forms of linguistic processing during language use. Within the AI group, cognitive load fluctuated significantly based on task type, indicating AI redistributes cognitive effort depending on linguistic demands. Although AI awareness slightly increased, it showed no significant relationship with perceived cognitive load.

The study contributes to emerging discussions on generative AI, language use, and human–AI interaction by demonstrating that AI-mediated language practices may reshape cognitive engagement in task-specific ways rather than simply simplifying language learning processes.

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The University of Toledo is a transformative public R1 research university with an academic medical center that has been improving the lives of students, patients, employees and neighbors in the greater northwest Ohio community since 1872.

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The Department of World Languages and Cultures (WLC) at the University of Toledo connects students to the world. The department's published and award-winning faculty guide students through the challenges and rewards of a rigorous curriculum and show them how they can take their learning abroad. WLC is located in the beautiful Memorial Field House; WLC offers minors in Arabic, French, German, Japanese, and Spanish, along with World Cultures certificates in Intercultural Competence, Issues in second

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