

62ND ANNUAL CONFERENCE

INTERNATIONAL
LINGUISTIC
ASSOCIATION

LANGUAGE AND THE BRAIN:
CODING, UNDERSTANDING,
AND PROCESSING

26-28 MAY 2017
CITY UNIVERSITY OF HONG KONG

CO-ORGANIZED BY

THE DEPARTMENT OF LINGUISTICS AND TRANSLATION (LT)
CITY UNIVERSITY OF HONG KONG

THE HALLIDAY CENTRE FOR INTELLIGENT APPLICATIONS OF LANGUAGE STUDIES (HCLS)
CITY UNIVERSITY OF HONG KONG

THE INTERNATIONAL LINGUISTIC ASSOCIATION (ILA)

62nd Annual Conference of the International Linguistic Association

26-28 May 2017, City University of Hong Kong

Theme: Language and the Brain: coding, understanding, and processing

Co-organized by:

The International Linguistic Association (ILA)

The Department of Linguistic and Translation, City University of HK (LT)

The Halliday Centre for Intelligent Applications of Language Studies, City University of HK (HCLS)

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The ILA

History of the International Linguistic Association

In 1943, a group of linguists at colleges and universities in the New York area, including many members of the *École Libre des Hautes Études* in exile, came together to form the Linguistic Circle of New York.

The model for the new organization was the *Société de Linguistique de Paris*. Among the first members were Henri F. Muller, Giuliano Bonfante, Roman Jakobson, Morris Swadesh, Robert Fowkes, Henry Lee Smith, Wolf Leslau, and Louis H. Gray.

In the following fifteen years the Linguistic Circle of New York became one of the main sources of new ideas in American linguistics. The fruits of its scholarship were disseminated to a great extent through its journal *WORD*, which had been established in 1945. Its first editor was Pauline Taylor.

In 1969, in recognition of the expanded character of its membership, the society's name was changed to the International Linguistic Association. The new organization was not unaffected by the academic restructuring of the 1960's and 1970's, but has emerged from this period with a solid membership of about 1400, divided almost evenly among the United States, Europe, and various countries in Asia, Africa, and the Americas.

For a longer history of the ILA in Spanish, read the chapter "La Asociación Internacional de Lingüística" in *Entre dos Fuegos: Reminiscencias de Europa y Asia* written by our ILA executive board member and former president, Eugenio Chang-Rodríguez.

Since 1955 the Association has sponsored an Annual Linguistics Conference in order to provide a forum for the exchange of ideas and research in progress among members of the international linguistic community. During the academic year, the Association arranges meetings at which guest speakers present papers on their ongoing research. The meetings take place at 11:00 a.m., usually on the first Saturday of the months of October, November and December, February, March and May in New York City. They are open to the public and free of charge.

Executive Committee

of The International Linguistic Association

President: Jo Anne Kleifgen, Columbia University
Vice-President: Maureen T. Matarese, Borough of Manhattan
Community College, CUNY
Recording Secretary: Kate Parry, Hunter College, CUNY
Treasurer: Josef V. Fioretta, Hofstra University

Executive Committee: The preceding officers and

David K. Barnhart	Lexik House Publishers
Eugenio Chang-Rodríguez	Graduate Center, CUNY
Effie Papatzikou Cochran	John Jay College of Criminal Justice, CUNY
Peter T. Daniels	Independent Scholar, New Jersey
Alice Deakins	William Paterson University
Sheila M. Embleton	York University, Canada
Kathryn English	Université Panthéon-Assas, Paris II
Tammy Gales	Hofstra University
Hermann W. Haller	Queens College & Graduate Center, CUNY
Kathleen McClure	Lehman College, CUNY
Kathleen O'Connor-Bater	College at Old Westbury, SUNY
Walter G. Petrovitz	St. John's University
Kanavillil Rajagopalan	State University at Campinas, Brazil
Elly van Gelderen	Arizona State University
Jonathan J. Webster	City University of Hong Kong
David Wible	National Central University, Taiwan

Board of Editors, *WORD*, Journal of the Association:

Jonathan J. Webster	Managing Editor
Eugenio Chang-Rodríguez	
Kanavillil Rajagopalan	Review Editor
Elly van Gelderen	
David Wible	

Corresponding Secretary: Annika Wendt

For more information about the ILA and its journal, *WORD*, visit www.ilaword.org.

Organizing Committee of the 62nd ILA Conference

Co-Chairs:

Jo Anne Kleifgen
Meichun Liu
Jonathan J. Webster

Columbia University
City University of Hong Kong
City University of Hong Kong

Organizing Committee:

Alice Deakins,
Josef V. Fioretta
Jo Anne Kleifgen
Meichun Liu
Maureen Matarese
Kate Parry
Richard VanNess Simmons
Jonathan J. Webster

William Paterson University
Hofstra University
Columbia University
City University of Hong Kong
Borough of Manhattan Community College, CUNY
Hunter College, CUNY
Rutgers University
City University of Hong Kong

Conference Secretariat:

K. T. Ko (LT)
Takon Lau (HCLS)
Steven So (LT)
Annika Wendt (ILA)
Peggy Tse, Conference Secretary (HCLS)

Conference Aims and Objectives

Drawing on various analytical and theoretical frameworks, linguists have studied the conceptual organization of language. However, realizing that language is both enabled and constrained by cognitive capabilities, empirical evidence is necessary before linguistic-cognitive models and arguments can be tested and verified. To realize this objective, teams of researchers in linguistics and cognitive neuroscience have come together to design and implement practical experiments and non-invasive techniques for studying the neurobiological workings of the brain.

While there is still a great deal that is unknown about human cognition and our mental/thought processes, our understanding of the human brain has been greatly expanded and inspired by developments in neuroscience.

The 62nd Annual Conference of the International Linguistic Association, with its theme of Language and the Brain: coding, understanding, and processing, will focus on language and the aging brain, investigating language functioning across the human lifespan. The conference will provide a unique forum for exploring several language-related behavior issues in relation to aging. It is anticipated that the interdisciplinary nature of this area of study will bring together a group of distinguished scholars around the world, who have already demonstrated in their work a unique understanding on linguistics and cognitive neuro-science.

Apart from a range of parallel sessions on various other topics of linguistic interest, the Conference also includes two teachers' workshops: (1) The Writers' Sentence: From Casual to Formal Writing; (2) Friends and Family: Approaching English Vocabulary.

About the Plenary Speakers

Day 1 (Friday, 26 May 2017)



Ovid J. L. Tzeng

University System of Taiwan

Friday, 26 May 2017

10::30 – 11:45

LT6, Yeung Kin Man Academic Building (AC1)

Professor Ovid Tzeng is the chancellor of University System of Taiwan and academician of Academia Sinica. He was the Minister of Education, the Minister Without Portfolio, and the Minister of Council for Cultural Affairs. He is an outstanding researcher in Cognitive Neuroscience and Neurolinguistics and an experienced leader in academic institutions. He serves as a member of the Board of Directors of Haskins Laboratories in the U.S. and an advisory board member of the ARC Centre of Excellence in Cognition and its Disorders in Australia. He has also been elected to be the academician of The World Academy of Sciences (TWAS) since 2010 and active member of The European Academy of Sciences and Arts since 2017. He has been the Chancellor of University System of Taiwan for several years, which was created by him and established to oversee and integrate the research and teaching developments of Taiwan's four top research universities, namely, Central-, Chiao-Tung-, Tsing Hua- and Yang Ming University. Prior to the Chancellorship, he was the Vice President of Academia Sinica in Taiwan, in charge of International Scholarly Exchange Program as well the developments of Taiwan's International Graduate Program (TIGP). He is currently an Executive member of the Committee on Human Rights of the NAS, NAE, and NAM, as well as a member of the UNESCO's Inclusive Literacy Learning for All Project.

Day 1 (Friday, 26 May 2017) (cont'd)



William Shiyuan Wang

Polytechnic University of Hong Kong

Friday, 26 May 2017

17:20 – 18:35

LT6, Yeung Kin Man Academic Building (AC1)

Professor William S-Y. Wang (王士元) received his graduate training at the University of Michigan. He has held appointments at the Research Laboratory of Electronics of M.I.T., IBM Research Center (Yorktown Heights), Ohio State University, and University of California (Berkeley, 1966-1996). Currently he is Chair Professor of Language and Cognitive Sciences at the Hong Kong Polytechnic University.

He has also held fellowships from the Guggenheim Foundation, Fulbright Commission, and Centers for Advanced Studies at Bellagio (Italy), at Kyoto (Japan), and twice at Stanford. While at Berkeley, he founded the *Journal of Chinese Linguistics* in 1973, and continues to serve as its editor. He was inaugural President of the International Association of Chinese Linguistics when it was formed in Singapore, and is an Academician of Academia Sinica.

His early publications include a 1969 paper in *LANGUAGE* on lexical diffusion, a 1973 paper in *SCIENTIFIC AMERICAN* on the Chinese language, and various co-authored papers in *NATURE*, *PNAS*, and in many other journals. Recently, he has published '語言、演化、與大腦', 商務印書館 (2011), and *Love and War in Ancient China: Voices from the Shijing*, City University of Hong Kong Press. (2013). His current research focuses on language and cognitive decline.

Day 2 (Saturday, 27 May 2017)



Kara Federmeier

University of Illinois at Urbana Champaign (UIUC)

Saturday, 27 May 2017

10:15 – 11:30

LT6, Yeung Kin Man Academic Building (AC1)

Professor Kara Federmeier received her Ph.D. in Cognitive Science from the University of California, San Diego in 1999. She is currently a Professor in the Department of Psychology and the Neuroscience Program at the University of Illinois. She is also a full-time faculty member at the Beckman Institute for Advanced Science and Technology, where she is co-chair of the Intelligent Systems research theme and leader of the Illinois Language and Literacy Initiative. Her research examines meaning comprehension and memory using human electrophysiological techniques, in combination with behavioral, eyetracking, and other functional imaging and psychophysiological methods. In particular, work in her laboratory, funded by the National Institute on Aging, the Institute of Education Sciences, and the James S. McDonnell Foundation, has focused on how multiple neural and cognitive mechanisms are used by younger and older adults during language processing and how these are affected by individual differences in biology, cognitive processing styles and abilities, and language experience.

Day 2 (Saturday, 27 May 2017) (cont'd)



Meichun Liu (劉美君)

City University of Hong Kong

Saturday, 27 May 2017

14:35 – 15:50

LT6, Yeung Kin Man Academic Building (AC1)

Professor Meichun Liu (劉美君) is currently Head of the Department of Linguistics and Translation at City University of Hong Kong. She has taught and served as the Chair at the Department of Foreign Languages and literatures at National Chiao Tung University, Taiwan. She was also a Visiting Scholar at Stanford University and University of Colorado. Her areas of expertise are functional syntax, lexical semantics, corpus linguistics and cognitive linguistics. As the director of the Knowledge-based Corpus Study Center, she received consecutive research grants for 20 years from Taiwan MOST for her pioneering work on Mandarin verbal semantics.

Professor Liu received her PhD in Linguistics in 1993 from University of Colorado at Boulder with a Certificate in Cognitive Science, and did her post-doctoral research in the Institute of Information Science at Academia Sinica. She has held several administrative posts including NCTU Library Dean, the Director of International Exchange, and Coordinator of the Certificate Program on Teaching Chinese as a Foreign Language. She offered academic services as Taiwan Higher Education Assessment Committee member, English Education Consultant of Hsinchu City, Excom Member of International Association of Chinese Linguistics (IACL), LST Board Member, Section Editor for International Journal of Computational Linguistics & Chinese Language Processing.

Dedicated to innovative teaching and research, Professor Liu has won three NCTU Excellent Teaching Awards, Distinguished Academic Book and Journal Paper Awards, Pursuit of Excellency Research Grant Award. She has directed over 50+ graduate students and 5 of them won the LST thesis awards. She offered 9 OCW and 1 MOOC classes to promote public learning. Her class on the Communicative Functions of English is ranked #1 in popularity. She has published 3 books, 13 book chapters and over 25 international journal papers. Two of her books *Making Sense of English Grammar* and *Making sense of English Writing* are among the best sellers on language education in Taiwan.

Day 2 (Saturday, 27 May 2017) (cont'd)



Yanping Dong

Guangdong University of Foreign Studies



Guowen Huang

South China Agricultural University, Guangzhou

Saturday, 27 May 2017

17:35 – 18:50

LT6, Yeung Kin Man Academic Building (AC1)

Professor Yanping Dong received her PhD degree in Psycholinguistics from Guangdong University of Foreign Studies (GDUFS), and is now director of the Bilingual Cognition and Development Lab in GDUFS. She founded the Chinese Association of Psycholinguists in 2010 and serves as its chair. She has served from 2012 on the editorial board of *Bilingualism: Language and Cognition* (Cambridge University Press), and from 2013 on the advisory board of the book series of *Bilingual Processing and Acquisition* (John Benjamins), apart from serving a number of other local and international journals. Her major interests are in two areas of psycholinguistics: 1) bilingual processing and acquisition, e.g., bilingual mental lexicon, language transfer, language and cognitive control. 2) psycholinguistic study of interpreting (with related topics in language teaching and learning). She believes that interpreting, the most demanding task in foreign language learning, is a typical task of bilingual processing and may provide a way to push traditional topics of bilingualism to new frontiers.

Professor Guowen Huang is a Chair Professor of the Changjiang Programme selected by the Ministry of Education of P.R. China. He was a professor of Functional Linguistics during 1996-2016 at Sun Yat-sen University, P.R. China. He is now a professor of Functional Linguistics and Ecolinguistics and is also Dean of the College of Foreign Studies as well as Director of Centre for Ecolinguistics at South China Agricultural University, P.R. China (Guangzhou). He was educated in Britain and received PhD degrees from two British universities (1992, Applied Linguistics, Edinburgh; 1996, Functional Linguistics, Cardiff). He was a Fulbright Scholar at Stanford University during 2004-2005. During 2011-2014 he was Chair of the Executive Committee of the International Systemic Functional Linguistics Association. He is Editor-in-chief of *Zhongguo Waiyu* (Foreign Languages in China) (Beijing), and is Co-editor-in-chief of *Functional Linguistics* (Springer) and *Journal of World Languages* (Routledge), apart from serving as adviser or member of editorial boards for a number of international journals. His main research interests include systemic functional linguistics, ecolinguistics, discourse analysis and translation studies.

Day 3 (Sunday, 28 May 2017)



Colin Brian Blakemore

University of London

Sunday, 28 May 2017

11:35 – 12:50

LT6, Yeung Kin Man Academic Building (AC1)

Sir Colin Blakemore is Professor of Neuroscience & Philosophy, and Director of the Centre for the Study of the Senses, in the School of Advanced Study, University of London. He has recently been appointed as a Senior Fellow of the Institute for Advanced Study, City University of Hong Kong. He worked in the medical school at Oxford for 33 years and from 2003-7 was Chief Executive of the UK Medical Research Council. His research has focused on vision, development of the brain, and neurodegenerative disease. He was one of the first to emphasize the importance of plasticity in brain function. Sir Colin now leads a major project aimed at integrating philosophical and scientific approaches to the study of perception. Sir Colin has been President of the British Science Association, the British Neuroscience Association, the Physiological Society and the Society of Biology. His many honours include the Ralph Gerard Prize, the highest award of the Society for Neuroscience, the Faraday Prize and the Ferrier Prize from the Royal Society, and, in 2016, the Elise and Walter A Haas International Award from the University of California Berkeley. He was knighted in 2014 for "services to scientific research, policy and outreach".

Programme At-A-Glance

Day 1: Friday, May 26, 2017

08:00 – 16:00 Registration (outside LT6, Yeung Kin Man Academic Building (AC1))

10:00 – 16:00 Book display (Purple Zone A/B, AC1)

Time	Session	A: B5-210 (AC1)	B: B5-211 (AC1)	C: B5-310 (AC1)	D: B5-311 (AC1)	Purple Zone A/B (AC1)
9:30 – 10:00 (LT6)	Opening and photo-taking	<p>Opening Ceremony Chair: Professor Jonathan Webster, <i>City University of HK</i></p> <p><u>Welcoming Remarks</u> Professor Alex Jen, Provost, <i>City University of HK</i> Dr Peppina Lee, Associate Dean, CLASS, <i>City University of HK</i> Professor Jo Anne Kleifgen, <i>Columbia University</i></p> <p><u>Photo Taking</u></p>				Book display 10:00 – 16:00
10:00 – 10:30	Tea reception (outside LT 6)					
10:30 – 11:45 (LT6)	<p>Plenary: Professor Ovid J. L. Tzeng, <i>University System of Taiwan</i></p> <p>Reading brain across different writing systems: From the universality of brain areas to the linguistic specificities of functional connectivity Chair: Professor Kara Federmeier, <i>University of Illinois at Urbana Champaign (UIUC)</i></p>					
12:00 – 13:15	Lunch break					
13:25 – 14:55	Session 1	<p>Semantics and Pragmatics (1) Chair: <u>A. Deakins</u>, <u>William Paterson U.</u> M. Hu; Q. Zhong, M.C. Liu; H.T. Luo, S. Wang</p>	<p>Media/Linguistic Landscape Chair: <u>J. Kleifgen</u>, <u>Columbia U.</u> E. Malenovae, M. Terskikh; S. Price; H.H. Zeng</p>	<p>Morphosyntax (1) Chair: <u>D. Wible</u>, <u>National Central U.</u> <u>Taiwan</u> W. Li; L.N. Danjuma [Danjuma's paper - remote presentation at B7603, LT meeting room]</p>	<p>Metaphor Chair: <u>J. Fioretta</u>, <u>Hofstra U.</u> K. O'Connor-Bater; B.J. Birdsell; Z.L. Chen</p>	
15:00 – 15:30	Tea break (outside LT 6)					
15:35 – 17:05	Session 2	<p>Semantics and Pragmatics (2) Chair: <u>A. Deakins</u>, <u>William Paterson U.</u> Y.N. Wang; M. Dong, A. Fang</p>	<p>Corpus Linguistics/Historical Linguistics Chair: <u>J. Kleifgen</u>, <u>Columbia U.</u> D. Wible, N.L. Tsao;</p>	<p>Morphosyntax (2) Chair: <u>K. Parry</u>, <u>Hunter College CUNY</u> M. Zhou, Y. Yao; J. Fioretta; H. Zheng</p>	<p>Discourse Chair: <u>K. O'Connor-Bater</u>, <u>SUNY Old Westbury</u> Y.Y. Ye, M.C. Liu, J.Y. Chen; C. Webster, J. Webster; X.Z. Huang</p>	
17:15 – 18:30 (LT 6)	<p>Plenary: Professor Wang Shiyuan, <i>Hong Kong Polytechnic University</i></p> <p>Language in microhistory Chair: Professor Jonathan Webster, <i>City University of Hong Kong</i></p>					

Day 2: Saturday, May 27, 2017

08:00 – 16:00	Registration (outside LT6, Yeung Kin Man Academic Building (AC1))
10:00 – 16:00	Book display (Purple Zone A/B, AC1)
10:25 – 13:05	Workshop 1 (Room R6143, 6/F, Amenities Building)
14:35 – 17:15	Workshop 2 (Room R6143, 6/F, Amenities Building)

Time	Session	A: B5-210 (AC1)	B: B5-211 (AC1)	C: B5-310 (AC1)	D: B5-311 (AC1)	Purple Zone A/B
08:15 – 09:45	Session 3	SLA (1) Chair: <u>K. Parry</u> , <u>Hunter College</u> <u>CUNY</u> J. Zhang; H. Nakanishi; I. Hewitt-Bradshaw	Phonology (1) Chair: <u>A. Deakins</u> , <u>William Paterson U.</u> X Wang; T.S. Ge; R. V. Simmons	Morphosyntax (3) Chair: <u>K. O'Connor-Bater</u> , <u>SUNY Old Westbury</u> N. Homma; E.C.Y. Tsai; C.Y. Kit, H.T. Chan	The Linguistics of Social Media Chair: <u>J. Kleifgen</u> , <u>Columbia U.</u> 1 st session free C. Magadán; A. Dietrichson [both papers-remote presentations, B7603, LT meeting room]	Book display 10:00 – 16:00
09:50 – 10:15	Tea break (outside LT 6)					
10:15 – 11:30	Plenary: Professor Kara Federmeier, <i>University of Illinois at Urbana Champaign (UIUC)</i> Finding meaning in time: Aging and the dynamics of comprehension Chair: Dr Huang Hsu-Wen, <i>City University of Hong Kong</i>					Workshop 1 10:25 – 13:05 (R6143)
11:40 – 13:10	Session 4	SLA (2) Chair: <u>K. O'Connor-Bater</u> , <u>SUNY Old Westbury</u> P. Carter	Phonology (2) Chair: <u>R. Simmons</u> , <u>Rutgers U.</u> S. Lee, N. Kwon; P. Mok, H. Fung, M. Wong; B.M.H. Lam, P. Mok	Neurolinguistics (1) Chair: <u>H. W. Huang</u> , <u>City U. of Hong Kong</u> H. Zhang, Jack Dou; S.H. Chan, K.Y. Lin	Reading Chair: <u>J. Kleifgen</u> , <u>Columbia U.</u> J.Q. Tian;	
13:15 – 14:30	Lunch break					
14:35 – 15:50 (LT 6)	Plenary: Professor Meichun Liu, <i>City University of Hong Kong</i> The Chinese mind: What can Chinese tell us about grammar? Chair: Professor Jo Anne Kleifgen, <i>Columbia University</i>					Workshop 2 14:35 – 17:15 (R6143)
15:50 – 16:15	Tea break (outside LT 6)					
16:25 – 17:25	Session 5	SLA (3) Chair: <u>Z. Wen</u> , <u>Macao Polytechnic Institute</u> S. Prapunta; T.A. Shah [remote presentation, B7603, LT meeting room]	Phonology (3) Chair: <u>J. Fioretta</u> , <u>Hofstra U.</u> P. Mok, C. Lee, A. Yu; J. Jing	Neurolinguistics (2) Chair: <u>K. O'Connor-Bater</u> , <u>SUNY Old Westbury</u> X. Yang; X.M. Tang, W. Ren	Reading and Testing Chair: <u>C. Lun</u> , <i>City U. of Hong Kong</i> D. Pecorari, H. Malmström, P. Shaw A.N.N. Hui, et al	
17:35 – 18:50	Plenary: Professor Yanping Dong, <i>Guangdong University of Foreign Studies</i> and Professor Guowen Huang, <i>South China Agricultural University</i> The intensive bilingual experience of interpreting and its neurocognitive consequences Chair: Professor Jonathan Webster, <i>City University of Hong Kong</i>					
18:50 – 19:10	ILA Elections (LT 6) Jo Anne Kleifgen, <i>Columbia University</i>					

Day 3: Sunday, May 28, 2017

08:00 – 11:00: Registration (outside LT6, Yeung Kin Man Academic Building (AC1))

Posters are on display in the Purple Zone A/B area. The presenters are asked to be available during session 6 to answer questions.

Time	Session	A: B5-210 (AC1)	B: B5-211 (AC1)	C: B5-310 (AC1)	D: B7603 (AC1)	Purple Zone A/B
08:15 – 09:25	Meeting of <i>WORD</i> Editorial Board Members and ILA Subcommittee on <i>WORD</i> B7603, LT meeting room					
09:30 – 11:00	Session 6	Multimodality and Academic Writing Chair: <u>J. Kleifgen, Columbia U.</u> <i>R. Yang</i> Morphosyntax (4) Chair: <u>D. Wible, National Central U. Taiwan</u> <i>Q.P. Gu</i>	Spoken Mandarin: Infant Word Recognition, Autistic Children, & Aphasic Adults Chair: <u>K. O'Connor-Bater, SUNY Old Westbury</u> <i>B. Li, Y.T. Tse, Z. Chen, J. Yan; Q.M. Xu, Y. Tao, W. Cai, Y.L. Du [paper presented by Y.L. Du]; B. Li, K. L. Hui, Z. Chen, J. Yan</i>	Neurolinguistics (3) Chair: <u>J. Fioretta, Hofstra U.</u> <i>J.S. Wu, Y.F. Wang; M. Daniel; D. Butt</i>	Poster session [Purple Zone A/B] <i>M. Grosvald, T. Khwaileh; C. Cheung, S. Politzer-Ahles, et al.; R. Oyama, A. Kusakari, et al</i>	
11:05 – 11.30	Tea break					
11:35 – 12:50	Plenary: Professor Sir Colin Brian Blakemore, <i>University of London</i> I see what you mean. The link between perception and language Chair: Professor Jan Schnupp, <i>City University of Hong Kong</i>					
12:50 – 13:20	Closing (Professor Jo Anne Kleifgen, <i>Columbia University</i>)					

Schedule & Abstracts

Day 1: Friday, 26 May 2017

09:00 – 16:00 Registration (outside LT6, Yeung Kin Man Academic Building (AC1))

10:00 – 16:00 Book Display (Purple Zone A/B, AC1)

09:30 – 10:00	<p>Opening Ceremony</p> <p>Chair: Professor Jonathan Webster, <i>City University of HK</i></p> <p>Welcoming Remarks Professor Alex Jen, Provost, <i>City University of HK</i> Dr Peppina Lee, Associate Dean, CLASS, <i>City University of HK</i> Professor Jo Anne Kleifgen, <i>Columbia University</i></p> <p>Photo Taking</p>	LT6
10:00 – 10:30	Tea Reception	Outside LT6
10:30 – 11:45	<p>Plenary: Ovid J. L. Tzeng, <i>University System of Taiwan</i> Reading brain across different writing systems: From the universality of brain areas to the linguistic specificities of functional connectivity Chair: Kara Federmeier, <i>University of Illinois at Urbana Champaign (UIUC)</i></p> <p>During functional MRI, skilled adult readers of four distinct and highly contrasting languages, Spanish, English, Hebrew, and Chinese, performed an identical semantic categorization task to spoken and written words. Results from three complementary analytic approaches demonstrate limited language variation, with speech–print convergence emerging as a common brain signature of reading proficiency across the wide spectrum of selected languages, whether their writing system is alphabetic or logographic, whether it is opaque or transparent, and regardless of the phonological and morphological structure it represents (Rueckl, et. al., PNAS, 2015). The establishment of the universal reading brain areas is impressive in view of the chaotic and conflicting findings of the “unique” Chinese reading brain from many different laboratories, as compared to the more or less consistent patterns of brain activity in the processing of alphabetic scripts. However, as the authors of the PNAS paper cogently stated, “the fact that the same brain regions are engaged in reading and understanding spoken words in different languages does not necessarily imply that identical computations are used across the 4 languages.” Therefore, it is important to examine the specific functional connectivity within the brain along the time course of word recognition in each of the different scripts. From the examination of the results of the comparative studies of specific cerebral functional connectivity in reading across the 4 different writing systems, I will highlight the emerging linguistic specificities of reading brain circuitries, each developed according to the various cognitive demands, from the perspectives of the orthographic depth</p>	LT6

	<p>in the alphabetic scripts (Spanish, English, and Hebrew), and of the logographic vs. alphabetic contrast. In addition, I will make comments on skilled readers' meta-linguistic ability with respect to the five basic learning principles (namely, imitation, borrowing, efficient storage/retrieval processing, transformation, and connection) of cognitive developments, in both phylogenetic and ontogenetic senses.</p> <p style="text-align: center;">*****</p>	
<p>12:00 – 13:15</p>	<p>Lunch break</p>	
<p>13:25 – 14:55</p>	<p>Concurrent Session 1</p> <p>Session 1A: Semantics and Pragmatics (1) Chair: Alice Deakins, <i>William Paterson University</i></p> <p><i>13:25 – 13:50</i> Comparing the attributive verb pairs in published journals and PhD dissertation corpora Hsueh-chao Marcella Hu, <i>The Overseas Chinese University, Taiwan</i></p> <p>With an attempt to offer insights into novice and expert performance and contribute to classroom practices, this corpus-based study was designed to compare the grammatical structure, semantic usage and also writer/attributor relationship with two sets of near-synonymous attributive verbs (<i>i.e.</i>, <i>accept vs. acknowledge, claim vs. maintain</i>) between two corpora (<i>i.e.</i>, articles from world-renowned journals vs. Taiwanese PhD dissertations) in the academic discourse of applied linguistics. At least 5 examples for the published and 3 for the PhD corpora within a co-text of no less than 20 words were used to analyze the data before a conclusion was drawn, and the comparisons were made manually between the attributive verb pairs within and across the two corpora. The findings suggest that despite sharing similar meanings, the two verb pairs function differently in terms of their grammatical patterns, semantic usage and also the attributor/writer relationship both within and across the two corpora.</p> <p><i>13:55 – 14:20</i> A theory of discourse ties – Implicit semantic interactions between clauses Qian Zhong and Meichun Liu, <i>City University of Hong Kong</i></p> <p>The present paper provides a quantitative bottom-up analysis of implicit discourse relations in RST. It aims to study lexical, phrasal or collocational associations and the interactional patterns pertaining to discourse relation in adjacent clauses. We formally put forward the notion of “discourse ties”, following Halliday and Hasan (1976)’s notion, to refer to such text spans, whose interpretation is dependent on each other. The proposed analysis is based on message structures consisting of themes and rhemes. Specifically, 5000 instances of clause pairs with discourse relation in PDTB would be manually annotated with different types of discourse ties, providing an</p>	<p>A: B5210 B: B5211 C: B5310 D: B5311</p>

empirical framework for identifying discourse ties as signals of implicit discourse relations. Different from discourse markers and lexical cohesive devices, discourse ties are implicit cues of clausal relation that are both theoretically and applicationally valuable in improving NLP performance and in identifying textual relations and finer interactions in RST.

14:25 – 14:50

The Transitional sentences in the language of law – take “dàn/dànshì” sentences for example

Huiting Luo and Shan Wang, *The Education University of Hong Kong*

This study collects all occurrences of “dàn/dànshì” [*but*] sentences in our self-constructed legislative language corpus, which amount to 426 and appear in 31 legal documents. All these “dàn/dànshì” sentences are annotated in this study, with the following information: the source of the sentence, the form of the sentence, simple sentence or complex sentence, the position of “dàn/dànshì X”, the semantic relations between “dàn/dànshì X” and other parts of the sentence, the pragmatic function of “dàn/dànshì”, being classified as “danshu” or not and so on. According to the annotation results, this paper summarizes the characteristics of the transitional sentences in the legislative language, and explores the relations between the semantic function of “dàn/dànshì X”, the pragmatic function of “dàn/dànshì” and the forms of “dàn/dànshì” sentences. Based on the results, we put forward some suggestions on how to use “dàn/dànshì” sentences correctly in legal documents.

Session 1B: Media/Linguistic Landscape

Chair: Jo Anne Kleifgen (*Columbia University*)

13:25 – 13:50

Conceptosphere of public service announcements discourse: key notions

Evgeniya Malenova, Marina Terskikh, *F.M. Dostoyevsky Omsk State University*, Omsk, Russia

The research will focus on modelling the public state announcements (PSA) conceptosphere—a complex of concepts arranged in a specific subordinate nature to create a picture of the world. From a conceptual point of view, all PSA texts are based on socially important issues connected with categories of "good" and "evil" and represented by different concepts as key cognitive structures of PSA discourse.

By using a complex of methods, including analysis of definitions, conceptual analysis, semantic analysis, and content analysis, the authors identify the dominant characteristics of said concepts, reconstruct their structure, and model the conceptosphere of PSA discourse by defining its core and periphery.

As a result, the authors reveal the specific character of concepts that function in PSA discourse and compare it with their usual representations in the Russian language. The resulting model of PSA conceptosphere is useful for defining the means of creating an effective PSA message.

13:55 – 14:20

Reading the signs in three Chinatowns: Considering commerce and community

Susan Price, *Borough of Manhattan Community College, CUNY*

Building on recent interest in examining the linguistic landscapes of urban ethnic communities, this empirical study looks at the LL of three NYC Chinatowns. Drawing on work of Kwong (1987), Leeman and Modan (2009), Lou (2016) and others, data were collected with an aim towards not only comparing code choice on signs among the neighborhoods but also noting how Chinese is used on signage for a variety of businesses. Approximately 1000 photos taken at street level on commercial streets in Chinatowns in Manhattan, Queens and Brooklyn provide data for the mixed-methods study.

The presentation highlights differing usages of Chinese on signs in different neighborhoods, on different businesses, and on the same businesses in different locations. Coupling this with local demographics sheds light on unique characteristics of each place and points to a complex picture of code choice in the LL—one that includes the importance of both commercial and community interests.

14:25 – 14:50

The coding and processing in brand names: Metaphors and metonymies in film titles

Huiheng Zeng, *Hong Kong Polytechnic University*

This paper examines the coding strategies in brand names from a cognitive-pragmatic perspective by analyzing conceptual metaphor and metonymy in a corpus of 535 film titles of Oscar Best Picture Nominees (1927-2017). Based on results from quantitative and qualitative analyses, I argue that film titles are rich in metaphor and metonymy and through the judicious use of their underlying cognitive operations, metaphor and metonymy are taken as two powerful naming strategies for film advertising. In metaphorical titles, cognitive correlation operation can limit negative inference generations and comparison operation can enhance lexical richness that helps to film plot conceptualization; in metonymic titles, domain expansion operation can highlight film plot information and domain reduction operation can present abundant film contents economically for film titles' encoding. The study sheds light on brand names' decoding and conceptualization process and also unveils how the verbal aspect of brand names achieves pragmatic functions in successful branding.

Session 1C: Morphosyntax (1)

Chair: David Wible, *National Central University, Taiwan*

13:55 – 14:20

The gradient subordination and salience – Cosubordination and aspect in Chinese multi-VP clauses

Wendan Li, *University of North Carolina at Chapel Hill*

Events encoded by concatenated VPs in a Mandarin Chinese clause may have different degrees of salience in interpretation and language processing. This paper analyzes two types of such clauses in terms of Role and Reference Grammar, (1) serial verb constructions with aspectual marking and (2) clauses with multiple aspectually-marked VPs. It shows that the VPs in these structures are junctures at nucleus and core levels controlled by operators. They can be characterized by right-headedness and end-weight. Within a juncture, the head VP on the right is foregrounded (more salient), while the non-head VP on the left serves as background detailing circumstances or a temporally related secondary event (less salient). The VPs encode cosubordination—a category between coordination and subordination but having the features of both.

14:25 – 14:50

A descriptive analysis of Hausa focus construction at the left periphery

Lengji N. Danjuma, *University of JOS, JOS, Nigeria*

[remote presentation: B7603, LT meeting room]

This research paper is a descriptive analysis of Focus construction in Hausa within the *Minimalist Program* (MP) using the split-CP hypothesis. Hausa is a Chadic language spoken across West and Central Africa. The primary source of data collection was interviews along with the use of structured questionnaire. The split CP hypothesis states that CP splits into four separate projections which are: Force Phrase, Topic Phrase, Focus Phrase and Finiteness Phrase. Apart from its Edge Feature (EF) that enables it to attract relative, interrogative and exclamative wh-expressions into the head of Spec-Force, a Force head is impenetrable to a higher head c-commanding the Force head. Our analysis shows that Focus construction has a strong overt head feature (Focus Marker FM) **ce/ne** which attracts the focus constituents to spec-FocP. FM is optional in Hausa In addition, Force head is obligatorily null in Hausa.

Session 1D: Metaphor

Chair: Josef V. Fioretta, *Hofstra University*

13:25 – 13:50

Aurality as schema in Spanish literary texts

Kathleen O'Connor-Bater, *College at Old Westbury, SUNY*

Applying the ideas developed in cognitive linguistics of schema theory to events associated with the aural experience of conventionalized units of specific knowledge (the marching of troops, machine gun fire, galloping of horses, factory work, clanging bells, the movement of a snake), it is the purpose of this study to examine several Spanish literary/poetic texts seeking to establish a generalized pattern of correspondence between verbal language and the sounds of the environment. I investigate sonorous elements of text such as rhythm and metric regularity or shift, phonemic interaction that suggests the correspondence between sound and sense (onomatopoeia) and repetition of phrasings in the works of leading Spanish language literary figures including poets J.A. Silva, R. Dario, A. Machado, F. Garcia Lorca, N. Guillen and P. Neruda Juan Rulfo, Miguel Angel Asturias and Gabriel Garcia Marquez.

13:55 – 14:20

A need for novelty: Creative metaphor production in an L1 and L2

Brian J. Birdsell, *Hirosaki University*

Creative metaphors combine two distantly related concepts in new and unfamiliar ways, while allowing the reader to uncover meaning within it. It has been suggested that metaphorical competence is an individual difference. That is to say, this cognitive ability may be transferable from a first onto a second language. In this presentation, I discuss this possibility by examining the results of a research project. Research participants completed 2 sets of creative metaphor tasks in Japanese (L1) and English (L2). These responses were then scored for creativity. Results show that scores between the two languages significantly correlated. I then analyze the responses to these metaphor prompts. I argue that producing creative metaphors is an individual difference in a need for novelty and relies on two cognitive processes: first the inhibition of the highly salient or conventional response and secondly coarse semantic processing, or the process of combining distantly related concepts together.

14:25 – 14:50

An intrinsic account of metaphor: How the quantification of conceptual metaphor is possible

Zili Chen, *Hong Kong Polytechnic University*

The paper aims to extend the research scope on metaphor by proposing an intrinsic perspective on metaphor—based on the notion that words possess a Metaphor Making Potential (MPP). Experiments with English verbs under the framework of WordNet and SUMO ontology have been carried out. In order to operationalize the measurement of an English verb's MMP, a novel domain-based algorithm was employed along with two other conventional metrics. Two hypotheses, one based on Lakoff's CMT and another on human intuitive judgment, were then tested against the computed results based on the proposed measurements. It was observed that higher frequency verbs generally possess greater MMP; and different genres manifest different MMP values in conformance with human intuitive judgment.

15:00 – 15:30	Tea Break	Outside LT6
15:35 – 17:05	<p>Concurrent Session 2</p> <p>Session 2A: Semantics and Pragmatics (2) Chair: Alice Deakins, <i>William Paterson University</i></p> <p><i>15:35 – 16:00</i></p> <p>Unmarked pre-predicator nominals in Chinese clauses – What they are and how to label them Ya'nan Wang, <i>Beijing Foreign Studies University</i></p> <p>Subject and topic are two most frequently used terms of analyzing pre-predicator nominals in Chinese, but they are problematic to define. Subject stems from nominative case of nouns. Now that case is not used to differentiate different semantic roles in Chinese, there is actually no need to use subject in analyzing Chinese sentences. By dating back to the relationship between subject, case and semantic roles, the author attempts to analyze the semantic roles of unmarked pre-predicator clause elements in modern Chinese and their sequential features to replace the traditional grammatical term-subject. By means of annotating the nominals in question in ToRCH 2009, the author has discovered 16 pre-predicator nominals, namely actor, agent, patient, existent, possessor, subject (different from the tradition term linguists usually refer to), source, circumstance, quantity, time, location, manner, aspect, instrument, material and condition. Each nominal has its own characteristics in terms of sequential order.</p> <p><i>16:05 – 16:30</i></p> <p>Mental representation and expansion of meaning: A study of shell nouns used in British and Chinese Englishes Min Dong, <i>Beihang University</i>; Alex Fang, <i>City University of Hong Kong</i></p> <p>Extensively studied in, for example, Halliday and Hasan (1976), Hunston and Francis (2000), and Flowerdew and Forest (2015), shell nouns, albeit semantically non-specific, are widely used for text cohesion and meaning expansion. This paper investigates uses of shell nouns in a comparable corpus of English texts produced by British and Chinese writers for the media (Fang et al 2012). Observations will be reported and attempts made to highlight the underpinning differences in terms of mental representation of meaning across the two writer groups. Findings arising from the study will contribute towards research in world Englishes in the first place. The findings will additionally facilitate insightful discussions on the hypotactic-paratactic division between English and Chinese, which might be cited in support of the ‘shining through’ of L1 influences as a possible explanation for the observed differences.</p>	A: B5210 B: B5211 C: B5310 D: B5311

Session 2B: Corpus Linguistics/Historical Linguistics

Chair: Jo Anne Kleifgen, *Columbia University*

15:35 – 16:00

Computational language modeling of constructions: Surprises it can reveal about prototypicality, idiomaticity, and acquisition

David Wible, *National Central University*; Nai-Lung Tsao, *Tamkang University*

Constructions, as conventional form/meaning or form/function pairings, entail the notion of conventionality. Corpus-based construction research has used frequency of patterns as a core indicator of their conventionality (and, therefore, of their constructionhood). Frequency, however, if derived directly from corpora, is a misleading window onto constructionhood. For example, usage-based research on the acquisition of constructions, such as the double object construction, take frequency to indicate a pattern's prototypicality, with tokens of these prototypes serving as salient representatives of the construction, rendering them learnable. But corpus frequency uncovers idiomaticity more readily prototypicality. As an alternative, we show that frequency as a tool for identifying constructions is better motivated when applied to a corpus-derived relational language model rather than to corpora directly. We use a computational model called StringNet (<http://nav4.stringnet.org>; Wible and Tsao 2010; Tsao and Wible 2014) to suggest that constructions are relational in nature, a property undetectable by corpus frequency alone.

Session 2C: Morphosyntax (2)

Chair: Kate Parry, *Hunter College, CUNY*

15:35 – 16:00

Exclusiveness, unexpectedness and Mandarin pianpian

Mi Zhou & Yao Yao, *Hong Kong Polytechnic University*

The combination of strict scalar and exclusive components of focus particles has been considered to be exceptional and rare in the literature. In this study, we identify and analyze a frequently used focus particle pianpian 偏偏 in Mandarin Chinese and claim that it is a strictly scalar exclusive focus particle. The analysis is based on data from CCL corpus. Different from English only, the scalar feature of pianpian is non-optional and does not depend on the lexical specification of the focus. Furthermore, the negation of the more expected/positive alternatives by pianpian gives rise to interesting interactions with surprisal, modality and speaker-orientedness.

16:05 – 16:30

On handling the nominal declensions in the Nordic languages: A pedagogical and linguistic approach

Josef V. Fioretta, *Hofstra University*

The Nordic languages of Finnish, Icelandic, and Faroese maintain a great deal of inflectional morphology in their nominal declensions. In various grammars and textbooks of these languages, authors have presented different methods for the mastering of these declensional patterns. For the beginning language student in any one of these languages, one may be overwhelmed by so many declensional types and may eventually feel that mastery of them would be a virtual impossibility.

This paper will discuss and compare the approaches on mastery of the nominal forms in these languages from various authors. The necessity on learning the nominal forms in the genitive, a case disappearing in Faroese, will be argued for. Brief mention of Swedish's different nominal types will be discussed representing Continental Scandinavian. The paper ends with concluding remarks tying these languages together.

16:35 – 17:00

Lexical access and lexical representation of Chinese formulaic sequences

Hang Zheng, *University of Illinois at Urbana-Champaign*

Formulaic sequences (FSs) are prefabricated word bundles and can be equated with words in that the two are both posited to have full-form representations in the mental lexicon. The analogy between FSs and words challenges the holistic processing model of FSs, given the evidence for morpheme-level activation in word recognition (e.g. Taft, 2004; Maslen-Wilson & Tyler, 2007). The present study employs masked priming methodologies, commonly used by studies on morphological access, to investigate the processing of Chinese FSs, probing for the effects of lexical access to internal constituents. Semantically transparent and opaque FSs are primed by repeated and non-repeated words. This 2X2 design tests whether there is lexical access and if there is, whether the lexical access interacts with semantic transparency. The utilizing of the same methodologies provides us with a new angle to elucidate whether and under what circumstances FSs may be equated with individual words.

Session 2D: Discourse

Chair: Kathleen O'Connor-Bater, *College at Old Westbury, SUNY*

15:35 – 16:00

What is encoded in Chinese bare nouns? – referential functions of bare nouns in Chinese discourse

Yingying Ye, Meichun Liu and Jiayu Chen, *City University of Hong Kong*

Traditional approaches to Chinese grammar tend to be English-biased, but the formal marking of referential functions in Chinese is drastically different from that in English. Chinese nouns do not obligatorily mark number and definiteness. In fact, *bare nouns* without any formal modification are commonly used in Chinese discourse, which reveals that Chinese may encode a different functional paradigm from the Latin-based tradition.

Given the wide range of referential intents coded in Chinese bare nouns, the study adopts the analytical framework in Frajzyngier *et al.* (2005) that languages differ in semantic granularity and grammatical functions. It proposes that bare nouns are underspecified with referentiality and simply indicate ‘no need to identify’. This study shows that only a non-English-biased view of grammatical functions may reveal a sensible and holistic picture of the semantic structure of Chinese grammar.

16:05 – 16:30

What does it mean to speak presidentially?

Carol L. Webster, *Macquarie University*; Jonathan J. Webster, *City University of Hong Kong*

US President Donald Trump’s recent speech to a joint session of Congress received positive feedback from some of his most vocal critics. Taking a variety of texts by way of comparison – including selected speeches of former US Presidents Barack Obama and Richard Nixon – we will discuss how the resources of language contributed to making Trump’s speech to Congress come across to critic and friend alike as ‘presidential’. Halliday’s Systemic Functional Linguistics (SFL) which prioritizes the study of function over form, provides the theoretical and methodological basis for investigating ‘the aesthetic and functional values that differentiate one text from another, or one voice from another within the frontiers of the same text’ (Halliday *Collected Works*, Vol. 2, chapter 6, p.187). Rhetorical Structure Theory (RST), complements the clausal orientation of SFL by investigating the relations that occur between functionally-significant text spans at clause level and above.

16:35 – 17:00

A discourse analysis: The interrelationship between affective factors of heterogeneity of participants and their linguistic performance in a networked computer writing environment

Xiaozhao Huang, *University of North Dakota*

Different from previous studies on computer-assisted instruction (CAI) that focus mainly on manipulation of technology, benefits of CAI, or from the instructor’s perspective, this study examines linguistic performance by students of native speakers (NS) English and non-native speakers (NNS) of English based on a discourse analysis of transcripts from American college composition classes in a synchronously networked computer writing environment, in order to explore the affective factors from the heterogeneity of participants in this popular learning/teaching environment. The findings from discourse analysis of the transcripts show

	<p>consistent differences in most of the 14 choices of registers identified and frequency of responses between the two groups of students from the beginning and the end of the semester. This paper examines the disparity of linguistic performance between these two groups of participants, explores the affective causes behind such disparities, and offers suggestions for instructors to adapt their teaching in this environment.</p> <p style="text-align: center;">*****</p>	
<p>17:15 – 18:30</p>	<p>Plenary: Wang Shiyuan, <i>Hong Kong Polytechnic University</i> Language in microhistory Chair: Jonathan Webster, <i>City University of Hong Kong</i></p> <p>Since language emerged in our species over 100,000 years ago, it has been constantly evolving, in our brains and in our societies. To understand the various processes of evolution, it is useful to divide them roughly into 3 time scales: <i>macrohistory</i>, concerned with its emergence to the present, <i>mesohistory</i>, starting with reconstructable changes which date back perhaps 10,000 years, and <i>microhistory</i>, which studies language in the individual, from hearing speech in the womb to the last words before death.</p> <p>In addition to linguists, macrohistory has attracted attention from paleo-anthropologists, population geneticists, and ethologists; mesohistory involves archeologists, ancient historians, and epigraphers; while microhistory is studied by cognitive psychologists, and lately, by neuroscientists. Full knowledge of how language evolves requires a systematic investigation of how these 3 scales interact with each other.</p> <p>Other than occasional attempts, such as the pioneering monograph by Roman Jakobson in 1941, little research has been devoted to integrating these 3 areas.</p> <p>An early study on language microhistory was the 2 volume report by Werner Leopold on a bilingual child (English and German) in 1939. But it was the influence of Roger Brown, and his book of 1973, that started the paradigm of research on language acquisition, leading to the 2007 book by Virginia Yip and Stephen Matthews on the bilingual child (English and Cantonese). In recent years, due to the development of powerful new methods of brain imaging and experimental design, much has been learned about how the influence of language can be traced to as early as the third trimester in the womb. The human brain comes with various powerful cognitive endowments which facilitate the learning of one or more languages. However, these endowments are constrained by different schedules of maturation and decline, which we are only beginning to understand.</p> <p style="text-align: center;">*****</p>	<p>LT6</p>

Day 2: Saturday, 27 May 2017

09:00 – 16:00	Registration (outside LT6, Yeung Kin Man Academic Building (AC1))
10:00 – 16:00	Book Display (Purple Zone A/B, AC1)
10:25 – 13:05	Workshop 1 (Room R6143, Amenities Building)
14:35 – 17:15	Workshop 2 (Room R6143, Amenities Building)

<p>08:15 – 09:45</p>	<p>Concurrent Session 3</p> <p>Session 3A: SLA (1) Chair: Kate Parry, <i>Hunter College, CUNY</i></p> <p><i>08:15 – 08:40</i> Variability and stability in L2 learners’ willingness to communicate Jiayi Zhang, School of Education, <i>Durham University, UK</i></p> <p>The study aims to investigate the variability in L2 learners’ willingness to communicate (WTC), and the systematicity of this variation. Within a repeated measures design, 103 undergraduate students completed a questionnaire at the end of each EFL class during one term. Items in the questionnaire captured students’ feelings, thoughts and L2 communicative behaviors in the classroom. Statistical analysis software SPSS was employed to conduct descriptive and correlational analyses. Findings showed that individuals varied in their L2 WTC across situations and throughout one term as much as they differed from each other. Moreover, within-person variations in L2 WTC were not random but can be explained by the fluctuations in the situation (e.g., support, task-interest, and task-importance). The findings provide evidence for the dynamic nature of L2 WTC. The study is of practical importance for teachers who aim to facilitate L2 learners’ WTC by managing appropriate learning situations in the classroom.</p> <p><i>08:45 – 09:10</i> Cognitive mechanism of contents shadowing and repeating: Determinant processing factors of English sound perception by Japanese English-Language learners Hiroshi Nakanishi, <i>Tohoku Gakuin University</i></p> <p>This study explores whether the performances of sound perception and language comprehension during contents shadowing and repeating differ according to the processing aspect (i.e., semantic, syntactic, or pragmatic), by directing the participants’ attention to each aspect. A sample of 35 Japanese EFL learners completed four types of contents shadowing and repeating using a computer. The main outcome demonstrated that the reproduction rates were not significantly different according to the type of processing (i.e., semantic, syntactic, or pragmatic) and training method (shadowing vs repeating), whereas</p>	<p>A: B5210 B: B5211 C: B5310 D: B7603</p>
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accuracy scores in the task which placed cognitive load on primarily syntactic aspect during shadowing and repeating were the lowest. These results suggest that syntactic processing consumes a large portion of Working Memory resources in Japanese EFL learners. However, even if teachers direct students' attention to the syntactic aspect during shadowing and repeating training, their performance of English sound perception will not decline.

09:15 – 09:40

The curious case of 'which': Relative pronoun use in the writing of students in a B.Ed. programme

Iris Hewitt-Bradshaw, *University of Trinidad and Tobago*

Especially in second language contexts, relative pronouns are sometimes used in unconventional ways that can affect textual coherence when writers attempt to communicate for different purposes using local varieties of Standard English. This paper employed linguistic content analysis and contrastive analysis of phrase structures and sentences to identify contexts of use of the relative pronoun *which* in the writing of prospective teachers in a Bachelor of Education programme. Analysis of data gathered from essays revealed that when *which* was used in non-Standard English grammatical structures in student-teachers' writing, it was usually preceded by prepositions 'in' and 'at'. The unusual use of this relative pronoun may be due to negative transfer influenced by students' first language, Creole English, or from another source. In addition, 'which' was generally used interchangeably with 'that' in both restrictive and non-restrictive contexts.

Session 3B: Phonology (1)

Chair: Alice H. Deakins, *William Paterson University*

08:15 – 08:40

The phonological structure of person reference in Chinese sign language

Xiaowei Wang, *School of Foreign Languages, Henan University, China*

This thesis analyzes the phonological structure of person reference in Chinese Sign Language (CSL) under the perspective of morphophonology, the research object of which includes the singular and plural form of nominative case pronouns, including the first, second and third person, reflexive pronoun 'ziji(自己)' and interrogative pronoun 'shui(谁)'.

The presentation firstly points out the phonemic features of singular nominal case pronoun and reflexive pronoun consist of handshape, location and orientation, among which the orientation is the distinctive feature. The interrogative pronoun adds the parameter of secondary movement to itself.

There also exist syllables in Chinese sign languages. The syllabic structures of both singular nominal case pronoun and reflexive pronoun are LO. Since there appears the phenomenon of liaison in disyllabic structure of plural nominal case pronoun, the representation of the structure is $L_1OL_2ML_3$.

08:45 – 09:10

Masked priming with phonological cognates and noncognates in unbalanced Chinese-English bilinguals

Tianshuang Ge, *Dalian University of Technology*, Dalian, China

Considered as cross-language cognates, loanwords are of great interest to researchers investigating how lexicons of two languages are represented in a bilingual mind, and how the process of bilingual word recognition is organized. In this study, translation tests, questionnaire survey and masked priming experiments were designed to examine cross-language priming in unbalanced Chinese-English bilinguals. Based on the translation tests and the questionnaire survey, cognates (phonologically similar translations), which are derived from a pool of English-Chinese loanwords, and random non-cognates (translations similar in meaning only) were selected for the masked priming tasks. In the masked priming experiments, results were found asymmetrical according to directions of priming. No enhanced priming effect was found in cognates relative to non-cognates. The findings of this study indicate that the general claim in the literature that bilinguals recognize cognates faster and easier than non-cognates is not supported for Chinese-English unbalanced bilinguals processing English-Chinese loanwords.

09:15 – 09:40

Rhyming in the Zhōngyuán yīnyùn: The Yuán origins of a Guānhuà koiné and the historical Mandarin norms

Richard VanNess Simmons, *Rutgers University*

This presentation examines the phonology of the *Zhōngyuán yīnyùn* by Zhōu Déqīng's (1277-1365), its use in rhyming practice, and its relationship to the Mandarin *lingua franca* of 13th and 14th century China. We find that Zhōu's work is most surely based on a koiné of broad geographical currency, and that it represents a socially accepted common supra-regional vernacular Mandarin standard, encompassing both northern and southern features. This koiné as outlined in the *Zhōngyuán yīnyùn* then served as a normative model for Yuán *qǔ* rhyming practice and is not simply a passive reflection of that practice as it is often assumed to be. The results of our investigation provide further confirmation that the *Zhōngyuán yīnyùn* is not a simple reflection of a dialect of a single time and place but represents a kind of linguistic standard for Yuán *qǔ* performance that probably also served as a spoken linguistic norm.

Session 3C: Morphosyntax (3)

Chair: Kathleen O'Connor-Bater, *College at Old Westbury, SUNY*

08:15 – 08:40

**"Why do they sometimes say IN MONDAY MORNING?":
Changing cognitive image of day-related nouns and the selection of
temporal prepositions especially *on***

Nobuhiro Homma, *Keio University, Japan*

These days we can find a few examples of *in Monday morning*, not *on Monday morning* according to corpus data. This fact seems to violate the conventional accounts as to the cognitive temporal image and current English users' selection of the preposition *on*. In order to deal with this topic, this study first checks the preceding analyses in this field, including Wierzbicka's pioneer study and points out their shortcomings. Then by introducing the concept of focusing effect, which has mainly been used in decision-making psychology, we will see that this concept is very effective in accounting for their double cognition mechanism of *on* and *in* or *at* in their temporal use. In this process, we especially focus on the cognitive-semantic validity of the conceptual indivisibility of day-related nouns such as *Monday*, and the cognitive temporal images of prepositions *on*, *in* and *at*.

08:45 – 09:10

Ignorance and non-interrogative wh-phrases in Mandarin

Cheng-Yu Edwin Tsai, *City University of Hong Kong*

This paper revisits the long-standing issue of indefinite wh-phrases in Mandarin (Huang 1982, Cheng 1991, Li 1992, Lin 1998) and proposes a new generalization in terms of an uncertainty condition that underlies the interpretation and distribution of them. The major problems of previous observations and accounts will be discussed, and the advantage of the proposed uncertainty condition over previous analyses will be demonstrated.

09:15 – 09:40

"Separable words" as a morphological phenomenon in Chinese

Chunyu Kit, Hio Tung Chan, *City University of Hong Kong*

This study explores why the structural separability of a Chinese "separable word" (SW) into two parts/words (typically one verbal and one nominal) across phrase boundary allows their semantic idiomaticity as if they were one word. Arguing against existing syntactic accounts, we follow the lexical integrity hypothesis to draw a strict distinction between morphologically and syntactically generated structures and present an SW phenomenon as a triplet: The separated two parts are morphologically generated from the SW by different ways of clipping,

and then they syntactically combine into a V-O construction, abiding by exclusively mutual selectiveness on each other. SWs are different from “cognate objects” and light verb constructions in this super strong selectiveness, which imposes exclusive collocation and retains semantic idiomatity on the two parts regardless of their distance. This lexical account is neat and simple, simpler than syntactic ones, and also values the autonomy and interaction of different linguistic modules.

Session 3D: The Linguistics of Social Media

Chair: Jo Anne Kleifgen, *Columbia University*

[remote presentation starting 08:45: B7603, LT meeting room]

08:45 – 09:10

Screen reading, screen talking: An analysis of classroom interaction in social networks

Cecilia Magadán, *Universidad Nacional de San Martín / Universidad de Buenos Aires*

Based on a digital ethnography (Hine 2015; Parker Webster & Marques da Silva 2013), this study analyzes the characteristics of conversation in social networks—Facebook, Twitter and WhatsApp—between Language teachers and high school students in Argentina. In the light of sociolinguistic studies about classroom interaction (Cazden 2001; Heath 1983; Gumperz & Cook-Gumperz 2006), Multimodal Discourse Analysis (Jewitt 2008; Kress 2010) and the New Literacy/ies Studies (Gee 2013; Lankshear & Knobel 2006), I examine specific discourse features in teacher-student online exchanges, which alternately sustain and reshape the pedagogy of literacy. Finally, I discuss how these digital discourse practices uncover new teaching objects in the field of language, and how, at large, they imply new negotiations about the required knowledge to be in (and out of) the literate world of school.

09:15 – 09:40

Where you sit determines where you stand, and how you show it: Social network analysis and quantitative linguistics applied to geo-localized Twitter messages

Aleksander Dietrichson, *X-Ray Research*

Twitter is increasingly ubiquitous and allows for a global conversation with very low threshold for entry. Due to its size the study of the *tweetosphere* requires the application of *Big Data* methodologies.

This presentation reports on a study of geo-localized tweets. Linguistic patterns are classified and messages are geo-localized. We find regional variation in its classical sense (Halliday 1978), however *region* may

	<p>need to be redefined, and it is hypothesized that we are in fact dealing sociolects and chronolects.</p> <p>*****</p>	
09:50 – 10:15	Tea Break	<p>Outside LT6</p> <p>Book display 10:00 – 16:00</p>
10:15 – 11:30	<p>Plenary: Kara Federmeier, <i>University of Illinois at Urbana Champaign (UIUC)</i></p> <p>Finding meaning in time: Aging and the dynamics of comprehension</p> <p>Chair: Hsu-Wen Huang, <i>City University of Hong Kong</i></p> <p>A lynchpin of human cognition is the ability to rapidly and effectively link incoming sensory information to knowledge stored in long-term memory. Work in my laboratory, focusing on the cognitive and neural mechanisms that make this possible, has revealed the critical import of time and context for meaning processing. In particular, we have shown that the young adult brain addresses the temporal constraints inherent in language comprehension by actively using context information to predict features of likely upcoming words, an ability that makes use of left hemisphere mechanisms shared with language production. In this talk, I will discuss what we have learned about the mechanisms — and limitations — of prediction in the context of comprehension. I will also show how prediction, and comprehension more generally, changes over the course of normal aging. Emerging data show that aging is associated with changes how information accrues over time, how context is used to shape word processing, and how the brain responds to unexpected language events. In turn, these age-related changes have consequences not only for how comprehension unfolds in the moment, but also for what people later remember about what they have experienced and understood. Collectively, these findings reveal the complex relations among sensory processing, attention, memory, and control systems that allow people to rapidly and fluidly understand one another across the lifespan.</p> <p>*****</p>	LT6
11:40 – 13:10	<p>Concurrent Session 4</p> <p>Session 4A: SLA (2) Chair: Kathleen O'Connor-Bater, <i>College at Old Westbury, SUNY</i></p> <p><i>12:10- 12:35</i></p> <p>The conative domain in second language teaching and learning Peter Carter, <i>Kyushu Sangyo University</i></p>	<p>A: B5210 B: B5211 C: B5310 D: B5311</p>

Theories of the mind have traditionally discussed three components of mental activity: cognition, affection, and conation, which approximately relate to thoughts, feelings, and intentionality, respectively. Of the three domains, conation is the least studied, and while second language researchers often make use of ideas derived from inquiries into conative development, they rarely investigate it themselves.

This presentation focuses on the subject of conation in second language learning and teaching, and covers three topics. It first looks at conative aspects in the specific context of a pre-service teacher training course, and then widens the discussion to include the general role conation plays at the tertiary program level. Its final purpose is to show how a greater role for conative development can be embedded into L2 curricula.

Session 4B: Phonology (2)

Chair: Richard VanNess Simmons, *Rutgers University*

11:40 – 12:05

The influence of foreign accents on L2 speech perception

Sungeun Lee, Nayeon Kwon, *Seoul National University*

Foreign accent can influence the perception of L2 speech. The present study investigated whether the sound of speakers from different L1 backgrounds can affect the perception of L2 phonemes for Korean learners of English with three accent conditions: 1) native accent (American), 2) foreign accent but sharing the same L1 background (Korean), 3) unfamiliar foreign accent (Indian). Through the oddball paradigm consisting of English /r/-/l/ contrast in each condition, we found significant MMN responses under all accent conditions but there are no significant differences among them, which reflects no influence on automatic discrimination of sound change. Furthermore, LDN components were also elicited in all the conditions reflecting the cognitive process related to linguistic stimuli. The results suggest that foreign accents do not affect the phoneme discrimination ability of L2 listeners at least on one-word level.

12:10 – 12:35

Tone production development of Cantonese-speaking children in Hong Kong

Peggy Mok, Holly Fung, Mercy Wong, *Chinese University of Hong Kong*

Previous studies of Cantonese tone acquisition suggest that children have acquired all the six tones at as early as age two. However, their use of transcription data by one judge could be prone to contextual bias. Thus, this study revisits the topic using low-pass filtered materials in

addition to natural production. Production of monosyllabic words by 159 children aged 2;0-6;0 was recorded and judged by two phonetically-trained native Cantonese speakers. With the use of more stringent judgment criteria involving filtered speech and more than one judge, results show that child tone production accuracy is still not on par with that of 10 adolescent reference speakers by 5;7-6;0, suggesting a more protracted course of tone acquisition in Cantonese.

12:40 – 13:05

The Development of Pitch Range in Cantonese-Speaking Children

Benny Man Ho Lam, Peggy Mok, *Chinese University of Hong Kong*

The developmental aspects of pitch range, the ratio produced by dividing a speaker's ceiling pitch over the floor pitch, remain largely unknown: (1) the way how pitch range develops in children and (2) whether pitch range development differs between children whose productions are easier to perceive and those whose productions are less accurate. Eighty Children from 2;7 to 6;0 and ten control adult native non-merging Cantonese speakers were recruited for a picture-naming experiment. Their production was judged by two native Cantonese non-merging speakers with phonetic training. Their pitch range was obtained through a quotient calculated by dividing the F0 values towards the end of T1 [55] (ceiling) over T4 [21] (floor). Results indicate that pitch range development in Cantonese-speaking children is complete by around 4;0. They have established a 'phonological space' for tonal contrasts. It is possible that further tone development rests on refinement of various tone contours.

Session 4C: Neurolinguistics (1)

Chair: Hsu-Wen Huang, *City University of Hong Kong*

11:40 – 12:05

Filler-Gap Parsing in Wh-movement: An ERP study of Chinese learners of English

Hui Zhang , Jack Dou, *Nanjing Normal University, China*

Shallow Structure Hypothesis (SSH) claims that L2 and L1 speakers are fundamentally different in parsing syntactically complex sentences and that L2 speakers mainly depend on semantic information (Clashen & Felser 2006). This study intends to confirm the validity of these claims since results from previous studies are controversial (Marinis et.al 2005; Pliatsikas & Marinis 2012; Dussias, 2013). By using Event-Related Potentials (ERP), a measured brain response technique, the study investigated SSH through Unbounded filler-gap dependency sentences. While syntactic incongruousness elicited a syntactic-parsing related ERP

component (*P600*) in L1, L2 had a semantic-parsing related component (*Sustained Negativity*) caused by semantic implausibility. These results demonstrate L1 and L2 speakers have different ways of parsing complex syntactic structures. L1s mainly rely on abstract syntactic structure while L2s mainly apply semantic information during the processing.

12:40 – 13:05

The biological foundation of conceptual hierarchy

Shiao-hui Chan, Keng-yu Lin, *National Taiwan Normal University*

It is well-accepted that hierarchical structure is an important feature in human language. However, its biological foundation has yet been extensively studied, and, if any, the focus is usually within the domain of syntax. To add to the literature, we conducted an fMRI experiment to explore the underlying neural substrates for hierarchical structure computation of semantic categories. We recruited Mandarin native speakers and asked them to judge whether the second noun of a consecutively, visually presented word pair belonged to the semantic category of the first noun (e.g. fruit—watermelon). The materials were divided into three conditions depending on the distance between the two nouns in a semantic hierarchy: Multiple-level (ML, food - sausage), Adjacent-level (AL, fruit - watermelon) and Baseline (butter - butter). Our fMRI results revealed stronger activation of a left-lateralized corticostriatal network in processing AL compared with ML, suggesting the biological validity for conceptual hierarchy.

Session 4D: Reading

Chair: Jo Anne Kleifgen, *Columbia University*

12:10 – 12:35

Implications of machine reading comprehension (MC) for human reading comprehension (HC)

Jianqiu Tian, *Peking University*

This paper discusses how research on reading comprehension by AI software (henceforth machine comprehension, or MC) would inform the understanding of reading comprehension by human beings. It will first provide a brief overview of current research on MC in terms of the tasks AI software is assigned, the algorithms devised for the tasks and the results the software achieves. Then the performance of AI software on MC will be synthesized as informed by the framework for human reading competence. Following this will be a discussion of the implications of the research results on MC for human reading comprehension. Moreover, predictions for the development of MC research in the near future will be addressed to provide an outlook of further insights MC would present for understanding human reading comprehension. Finally this presentation will end by pointing out the fact that research on human reading comprehension may also inspire MC research.

13:15 – 14:30	Lunch break	
14:35 – 15:50	<p>Plenary: Meichun Liu, <i>City University of Hong Kong</i> The Chinese mind: What can Chinese tell us about grammar? Chair: Jo Anne Kleifgen, <i>Columbia University</i></p> <p>Chinese grammar is underspecified in a number of functional domains that are found obligatory in other languages. What is the Chinese grammar sensitive to and what is exactly “coded” in the grammatical system? These two questions have not been answered satisfactorily. This study aims to show that an insightful presentation of the Chinese grammar should depart from the English-biased framework and look into the fundamental mapping principles of FORM (surface coding) and FUNCTION (grammatical meaning) as they are realized in daily discourse of Chinese. Some unique characters of Chinese that have been puzzling to linguists include: lack of morphological marking of lexical categories, frequent use of bare nouns, frequent omission of subject and object, non-obligatory coding of tense, obligatory presence of a degree marker in adjectival predication, unmarked serial verb construction, marked sequencing constraints (such as verb copying), the diverse use of de in NPs and VPs, the alternating functions of negative markers (mei vs. bu), and a number of controversial ‘aspectual’ markers (le, zhe, guo, zai). The study will demonstrate how a function-based (Givón 1993, Frajzyngier with Shay 2016), construction-oriented (Goldberg 1995, 2005, 2010) approach will offer a more sensitive account of the morpho-syntactic structures of Chinese. After all, “metaphorically and literally, grammar – as musical form – must make sense” (Givon 1993).</p>	
15:50 – 16:15	Tea Break	Outside LT6
16:25 – 17:25	<p>Concurrent Session 5</p> <p>Session 5A: SLA (3) Chair: Zhisheng Wen, <i>Macao Polytechnic University</i></p> <p><i>16:25 – 16:50</i> Stories of one EFL learner: Ideal L2 self and her learning experiences Sudatip Prapunta, <i>Victoria University of Wellington</i></p> <p>This study aims to report the stories of one Thai university student who was purposively selected from a quantitative study of 123 respondents. She was formally interviewed four times about her language learning motivation and experiences in learning English using a narrative approach. The ideal L2 self (Dörnyei, 2005, 2009) and the person-in-context relational view of motivation (Ushioda, 2009) were used to analyse multifaceted aspects of both individual and contextual factors shaping her identity development. She felt highly motivated to attain</p>	A: B5210 B: B5211 C: B5310 D: B5311

functional English for her future career. Her ideal L2 self seemed to be strengthened by her intended effort to communicate in English in both in-class and out-of-class contexts. Her transportable identities appeared to be congruent with Thailand's educational policy for integration within the ASEAN Economic Community.

16:55 – 17:20

Rechevoe myslenie – the thinking/language system: A Vygotskian prospective

Tasawar Abbas Shah, *University of New Mexico*

[remote presentation: B7603, LT meeting room]

This paper is an attempt to explore the nature of complex relationship between thinking and language processes. The relationship between thinking and language has occupied linguists, psychologists, and anthropologists for centuries. The study of the relationship between the two is one of the key questions of many fields including linguistics. There had been many attempts on the nature of this relationship including epistemological and ontological approaches of psychology. A lot has been done in this regard in many fields particularly in psychology by people like Wilhelm von Humboldt, Jean Piaget, Lev Vygotsky, and John Locke. This paper particularly attempts to unveil the Vygotskian perspective on this complex relationship of the two.

Session 5B: Phonology (3)

Chair: Josef V. Fioretta, *Hofstra University*

16:25 – 16:50

The acquisition of Cantonese vowel length contrast by students of South Asian origin in Hong Kong

Peggy Mok, Crystal Lee, *Chinese University of Hong Kong*; Alan C.Y. Yu, *University of Chicago*

We investigated how native speakers of Urdu and/or Punjabi as an ethnic minority in Hong Kong acquire the Cantonese vowel length contrast. Cantonese has multiple pairs of vowels differing in vowel duration, but only the low vowel pair /a ɐ/ uncontroversially contrast in length in all phonological environments, while Urdu only contrasts length for high and mid vowels and Punjabi lack such distinction altogether. Both perception and production data of 43 adolescent speakers indicated a wide range of performance. The Cantonese /a ɐ/ vowel pair is not equally discriminable in all contexts: best in pre-nasal, then in pre-stop positions, worst in diphthongs. Urdu speakers generally distinguished the /a ɐ/ vowel pair better than Punjabi speakers, which may be attributable to the partial vowel length contrasts present in Urdu.

16:55 – 17:20

The Timbre of Vowels and Consonants and Relative Contributions in Recognizing Neutral-tone Mandarin Words

Ji Jing, *Peking University*

This article made a study into relative contributions of vowels and consonants in recognizing neutral-tone Mandarin words. Equal number of pseudo neutral-tone words were synthesized based on the real ones extracted from Typical Bi-syllable Neutral-tone Mandarin Vocabulary, with the number of each tone balanced. Normal-hearing native-Mandarin listeners were instructed to recognize isolated neutral-tone words and identify consonants and vowels with stimuli synthesized to contain only vowels or only consonants in the neutral-tone syllable. The recognition score of the vowel-only neutral-tone words was significantly higher than that of the consonant-only words; and word recognition scores had a higher correlation with vowel identification scores than consonant identification scores. There is a significant difference among distinct types of vowels and consonants in identifying vowels and consonants, respectively.

Session 5C: Neurolinguistics (2)

Chair: Kathleen O'Connor-Bater, *College at Old Westbury, SUNY*

16:25 – 16:50

Time and space in comics: From cognitive metaphor to cognitive neuro-mapping

Xiran Yang, *City University of Hong Kong*

This study examines the visual realization of the cognitive metaphors of time and space in the context of comics (exemplified by Japanese manga), and provides an approach to explaining why invisible time flow in the story is able to be expressed through visible modes and segmentation of page space, and why it is possible to substitute panel background with patterns that help specify the state of happening (see Lakoff & Johnson, 1980/2003). In terms of cognitive neuroscience, the theory of magnitude (Walsh, 2003) helps explain why time as an abstract concept could undergo materialization in comics. It is proposed that the common metric between time, space, and quantity has set the foundation for representing longer duration with more words, more perceptible time lapse with larger onomatopoeias, and more intensive action with stronger/denser effect lines.

16:55 – 17:20

Comprehending scientific metaphors in the bilingual brain: Evidence from ERP

Xuemei Tang, *Anhui Polytechnic University*; Wei Ren, *Shaanxi Normal University*

The current study adopted scientific metaphors to investigate metaphoric processing in the bilingual brain (L1 Chinese and L2 English). The results show that scientific metaphors elicited more negative N400 both in English and Chinese, indicating that processing scientific metaphors requires more cognitive efforts. More importantly, both English metaphors and literals elicited more negative N400. Significant interactions between condition and region for both English-Chinese scientific metaphoric pair and literal pair show that the parietal region operated more intensely in processing English sentences. The interaction between condition and hemisphere was marginally significant for the literal pair, indicating that both hemispheres play a role in English sentence processing, but the right hemisphere might have its specific function. This study confirms additional brain region involvement and stronger activations in the cortical network in processing a weaker language (L2). In addition, Giora's Gradient Salience Hypothesis was supported in the aspect of L1 vs. L2 salience.

Session 5D: Reading and Testing

Chair: Caesar Lun, *City University of Hong Kong*

16:25 – 16:50

Vocabulary for academic reading in the EMI environment

Diane Pecorari, *City University of Hong Kong*; Hans Malmström, *Chalmers University of Technology*; Philip Shaw, *Stockholm University & Linnaeus University*

The rapidly growing phenomenon of English-medium instruction (EMI) has important implications for language use and language learning. EMI places a high demand on language proficiency, and there is often a belief (whether it is a formally stated learning objective or a tacit expectation) that EMI will lead to increased proficiency in English. Reading is a core academic activity, and the ability to read academic texts in English is a precondition for success in an EMI environment. A major component of reading comprehension and speed is vocabulary knowledge, and so knowledge of academic vocabulary is a key area of proficiency. This paper reports the development and validation of a test of academic vocabulary designed for use in EMI environments.

16:55 – 17:20

Creativity, syntactic development and dialogic reading techniques in English for young children in Hong Kong: A longitudinal approach

Na Na Anna Hui, Bonnie Chow, *City University of Hong Kong*; Man Tak Leung, *Hong Kong Polytechnic University*; Eva S.M. Chan, Cindy N.C. Chan, Chung Ting Sam, *City University of Hong Kong*

	<p>The study aimed at investigating the effectiveness of dialogic reading techniques with English creative text in developing verbal creativity of kindergarten students, and in expanding syntactic development of English language in Hong Kong. It was a pre-test and post-test quasi-experimental design on 89 kindergarten children aged from 4 to 5 years old in both three K2 classes and three K3 classes from same kindergarten (43 in the experimental group and 46 in the control group) after twice 4-week 12-session dialogic reading techniques respectively. In the study of using English creative text, there were also significant differences in interaction effects in several variables (Independent Clause, Dependent Clause, Complexity index, Clause unit and mean length of communication units). The dialogic reading approaches with English text are effective. Future directions include a longitudinal study of how young children further develop their language skills in both Chinese and English from kindergarten to primary school.</p> <p style="text-align: center;">*****</p>	
<p>17:35 – 18:50</p>	<p>Plenary: Yanping Dong, <i>Guangdong University of Foreign Studies</i>; and Guowen Huang, <i>South China Agricultural University</i> The intensive bilingual experience of interpreting and its neurocognitive consequences Chair: Jonathan Webster, <i>City University of Hong Kong</i></p> <p>Interpreting experience, as an intensive bilingual experience, may provide a clue to the hot-debated issue of the cognitive consequences of bilingual experience, and the more general issue of (language) learning and (brain) plasticity. Taking students of interpreting training as complex dynamic systems, we conducted a few behavioral and ERP studies to explore the neurocognitive consequences of interpreting training. Study One conducted 19 tests that measured L2 proficiency, WM, cognitive control, anxiety and interpreting performance, at two stages of interpreting training. The results illustrated how the complex dynamic systems of students of interpreting got gradually organized during the initial process of interpreting training. Study Two followed for one semester three comparable groups of university students that received general L2 training, written translation training and interpreting training. The results indicate that the more intensive training in interpreting brought about nonlinguistic cognitive control advantages in switching and updating, suggesting that the intensity of a linguistic experience may be a key factor in the issue of “language learning and brain plasticity”. Study Three conducted two ERP experiments using the Flanker task. Both experiments produced results that can be integrated into a coherent whole along the time course of processing, indicating that interpreting experience may enhance early attentional processing, conflict monitoring and interference suppression, as indexed respectively by the N1, N2 and</p>	<p>LT6</p>

	P3 ERP components in the Flanker task. The results suggest that the sensitivity of a research tool may be another key factor in the issue of “language learning and brain plasticity”, and that the term of “the supervisory attentional system” is probably a good replacement of the concept of “cognitive control” that is popular in the studies of bilingual advantages. All in all, these findings suggest that interpreting experience does enhance the supervisory attentional system, and that the different data patterns in different studies employing different methods may have revealed different but complementary features of how interpreting experience (and bilingual experience) influences the supervisory attentional system. Possible links between language experience and the neurocognitive consequences will be discussed.	
18:50 – 19:10	ILA Elections (for all ILA members) Jo Anne Kleifgen, <i>Columbia University</i>	LT6

Workshops 1 & 2

10:25 – 13:05	<p>Workshop 1: The writers' Sentence: From casual to formal writing Facilitators: Alice H. Deakins, <i>William Paterson University, New Jersey</i>, Kate Parry, <i>Hunter College, City University of New York</i></p> <p>Our students write English in a variety of styles from casual to formal. However, the diversity of forms students may use in their casual styles - from texting to tweeting to blogging - are not (yet) accepted in formal written English, a variety that most need to achieve their personal and professional goals. This workshop shows how to build bridges from spoken, casual English to formal written English, moving from simple to sophisticated sentences. We focus on the processes of questioning, framing, connecting, and inserting "extra" information. Using power point, written examples, and hands-on games, we draw out their knowledge, name it, and show them how to manipulate, punctuate, and edit their own writing.</p> <p style="text-align: center;">*****</p> <p>Workshop 2: Friends and family: Approaching English vocabulary Facilitators: Kate Parry, <i>Hunter College, City University of New York</i>, Jennifer Demel, <i>American Montessori Society, New York</i></p> <p>Participants will examine how words are related to each other as "friends" and "family." Semantic feature analysis will be introduced as a method of discerning, recording, and remembering subtle distinctions of</p>	R6143 (Amenities Building)
14:35 - 17:15		

meaning between the near-synonyms ("friends") in the presented sets. Sets of related words ("families") will be presented and participants asked to identify the common root in each and to infer its meaning. This activity will lead to a discussion of how word families are formed through processes of derivational morphology and compounding. Activities will provide the basis of exercises that can be used in the classroom. Samples of exercises will be provided, and participants will be encouraged to develop their own, with help from the facilitators.

Alice H. Deakins is a Professor of English at *William Paterson University* in New Jersey, where she teaches Basic Writing and Grammar and Style. She is an author of *The Tapestry Grammar: A Reference for Learners of English* and is currently working on three volumes of *The Writers' Sentence: Editing for Grammar and Style I, Basics for Students II, Basics for Teachers III, Advanced*. She has published and given workshops on editing for grammar and style and was part of the team that developed a card game for teaching significant patterns of the English sentence for writers.

Kate Parry is a Professor of English at *Hunter College, CUNY*, where she teaches courses on English linguistics, including the structure of modern English. She is one of the authors of *The Tapestry Grammar* and has published extensively on reading comprehension and vocabulary acquisition. She is one of the developers of the game that is to be the core of this workshop.

Jennifer Demel is an associate for Teacher Education at the *American Montessori Society*, as well as an ESL tutor at *LaGuardia Community College*. She has a Linguistics and Rhetoric degree from *Hunter College*, where she also received a research fellowship for educational techniques/games in morphology. She is currently studying communication disorders at *Queens College*.

Day 3: Sunday, 28 May 2017

09:00 – 16:00 Registration (outside LT6, Academic Building 1 (AC1))
 Posters are on display in the Purple Zone A/B area. The presenters are asked to be available during session 6 to answer questions.

8:15 – 9:25	Meeting of <i>WORD</i> Editorial Board Members and ILA Subcommittee on <i>WORD</i>	B7603, LT meeting room, AC1
09:30 – 11:00	<p>Concurrent Session 6</p> <p>Session 6A: Multimodality and Academic Writing Chair: Jo Anne Kleifgen, <i>Columbia University</i></p> <p><i>09:30 – 09:55</i></p> <p>International Chinese students' use of digital resources in English academic writing Rong Yang, <i>University of California, Santa Barbara</i></p> <p>This was a mixed-methods multiple-case study. It investigated international Chinese undergraduate students' English academic writing through the way they use digital resources in the writing process. The theoretical framework was an interweaving of the social-cultural paradigm, in which learning activities and the individuals involved are socially, culturally, and historically situated, and multiliteracies theory, which emphasizes the plurality of literacy and learners' critical engagement in the digital world. Empirical data were collected through survey, screen recordings, semi-structured retrospective interviews, and instructors' feedback. Data analyses revealed similarities and differences between research subjects in their digital practices, as well as influencing factors such as students' educational and socio-cultural backgrounds, their English proficiency levels, and the current social-academic context. The remaining challenges and implications for writing pedagogy and student academic support were also discussed.</p> <p>Session 6A: Morphosyntax (4) Chair: David Wible, <i>National Central University, Taiwan</i></p> <p><i>10:00 – 10:25</i></p> <p>Telicity in Mandarin Chinese Qianping Gu, <i>University of Texas at Austin</i></p> <p>The study investigates predication of telicity by two types of Resultative Verb Compound (RVC) morphemes represented by -wan and -diao in Chinese. The generalization is that -wan is such a morpheme that comments on the progress of the denoted event without looking into the patient, whereas -diao expresses the resultant state of the event by making a direct comment on the patient and it specifies culmination.</p>	B5210 B5211 B5310 Purple Zone A/B

Following the framework proposed by Krifka (1989, 1992) and Zucchi and White (2001), I analyze telicity as quantization and attribute telicity to the quantization of a maximalization of patient participant or a maximalization of time participant with respect to the reference time. The analysis of telicity is based on the analysis that event time is an argument of the verb predicate. The morpheme -wan denotes such a function that maximalizes the time participant, whereas -diao denotes a function that maximalizes the patient participant.

Session 6B: Spoken Mandarin: Infant Word Recognition, Autistic Children, and Aphasic Adults

Chair: Kathleen O'Connor-Bater, *College at Old Westbury, SUNY*

09:30 – 09:55

Processing Mandarin compounds: Implications from aphasia

Bin Li, Yuetting Tse, *City University of Hong Kong*; Zhuoming Chen, Jiajian Yan, *The First Affiliated Hospital of Jinan University, Guangzhou, China*

Internal structures of compound words affect word processing by healthy and aphasic adults. This study investigates if and how types of Mandarin compounds influence the perception and production of such words by adult aphasic speakers. Using tasks such as picture naming, lexical decision, and oral reading, we examined how Mandarin-speaking adults with aphasia process compound words that differ in part of speech, syntactic structures, and semantic relations. Meaningful contexts and visual/audio cues were provided to facilitate word retrieval that is known to be challenging to aphasic patients. Our findings suggest complex correlation between internal relations of Mandarin compounds and participants' performance, and that the correlation also depends on the degree and type of aphasia.

10:00 – 10:25

Spoken word recognition in infancy: Comparative effect of consonant and lexical tone variation

Qinmei Xu, *Zhejiang University*; Ye Tao, *Zhejiang Normal University*; Wen Cai, *Zhejiang University* [paper presented by Yaolin Du, *City University of Hong Kong*]

Developmental research comparing sensitivity to segmental and supra-segmental features in young tone learners is extremely rare. This study compared Chinese infants' sensitivity to consonants and lexical tones. 14-month-olds learned to pair 2 phonetically similar words to 2 different objects. In experiment 1, the auditory stimuli were different only in the initial consonant. While in experiment 2, the auditory stimuli were different in the first tone. The effect of naming was found only in experiment 2. The study indicated that there might be a higher degree of sensitivity to variation in tones relative to those due to consonants.

10:30 – 10:55

Background sounds and speech perception by autistic children

Bin Li, Ka Lam Hui, *City University of Hong Kong*; Zhuoming Chen, Jiajian Yan, *The First Affiliated Hospital of Jinan University*, Guangzhou, China

Young children with autism have difficulties in sustaining attention. Many autistic children may show low/excessive sensitivities to surrounding audio signals. This study assessed effects of background sounds on children's behaviors in therapeutic games, such as frequency of leaving seats and head-turning, and duration of sustained attention on games. Correlation between frequency/duration of behavior and audio signals is examined to identify sound types that are most facilitating in improving autistic children's attention levels to task goals and to verbal instructions. Background sounds that we tested include classical music, sounds of nature, and maternal speech, two types of which have been found therapeutic in normal populations. Our study confirms such positive effect among autistic children but also reveals individual differences.

Session 6C: Neurolinguistics (3)

Chair: Josef V. Fioretta, *Hofstra University*

09:30 – 09:55

Neural correlates of Chinese acronym word recognition: An ERP study

Jianshe Wu, Yifan Wang, *Beijing International Studies University*

ERP studies on Chinese abbreviated words are scarce at home and abroad and the relevant studies mostly focus on the processing of Chinese compounds (Huang et al., 2011a, b; Zhou et al., 2003 ; Jia et al., 2013; Xia et al., 2016). This present study, with Chinese native speakers as participants, attempts to explore the possible effect of familiarity and regularity on Chinese word recognition processing in an ERP study, taking high / low frequency regular nouns, Chinese abbreviated compounds, Chinese non-words and pseudowords as experimental stimuli, adopting a word-list presentation paradigm, with N200, N400 and LPC repetition effects as observing variables. It was found that the brain response of Chinese abbreviated compounds was more in line with the Connectionist Model, but different from the Dual-route Theory. We also discussed the results with reference to Federmeier & Laszlo (2007, 2008, 2012, 2014), Du et al. (2013) and other scholars' findings.

10:00 – 10:25

The biology of language in Laurent Joubert's *Question vulgaire. Quel langage parleroit un enfant qui n'auroit jamais ouï parler* (1578)

Maren Daniel, *Rutgers University*

In the sixteenth-century, as dissections of human cadavers gain popularity in European medical schools, doctors and natural philosophers increasingly begin to view the body as a machine and seek a mechanical explanation for language production. Laurent Joubert's text has been read as a break with a tradition that viewed the origins of language as theological and as a step toward a biological view. Rereading Joubert from the perspective of defenses of the vernacular, this paper will resituate the French doctor's text within a tradition of viewing first language acquisition as similar to suckling breast milk. Joubert's assertion that language acquisition, which requires that the instruments of hearing be intact and that the head be free of injury, is not as instinctive as suckling milk is significant. Beyond simply reiterating the voice's role in speech and language, Joubert is paving the way for a mechanical, not vitalist, explanation of cognition.

10:30 – 10:55

Innovative 'geminatio' and systemic change: the function of small asymmetries in apparent structural duplications

David Butt, *Macquarie University*

A recurring pattern in evolution is the doubling of a resource or of a morphological pattern. Doubling, or 'twinning', can be referred to as "geminatio" (after the twins of Greek mythology). Two examples that pertain to the overt features of human beings are the hemispheres of the brain and, more simply, the depth derived from the separation of eyes in binocular vision. But the power of a 'double' has relevance to a broad spectrum of living phenomena. I am suggesting here that "geminatio" is one of the many possible realizations of what Darwin referred to as "the economy of nature". This discussion examines geminatio in relation to William James's idea of the "duplex self". Specifically, I see the double self as a semogenic phenomenon derived from Token and Value contrasts in identifying expressions (Halliday and Matthiessen 2014: ch.5).

Poster session

Syntactic priming in English and Arabic: A cross-language study

Michael Grosvald, Tariq Khwaileh, *Qatar University*

The passive voice exists in both English and Arabic, but its realizations in the two languages occupy opposite ends of the morpho-syntactic continuum. In English, passives are coded mainly through syntax, with a form of "to be" accompanied by a past participle form that is identical to the simple past for regular verbs. In Arabic, passives and simple past

sentences have a syntactically similar VSO form, and are distinguished by inflection of the verb. We carried out a syntactic priming experiment on Arabic-English bilinguals to investigate if and to what extent passive constructions might share a consistent underlying representation across languages, regardless of their different surface forms. We find evidence of syntactic priming within languages but not across languages. Thus our findings do not support the contention that passives are “universal” in the sense of sharing a common “deep-structure” form.

Knowledge of presupposition triggers in Cantonese-speaking children with and without autism spectrum disorders

Candice Chi-Hang Cheung, Stephen Politzer-Ahles, Gordon King Man Cheung, Harmony Hiu Marn Choi, Lydia Tsz Wai Lai, Man Tak

Leung, and Tempo Po Yi Tang, *The Hong Kong Polytechnic University*

The present study investigates whether Cantonese-speaking children with autism spectrum disorders (ASD) show a deficit in the comprehension of presupposition triggers relative to their typically developing peers; and whether the relative difficulty of seven types of presupposition trigger differs between the two groups of children. Our results show that children with ASD performed significantly less accurately than typically developing children on presupposition comprehension, even when other variables are accounted for. The relative difficulty of the seven types of presupposition trigger did not differ significantly between the two groups of children. Our findings provide empirical evidence that children with ASD showed a deficit in the comprehension of presupposition triggers compared to typically developing children. Crucially, their deficit appears to be due to the disorder rather than being an epiphenomenon of deficits in general language ability or nonverbal intelligence.

How the subcategorization information of infinitive complement verbs is stored and retrieved by Japanese EFL learners: Evidence from picture description tasks

Ren Oyama, Akemi Kusakari, Taro Awano, Yuki Yambe, Hiroshi Nakanishi, *Tohoku Gakuin University*

This study examined whether native English speakers and Japanese EFL learners stored the subcategorization information of infinitive complement verbs (e.g., “allow”) in their long-term memory using a written picture description task. This study also investigated whether reading sentences with target structures aloud facilitated the access of their subcategorization knowledge during the oral picture description task. Results demonstrated that native English speakers and higher-proficient learners produced sentences with a target structure more frequently than intermediate- and lower-proficient learners and that reading aloud training enabled the learners to use the target structure more rapidly than during pre-training, even when they read sentences with verbs that were different from the picture verbs. These findings

	<p>suggest that exposure to a target structure of infinitive complement verbs via reading aloud training activates learners' subcategorization information in their long-term memory and that this information can be drawn more easily into working memory during the sentence production.</p> <p>*****</p>	
11:05 – 11:30	Tea Break	Outside LT6
11:35 – 12:50	<p>Plenary: Colin Brian Blakemore , <i>University of London</i> I see what you mean. The link between perception and language Chair: Jan Schnupp, <i>City University of Hong Kong</i></p> <p>How language evolved remains a crucial question for the understanding of human cognition. I shall examine critically the still-dominant view that human beings have an innate (genetically specified) mental faculty for language. The overt expression of linguistic concepts, through gesture or speech, depends on the capacity to plan and coordinate movement of the hands, limbs, larynx and tongue. Fine motor control evolved in the primate line and, to that extent, the appearance of full linguistic behaviour must have depended on conventional genetic variation and selection. However, the fact that linguistic signals can be expressed through a variety of motor mechanisms implies that language rests on neural machinery that represents the content and structure of language, independent of the form of expression. I shall argue that the capacity to learn language emerged as an extension of the evolution of sensory analysis, especially visual, in the cerebral cortex. The mosaic of visual processing areas beyond the primary visual cortex seems to identify behaviourally significant objects and events in the world, and to encode them in a generalised, symbolic form. The machinery for representing such events and their spatial and temporal relationships might provide the input to neural systems for learning linguistic forms of representation.</p>	LT6
12:50 – 13:20	Closing (Jo Anne Kleifgen, <i>University of Columbia</i>)	

See you in April 2018

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Conference and General Information

Date: 26-28 May 2017

Venue: City University of Hong Kong, 83 Tat Chee Avenue, Kowloon, Hong Kong

Registration Desk:

The Registration Desk is located outside LT6, 4/F, Yellow Zone, Yeung Kin Man Academic Building (AC1).

On site registration is available during the following hours. Conference materials including conference booklet and badge will be distributed at the Registration Desk.

Hours: 26-27 May 2017 (Friday and Saturday) 08:00 – 16:00
28 May 2017 (Sunday) 08:00 – 11:00

Registration Fee

Pre-Registration fees (received on or before March 28, 2017):

- ILA Members: US\$200 (conference fee for paid-up 2017 ILA members)
- Non-Members: US\$260 (includes conference fee & US\$60 membership with 1 yr. *WORD* subscription)
- Graduate Students/Retirees: US\$130 (includes conference fee & US\$30 membership with 1 yr. *WORD* subscription)

Registration fees after March 28, 2017 and on-site:

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- Graduate Students/Retirees: US\$160 (conference fee + US\$30 membership with 1 yr. *WORD* subscription)
- Undergraduate Students: US\$10

ONE DAY Registration (on-site):

- Members and Non-Members: US\$100
- Graduate Students and Retirees: US\$75

Information and Service Desk

The Information and Service Desk is located at Purple Zone A/B, 4/F, Yeung Kin Man Academic Building (AC1).

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Speakers' Room

Two speakers' rooms, equipped with computers and AV facilities, are located at Room B7603 and B7530 (7/F, Blue Zone, Yeung Kin Man Academic Building (AC1). Speakers can check emails and review their Powerpoint presentations in the rooms.

Hours: 26-27 May 2017 (Friday to Saturday)	08:00 – 16:00
28 May 2017 (Sunday)	08:00 – 12:00

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Name badge will admit participants to conference activities including tea breaks. Participants are advised to wear the badge at all times.

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Catering Arrangement

Lunches and dinners are provided for plenary speakers and other designated committee members during the conference from 26-28 May 2017. Light refreshments and beverages are provided for conference participants during conference tea breaks on Floor 4 of Yeung Kin Man Academic Building (AC1).

Parking

Very limited parking will be available at the conference venue. Delegates are advised to take public transportation to CityU if at all possible.

Hang Seng Bank

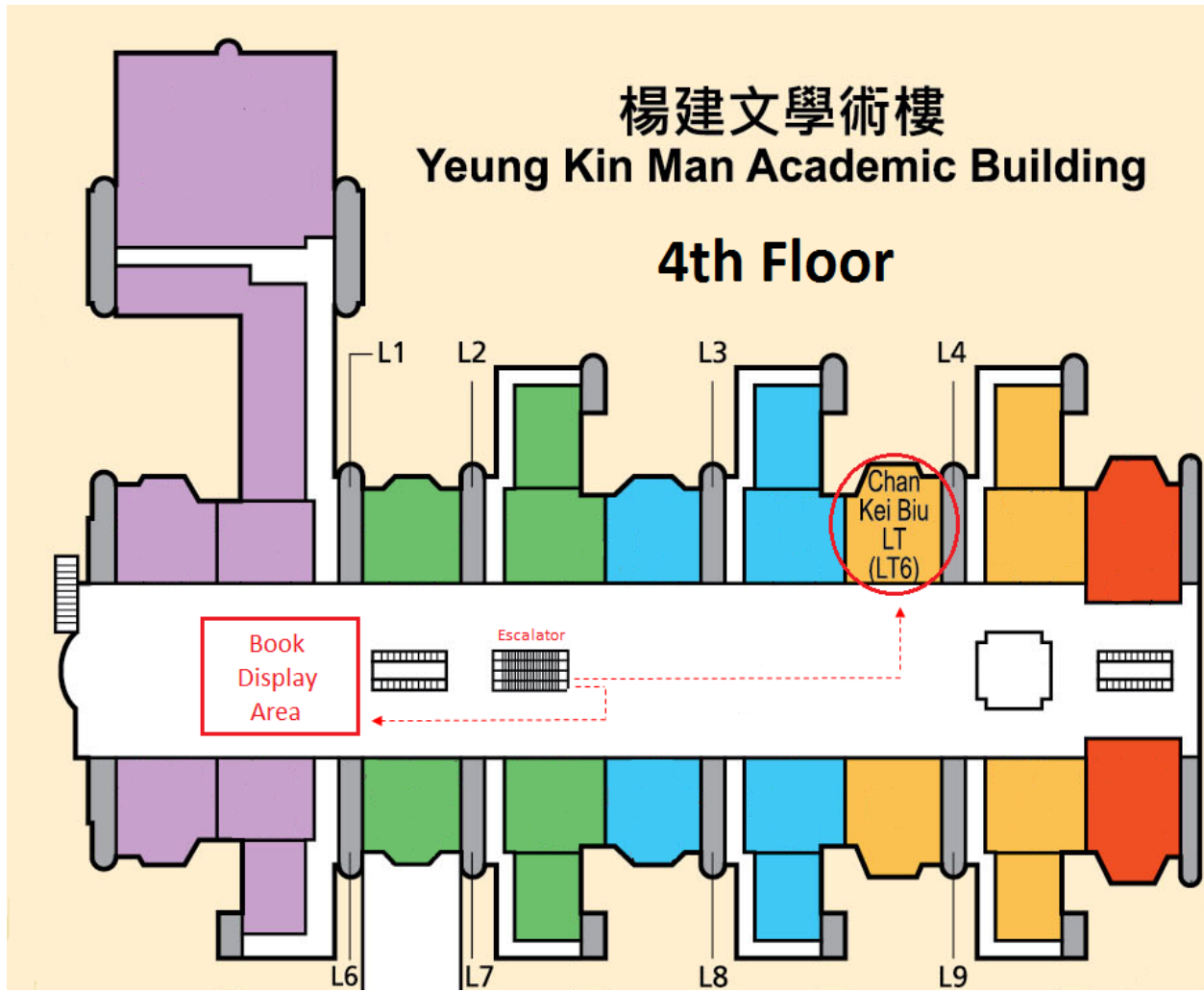
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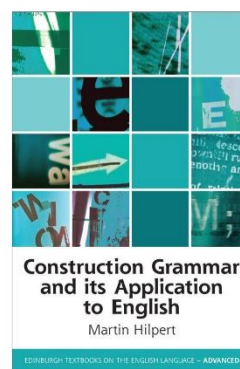
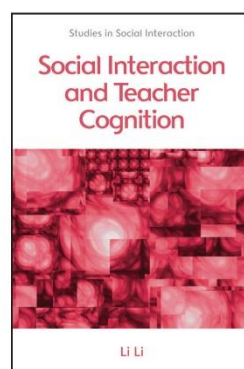
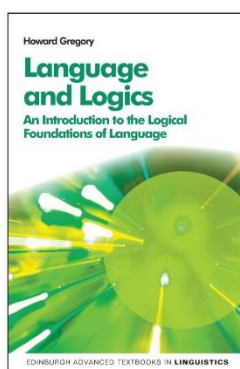
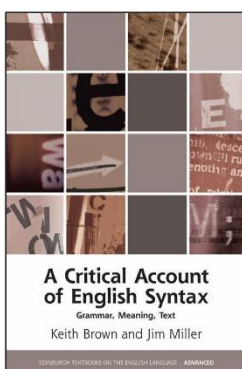
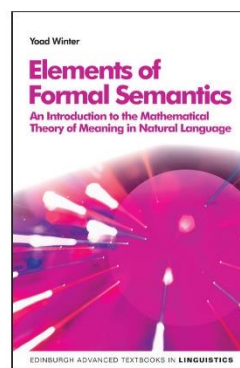
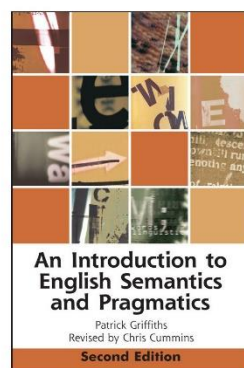
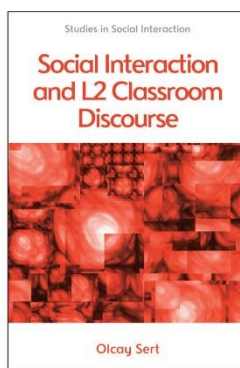
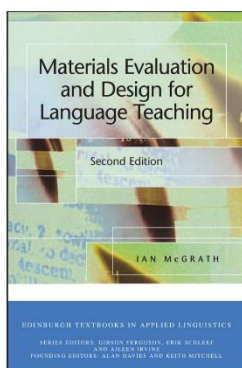
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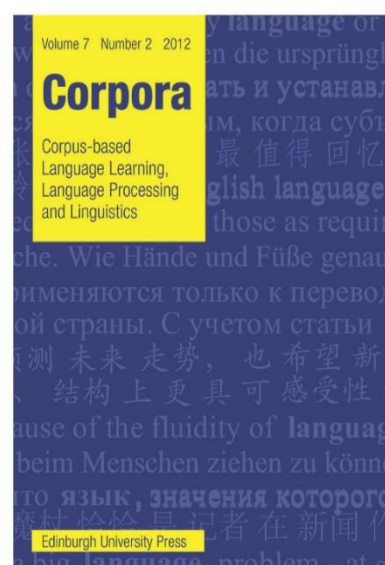
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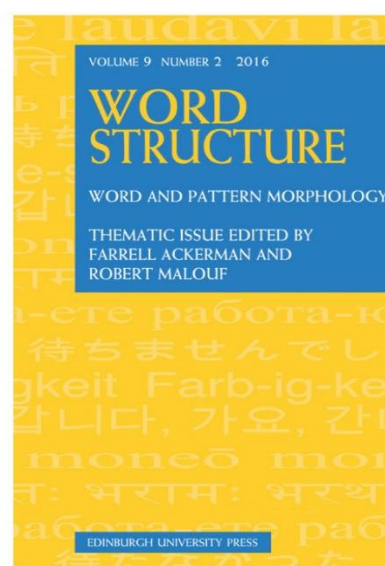
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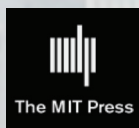
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