Anéla VIOT

juniorendag

conference on applied linguistics

Programme

April 19, 2024

10:00 - 10:30	**Registration & coffee**
10:30 - 10:40	**Opening**

10:40 - 11:25	**Plenary session 1** **Jana Declercq** – *Untangling chronic pain: talking about pain, illness and medical treatment in interactions in a pain clinic*
11:25 - 11:40	**Short break**

Parallel session 1

	Room 1 – *Non-verbal interaction*	**Room 2** – *Language and culture*	**Room 3** - *Style*
11:40 – 12:00	**Zoe Jensen (Universiteit van Amsterdam)** - *Who Do You "See" as Family?: Joint Attention as a Means of Facilitating Communication in an Interspecies Household*	**Mira Wyns (KULeuven)** - *Ik lees dus ik begrijp*	**Dominique Bolt (Radboud Universiteit, Scriptieprijs laureate)** - *Self-praise op LinkedIn: daar ben ik goed of uitstekend in? Een kwantitatief onderzoek naar het effect van kwalitatieve upgraders bij directe en indirecte self-praise in LinkedInposts op de gepercipieerde deskundigheid en aantrekkelijkheid van de auteur*
12:00 - 12:20	**Julie Janssens (KULeuven)** - *Ironie en multimodaliteit: Interactionele functies van opgetrokken wenkbrauwen door zowel ironisten als hun geadresseerden*	**Jeroen van Ravenhorst (Universiteit Leiden)** - *Revitalising documentary archives: Exploring methods of digital distribution*	**Sara Bergen (Universiteit Antwerpen, Scriptieprijs laureate)** - *Verbale humor in Nederlandse en Duitse ondertiteling: Een casestudy van RuPaul's 'Drag Race'*

12:20 - 12:50	**Lunch break**
13:20 - 13:50	**Continuation lunch break and network event**

Parallel session 2

	Room 1 - *Psycholinguistics*	Room 2 – *Foreign language acquisition*	Room 3 – *Health communication*
13:50 - 14:10	**Sanne van Eijsden (Rijksuniversiteit Groningen)** - *Is there a trilingual advantage in inhibitory control?*	**Sterre Turling (Radboud Universiteit)** - *The boy are looking at the present – Scrutinizing the longitudinal effects of input on English verbal morphology in an early foreign language learning context*	**Mieke Breukelman (Radboud Universiteit)** - *Buiten het binaire: Gendercategorisering in zorg waarbij man/vrouw-categorieën niet volstaan*
14:10 - 14:30	**Zhixing Han (Rijksuniversiteit Groningen)** - *The ability to build and store situation models: Effects on L2 writing*	**Ellen Brösterhaus (Universität Münster Scriptieprijs laureate)** - *Crosslinguistic Influence in the L3 Acquisition of Dutch Syntax – A Study with First-Year Learners Testing the L2 Status Factor Hypothesis*	**Mila van Nieuwenhuizen (Universiteit Leiden)** - *Prototypische argumentatieve patronen in dieetboek 'De voedselzandloper'*
14:30 - 14:50	**Caitlin Decuyper (Max Planck Instituut voor Psycholinguistiek)** - *How stable are effects of word frequency and name agreement in picture naming? A two-session repetition priming study.*	**Sjoerd Lindenburg (Universiteit Leiden)** - *The viewing behavior of adolescent foreign language learners*	**Gilian Noord (University of Nottingham)** - *Communication difficulties in remote primary health care: a conversation analytic study to GP-patient telephone consultations*
14:50 - 15:10	**Coffee break**		
15:10 - 15:55	**Poster session**		
16:00 - 16:45	**Plenary session 2**		
	Imme Lammertink – *When language is not a given*		
16:45 - 17:00	**Scriptieprijs award & poster prize award ceremony**		
17:00	**Drinks**		

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Plenary session 1

Untangling chronic pain: talking about pain, illness and medical treatment in interactions in a pain clinic

Jana Declercq

Chronic pain is a complex and multilayered illness experience, and consequently a significant medical and social challenge, for several reasons. First, there often is not/no longer a clear physical cause for chronic pain, while biomedicine traditionally strongly orients to finding such a cause for diagnosis and treatment. Second, pain as such is a fundamentally private and inaccessible experience, and even more so when it is chronic in nature – for chronically ill patients, typical forms of pain communication, both verbal and non-verbal, tend to be less present, in comparison to patients suffering from acute pain. Third, chronic pain patients still experience stigma and lack of recognition, within medicine and beyond.

This keynote aims to understand this complexity and multilayered nature of the chronic pain experience, by bringing in an interactional sociolinguistic and discourse analytical approach. I analyse interactions between patients and health professionals and research interviews with patients collected in a pain clinic, and explore the discursive construction of the body, pain, illness and medical treatment in this data set. More specifically, I zoom in on how many of the complexities surrounding chronic pain can be related to the pervasiveness of mind-body dualism in Western medical thinking, and other specific constructions of the interplay between body, the mind and the social. I then explore how these constructs legitimise or delegitimise the patient's presence in the clinical context, and its patient identity, and drive or reflect stigma. To conclude, I will discuss implications for clinical practice.

Parallel session 1

Who Do You "See" as Family?: Joint Attention as a Means of Facilitating Communication in an Interspecies Household

Zoe Jensen (Universiteit van Amsterdam), Leonie Cornips

In investigating the communicative practices of non-human animals from a linguistic perspective, there is a movement to challenge human exceptionalism (Cornips, 2022). The present study builds upon this emerging field by examining how joint attention is achieved and utilized in an interspecies (human-cat) household. Joint attention as a form of mutual understanding has been exhibited by several species, including apes, (Leavens & Racine, 2009), and most pertinent here, humans (Tomasello & Farrar, 1986) and companion animals (Merola, Prato-Previde, & Marshall-Pescini, 2012; Cornips et al., 2023). This study is unique in its emphasis on how interspecies communication contributes to the "doing" of family (Irvine & Cilia, 2017, expanding on Morgan, 1996). From this perspective, companion animals (often considered to be chosen kin (Charles & Davies, 2008; Cain, 1991)) are as active and intentional in creating family as human members of a household. To explore this topic, videos of day-to-day interactions between human and feline family members were recorded, supplemented by journal entries to add additional context. Videos were annotated in ELAN (Version 6.7, 2023) and examined in two primary ways. First, the presence of joint attention was established using criteria outlined by Kaplan & Hafner (2006). Subsequently, conversation analysis provides a more holistic understanding of the interaction, due to the framework's emphasis on "interaction as collectively organized by the co-participants" (Mondada, 2013, p. 33), thus recognizing the feline as a communicative equal within the family unit. Preliminary findings demonstrate joint attention's ability to coordinate human-cat interactional focus and its role in the routinization of family interaction.

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Ironie en multimodaliteit: Interactionele functies van opgetrokken wenkbrauwen door zowel ironisten als hun geadresseerden

Julie Janssens (KULeuven)

Ironie is geen uitsluitend verbaal fenomeen: het kan ook gepaard gaan met non-verbale signalen zoals gezichtsuitdrukkingen, hoofdbewegingen en kijkgedrag (bv. de Vries et al., 2021). Eerdere studies onderzoeken de relatie tussen ironie en multimodaliteit voornamelijk vanuit het perspectief van de ironisten zelf, die bijvoorbeeld hun wenkbrauwen optrekken om een ironische houding over te brengen (bv. Tabacaru & Lemmens, 2014). In dit onderzoek belicht ik echter ook het non-verbale gedrag van hun geadresseerden, alsook andere interactionele functies die opgetrokken wenkbrauwen bij ironie kunnen vervullen. Op basis van een dataset van triadische gesprekken tussen vrienden annoteerde ik ironische uitingen volgens Gibbs (2000) en het gebruik van opgetrokken wenkbrauwen daarrond door de drie gesprekspartners. Geleid door multimodale conversatieanalyse (bv. Mondada, 2013), presenteer ik enkele voorbeelden van ironie in multimodale interactie. Het blijkt dat opgetrokken wenkbrauwen niet enkel door ironisten ingezet worden om een ironische intentie over te brengen, maar ook allerlei interactionele functies kunnen vervullen vanuit het perspectief van de geadresseerden (zoals verbazing of begrip). Bovendien kunnen de geadresseerden via het optrekken van hun wenkbrauwen ook uitdrukken dat ze bereid zijn om deel te nemen aan de ironische laag van de conversatie (cf. 'joint pretence', Clark & Van Der Wege, 2015). Ironie is dus geen eenzijdig fenomeen vanuit het perspectief van de ironisten, maar wordt ook tijdens de interactie zelf multimodaal genegotieerd door de verschillende gesprekspartners. Dit onderzoek belicht dus het belang van een sequentieel-interactioneel perspectief op ironie om betere inzichten te verkrijgen in het tot stand komen van ironie in multimodale interactie.

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Ik lees dus ik begrijp

Mira Wyns (KULeuven)

De leesvaardigheid van jongeren is gedaald volgens de PISA- en PIRLS-onderzoeken (De Meyer, Janssens & Warlop, 2019; Dood, Gubbels & Seggers, 2020; Gubbels, Netten & Verhoeven, 2017). Deze onderzoeken hebben zich vooral gefocust op kinderen. Om die reden heeft deze studie het verband tussen het leesgedrag en de taalvaardigheid van leerlingen uit het zesde middelbaar in Vlaanderen onderzocht.

Het leesklimaat omvat de sociale normen ten aanzien van lezen en de gedragingen waaruit die normen blijken (Stalpers, 2020). Er werd verwacht dat leesklimaat positief zou samenhangen met leesattitude en -plezier. Deze variabelen zouden positief samenhangen met leesfrequentie en -volume, die samen met het lezen van fictie en het lezen op papier positief zouden samenhangen met taalvaardigheid. Om deze hypotheses te toetsen zijn er vragenlijsten afgenomen bij 138 leerlingen.

Pearson- en *Spearman*correlaties vertonen een significante samenhang tussen leesklimaat en leesattitude en -plezier, die dan weer significant samenhangen met leesfrequentie en -volume. Leesfrequentie en -volume hebben een positieve invloed op de woordenschatkennis, maar niet op begrijpend lezen. Het lezen van fictie vertoont een significant verband met woordenschatkennis en begrijpend lezen.
Volgens een ANOVA-test heeft lezen op papier een positieve invloed op de woordenschatkennis, maar niet op begrijpend lezen.

Een rijkere thuisomgeving staat dus in verband met een positievere attitude over lezen, meer leesplezier en een hogere leesfrequentie. Leerlingen die meer lezen hebben een hogere woordenschatkennis. Leerlingen die meer fictie lezen hebben daarnaast ook een beter leesbegrip. Inzetten op een rijk leesklimaat en graag lezen lijken dus belangrijk om de positieve leesspiraal te bevorderen.

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Revitalising documentary archives: Exploring methods of digital distribution

Jeroen van Ravenhorst (Universiteit Leiden)

Abstract

Language documentation or documentary linguistics is concerned with compiling long lasting multipurpose records of natural language (Himmelmann 1998; 2006; Austin & Grenoble 2007). Austin (2010) identifies five components of language documentation practice, the last component being "mobilisation", which deals with the "creation, publication and distribution of outputs, in a range of formats for a range of different users and uses" (2010: 19). In practice, language documentation outputs tend to remain obscure to the community, being hidden in user-unfriendly online archives, even though the materials themselves are potentially of great value and interest to the community. It is therefore crucial that the documentary linguist recognises their responsibility beyond compiling and archiving of materials, ensuring that the outputs are accessible for the speaker community.

In this presentation, we firstly aim to elaborate on the current definition of mobilisation as given by Austin (2010). Then, taking a modernising setting into account, we suggest practical ways to share and promote documentary outputs digitally among communities in accessible, usable, and digestible formats. We also highlight the importance of localised solutions which account for local means of access, compatibility of platforms, and related issues such as varying rates of (digital) literacy in sharing the documentary materials. Finally, to help ensure better outreach and community awareness of the materials, we stress the benefits of cooperating with active and digitally literate community members who have existing networks of digital content distribution.

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Self-praise op LinkedIn: daar ben ik goed of uitstekend in? Een kwantitatief onderzoek naar het effect van kwalitatieve upgraders bij directe en indirecte self-praise in LinkedInposts op de gepercipieerde deskundigheid en aantrekkelijkheid van de auteur

Dominique Bolt (Radboud Universiteit, **Scriptieprijs laureate**)

In dit onderzoek, gericht op LinkedIngebruikers, hebben we de effecten van *self-praise*strategieën in posts onderzocht. Hoewel *self-praise* traditioneel als een *face-threatening act* kan worden gezien, suggereren sommige studies dat het de perceptie van deskundigheid van een persoon vergroot. Tegelijkertijd kan het als opschepperig gedrag gepercipieerd worden, wat negatief afstraalt op iemands aantrekkelijkheid. Om dit te vermijden, gebruikt men vaak indirecte strategieën. Soms wil men *self-praise* echter versterken door upgraders te gebruiken. Deze dynamiek staat centraal in dit onderzoek, waarbij we nagaan welke *self-praise*strategieën in posts het beste beoordeeld worden door LinkedIngebruikers.

We hebben een experimenteel onderzoek uitgevoerd met een 2 x 2 tussenproefpersoonontwerp, waarbij het effect van type self-praise (direct/indirect) en de intensiteit van de kwalitatieve upgraders (laag/hoog) werd gemeten op de gepercipieerde deskundigheid, aantrekkelijkheid en mate van opschepperig gedrag van de auteur.

De resultaten tonen aan dat de auteur het aantrekkelijkst werd gevonden bij upgraders met een lage intensiteit. Upgraders met een hoge intensiteit werden dan eerder beoordeeld als opschepperig gedrag. Er werden geen effecten gevonden voor de gepercipieerde deskundigheid en de mate van eigenbelang.

Het huidige onderzoek geeft LinkedIngebruikers handvatten voor het samenstellen van een LinkedInpost en breidt de wetenschappelijke literatuur uit op het gebied van beleefdheidstheorieën en kwalitatieve upgraders.

Verbale humor in Nederlandse en Duitse ondertiteling: Een casestudy van RuPaul's 'Drag Race'

Sara Bergen (Universiteit Antwerpen, **Scriptieprijs laureate**)

In dit onderzoek staat de vraag centraal of de verbale humor behouden blijft in de ondertiteling van RuPaul's Drag Race en welke vertaalstrategieën daarvoor worden gebruikt. De onderzoeksvragen zijn 1) welke vormen van verbale humor het meest voorkomen, 2) of de verbale humor behouden blijft in de ondertitels, en welke vertaalstrategieën hiervoor gehanteerd worden, 3) of er patronen zijn tussen de vormen van verbale humor en de vertaalstrategieën, en 4) of er verschillen zijn tussen de Nederlandse en Duitse ondertitels. Uit de resultaten bleek dat de verbale humor in RuPaul's Drag Race in meer dan de helft van de gevallen in de ondertitels wegviel. Van de geanalyseerde vormen van verbale humor in de brontekst kwamen paroniemen en fraseologische aanpassingen het vaakst voor. Bovendien bleken er bepaalde vertaalpatronen te bestaan, zoals de neutralisering van paroniemen en letterlijke vertaling van polysemen. Tot slot werd duidelijk dat in de Nederlandse ondertitels meer uitdrukkingen uit de brontekst ongewijzigd werden overgenomen dan in de Duitse ondertitels. De belangrijkste bevindingen van deze studie bevestigen dus niet alleen dat verbale humor in ondertitels vaak verloren gaat, maar tonen ook aan dat er specifieke uitdagingen bestaan voor de ondertitelaars afhankelijk van het type verbale humor in de brontekst.

Parallel session 2

Is there a trilingual advantage in inhibitory control?

Sanne van Eijsden (Rijksuniversiteit Groningen)

Previous research has frequently established a so-called bilingual advantage, especially suggesting better-developed inhibitory control for bilinguals compared to monolinguals (e.g., Bialystok, 1999; Bialystok & Martin, 2004; Costa et al., 2009; Green, 1998). The limited number of studies looking at whether trilingualism may lead to even more advanced inhibitory control than bilingualism, have found contradictory results (Hsu, 2014; Madrazo & Bernardo, 2018; Schroeder & Marian, 2017). The current psycholinguistic study sought to complement this gap in research by gaining more insight into whether such a trilingual advantage exists. Accordingly, this study compared fifteen early Dutch-English-German trilingual students to sixteen Dutch-English bilingual students on a Simon task measuring inhibitory control (Simon & Rudell, 1967). As males and females have previously been shown to perform differently on the Simon task (Mosso et al., 2020; Stoet, 2017), this study also explored the effect of gender on inhibitory control to see whether it confounds bi- or trilingualism effects. Our results showed that trilinguals were more accurate than bilinguals in all conditions (congruent/incongruent/neutral trials). However, no significant differences between bi- and trilinguals arose for the other components of inhibitory control (i.e., reaction times, Simon effects, and interference effects). Additionally, we established that women were quicker in all conditions, but performed similarly to men for the other areas of inhibitory control. These results confirm the impact of both gender and trilingualism on inhibitory control, with non-overlapping effects. Concluding, these findings seem to provide preliminary evidence for a trilingual advantage.

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The ability to build and store situation models: Effects on L2 writing

Zhixing Han (Rijksuniversiteit Groningen)

Writing is a complex process where writers negotiate meaning and deploy (extra)linguistic resources to achieve a specific communicative goal (Durrant et al., 2021). This process largely relies on retaining ideas and concepts and organizing them into a coherent whole. The ability to build coherent mental representations can be measured by the situation model building ability. A situation model is the overarching understanding of the text or situation, including the concepts and relationships between them (Kintsch & van Dijk, 1978). Writing may involve building such models and therefore, we explore whether this ability can affect L2 writing processes and products. Since situation models consist of bound coherently organized phonological and visuospatial information, we can assume that it is stored in the episodic buffer (Baddeley, 2012). Interestingly, the role of this part of working memory has not been studied in L2 writing research yet. Therefore, we aim to investigate the relationship between 1) the situation model building ability and the L2 writing processes and products; 2) the episodic buffer capacity and the L2 writing processes and products. We will recruit 30 L1 Chinese L2 English learners, monitor their writing processes (Inputlog8.0, Leijten & Van Waes, 2013) and score their written productions with the CAFIC rubric (Hou et al., 2016). In this presentation, I will highlight how to involve the situation model building ability (instruments based on Raudszus et al., 2019) and episodic buffer capacity (based on Kofler et al., 2018) and discuss how it possibly relates to L2 writing processes and products.

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How stable are effects of word frequency and name agreement in picture naming? A two-session repetition priming study

Caitlin Decuyper (Max Planck Instituut voor Psycholinguistiek)

Speakers are faster to name (1) pictures with high-frequency names (e.g., *dog*) than low-frequency names (e.g., *rhinoceros*, [1]) and (2) pictures with high name agreement (e.g., *arm*) compared to low name agreement (NA; e.g., *sofa, couch*, [2, 3]). An important empirical question is how these two variables are affected by repetition priming. Some theories [4] claim that repeatedly naming a picture should reduce word frequency (WF) and NA effects because low-frequency and low NA items benefit from repetition more than high-frequency and high NA pictures. However, these predictions have rarely been directly tested and research has not compared (1) whether repetition priming affects WF and NA to a similar extent; and (2) the stability and longevity of repetition-related changes in WF or NA.

To address these questions, we are running a two-session online study (N=100). In Session 1, participants name 98 pictures varying in WF and NA three times each. In Session 2 (one week later), they name these old pictures and an additional 98 new pictures. We will use linear mixed-effects models to analyse naming latencies. Repetition should reduce WF and NA effects within Session 1. If repeating a word makes it more frequent, then we expect a WF effect for new, but not old items in Session 2. The stability of the NA effect in Session 2 will determine whether incremental learning underlies NA, or whether speakers prioritise community knowledge over individual preferences [5]. The results will provide insight into the mechanisms responsible for WF and NA effects.

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The boy are looking at the present – Scrutinizing the longitudinal effects of input on English verbal morphology in early foreign language learning context

Sterre Turling (Radboud Universiteit), Sanne van Vuuren

Abstract

Many countries have been exploring the possible benefits of high-input early foreign language (EFL) Content and Language Integrated Learning (CLIL) programmes in primary schools. Positive input effects of these programmes on EFL acquisition have been reported (e.g., Jenniskens et al., 2023; Van den Broek et al., 2014), but these studies often focus on general linguistic skills. Research on a more detailed linguistic level is lacking. While the field of morphology studies, for example, has repeatedly shown a relation between L2 input and the development of verbal morphology, research on verbal morphology acquisition in CLIL primary school settings is scarce (Vraciu, 2020).

This cross-sequential study attempted to fill this gap by examining how Dutch primary school students enrolled in high- and low-input EFL programmes developed their English verbal morphology over time. The use of seven English verbal morphemes – 3rd person singular [-s], regular past tense [-ed], irregular past tense, progressive [-ing], BE as a copula, BE as an auxiliary, and DO as an auxiliary – was analysed in oral narrative tasks that students performed in their third, fifth, and eighth year of Dutch primary school. A significant interaction effect between input and time on English verbal morphology development was revealed. Both groups improved over time, but the high-input students peaked earlier in their development than the low-input students, who eventually caught up between the fifth and eighth year of primary school. The outcomes indicate that high-input EFL programmes may result in a faster but not necessarily increased development of English verbal morphology.

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Crosslinguistic influence in the L3 acquisition of Dutch syntax: A study with first-year learners testing the L2 Status Factor Hypothesis

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The present thesis looks at a phenomenon frequently occurring in the learner language of German learners of Dutch, namely incorrect verb placement after the fronting of a sentence constituent. More precisely, sentences such as *Op school **ik zie** mijn vrienden (At school **I see** my friends)* demonstrate a deviation from the Dutch (and German!) verb-second (V2) structure (*Op school **zie ik** mijn vrienden)* resembling the English SVO-word order. This study tests the predictions of one of the leading models of TLA of syntax, namely the L2 Status Factor Hypothesis (Bardel & Falk 2007, 2012), which, in line with Paradis' (2009) neurolinguistic framework of declarative and procedural memory, maintains that an L2 is more likely to have an impact on the process of TLA due to the higher degree of cognitive similarity. 32 first-year true L3 learners of Dutch (L1 German, L2 English) in a formal setting were tested on a sentence completion task and a grammaticality judgment and correction task. An innovative aspect was the inclusion of a measure of metalinguistic awareness as a possible mediating factor regarding CLI. The collected data show that the learners are partly able to produce grammatically correct sentences. Incorrectly produced sentences, however, made use of SVO-word order in all cases, which shows a certain activation of the L2 English compatible with the L2SFH. The identification of incorrect structures largely depended on the individual fronted sentence constituents. Lastly, metalinguistic awareness appears as an impactful factor possibly influencing both successful acquisition and the effect of CLI.

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The viewing behavior of adolescent foreign language learners

Sjoerd Lindenburg (Universiteit Leiden)

Much research has recently been published on the use of audiovisual material with on-screen text to aid vocabulary learning (e.g. Teng, 2019), suggesting that on-screen text aids L2 learners who have trouble with word identification (Mayer, Fiorella & Stull, 2020). In addition, narrative TV seemingly boosts engagement in a target language through an enjoyable medium with familiar content (Vanderplank, 2020). Captions seem valuable for almost any type of language learning, since they "provide access to the written account of the L2 input" and "help learners to segment and decode the auditory input" (Montero Perez, 2022, pp. 8 & 11).

This explorative study is a follow-up of a similar study on expert foreign language learners. In total, 59 Dutch students with at least B1-level in French were asked to elaborate on their language learning, filled in a vocabulary level test, and watched two parts of two different episodes of Dix Pour Cent, first as a classroom activity, and subsequently with an eye-tracker. Learners filled in a pre-test and post-test on 80 target words chosen from the series.

The current study examines which word-related and learner-related variables predict how adolescent language learners of French acquire vocabulary from watching audiovisual material. Preliminary results indicate that vocabulary level, word frequency, and habitual watching are potential predictors. If language instructors successfully include these in their curriculum, this would allow language learners to maximize their language learning potential, both inside and outside the classroom, taking their language proficiency to a next level.

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Buiten het binaire: Gendercategorisering in zorg waarbij man/vrouw-categorieën niet volstaan

Mieke Breukelman (Radboud Universiteit), Wyke Stommel, Anke Oerlemans, Chris Verhaak

De traditionele opvatting van sekse en gender is dat er twee categorieën bestaan: mannen en vrouwen (Kessler & McKenna, 1978; West & Zimmerman, 1987). Deze binaire categorisering ligt aan de basis van zowel de maatschappij als het (Westerse) taalsysteem (Speer, 2005; Ward, 2020). Ook in zorg voor kinderen/jongeren met genderincongruentie* of een DSD/intersekse-conditie** laten zowel zorgvragers als zorgverleners binaire genderopvattingen zien (Gieles et al., 2023; Naezer et al., 2021; Timmermans et al., 2019). Vanuit het uitgangspunt dat gendercategorieën *geconstrueerd* worden in taal-in-interactie (Housley & Fitzgerald, 2009; Sacks, 1992; Stokoe, 2004; West & Zimmerman, 1987) volgt de vraag hoe deze categorisering plaatsvindt wanneer kinderen/jongeren qua sekse of gender niet eenduidig tot de categorieën 'man' of 'vrouw' behoren.

We richten ons op twee gevallen uit klinische consulten (één uit DSD/intersekse-zorg en één uit transgenderzorg) die we met behulp van conversatieanalyse (Sidnell & Stivers, 2013) sequentieel analyseren. Vanwege de focus op categorisering gebruiken we ook elementen van Membership Categorization Analysis (Hester & Eglin, 1997).

De analyse laat zien hoe zorgverleners en zorgvragers gebruikmaken van binaire genderkenmerken en -normen om niet-binaire categorieën te construeren (vgl. Crawley, 2022; Fukuda, 2023; Ward, 2020). Opvallend is dat genderneutrale termen als *non-binair* niet worden gebruikt (vgl. Ward, 2020). Traditionele sekse- en genderopvattingen worden in de consulten niet expliciet ter discussie gesteld, maar worden in de interactionele constructie van niet-binaire en fluïde gendercategorieën wel impliciet uitgedaagd. Binaire taal kan dus ondanks de grenzen ervan in interactie gebruikt worden om binaire categorisering op te breken. Gespreksdeelnemers produceren hierbij wel lange beurten met veel herstelwerk (Kitzinger, 2012) en verantwoordingen (Robinson, 2016). Dit vele interactionele werk roept vragen op over de geschiktheid van bestaande binaire taal, normen en categorieën in deze zorgcontexten.

*een discrepantie tussen iemands beleefde genderidentiteit en toegewezen geboortegeslacht
**lichamelijke geslachtskenmerken die niet (geheel) overeenkomen met typisch mannelijk of vrouwelijk

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Prototypische argumentatieve patronen in dieetboek 'De voedselzandloper'

Mila van Nieuwenhuizen (Universiteit Leiden)

Het dieetdiscours is te zien als een spectrum, met aan de ene kant maatschappelijk breed geaccepteerde claims die steunen op consensus onder medische en wetenschappelijke professionals, en aan de andere kant claims die het onderwerp zijn van heftige persoonlijke en publieke discussie, waar de wetenschap niet altijd uitsluitsel over biedt. Aan dat tweede uiteinde woedt een strijd om *credibility**, hier bevinden zich de meeste dieetboeken (Leenen en Penders, 2016: p. 552): publicaties van een verzameling voedingsadviezen.

Advies is doorgaans argumentatief, zeker voedingsadvies. Bepaalde argumentatieve patronen doen zich vaker voor in bepaalde typische communicatieve situaties. Deze prototypische argumentatieve patronen vervullen een strategische functie binnen dat bepaalde type communicatieve activiteit; ze zijn effectief in het balanceren tussen het dialectisch doel en het retorisch doel dat een spreker in dat type situatie heeft (Van Eemeren, 2017, 2010).

In deze presentatie wordt aangetoond hoe de argumentatieve patronen in een dieetboek aansluiten bij het prototypische strategische doel: opbouw van *credibility*. Eerst definieer ik het dieetboek als communicatief activiteitstype, waarna ik een aantal frequente argumentatieve patronen analyseer uit een dieetboek dat om meerdere redenen exemplarisch is voor dit communicatief activiteitstype; 'De voedselzandloper' (Verburgh, 2012).

Na het toelichten van die exemplarische aard (Leenen en Penders, 2016) wordt de argumentatie uit een aantal passages schematisch weergegeven en verklaard, waarbij o.a. de bestaande theorie over expertiseargumentatie (Walton, 2006: Wagemans, 2022, 2011), probleemoplossende argumentatie (Van Eemeren, 2017: Van Poppel, 2012), en voorbeeldargumentatie (Garssen, 2016, 2017: Hastings, 1962) wordt uitgebreid.

* Het opbouwen van geloofwaardige expertise in een tijd van epistemische onzekerheid (Leenen en Penders, 2016: 552).

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Communication difficulties in remote primary health care: a conversation analytic study to GP-patient telephone consultations

Gilian Noord (University of Nottingham), Alison Pilnick, Tony Avery & Elizabeth Stokoe

The COVID-19 pandemic has resulted in the rapid introduction of remote consultations in primary health care, with many practices becoming remote by default. Although COVID-19 currently has a decreasing impact on the provision of primary care, remote services (e.g., telephone consultations) are here to stay. Previous qualitative studies, predominantly utilising interview data, have shown a number of characteristics, benefits and disadvantages of remote (phone) consultations. However, in order to gain a thorough understanding of communication practices such as telephone consultations and to uncover what is happening in these interactions, we need to directly observe doctor-patient communication during remote (phone) consultations. In my ongoing research, I focus on the communicative challenges for doctors and patients in these consultations by using the method of conversation analysis in analysing 50 audio-recordings of telephone consultations in United Kingdom NHS primary health care. By using examples out these recordings, I will show that in this way we are able to identify the key communicative challenges arising for doctors and patients during phone consultations, whether there are particular contexts in which these challenges recur and the strategies the interactants draw upon in negotiating and minimising these challenges. In doing so, I will explain how such applied linguistic research allows us to make a contribution to doctor education and training (in educational materials) and enables us to provide rigour for communication training for (medical) professionals.

Poster session

Why gestures may help L2 prosody acquisition: Disentangling the effects of visuospatial, phonological, and executive working memory

Luise Böttcher (Radboud Universiteit)

L2 prosody acquisition is challenging for many learners, but it is essential for speech comprehension and production. While interest in L2 prosody training with gestures has been growing, results remain inconclusive. Individual cognitive differences, like working memory (WM), could explain why and for whom gestures might be helpful, and account for diverging findings. WM has often been operationalized as a general measure but arguably consists of phonological, visuospatial, and executive components (Wen, 2019). Since challenges with L2 prosody acquisition are at least partly due to perceptual difficulties, the present study uses a lexical stress perception task with beat gestures. Beat gestures are closely related to prosodic prominence and highlight stressed syllables (Bosker & Peeters, 2021), therefore they can be a useful tool to accompany auditory input in L2 training. In a within-subject design, Dutch natives see videos of a Spanish native speaker producing stress-matching (Dutch: 'MANgo', Spanish: 'MANgo') and stress-mismatching cognates (Dutch: 'MAmmoet', Spanish: 'maMUT'), with or without a beat gesture. Participants indicate the most prominent syllable and complete visuospatial, phonological, and executive WM tests. Using mixed-effects modelling to analyze reaction-times and accuracy in stress perception, this study is the first to relate effects of beat gestures on L2 prosodic perception to individual differences in the three WM components. Findings will inform visual and auditory information processing theory, as well as help teachers choose the most suitable L2 prosody training method according to their learners' cognitive skills. Data collection is ongoing, and preliminary results will be ready to be presented.

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Testing Undergraduate Students' Academic Language Skills: A validation project

Michelle Czajkowski (Radboud Universiteit)

Weak academic language skills can result in poor academic performance. To identify and help at-risk students, some universities ask all incoming students to take a language test. This study examines one such post-entry language assessment (PELA) used at Radboud University and investigates its validity, essentially asking: How well does this test achieve its goals?

To tackle this broad question, this study uses an argument-based approach (Kane, 1992). This methodology starts with a list of inferences about the test and its use, and then empirically evaluates each using available resources as evidence: test data, previous validity and reliability studies, reports, survey results, policy documents, etc. This study uses a framework developed specifically for PELAs (Knoch & Elder, 2013), which highlights the key role of policy in PELA use.

The results highlight the strengths and weaknesses of the Radboud test's validity. Areas identified as needing further exploration include language policy in a bilingual university, technology use in academic writing, and diagnosing the writing process. All three areas are of increasing relevance in a changing academic landscape, and the study provides clear rationales for future research relevant to a broader context in applied linguistics.

The presentation of this study and its results at *VIOT/Anéla Juniorendag* will shed light on the challenges and benefits of PELA use in a modern European context. It will also show how argument-based validation can be used to evaluate similar assessments, generate well-grounded research questions, and promote increased language assessment literacy among educators, policymakers, test-takers and the public.

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No evidence for L1 to Lx transfer of sensitivity to formal and informal pronouns of address

Maria den Hartog (Radboud Universiteit)

This study investigates addressee sensitivity to formal (V; e.g. Dutch 'u' *you*) and informal (T; e.g. Dutch 'jij' *you*) address pronouns in Dutch, comparing first speakers of Dutch (L1-Dutch) with English (L1-English) and German (L1-German) speakers learning Dutch. German has a V-T distinction, and V is used more widely than in German than in Dutch (den Hartog et al., 2022). English does not have a V-T distinction. If sensitivity to address pronouns can transfer from L1 to Lx, L1-German participants are expected to be more sensitive (Kretzenbacher et al., 2006) to address pronouns in Dutch than L1-English participants. To test this, participants (*n* = 209) responded to National Student Enquiry (NSE) questions formulated using either V- or T-forms. Sensitivity to address pronouns was measured implicitly through the NSE scores. Results reveal no main effect of address pronouns for L1-Dutch speakers, but L1-Dutch speakers with a self-reported preference for 'u' give higher scores when the NSE questions use 'u'. L1-German learners exhibit no sensitivity to address pronouns. Surprisingly, L1-English learners favour T-forms over V-forms, possibly influenced by the orthographic similarity of 'jij' to 'you.' Furthermore, an age interaction suggests that older L1-English learners may find 'u' more acceptable due to increased exposure ('u' is used more often with older speakers in Dutch). In conclusion, the study shows that L1 can affect sensitivity to address pronouns in Lx, but it does not provide evidence for a transfer of sensitivity to address pronouns as used in L1 to address pronouns in Lx.

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A critical genre analysis of Apple's Worldwide Developers Conference (WWDC) keynote discourse

Shuguang Sheng (Universiteit Utrecht)

In this digital era, product launch is a major innovation communication genre which aims to promote new products or services to the target marketplace. However, little attention has been paid to exploring how language functions in this innovative process. Drawing on the theoretical framework of Critical Genre Analysis (CGA) proposed by Bhatia (2017), the current research focuses on three Apple Worldwide Developers Conference (WWDC) keynote speeches posted by Apple Inc.'s official YouTube channel from 2020 to 2022 in order to investigate the generic features of the discourse of Apple's WWDC keynote speeches and the interdiscursive performance of the speakers in these presentations. By conducting a corpus-assisted study on move structures guided by Biber et al. (2007)'s ten-step move analytical model and performing a qualitative assessment of interdiscursive performance in keynote speeches according to
Bhatia (2017)'s professional expertise theory, the results demonstrate how Apple's WWDC keynote speech achieves the goal of convincing the users of purchasing Apple's innovations and persuading developers to adopt the new updates to Apple's software. The present work not only gives insight into underexplored innovative communication in product launches in particular but also contributes to extending the application of the CGA theory in professional contexts.

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Foreign Language Anxiety and Enjoyment among High School Students and Teachers in Italy

Alessia Torresan (Universiteit van Amsterdam)

This study aims to research what kind of positive and negative emotions (e.g., enjoyment, anxiety) high school students and teachers in Italy experience when learning and teaching English in the Foreign Language (FL) classes. Positive emotions allow students to learn the FL better by broadening their perspectives and by creating resources, whereas negative emotions lead to lower personal confidence (MacIntyre & Gregersen, 2012; Dewaele & Alfawzan, 2018; Dewaele & Proietti Ergün, 2020). Even though there are studies on students' enjoyment and anxiety in the FL classroom context, no research has been done on emotions of both high school students and teachers in Italy in the English language classrooms. Therefore, the current study attempts to investigate this through two questionnaires conducted with 300 students and 67 teachers from different types of high schools in Italy which were randomly selected. The questionnaires investigate students' and teachers' emotions from a quantitative and qualitative perspective by using a 5-point Likert scale adapted from Horwitz et al. (1986) and Dewaele and MacIntyre (2014), Fredrickson's Differential Emotions Scale (2013), Mierzwa's 8 sources of FL Enjoyment (2019) and students'/teachers' assumptions regarding their teachers'/students' emotions. The results of this research show that teachers experience slightly higher positive emotions compared to what students feel, thus confirming that teachers' positive mindset reflects on their students' well-being (Mercer et al., 2016). In particular, the first two scales discover that students feel more interest and curiosity, whereas teachers feel more confidence and self-assurance. This trend is also confirmed by students' and teachers' assumptions with positive emotions being higher than their negative counterpart. As for Mierzwa's scale (2019), both students and teachers indicate similar sources of FL enjoyment.

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Keynote 2

When language is not a given

Imme Lammertink

The core of my research is to understand why children differ in the ease with which they acquire language, and what these differences tell us about fundamental aspects of language acquisition. Children with Developmental Language Disorder (DLD) take an important place in my research. These children have so much difficulty acquiring language that it has a negative impact on their quality of life.

Language acquisition is facilitated by (a) the quantity and quality of input and (b) the ability to detect linguistic structure from the language input ("statistical learning"). So far, in my research on children's learning of linguistic structure I focused exclusively on the latter: children's ability to detect structure from the input rather than the role that input itself plays in this detection. However, as children learn language from the input they receive, it is also important to understand what characteristics of the input boost (or hinder) children's acquisition of linguistic structure.

In this talk I will first present data of my previous studies showing that children with DLD have an auditory statistical language learning deficit that may explain their problems with morphosyntax (Lammertink et al., 2017;2019). Then, I will continue to present preliminary outcomes of two ongoing studies in which I investigate how the nature of children's peer language may affect their language learning. I will outline the setup of a corpus study on spoken peer languages of Dutch primary-school aged children with and without DLD in regular and special educations settings. This study addresses a frequently – but never empirically tested assumption – that peer language in special education contains less linguistic structure than peer language in regular education (Study 1). I will also present preliminary data of an experimental study (Study 2) that investigates whether more structured linguistic input facilitates language learning for primary-school aged children (for the adult-version of this Study see Raviv et al., 2021).