Anéla VIOT

juniorendag

conference on applied linguistics

Programme

May 23, 2025

Utrecht University

9:00 - 9:40		**Janskerkhof 15A – room 003** **Registration & coffee**	
9:40 - 9:45		**Opening – room 004**	
9:45 - 10:45		**Keynote 1 (plenary)** **room 004** **Yvette Linders** – *From reliable sources: what misinformation research brings to practice*	
10:45 - 10:55		**Walk to the next location:** **Janskerkhof 2-3**	
11:00 - 12:30		**Parallel session 1**	
	Room 218 – *Education I*	**Room 219** – *Inclusion, representation, L2 acquisiton*	**Room 220** - *Healthcare*
11:00 - 11:30	**Sybolt Friso (Universiteit Utrecht)** - *Op zoek naar de 'zelf' van de docent: een conversatieanalytische verkenning van de rol van docentensubjectificatie in alledaagse klasseninteracties*	**Borbala Sallai (VU Amsterdam) -** *"I don't want to start with schimpfen" - A Conversation Analytic study of code-switching in the workplace*	**Leonie la Rondelle (Universitair Medisch Centrum Utrecht)** - *Effectieve communicatie in de kinderpalliatieve zorg vanuit het perspectief van kinderen en ouders: een literatuurstudie*
11:30 - 12:00	**Jan van Gulik (Universiteit Utrecht)** - *Graven naar genres: een studie naar genre in lesmethoden Nederlands*	**Roos Zwiers (Radboud Universiteit)** - *Effects of psychological trauma on L2 word learning*	**Aniek Antvelink (VU Amsterdam)** - *Navigating Cervical Cancer Screening: Accounting for Non-Participation*
12:00 - 12:30		**Mara Kyrou (Universiteit van Amsterdam)** - *EU Policies on Modern Languages in Secondary Education*	**Lieve van Hengel (VU Amsterdam)** - *Pre-empting vaccination refusal: A CA study of nurses pre-empting concerns that could be the basis for vaccination refusal*

12:30 - 13:30	**Lunch break** **@Hofman (Janskerkhof 17A)**		
13:30-14:00	**Anéla Algemene Ledenvergadering** **room 220**		
13:30-14:15	**Poster session** **room 218**		
	Bilingualism	*Language acquisition and processing differences*	*Education and representation*
	Joyce van Zwet (Radboud Universiteit) - *Linguistic similarity between a bilingual's languages modulates the effect of input*	**Runyu Wu (Rijksuniversiteit Groningen)** - *Intelligibility of Regional and Non-native English Accents to Chinese Learners: A Comparative Study* **Isabel Mendoza (Universiteit Leiden)** - *The effect of language and cultural constructs on moral judgment* **Raemon van Geen (Universiteit Utrecht)** - *The source of island effects in wh- and adjunct islands in L2 French*	**Femke Roos (Universiteit Leiden)** - *From 'acteurs/actrices' to 'zangers/zangeressen': Use of the word pair form for Dutch role nouns reduces male bias* **Mayra Nas (Universiteit Leiden)** - *Metaphor in Machine Translation: A Post-Editing Task*

14:15 - 15:15	**Parallel session 2**	
	Room 219 – *Media, misinformation, communication strategies*	**Room 220 –** *Education II*
14:15 - 14:45	**Stef Hankel (Radboud Universiteit)** - *The hand behind misinformation: A systematic review on the linguistic, structural and rhetorical characteristics of online misinformation*	**Roel Verloop (VU Amsterdam)** - *Zo simpel als wat!? Metafoorgebruik in zaakvakteksten voor de bovenbouw van het PO*
14:45 - 15:15	**Sterre Hilhorst (Universiteit Utrecht)** - *De pensioen-paradox: communiceren over onzekere uitkomsten*	**Corina Breukink (Hogeschool Utrecht)** - *Learning to read in the upper secondary classroom through peer-to-peer observational learning: Research on a reading program for poetry and prose, based on Eye Movement Modeling Examples*
15:15 - 15:55	**Coffee break** **room 218**	
16:00 - 17:00	**Keynote 2 (plenary)** **room 013** **Claartje ter Hoeven** – *The human labor behind AI*	
17:00 - 17:40	**Thesis prize award & poster prize award ceremony – room 013**	

Nominees thesis award:

- **Leonie la Rondelle** - *Samen praten, samen verkennen: Identificatie van leeftijdsadequate communicatie omtrent Advance Care Planning bij kinderen met een chronisch medische aandoening*
- **Annika Stalman** - *A Network-Based Approach to Semantic Memory: An Exploratory Study into the Interaction Effects of Bilingual Experience and Alzheimer's Predisposition*
- **Alex Stasica** - *Computational Modeling of Error Patterns in Children Speech*

17:45	**Drinks**

Book of Abstracts

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Special thanks to the jury for the Anéla/VIOT thesis award 2025:
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Are you a PhD candidate and would you like to help organize the Juniorendag next year? If so, send us an email at anelaviotjuniorendag@gmail.com.

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Keynote 1 (Plenary)

From reliable sources: what misinformation research brings to practice

Yvette Linders

The consequences of incorrect or misleading information can be significant. The most extreme consequences often receive the most attention, such as the example of the armed man who invaded an American pizzeria because he believed a conspiracy theory that claimed that an international child trafficking network was located there. But negative consequences of misinformation can also be seen close to home and sometimes less prominently in the news. During the Corona surge, for instance, hospitals were faced with angry people who did not believe that hospitals were at maximum capacity because videos of an empty (because freshly cleaned) bed appeared online. A construction company involved in strengthening the coastline faced threats last year after conspiracy theorists made their activities seem suspicious. And a growing number of teenagers are choosing behavior that puts their health or finances at risk, based on posts by TikTok influencers.

Due to such negative consequences, there are many questions about misinformation: what makes misinformation sometimes so attractive and credible? How can people be made more resilient to different types of misinformation? And how can governments or organizations identify, evaluate, and effectively counter misinformation? Misinformation research answers these questions and in doing so provides tools for practice.

Parallel session 1

Op zoek naar de 'zelf' van de docent: een conversatieanalytische verkenning van de rol van docentensubjectificatie in alledaagse klasseninteracties

Sybolt Friso

In de onderwijswereld is er veel te doen om subjectificatie, een pedagogische doelstelling gepopulariseerd door onderwijsfilosoof Biesta (2021). Subjectificatie schrijft voor dat studenten ontdekken hoe ze in vrijheid kunnen bestaan als hun eigen 'zelf', terwijl ze rekening houden met 'het andere' in de wereld. Hoewel subjectificatie hiermee vaak wordt geïnterpreteerd als een tamelijk abstracte existentiële opgave voor individuele studenten, begrijpen wij subjectificatie als een concreet, interactief gebeuren: een alledaagse klasseninteractie, waarin de student anderen ontmoet. Daarbij horen ook docenten, die zich als 'zelf' – of subject – verhouden tot hun studenten. Deze interactionele rol van de docent-als-subject en het daarmee samenhangende docentensubjectificatie is echter onderbelicht in de huidige literatuur. Wij bestuderen daarom de volgende onderzoeksvraag: hoe kunnen we docentensubjectificatie conceptualiseren en empirisch identificeren binnen Biesta's (studentgerichte) pedagogiek van subjectificatie?

Wij reconstrueerden subjectificatie en de filosofische achtergrond daarvan om het te concretiseren als een empirisch identificeerbare, talige, klasseninteractie. Voortbouwend op eerdere klassenstudies naar subjectificatie gebruikten wij conversatieanalyse als kwalitatieve methode om deze taalinteracties empirisch te bestuderen. Specifiek filmden, transcribeerden, en analyseerden we lessen in het hoger onderwijs om momenten van docentensubjectificatie te identificeren.

Onze resultaten stellen dat docentensubjectificatie een onvermijdelijk onderdeel is van studentensubjectificatie. Fragmenten van klassengesprekken illustreren dat docenten en studenten op eigen wijze bijdragen aan deze interacties, en daarmee een moment van subjectificatie ondergaan vanuit hun eigen perspectief. Voor studenten heeft dit de pedagogische waarde van het ontdekken van hun plek in de wereld; voor docenten ontbloot dit existentiële overwegingen rondom het tonen van hun 'zelf' in hun professionele rol.

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Graven naar genres: een studie naar genre in lesmethoden Nederlands

Jan van Gulik

Trefwoorden: *Genre - Genretheorie - Genredidactiek*

Hoofdvraag: Dringt het begrip genre door tot de klassenpraktijk?

Aanleiding

Er is op het moment veel aandacht voor de basisvaardigheden van middelbare scholieren. Leerlingen ervaren moeilijkheden bij lezen en schrijven, deels doordat zij moeite hebben om verbanden te leggen tussen teksten (Alexander & DRLRL, 2012). Scholieren vinden het lastig om voorkennis op basis van al gelezen teksten te vertalen naar een nieuwe tekst. Een veelbelovende manier om dit probleem te verhelpen is het aanleren van kennis over genre (Tardy et al., 2020). In deze congresbijdrage geven we eerst een kort overzicht van hoe er in de tekstwetenschap over genre wordt gedacht, waarna we aan de hand van een analyse van lesmethoden Nederlands laten zien of het begrip genre al voet aan de grond heeft in het onderwijs.

Methode

We hebben het begrip genre ‘uitgepakt’ middels de veel geciteerde genredefinitie van John Swales (1990). De genreaangrenzende begrippen uit deze definitie vormden de basis voor onze analyse van de vijf meest gebruikte lesmethoden Nederlands in de onderbouw van het vmbo-tl en de havo. Middels een codeerschema hebben we de aanwezigheid van deze genreaangrenzende begrippen kwantitatief geanalyseerd. Ook hebben we bestudeerd of de begrippen in samenhang worden gepresenteerd.

Resultaten

De analyse van lesmethoden is nog in volle gang. Op basis van een eerste indruk stellen we dat de lesmethoden de genreaangrenzde begrippen weinig in samenhang presenteren. Hierdoor krijgen leerlingen nooit een compleet beeld voorgeschoteld van hoe communicatieve situaties die in genres worden verzameld in zijn werk gaan.

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"I don't want to start with schimpfen" - A Conversation Analytic study of code-switching in the workplace

Borbala Sallai

Keywords: *Conversation Analysis, multilingualism, code-switching, English as lingua franca, workplace culture*

This study explores the socio-pragmatic uses of code-switching in English as lingua franca (ELF) workplace meetings. While code-switching has received considerable scholarly attention, ad-hoc code-switching practices in institutional settings (as opposed to established multilingual communities) remain understudied; this project contributes to filling this gap.
Using a Conversation Analysis approach (Auer, 1984, 1995), approximately eight hours of video and audio recordings were collected during online meetings in a research institute. Despite the institute-wide English language policy, 113 instances of code-switching were identified, over half (62) of which were single-word insertions. A sequential analysis of the interaction surrounding insertional code-switches was carried out to answer the research question "What are the interactional uses of insertional code-switching in ELF workplace meetings?"

Similarly to established multilingual communities (Poplack, 1988) and non-institutional settings (Pietikäinen, 2014), participants used 'automatic' code-switching: switches were often not flagged or marked interactionally (e.g. through hesitations or repair) and did not lead to conversational trouble, indicating that speakers treated them as intelligible without additional clarifications. Code-switching was therefore used as a generally accepted and integrated institutional communicative practice: The participants drew upon a shared multilingual repertoire as a tool to facilitate meaning-making.

The study contributes to the discussion on the contentious and ambiguously defined argument in the literature that code-switching is used to 'signal culture' (Cogo, 2017). Instead of orienting to an essentialist national culture, the participants' use of code-switching works to interactionally reflect and simultaneously co-construct a shared local workplace culture where code-switching is part of a shared professional lexicon.

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Effects of psychological trauma on L2 word learning

Roos Zwiers

Psychological trauma symptoms (henceforth: trauma) affect various factors relevant to second language learning (SLA) (Sachinvala et al., 2000). Yet, empirical studies on the relationship between trauma and SLA are scarce. This study investigates the question: Does trauma affect the acquisition of novel L2 words? As word learning relies on the memory systems most affected by trauma - working memory and declarative memory (Ruiz et al., 2021) - trauma could significantly impact word learning. We hypothesize that trauma hinders both immediate recall and retention of novel words.

We tested 39 adult Ukrainian refugee L2 learners of Dutch with a CEFR level of A1-B1, aged 20-40, who were recruited from language schools. Word learning, trauma and memory were assessed with a newly designed contextual word learning task, two trauma questionnaires (PCL-5, Blevins et al., 2015; GPS-A, Olf et al., 2020,) and two memory tasks (Backward digit span task, Wechsler, 2008; CVMT, Trahan et al., 1996). These tasks were part of a larger test battery also including measures for, e.g., wellbeing and attention, which participants completed on a laptop in three one-hour sessions plus homework. In the word learning task, participants were exposed to 16 low-frequency words embedded in a Dutch audio-recorded story with illustrations. A picture-word and word-picture matching task were used to assess participants' receptive knowledge of form-meaning mapping immediately, and after one week delay.

Preliminary results – which we aim to confirm by mid-May – suggest that stronger trauma symptoms relate to a reduced declarative memory capacity and reduced word learning abilities.

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EU Policies on Modern Languages in Secondary Education

Mara Kyrou

Keywords: *Language-in-education policies, Multilingualism in Secondary education, Minority languages, Linguistic diversity*

This presentation explores language-in-education policies at the secondary level across 21 European countries, analyzing their legal frameworks and cataloging the languages integrated into their curricula. The findings reveal a fragmented landscape: while countries like Sweden, Finland, and France offer extensive language options (up to 77 languages in Sweden), all contexts prioritize English, French, and German. Economic factors further shape these disparities. By comparing policy data with practical applications, the research identifies gaps in how modern, minority, and heritage languages are integrated into secondary education. Exemplary models, such as Sweden's heritage language programs, demonstrate effective practices, though challenges like teacher shortages persist across all examined contexts.

The methodology involved a comparative analysis of language policies, focusing on the number of languages offered and their legal frameworks. Additionally, the research draws on Eurobarometer data to highlight Europeans' language preferences and attitudes, correlating them with the languages integrated into national curricula.

The study underscores that the EU's "2+1" framework, while aspirational, is misaligned with Europe's multilingual reality, where non-European languages are increasingly in demand. Based on the analysis, the study proposes a tripartite model: (1) a national/dominant language, (2) a lingua franca (typically English), and (3) a mother tongue or language of choice. This model aims to better reflect Europe's linguistic diversity, promoting inclusive, multilingual education systems that align with the dynamic identities of speakers and move beyond static language frameworks.

Effectieve communicatie in de kinderpalliatieve zorg vanuit het perspectief van kinderen en ouders: een literatuurstudie

Leonie La Rondelle

Keywords: *Effectieve communicatie; Kinderpalliatieve zorg; Pediatrische patienten; Ouders; Zorgverleners; Persoonsgerichte zorg; Systematic review*

Doel. Effectieve communicatie is essentieel om passende zorg te bieden in de kinderpalliatieve zorg (KPZ). Een veilige, uitnodigende interactie met zorgverleners stelt kinderen en ouders in staat hun behoeften en voorkeuren te delen. Toch ervaren kinderen en ouders vaak een gemis aan passende communicatie. Deze literatuurstudie heeft als doel in kaart te brengen hoe, vanuit het perspectief van kinderen met een levensduurbekortende ziekte en hun ouders, zorgverleners effectief kunnen communiceren.

Methoden. Een systematische review werd uitgevoerd in de databases PubMed, Embase en CINAHL. Gezocht werd naar empirische studies (2016-2024) over ervaringen van kind en ouders met verbale en non-verbale communicatie, inclusief beschrijvingen van houding, gedrag en communicatie-interventies. Data werden thematisch geanalyseerd.

Resultaten. In totaal werden 54 artikelen geïncludeerd, die ervaringen beschrijven over KPZ-communicatie in het algemeen of specifiek over diagnose, prognose, proactieve zorgplanning of het levenseinde. Belangrijke elementen van effectieve communicatie voor kinderen en ouders zijn ervaren dat de zorgverlener: moeite doet kind en gezin te leren kennen; zorgzaamheid, hoop en optimisme uitdraagt; empathisch is, de zorgrelatie bevordert en behoudt; deskundigheid en professionaliteit uitstraalt; en dat samenwerkende zorgverleners adequaat met elkaar communiceren. Aandacht en respect voor de omgeving en veerkracht van kind en ouders versterkt het vertrouwen, bevordert de band, laat ruimte voor hoop en biedt controle en ondersteuning.

Conclusies. Ongeacht het ziektestadium benadrukken kinderen en ouders het belang van persoonsgerichte communicatie. Implementatie van interventies die zorgverleners helpen effectiever te communiceren met kinderen en ouders, gedurende het hele ziektetraject, verdient meer onderzoek om daarmee de kwaliteit van KPZ te verbeteren.

Bron van financiering: ZonMw (projectnummer 10200012210002)

Navigating Cervical Cancer Screening: Accounting for Non-Participation

Aniek Antvelink

Key Words: *Cervical Cancer Screening, Accounting, Conversation Analysis, Discursive Psychology*

In the Netherlands, women aged 30–60 are invited for cervical cancer (CC) screening every 5–10 years. However, participation has declined by 20% over the past decade, with only 46% of invited women attending. Rates are even lower among women from migrant backgrounds, contributing to health disparities (RIVM, 2022).

Barriers include lack of information, time constraints, shame, and fear of the result (Hamdiui et al., 2022; Hilverda et al., 2021). Social norms and peer influence also play a key role (Logan & McIlfatrick, 2011; Salad et al., 2015). Yet little is known about how women negotiate decisions regarding CC screening in everyday talk, or how these interactions reflect broader social norms. Understanding these social dynamics is crucial for developing interventions that resonate with women's lived experiences.

This study uses Conversation Analysis and Discursive Psychology to address these gaps, analyzing over 12 hours of conversations about screening, cancer, and sexual health among Surinamese-, Caribbean-, Turkish-, and Moroccan-Dutch women, including peer discussions and interactions with healthcare professionals.

Our study reveals how normative expectations around screening are reproduced, resisted, and negotiated in conversation. We focus on how women account for not (yet) attending screening, the identity work they perform, and how others—including healthcare professionals—respond. We show that women draw upon various interactional resources (e.g., hesitations, reported thoughts, self-deprecations), consistently orienting to the norm that "good" women should participate in screening.

Findings offer insights for public health messaging, culturally sensitive intervention design, and theories of accountability and identity in health-related discourse.

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Pre-empting vaccination refusal: A CA study of nurses pre-empting concerns that could be the basis for vaccination refusal

Lieve van Hengel

Childhood vaccination effectively prevents death caused by infectious diseases, yet vaccination rates are dropping. When new vaccines are introduced, parents' motives for vaccination refusal change. For example, experiences with COVID-19 had a spillover on routine vaccination beliefs. Healthcare professionals must address these motives and concerns in conversations, making these interactions crucial in shaping parents' attitudes toward vaccination.

For this study, GGD nurses recorded 41 home visits with parents of two-week-old newborns. Using conversation analysis, an inductive data-driven approach, we found that nurse address concerns not only when they have been mentioned explicitly but also when they have not been mentioned yet. Nurses especially do this for vaccines recently added to the National Immunisation Programme that may be perceived as new. An example can be found in extract 1 (translated from Dutch):

Extract 1

```
1 NUR   ((...)) I do not know if you<< heard of rotavirus?
2 MOT   [hm hmh.
3 NUR   .hhh e::hm that vacc- you can get that.
4       that is new in the national immunisation programme?
5       [.hh    ] it is not new in general
6 FAT   [°mhj°  ]
7 MOT   [hmh mhm]
8 NUR   because in Belgium it was for ex- it is
9       being done since two thousand twelve but ((...))
```

Here, without the parent explicitly mentioning concerns about novelty, the nurse pre-empts this as a concern that could be the basis for vaccination refusal. During this oral presentation, I will show various conversational resources that nurses use to pre-empt concerns that parents possibly have about the vaccine.

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Poster session

Linguistic similarity between a bilingual's languages modulates the effect of input

Joyce van Zwet

Investigations into the effects of input on bilingual language development have typically focused on a single bilingual population [1], leaving a gap in our understanding of how the effect of input is modulated by the properties of the bilinguals' languages. Bilingual children acquiring languages that are linguistically close may benefit from overlapping lexical and syntactic properties and might therefore require less input in the target language compared to bilingual children acquiring more distant languages. By examining these dynamics in children with different language pairs, we aim to contribute to a more nuanced understanding of how input shapes language proficiency in bilingual children. To that end, the present study investigated input effects on the Dutch proficiency of bilingual Dutch-German children (linguistically close pair) and bilingual Dutch-French children (linguistically distant pair).

Participants were 292 children (ages 5 – 8) in four groups: children acquiring Dutch and French in France (n = 75) and the Netherlands (n = 72) and children acquiring Dutch and German in Germany (n = 77) and in the Netherlands (n = 68). We measured Dutch proficiency with a sentence repetition task [2] and collected information on input via the Q-BEx questionnaire [3].

Preliminary findings show that a significant two-way interaction between Input and Group: Dutch-German children scored significantly higher on Dutch language proficiency than Dutch-French children when the amount of input to Dutch was controlled for. This suggests that linguistic similarities between a bilingual's languages modulate the effect of input.

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Intelligibility of Regional and Non-native English Accents to Chinese Learners: A Comparative Study

Runyu Wu

Keywords: *Intelligibility, English accents, Chinese learners, phonetic features*

Understanding how English accents influence intelligibility among non-native speakers is crucial for language pedagogy. This study examines the relative intelligibility of ten English accents to Chinese learners of English.

120 Chinese students participated. Each listened to 20 short (10 to 20 seconds) audio recordings, representing ten English accents/varieties: General American (GA), Received Pronunciation (RP), Glasgow English, Liverpool English, Leeds English, Australian English, New Zealand English, Dutch-accented English, Japanese-accented English, and Chinese-accented English. GA and RP are widely recognized as two standard varieties of English in the US and UK, respectively. Each accent was represented by one male and one female speaker. The limited number of recordings per accent will be addressed in the methodological discussion. Following each recording, participants rated intelligibility on a 0–10 scale (0 = no words understood, 10 = all words understood) (Tang & Van Heuven, 2009; van Bezooijen & van Heuven, 1997) and commented on pronunciation features affecting intelligibility via open-ended questions.

Results show that Chinese-accented English and GA received the highest intelligibility ratings, while accents such as Glasgow, Liverpool, and New Zealand were perceived as more difficult. RP received only moderate scores. Participant comments frequently referred to “heavy accents” or, in some cases, specific pronunciation difficulties.

Findings suggest the need for more diverse accent models in English education in China, where materials often overemphasize GA. This study contributes to research on cross-linguistic intelligibility by highlighting the challenges certain native regional accents pose. In the UK, Glasgow and Manchester are key destinations for Chinese students (Higher Education Statistics Agency, 2023). More broadly, accents from Australia, New Zealand, the Netherlands, and

Japan are often encountered in study-abroad contexts, supporting their inclusion in teaching materials (Center for China and Globalization, 2024).

Based on this preliminary research, the next phase will examine instructional interventions targeting difficult-to-understand accents.

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The effect of language and cultural constructs on moral judgment

Isabel Mendoza

This study explores how language and cultural context influence moral decision-making building on the Foreign Language Effect (FLE) - the tendency where individuals make more utilitarian decisions in a non-native language. While previous research has mainly focused on linguistic processing, the role of culture in influencing this effect remains underexplored. This research focuses on the interaction between language and cultural background in shaping moral judgment by comparing Dutch and Spanish speakers, representing more individualistic and collectivist cultures respectively. Although other cultural pairings might show more pronounced contrasts, Dutch and Spanish participants were chosen for accessibility and for their distinct cultural profiles (Hofstede, 1980).

86 participants completed a moral judgment task involving four realistic dilemmas in either their native or foreign language. Culture was operationalized through participants' native language and country of origin, with all participants residing in the Netherlands. While a Two-Way ANOVA revealed no significant main effects or interactions of culture and language group, exploratory chi-square analyses' results suggest that language may influence emotional engagement in specific scenarios. Cross-cultural interpretation of the results also indicated that decision patterns were shaped by context, such as healthcare and travel accessibility, rather than by cultural constructs alone.

These findings suggest that while the FLE may not consistently manifest across all dilemmas or groups, the interaction of language, cultural background, and context contributes to moral reasoning in nuanced ways. The study highlights the importance of considering both systemic and individual factors—such as immersion, cultural exposure, and language identity—in understanding the complexity of moral judgment.

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The source of island effects in wh- and adjunct islands in L2 French

Raemon van Geen

Keywords: *experimental syntax, island effects, proficiency, L2 French, working memory*

Islands are constituents that block certain types of long-distance dependencies [1]. In the following examples of wh- and adjunct islands, the filler (What) cannot leave a gap when having to cross over the embedded complementiser: *What did you wonder [whether I invented __]? and *What would you say [if I invented __]?. Such violations of island constraints induce island effects, i.e., reduced acceptability judgements. Initially, the source of these effects was ascribed to syntax. Alternatively, processing-based accounts attribute it to processing costs exceeding working memory capacity [2,3]. Additionally, L2 island research focuses on (non)native-like syntactic processing [4,5,6]. As part of a novel research project studying island effects in L1 and L2 French, we investigated whether an L2 population could produce native-like judgements on French island constraints and whether the size of island effects correlated with working memory and/or proficiency.

34 university-level L1 Dutch/L2 French students (Mage = 20.5 years; SD = 2.3) participated in an acceptability judgement task testing island constructions in a 2×2×2 factorial design, manipulating the factors 'distance' (short/long) and 'structure' (island/non-island) to isolate a potential island effect [6], with an additional factor 'dependency type' (wh-dependency/relative clause) [7]. Participants rated 120 items (40 wh-islands, 40 adjunct islands, 40 fillers). Measurements of working memory and L2 proficiency included a reading span task [8], a counting span task [9], and an advanced French reading proficiency test. Preliminary analyses indicated a native-like presence of island effects. Still, without correlations between island effect sizes and WM- and proficiency scores, the source of L2 syntactic processing remains contentious.

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From 'acteurs/actrices' to 'zangers/zangeressen': Use of the word pair form for Dutch role nouns reduces male bias

Femke Roos

Key words: *generic masculine, gender-inclusive language, gender-marked role nouns, gender representation, Dutch*

Though intended to refer to everyone, generic masculine role nouns are often interpreted as referring (primarily) to men, an interpretation that can lead to disadvantages for those who do not identify as men (Stout & Dasgupta, 2011). Although inclusive forms (e.g., German Sänger*innen which refers to singers of any gender) have been found to counter this bias, previous studies have largely focused on languages with a salient masculine/feminine grammatical gender distinction such as German and French (e.g., Braun et al., 2005; Gygax et al., 2012). While Dutch is a grammatical gender language, it does not explicitly differentiate between grammatically masculine and feminine nouns. However, morphological natural gender-marking of role nouns does occur frequently (e.g., zangers/zangeressen–singersmasculine/singersfeminine), which suggests that natural gender is a linguistically salient characteristic. The current study investigates whether Dutch speakers, like those of French and German, will display a male bias in response to the generic masculine form, and whether a more inclusive form will reduce this bias.

In a between-subjects design, 130 participants were asked to name the first three people they could think of when presented with a more inclusive word pair form (e.g., zangers/zangeressen) or a generic masculine form (e.g., zangers) for six different categories (singers, presenters, athletes, actors, writers, and comedians). The findings demonstrate that word pairs significantly increased the mental availability of non-male exemplars compared to the generic masculine (with 42 vs. 32% of responses referring to non-men; $F(1, 130) = 13.31$, $p < .001$, $\eta^2 = .09$). However, male exemplars were still overrepresented when word pairs were used, suggesting that even in Dutch, a language without an explicit distinction between masculine and feminine grammatical gender, the presence of linguistically masculine gender-marking evokes a male bias. Use of inclusive forms is thus crucial in order to counter this bias.

Metaphor in Machine Translation: A Post-Editing Task

Mayra Nas

Literary translation has traditionally been regarded as a creative process requiring a high level of skill, making it seem unsuitable for Machine Translation (MT). However, a small but steadily growing body of research has emerged in the field of Literary Machine Translation (LitMT), covering various genres and languages. Within literary translation, the concept of metaphors remains a significant challenge due to their complexity in both linguistic forms and cultural embeddedness. Building on these findings, we had six professional literary translators post-edit machine-translated texts, aiming to explore when, how and why machine-translated metaphors are revised. Our corpus consisted of three literary excerpts of 300 words, translated using three MT systems – Google Translate, DeepL and ChatGPT. Debriefing interviews followed to assess the translators' focus on the metaphors in the excerpts, without explicitly mentioning it. The next step is to annotate and analyze the post-edited outputs and interviews and study the post-editors' perceptions on literary MT. Preliminary results indicate that the post-editors often found the MT output too literal, particularly for idiomatic expressions. In this presentation, I will discuss these findings in relation to how MT is currently used for the translation of literary metaphors and how it could be better utilized in the future.

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Parallel session 2

The hand behind misinformation: A systematic review on the linguistic, structural and rhetorical characteristics of online misinformation

Stef Hankel

As misinformation continues to spread online, overwhelming the public with false and misleading narratives, it is becoming increasingly difficult to discern fact from fiction. Consequently, scholars are developing interventions that try to help people recognize misinformation by its linguistic characteristics. To achieve this, researchers rely on both computational as well as on qualitative analyses to identify 'misinformation' features. Although these methods are complementary, the former generally reveals hidden patterns that are difficult to spot for human readers, whereas the latter typically relies on uncovering idiosyncratic features, for example in rhetoric. This systematic review examines peer-reviewed studies to address the following research question: Which linguistic, rhetorical and structural features characterize misinformation? We provide an in-depth overview on all these identified textual characteristics of misinformation, focusing particularly on how these are related to misinformation type (e.g. conspiracies or fake news), to online platforms (e.g. Facebook, X or news websites) and to the specific format in which they appear (e.g. news articles or social media comments). Additionally, we assess which of these characteristics are potentially perceptible through human observation. We identified a total of 24 types of characteristics that we grouped in a lexical, grammatical, stylistic, structural, pragmatic, discursive, argumentative and emotional-cognitive category. Current gaps and avenues for future research as well as the implications of these findings on how to improve literacy skills through potentially human-observable characteristics are discussed.

De pensioen-paradox: communiceren over onzekere uitkomsten

Sterre Hilhorst

Pensioenfondsen communiceren duidelijk over de hoogte van de verwachte uitkering. Maar veel pensioendeelnemers kunnen niet inschatten of dat bedrag voldoende is om hun gewenste levensstandaard na pensionering te behouden. Voor velen is pensionering nog ver weg. Bovendien kunnen er onverwachte levensgebeurtenissen plaatsvinden, zoals kinderen krijgen, een promotie of een echtscheiding. Dit zijn onzekerheden die het lastig maken om in te schatten of de verwachte uitkering genoeg zal zijn. Pensioendeelnemers die dicht bij hun pensioen staan, kunnen beter inschatten of het bedrag voldoende zal zijn maar paradoxaal genoeg is het voor hen waarschijnlijk te laat om nog iets te veranderen. Deelnemers die wel nog iets kunnen veranderen, weten juist niet of het bedrag voldoende is, door de eerdergenoemde onzekerheden. De vraag of de verwachte pensioenuitkering genoeg is, leidt volgens de literatuur tot ‘diepe onzekerheid’: een situatie waarin de waarschijnlijkheid van bepaalde uitkomsten niet kan worden voorspeld. Er wordt in deze studie daarom gezocht naar een passende strategie om over de pensioenuitkering en deze diepe onzekerheid te communiceren. Een systematische literatuurstudie werd uitgevoerd (met ASReview) naar experimentele onderzoeken over onzekerheid in verschillende disciplines, om zo een overzicht te krijgen van eerder gebruikte communicatiestrategieën en hun effectiviteit. De bevindingen kunnen worden gebruikt om praktische aanbevelingen te doen voor pensioenfondsen over hoe zij (beter) kunnen communiceren over pensioenuitkeringen. De analyse van de resultaten is begin mei voltooid, en de eerste bevindingen en implicaties zullen op 23 mei worden gepresenteerd.

Zo simpel als wat!? Metafoorgebruik in zaakvakteksten voor de bovenbouw van het PO

Roel Verloop

Basisschoolleerlingen ervaren moeilijkheden bij het diepgaand begrijpen van teksten, wat problematisch is binnen het zaakvakonderwijs. Daar is tekstverwerking namelijk essentieel voor kennisontwikkeling (Gilabert et al., 2005; Woldhuis et al., 2018). Deze problemen manifesteren zich vooral in de bovenbouw van het basisonderwijs, zodra de focus van het leesonderwijs verschuift van 'leren om te lezen' naar 'lezen om te leren' en leerlingen geconfronteerd worden met complexere en abstractere teksten (Chall et al., 1990).

Bij de beschrijving van complexe concepten in zaakvakteksten speelt metafoorgebruik een belangrijke rol (Cameron, 2003; Littlemore, 2016), zoals in een aardrijkskundetekst waarin een deken wordt gebruikt om de functie van broeikasgassen in de dampkring uit te leggen (in het corpus van Sangers, 2022).

Metaforen verbinden een onbekender doeldomein (de dampkring) met een bekender brondomein (een deken) en kunnen zo abstracte begrippen toegankelijker maken voor leerlingen. Door deze verbinding met de belevingswereld van leerlingen krijgt metafoorgebruik een didactische functie, die mogelijk bijdraagt aan tekstbegrip en betere conceptuele verwerking (Boyd, 1993).

Vanwege de beperkte kennis over metaforiek in Nederlandse zaakvakteksten voor het primair onderwijs werd een inhoudsanalyse uitgevoerd. De onderzoeksvraag die centraal stond was: Hoe wordt metaforiek ingezet in zaakvakteksten in termen van frequentie, vorm en functie?
We analyseerden volgens de Metaphor Identification Procedure VU (MIPVU; Pasma, 2011; Steen et al., 2010) een corpus ter grootte van 570 zaakvakteksten (37.000 inhoudswoorden), afkomstig uit 11 actuele basisschoolmethodes.

De eerste analyses laten zien dat metaforiek vaker voorkomt in teksten voor fysische geografie en biologie dan in teksten voor sociale geografie. Biologieteksten bevatten meer expliciete vergelijkingen, terwijl personificaties vaker voorkomen in teksten voor sociale geografie. Verdere analyses volgen, waarvan de resultaten worden gepresenteerd tijdens de conferentie.

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Learning to read in the upper secondary classroom through peer-to-peer observational learning: Research on a reading program for poetry and prose, based on Eye Movement Modeling Examples

Corina Breukink

Key words: *educational design, eyetracking, reading comprehension, observational learning, secondary education*

Dutch adolescents' text comprehension seems to be in decline [3, 5, 6 & 8]. Among secondary school students text comprehension is systematically measured using expository texts with questions [8]. In contrast, little attention is paid to secondary students' reading process for expository texts [8], short stories and poetry [2]. In a mixed methods eyetracking study [2], the reading process and text comprehension of secondary school students for poetry, short stories and expository texts were investigated, with and without comprehension questions. Subsequently, a reading program was designed, based on the eyetracking data. The main research question of the intervention study is: How can effectively tested didactic components combined with findings from eyetracking research [2 & 7] be translated into a process-oriented reading program for poetry, short stories and expository texts? Empirical research shows that observational learning can support the learning of cognitively complex tasks, such as writing and reading [1 & 7]. Moreover, recent research [8] shows that observational learning via Eye Movement Modeling Examples (EMME) improves comprehension of expository texts. EMME are dynamic eye movement videos that represent the natural reading process over time via lines and fixations [4]. In the reading program, contrasting poetry reading processes of students are central. First, the reading program was tested and evaluated (three classes), and subsequently further developed. Next, in a pretest-posttest design with an experimental (10 classes) and a control group (5 classes), students' self-efficacy was measured in relation to their own reading process and text comprehension. The innovative reading program resulted in significant gains in text comprehension of poetry (ES = .81), short stories (ES = .66), and expository texts (ES = .66). Furthermore, the results of the self-efficacy test show that students in the experimental group experienced significantly more learning effect after the intervention period than students in the control group.

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Keynote 2 (plenary)

The human labor behind AI

Claartje ter Hoeven

In the EU, millions of workers perform tasks such as data entry and categorizing text, mostly to make raw data readable for AI systems. This work is often done through digital labor platforms, such as Amazon Mechanical Turk. During her talk, Claartje ter Hoeven will discuss research on the working conditions and well-being of AI data workers in the EU. She will also show the documentary Ghost Workers by Lisette Olsthoorn, featuring six data workers from different EU countries.

Claartje ter Hoeven is professor Communication and Information Studies at Utrecht University and principal investigator of the ERC GHOSTWORK project. Her research focuses on the human labor required to make artificial intelligence function.