MASARYKOVA UNIVERZITA

PEDAGOGICKÁ FAKULTA

PATTERNS AND VARIATION IN ENGLISH LANGUAGE DISCOURSE

NINTH BRNO CONFERENCE

ON LINGUISTICS STUDIES IN ENGLISH

BOOK OF ABSTRACTS

Introduction

This booklet contains abstracts of papers which will be presented at the Ninth Brno Conference on Linguistics Studies in English entitled *Patterns and variation in English language discourse*. The conference is organised by the Department of English Language and Literature of the Faculty of Education, Masaryk University, and is held on 16–17 September 2021.

The Ninth Brno Conference focuses on patterns and variation in English language discourse in an attempt to extend our understanding of language as a social, contextually bound phenomenon. The aim is to explore how patterning and variation in texts and discourses is shaped by the communicative needs, the topic at hand, the medium employed and the intended audience.

We hope that the contributions will map new trends in the study of discourse characterised by the alliance of corpus and discourse analysis, multimedia studies, intercultural rhetoric and cross-linguistic studies.

The conference organisers are happy to welcome the following keynote speakers, whose plenary lectures will address the key issues discussed at the conference:

- Marina Bondi, University of Modena and Reggio Emilia, Italy
- Carmen Peréz-Llantada, University of Zaragoza, Spain
- Jarmila Tárnyiková, Olomouc University, Czech Republic

The organising committee:
Doc. Mgr. Olga Dontcheva-Navratilova, Ph.D.
Doc. PhDr. Renata Povolná, Ph.D.
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The editors
Brno, September 2021

PLENARY LECTURES

THE MULTIFACETED AND WHIMSICAL NATURE OF DISCOURSE

Jarmila Tárnyiková
Palacký University, Olomouc, Czech Republic

My talk, rooted in functional and systemic grammar, is based on the assumption that though discourse as a social behaviour and verbal interaction has been studied by great minds for centuries, the dynamism of human evolution and the consequent changes in communicative strategies can hardly leave discourse analyst immune to a whole spectrum of present-day challenges. These are evoked by changes in the scope of items considered to be relevant for present-day research, by blurring the traditional borderlines between categories (written manifestation of spoken discourse in chatting), but before all by the existence of language corpora, offering the immensity of data across genres, language varieties and language interfaces. In order to benefit from the data and transform the quantity into a new quality, the researcher has to be qualified to provide a context-sensitive interpretation of the data and seek to discover patterns that create and reflect coherence.

The talk is divided into three parts. First, keywords from discourse analysis will be briefly surveyed to create a common framework of reference; second, the reasons for multifaceted nature of discourse will be discussed, and third, the whimsical nature of discourse will be illustrated by overt language manifestation of vagueness, associated with a whole spectrum of strategies contributing to intentional smoke-screening. Data from the BNC and COCA corpora will be used to trace structural patterning and communicative roles of vague reference to notional categories (*a book or whatnot*), vague reference to quantity (*mountains of litter*), and the use of vague placeholders (*Ms. Thingy*, *John Whatsisname*).

Jarmila Tárnyiková is Professor Emeritus of English Linguistics at Palacký University Olomouc (Czech Republic). Her research interests include morphology, syntax, text linguistics, pedagogic grammar, pragmatics, sociolinguistics, typological comparison of English and Czech, the language of literary text. She is author of *Chapters from Modern English Syntax I & II* (1985, 1995, Olomouc), *From Text to Texture: An Introduction to Processing Strategies* (2002, Olomouc) and *Sentence Complexes in Text. Processing strategies in English and in Czech* (2007, Olomouc).

EXPLORING CSR DISCOURSE: PATTERNS AND VARIATION

Marina Bondi
University of Modena and Reggio Emilia, Modena, Italy

Corporate social responsibility (CSR) is an important component of corporate communication, intended to contribute to improving reputation and trust. The CSR report, in particular, is a key strategic document providing both disclosure of essential data regarding corporate strategies and practices and a general presentation of the organization (mission, vision, governance etc.). Both elements become essential when companies are involved in processes that affect the community conspicuously or when it comes to repairing trust after an accident.

The talk looks at the CSR report from different corpus-informed perspectives, focusing on the close link between attention to pragmatic units and to lexico-grammatical patterns (with their semantics). The first part of the talk considers the complex structure of the CSR report and its variation across cultures; the second part of the talk looks at trust repair issues in a more critical perspective. Starting from an overview of the structure of the genre, the talk illustrates how rhetorical annotation can be used to study patterns and variation in rhetorical moves, and at how lexico-grammatical patterns can

contribute to describing the features of textual units at different level. Focusing on issues of trust repair, a case study is presented, where the tools of corpus-assisted discourse analysis are used to explore how issues of social or environmental nature are represented by different fashion companies, looking in particular at the representation of risk (through risk-related phraseology and its lexico-grammatical patterns) and at the communicative strategies employed for trust-repair.

Marina Bondi is Professor of English Linguistics at the University of Modena and Reggio Emilia (Italy). Her main research interests centre on textual and pragmatic aspects of academic genres, the characteristics of argumentative texts and on knowledge dissemination and the impact of digital media on specialized discourse. She is author of *English Across Genres. Language Variation in the Discourse of Economics* (1999, il Fiorino), co-author of *Specialized Communication in English: Analysis and Translation* (2020, ETS Pisa) and co-editor of *Keyness in Text* (2010, John Benjamins) and *Academic Discourse Across Disciplines* (2006, Peter Lang).

REGISTER CHOICE AND PATTERNS OF INTERACTION ACROSS TEXT VARIETIES

Carmen Pérez-Llantada
University of Zaragoza, Zaragoza, Spain

In the context of Open Science and of the "democratization of science" agenda for reaching broader publics (Bonney et al., 2009; Fecher & Friesike, 2014), scholars are increasingly encouraged to produce new kinds of writing online that target a non-specialist/lay readership. This is the case of research blogging and microblogging on Twitter, Facebook or WeChat, and the case of crowdfunding science and citizen science writing practices in web portals. The specific goal of these latter practices is to engage this broader readership in scientific enquiry (Reid, 2019). These new writing demands pose important challenges to scholars, who need to compose effectively unfamiliar text varieties online. Here, the perspective of register becomes germane, firstly, to provide a thorough treatment of the language features of these texts and, secondly, to empirically inform EAP writing pedagogy.

This presentation investigates the language used in two interrelated (hyperlinked) text varieties written by the same scholar and reporting on the same topic, a journal article and its associated citizen science project online. While the journal article falls under the category of professional genres for scientific communication, the citizen science project, a multimodal parascientific genre online, belongs to the category of emerging public genres for science communication. Following Biber and Conrad (2019), I will specifically describe the discourse functionality of two core linguistic features, pronouns and verbs, and illustrate how both build different patterns of writer/readership interaction because each text variety has distinct communicative goals and situational context. In the light of the findings, I will critically assess how they differ linguistically and what rhetorical exigences account for the differences observed in the way the scholar establishes bidirectional communication in each text variety.

The final section of my talk will address several pedagogic implications that ensue from the preferred register choice and patterns of interaction online and will propose some ways for guiding and supporting scholars in unfamiliar writing territories.

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Reid, G. (2019). Compressing, expanding, and attending to scientific meaning: Writing the semiotic hybrid of science for professional and citizen scientists. *Written Communication*, *36*(1), 68–98.

Carmen Pérez-Llantada is Professor of English Linguistics in the Department of English and German Studies at the University of Zaragoza (Spain). Her main research interests include genre analysis, English for Academic Purposes, advanced academic writing, science communication online, and quality in language education. She is the author of *Scientific Discourse and the Rhetoric of Globalization. The Impact of Culture and Language* (2012, Continuum) and co-editor of *English as an Academic and Research Language. Debates and Discourses* (2015, de Gruyter) and *Science Communication on the Internet* (2019, John Benjamins).

PRESENTATIONS

STRUCTURAL REDUCTION, A NEW PHENOMENON IN AN "OLD" LANGUAGE

Peter Bojo, Daniel Lančarič
Comenius University, Bratislava, Slovakia

Reduced lexemes have become a part and parcel of newly emerged forms of communication, the on-line communication in particular. This contribution is a probe into the economy principle which operates on the lexical level of the English language. It presents a corpus-based research, with the aim to establish a new taxonomy of structural lexical reductions in informal on-line communication. The issue of lexical reduction is viewed through the principle of least effort by Zipf. The research tests and the taxonomy are based on two assumptions 1. the assumption that initial parts of lexemes are the dominant information carriers – if a lexeme is reduced, the reductions predominantly affect the central and final parts of lexemes. 2. considering the vocalic and the consonantic level, consonants are the dominant information carriers and, as such, they will be less prone to reductions than vowels. These assumptions are tested quantitatively on a corpus of tweets and other forms of online messaging. The significance of occurrences of the individual types is tested statistically. The contribution presents the results with respect to the type and token frequency of the types and their characteristic attributes. Based on the findings, further generalisations will be introduced on account of overall language economy in online communication.

Peter Bojo is a Ph.D. assistant at the department of English language and literature at the Faculty of Education, Comenius University. Peter specializes in English lexicology, theoretical and applied linguistics. His research interest focuses on economy of language and reduced forms in written language.

Daniel Lančarič is Associate Professor at the Department of British and American Studies at the Faculty of Arts, Comenius University, Bratislava, Slovak Republic. He specialises in English lexicology and grammar and his research interest focuses on economy of language and structural reductions in language units.

THEME ZONES IN LEARNER ACADEMIC DISCOURSE:
PATTERNING AND REALISATIONS

Olga Dontcheva-Navratilova, Renata Jančaříková
Masaryk University, Brno, Czech Republic

Drawing on Halliday's approach to information structure in discourse, this contribution explores the discursive function of the initial part of the sentence, i.e. the Theme zone (Hannay, 2007), in a learner corpus of Master's theses by Czech university students of English. It focuses on the patterning and realisations of the three basic types of Themes – the textual, interpersonal and ideational (Halliday, 1994) – to study how what has been written is connected to what follows by realising anaphoric and cataphoric linking (Fetzer, 2008, p. 1544) and achieving discourse coherence. The aims of the study are to identify the major patterns of Themes, to analyse the realisations of textual and interpersonal Themes, and to compare the Theme choices in Czech students' theses with the academic discourse of Anglophone student writers as illustrated by BAWE. The results of the investigation show that Czech students' discourse shows typical features of learner discourse and seems to be affected by some interference from Czech academic discourse as they tend to use primarily simple and two-component Theme patterns; textual Themes tend to be overused, whereas interpersonal Themes are strongly underused. The findings of this study can contribute to the teaching of academic writing at university level by informing the design of courses and the development of study materials for the teaching of academic writing, especially to students using English as ELF.

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Olga Dontcheva-Navratilova is Associate Professor of English Linguistics at the Faculty of Education, Masaryk University, Czech Republic. Her research interests include English for academic and specific purposes and political discourse. She has published the books *Analysing Genre: The Colony Text of UNESCO Resolutions* (2009), *Coherence in Political Speeches* (2011) and co-authored *Coherence and Cohesion in English Discourse* (2012) and *Persuasion in Specialised Discourse* (2020). She is co-editor of the journal *Discourse and Interaction*.

Renata Jančaříková is Assistant Professor at Masaryk University, Brno, Czech Republic. Her research interests lie in the area of discourse analysis with a focus on academic discourse and student writing at university level, and British crime discourse and its social aspects. Apart from a number of journal articles, she is the author of *Victims vs Killers in the British Press: Naming Strategies in Murder Reports* (2014) and co-authored the volume *Coherence and Cohesion in English Discourse* (2012). She co-edits the *Discourse and Interaction* journal.

AN EMPIRICAL CHARACTERISATION OF FREE-STANDING FRAGMENTS
IN PRESENT-DAY WRITTEN ENGLISH DISCOURSE

Yolanda Fernández-Pena
University of Vigo, Vigo, Spain

This study investigates 'fragments' in Present-Day written English, i.e. structurally/syntactically non-canonical constituents that convey the propositional meaning of a full clause/sentence,

such as 'Good Old Hendon next stop' or 'What a weirdo' (Merchant, 2004; Bowie & Aarts, 2016). Refraining from prior theoretical debates on the sentential or subsentential base-generation and interpretation of fragments (Merchant, 2004; Staiton, 2006), this investigation fills an overlooked area of research by exploring fragments in exclusively written (i.e. planned/edited) discourse and from a usage-based approach. The main aim is to provide an empirical account of the constructions, strategies and phenomena that are classifiable as fragments in written registers.

A total of 266 fragments were retrieved from a written sample of the parsed British component of the International Corpus of English and analysed based on linguistically objectifiable (formal/textual) criteria (i.e. category, structure, missing constituents, finiteness, discourse function). The results reveal that fragments are not uncommon in written registers, being more frequently found in letters and novels (84%) as a reflect of their more informal style and of the characters' stream of consciousness. The most frequent types identified are phrasal (43%) and verbless (37%), followed by clausal (10%), *wh*-fragments (5%) and Small Clauses (5%). Most fragments show a high rate of subject and/or verb omission (83%), whose recoverability in context is facilitated by means of functional elements (53%) or latent items licensed by the construction itself (20%). Fragmentary constructions thus proved to be recurrent also in written English, which stresses the necessity to explore their communicative functions further.

Yolanda Fernández-Pena is Postdoctoral Fellow in the Department of English, French and German at the University of Vigo (Spain), and member of the research group *Language Variation and Textual Categorisation* (LVTC). Her research focuses on language change in the recent history of the English language, particularly on verb number agreement variation with complex collective subjects and the syntactic characterisation of fragmentary constructions, as well as on the provision of agreement morphology and overt subjects in L2 English in (non-)CLIL contexts. She is the author of the monograph *Reconciling synchrony, diachrony and usage in verb number agreement with complex collective subjects* (Routledge, 2020).

THE PRAGMATIC CATEGORY OF MODALITY IN COVID RELATED MEDIA BRIEFINGS

Zhuzhuna Gumbaridze
Batumi Shota Rustaveli State University, Batumi, Georgia

The article explores the pragmatic category of subjective and objective modality in COVID media briefings and discusses the way Corona crisis is represented in Georgian and English press conferences. The paper highlights the fact that a speaker's intent and attention-drawing strand leads to encounter with an intensive use of threat vocabulary in Georgian COVID related press conferences imposing fear on the public. The study analyzes the press conferences held by the World Health Organization (WHO) and Ministry of Internally Displaced Persons from the Occupied Territories, Labour, Health and Social Affairs of Georgia, in the facet of the communicative aspect of the text modality based on content analysis. It attempts to measure to what extent the utterance is informative, transparent and expressive. The paper reveals that WHO uses more positive discursive strategies to describe either the pandemic reality or anticipated risks whereas in Georgian COVID related media briefings, reporting policy concerning the pandemic is pragmatically conveyed through lexical items expressing negative emotive charge.

Zhuzhuna Gumbaridze is Associate Professor at the Department of European Studies at the Faculty of Humanities, Batumi Shota Rustaveli State University, Batumi, Georgia. She specialises in applied linguistics, discourse analysis, stylistics, pragmatics and ELT methodology. Her research interest focuses on written and verbal texts to identify how language is used to convey communicative intention and social meaning.

FRAME MARKERS IN ENGLISH AS A LINGUA FRANCA ACADEMIC WRITING

Tereza Guziurová
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English as a lingua franca (ELF) is the predominant means of communication in English today (Wu, Mauranen & Lei, 2020). Being now a relatively established research field, most of ELF research has focused on analysing spoken interactions (Cogo & Dewey, 2012). The present paper focuses on the use of English as a lingua franca in academic writing, specifically in the genre of research article. The study aims to investigate discourse reflexivity in this genre, and it focuses on one reflexive category, frame markers, which signal text boundaries, announce discourse goals and label text stages (Hyland, 2005), thus making the discourse organisation more explicit. The investigation is carried out on the SciELF corpus consisting of research articles written by L2 users of English, which have not been professionally proofread or checked by English native speakers. Most of the articles are final drafts of unpublished manuscripts. 72 articles have been analysed from the field of social sciences and humanities, totalling over 432,000 words. The findings are compared with a specialized corpus of 72 published research articles (approximately 627,000 words), which has been designed as a comparable corpus to the SciELF. All the articles were published in prestigious academic journals and they mirror the disciplines included in the SciELF. The results should indicate whether the ELF users strive for enhanced explicitness in their academic writing in order to get the message across.

Tereza Guziurová is Assistant Professor at the Department of English Language Teaching at the Faculty of Education, University of Ostrava, Czech Republic. She specializes in discourse analysis and genre analysis. Her research interests include metadiscourse in academic genres and the aspects of writer-reader interaction in academic texts in general. Recently, her research has focused on English as a Lingua Franca in academic settings.

TENDENCIES OF THREATENING TECHNIQUES UTILIZATION IN COVID-19 RELATED DISCOURSE IN GEORGIAN AND ENGLISH ONLINE NEWS REPORTS

Zeinab Gvarishvili, Nana Mazmishvili
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The leading role of the internet in providing information in due time to public has been undeniable for the last century. However, COVID-19 has boosted the function of the internet and made it twofold important. Therefore, the role of daily online news reports gained particular value in communicating the last updates on the virus and hence, influenced largely the attitudes and behavior of the community.

The objective of the present research is to study the explicit and implicit ways of warning and threatening community on the CORONA virus and its possible complications in English and Georgian online daily news (The Guardian and The Georgian Times). The study provides synchronic analysis of specific tendencies to use threatening techniques throughout the existence of the virus.

The research methodology implies both qualitative and quantitative data that reveal a clear breakdown in two directions of communicating the message on the virus status before and after the vaccination campaign. The research results reveal that threatening techniques are more oriented on calling the community to follow strict guidelines provided by the medical authorities as well as examples of severe cases from different countries, while after developing the vaccine, the focus of the means of warning is shifted to statistics and vaccination campaign.

Zeinab Gvarishvili is Associate Professor at the Department of European Studies, Faculty of Humanities, Batumi Shota Rustaveli State University. She specializes in linguistics, namely in Diachronic Linguistics Pragmatics and Cultural Studies. Her research interests comprise historical

development of the English language, language and culture, discourse analysis and teaching methodology.

Nana Mazmishvili is Assistant Professor at the Department of European Studies, Faculty of Humanities, Batumi Shota Rustaveli State University. She specializes in Translation Studies, English Morphology and Cultural Studies. Her research interests comprise translation, language and culture, teaching methodology. She is involved in several EU financed international Erasmus+ projects dealing with quality enhancement and capability building in higher education institutions.

DISINFORMATION AND COVID IN SPAIN: DISSEMINATING (PARA)SCIENTIFIC KNOWLEDGE THROUGH PODCASTS

Isabel Herrando-Rodrigo, Pedro Satústegui, Noelia Navas
University of Zaragoza, Zaragoza, Spain

The Spanish Government's agenda and public affairs framing have determined the existence of a mediatized democracy (Sampedro, 2014), with a highly polarized and yet ideologically uniformed Media (Busquet, 2010). The extraordinary measures imposed to control SARS–Cov–2 transmission have generated new access restrictions to pieces of information that should not be public yet common (Sampedro, 2014).

This paper aims at describing the production and dissemination of podcasts related to COVID–19 in Ivoox platform. It also analyzes the relationship of these two processes with the different phases of the pandemic from January 2020 to March 2021. For such purpose, a temporal tendency analytical study was conducted. Ivoox platform was selected for a conveniency choice. To interpret these results, morbidity and mortality data by COVID–19 in Spain were also analyzed (data obtained from INE, 2021-*Instituto Nacional de Estadística*).

Preliminary results showed how *podcasting* reflected the epidemiologic changes perceived by the general public. A detailed analysis allows us to suggest that podcast genre has the ability to anticipate a health crisis that is still producing thousands of victims.

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Isabel Herrando-Rodrigo is Senior Lecturer at the Department of English Studies at the Faculty of Arts (University of Zaragoza, Spain). She specializes in discourse analysis and her research interests focuses on the exploration of the notions of identity, voice and visibility in written academic genres and digital dissemination genres. Currently, she is participating in the research group InterGEDI (http://intergedi.unizar.es/). Her latest research results have been published in journals such as PROFILE, CALL-EJ, BSE journal, Revista de Lingüística y Lenguas Aplicadas or Onomázein.

Pedro José Satústegui-Dordá is a nurse in the Emergency Medical Services (EMS) of the county of Aragon (Spain) and an Associate Professor at the Faculty of Health Sciences (University of Zaragoza). Within the clinical area, he has led different projects on information management and the quality of nursing records. In the academic field, he has developed numerous works on the use and influence of

ICT in higher education. Member of the *Water and Environmental Health Research Group*, currently his research focuses on the analysis of disinformation in health. His latest works have been published in the *Revista Clínica Española, Emergencias* and Nurse Education Today.

Noelia Navas-Echazarreta is a nurse and doctoral student at the University of Zaragoza (Spain) in the Doctoral Programme in Health and Sport Sciences. After completing her Master's Thesis, her field of study focuses on the analysis of technological dependence. In particular, she looks into the use of Apps as the main means for obtaining massive and instantaneous information and the response they offer to the social needs of the 21st century. She currently collaborates with the *Research Group Water and Environmental Health.*

REQUEST STRATEGIES IN SPOKEN LEARNER DISCOURSE

Petra Huschová
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This paper examines directive speech acts in spoken learner discourse, specifically requests for information recorded in the Corpus of Czech Students' Spoken English. The analysis of corpus dialogues investigates the directness level of requests, identifying direct and conventionally indirect strategies. It aims to categorize the requests for information collected on the basis of their syntactic structure and semantic content, and to discuss their use in informal interaction. The findings confirm that, owing to the informal setting of the dialogues and low social distance between the participants, direct strategies prevail. However, Czech advanced speakers of English seem to experience difficulties in forming interrogative structures, the basic and most natural means to ask for information. Regarding conventionally indirect strategies, the learners tend to depend on a limited variety of familiar conventionalized structures.

Petra Huschová is Assistant Professor of English Linguistics at the Department of English and American Studies, Faculty of Arts and Philosophy, University of Pardubice, Czech Republic. She specialises in stylistics and pragmatics, focusing mainly on modality, hedging, speech acts and learner discourse.

ASIAN L2 ENGLISH LEARNERS' USE OF EPISTEMIC STANCE ADVERBIALS IN DIFFERENT TYPES OF SPEECH TASKS

Shin'ichiro Ishikawa
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Recent corpus-based studies have shown that epistemic stance adverbials (EA) (Biber et al., 1999), which "convey the speaker/writer's assessment of the proposition in the clause," play an important role in spoken and written discourses. However, in which way Asian L2 English learners with different L1 backgrounds and at different L2 proficiency levels adopt EA as "pragmatic markers" (Pietrandrea, 2018) in different types of speech tasks have not been wholly elucidated. Analyzing the ICNALE Spoken Dialogue Module (Ishikawa, 2019), a collection of learner speeches in the L2 English oral proficiency interviews consisting of three kinds of tasks (picture description, role-play, and Q&A-based conversation), this study examined the frequency and the usage of fourteen kinds of EA: *maybe, perhaps, probably, surely, clearly, actually, apparently, definitely, certainly, evidently, obviously, possibly, really, simply*, and *of course*, all of which function as disjunct adverbials (Quirk et al., 1985) and convey the speakers' observation on the actual content of the utterance and its truth conditions and also on the style and form of the message. The corpus-based quantitative and qualitative analysis showed

that the frequencies of EA drastically changed across learners' L1s, L2 proficiency levels, and also task types. Also, differences were observed in terms of EA placements (Larsson et. al., 2020).

Shin'ichiro (Shin) Ishikawa is Professor of Applied Linguistics at the School of Languages & Communication, Kobe University, Japan. His research interests cover applied linguistics, corpus linguistics, statistical linguistics, TESOL, Teaching Japanese, and instructional design. He has been a leader in the ICNALE learner corpus project.

A COMPARATIVE STUDY OF METADISCOURSE MARKERS IN ENGINEERING ABSTRACTS WRITTEN BY GRADUATE STUDENTS AND PROFESSIONAL RESEARCHERS

Yuka Ishikawa

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As the global competition becomes fierce, engineering colleges and polytechnics in Japan are placing greater emphasis on teaching writing English. Aiming to develop teaching materials for Japanese students, this study compares metadiscourse markers used in 200 thesis abstracts of graduate students with those of 200 research articles by professional researchers. Here we use the Log-Likelihood Ratio Test to identify the metadiscourse markers overused and underused by students. Certain types of Frame Markers such as *in this study/paper we propose* tend to be overused, and other types such as *here we present/demonstrate/report/show*, which are very frequent in international abstracts, are rarely used by students. Students also tend to overuse certain types of logical connection markers such as *therefore*, *however*, *on the other hand*, and *as a result*. Person Markers are used in both groups but students tend to underuse *we*, which denotes the author or their research group, as a subjective of the sentence. They tend to use *it is found/expected/shown* instead. They also tend to overuse some Emphatics such as *it is important/difficult/possible to*. The results suggest that there are some tendencies of students to use certain types of markers and try to make the abstract logical, impersonal, objective, plausible. Professional researchers, on the other hand, may tend to shave off extra words and choose compact expressions to keep the number of words within the regulation.

Yuka Ishikawa is Professor at the Department of Liberal Arts and Fundamental Science, Nagoya Institute of Technology, Japan. She specializes in sociolinguistics and her research interests include language and gender, ESP, corpus linguistics, and teaching material development.

PRECEDENTIAL PHENOMENA PATTERNS AND VARIATION IN ADVERTISING DISCOURSE

Elena Kulikova

National Research Lobachevsky State University of Nizhny Novgorod, Nizhny Novgorod, Russian Federation

Advertising language is a special field of mass media in modern linguistics. Advertising communication is characterized by wide precedence of texts. Precedential phenomena are phenomena that are important to an individual in both cognitive and emotional aspects, well-known to a wide milieu surrounding the individual, i.e. they are known to the average member of the ethnic-cultural group, and repeatedly used in the individual's discourse. Our work is focused on precedential phenomena: their patterns, functions, variation, and comparative analysis of effectiveness of their semantic and structural-semantic modifications. Precedential phenomena were taken by means of the successive selection mainly from printed advertisements. While selecting and analyzing the material, the data of idiom, proverb, quotation and popular expression dictionaries were used. Communicative influence of

transformed precedential phenomena on recipients was studied with the help of the method of linguistic description by the means of observation, interpretation, comparison, generalization and classification of the findings. The computer program Statistical Package for the Social Sciences was used for the statistical data processing of the questionnaire including transformed precedential phenomena slogan pairs. They were compared according to their emotional, cognitive and pragmatic aspects. The main findings of the analysis show that modified precedential phenomena provide functioning originality of advertising messages and enhance pragmatic influence on recipients. The synergy between nonverbal components and precedential phenomena in the advertising polycode text contributes to target audience expansion, hence to the promotion of goods and services on the market.

Elena Vladimirovna Kulikova is a senior teacher at the English Language Department for Natural Sciences at the Institute of Philology and Journalism, National Research Lobachevsky State University of Nizhny Novgorod, the Russian Federation. She received several grants from Russian Foundation for Basic Research and Russian Foundation for Humanities. She participated in different conferences held in the Russian Federation, Greece, Spain, Lithuania, the Czech Republic, Cuba, Bosnia and Herzegovina, Ireland, and the Philippines. She is currently finishing her Ph.D. in linguistics. Her scientific interests are linguistics, in particular pragmatics and advertising discourse, and active teaching methods.

PROMOTION AND EVALUATION IN H2020 EUROPEAN RESEARCH PROJECT WEBSITES: A MULTIPLE PERSPECTIVE OF ANALYSIS

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The way scientific work is disseminated is changing quickly thanks to digital communication. Aside from getting their research published in international journals, researchers often turn to social media to share their findings and reach both specialised and non-specialised audiences. Moreover, members of publicly-funded research groups are required to promote their findings and products online so as to engage potential beneficiaries and target customers. Research group websites are now essential tools for achieving these objectives. Therefore, the ability to strategically compose the homepage and other related showcasing genres in websites has become critical for research groups, as these digital texts are the business card representing them and the first exposure to their work.

Despite growing attention to digital genres we still know little about what makes these texts effective. To investigate this question, a double-perspective of analysis will be adopted. First, a corpus-driven genre-based approach will be used to examine the way evaluation and promotion is performed in a corpus of 30 websites from H2020 research projects. Furthermore, I will compare these texts with similar texts from 20 websites from corporations in the same sector to investigate whether the former are hybrid genres appropriating features from the latter. Second, ethnographic data from meetings and interviews with key participants in the process of drafting websites for H2020 projects will be used to enrich my analysis and to validate the interpretation of results.

Enrique Lafuente is Senior Lecturer at the School of Education of the Universidad de Zaragoza. His research interests focus on discourse analysis, particularly in the study of academic and professional genres. He is a member of the InterGEDI research group, which studies the dissemination of scientific research in digital communication.

INTERNAL AND EXTERNAL REQUEST MODIFICATIONS USED BY CZECH UNIVERSITY STUDENTS IN ENGLISH AS A FOREIGN LANGUAGE

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This paper presents the findings of a study of the interlanguage pragmatic competence of Czech university students in making requests in English (L2). The aim of the study was to find the internal and external request modifications, and their frequency of use. Data were elicited using an open-ended written discourse completion task (WDCT), all scenarios were designed with regard to the following variables: social distance and social status/power.

The quantitative analysis showed that Czech learners tend to use grounders as external request modifications – when providing explanations, reasons or justifications for their requests – whereas the lexical downgrader *please* was employed most often as the internal request modification.

The findings indicate that Czech learners of English as L2 tend to employ a limited range of internal and external modifications irrespective of the formality or informality of the situation.

Marie Lahodová Vališová is an ESP teacher at the Faculty of Medicine, Masaryk University in Brno. She is studying in a postgraduate programme at the Faculty of Education, Masaryk University. She specialises in pragmatics and discourse analysis, focusing mainly on learner discourse and strategies and expressions of linguistic politeness.

PHRASAL VERBS AND ANALOGICAL GENERALIZATION IN LATE MODERN SPOKEN ENGLISH

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This present study aims to describe the development of phrasal verbs (PVs) in Late Modern Spoken English (1750-1850) and, specifically, aims at analyzing texts taken from the Proceedings of the Old Bailey, a valuable source of spoken language from past periods.

From a diachronic perspective, PVs originated in the grammaticalization or lexicalization of the particles and in the existence of alternative structural analyses (Thim, 2012; Rodríguez-Puente, 2019). At the same time, the emergence of new PVs can be considered strictly linked to the process of direct formation and analogical generalization resulting in PVs as they are known in Present-Day English (PDE). This study is a corpus-based investigation conducted on the Late Modern English-Old Bailey Corpus (LModE-OBC), a corpus that has been compiled by using texts from the Proceedings of the Old Bailey (https://www.oldbaileyonline.org), London's Central Criminal court. The corpus has been annotated with the Visual Interactive Syntax Learning (VISL) interface (https://beta.visl.sdu.dk) that provides POS tagging. The selection of PVs has been obtained by using the concordancer WordSmith Tools 6.0 (www.lexically.net/wordsmith/) which allows concordance-based analysis of each of the searched instances and the examination of the immediate contexts of use.

The analysis reveals that, in the span 1750-1850, PVs underwent a gradual process of change also due to the contribution of direct formation and analogical generalization, a process that started in the Early Modern English (EModE) period and that continued to the Late Modern English (LModE) time.

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Ljubica Leone holds a Ph.D. in Literary and Linguistic Studies, and she is currently an MA student at Lancaster University, United Kingdom. Her research interests include Corpus Linguistics, Sociolinguistics, Historical Linguistics, and Discourse Analysis.

ON THE USE OF CARDINAL POSTURE VERBS AS LOCATIVE MARKERS IN ENGLISH: FROM DIACHRONIC MOTIVES TO CONVERSATIONAL NEED

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Cognitive linguistics studies pertaining to the encoding of space have recently revealed noticeable cross-linguistic differences, even within a single typological family. It is the case for English and static locative events (e.g. *the bottle is on the table*). Being a Germanic language, English could legitimately be expected to behave like Dutch and use Cardinal Posture Verbs (CPVs: *sit, stand, lie*) to encode the location of objects, thereby specifying its orientation (e.g. *the bottle stands on the table*). Such locative markers are compulsory in Dutch while they are thought to be "stilted and unnatural" in English (Newman, 2009). Yet, we argue that intermingling diachronic exploration, corpus study and experimental reseach helps to better understand the whys and wherefores of the use of CPVs in Present-Day English.

Our talk presents the findings of a multifaceted approach to the use of CPVs in English. We reveal its shift from a Germanic to a more Romance language via a diachronic corpus-study (Lesuisse & Lemmens, 2018). We complement this analysis by a corpus study led in British National Corpus to pinpoint "locative collocational niches". The revealed collocations appear as remnants to previous usages of CPVs and show cognitive motives similar to those found in Dutch today. Finally, we present the findings of a psycholinguistic experiment. In this interactive ellicatation task, English locutors are pushed to express the orientation of objects in space. It allows us to explore the costly strategies the English speakers can rely on depending on the conversational needs. Our findings confirm some 'dormant predisposition' to the restricted use of CPVs in English.

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Mégane Lesuisse is a PhD student at the University of Lille, France, in the research lab "Savoirs, Textes et Langage" (UMR 8163), under the supervision of Prof. Maarten Lemmens. After a Masters' corpus study on the halfly missed grammaticalization of the Cardinal Posture Verbs *sit*, *stand* and *lie* in English (1500-1920), later published as Lesuisse & Lemmens (2018), she specialized in psycholinguistics and now explores the influence of language on spatial representations in French, English and Dutch via experiments involving eye-tracking. Another research project of hers concerns the cognitive impact of gender stereotypes in the English language.

THE SUFFIX -ISH: A STUDY OF DEGRAMMATICALIZATION

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The paper pursues the present-day use of the English suffix *-ish* and its independent use as a stand-alone element, and evaluates whether the changes in its use may be characterized as degrammaticalization (Norde, 2009 & 2010).

The presentation proposes a comprehensive classification of the uses of *ish* based on an analysis of excerpts drawn from two corpora – the Spoken British National Corpus 2014 (Love et al., 2017) as the primary source, and Araneum Anglicum Maius (Benko, 2015) as the secondary source.

The analysis starts with the assessment of productivity of the suffix based on the categorization of the bases of the derivatives, followed by a lexical and semantic description of the categories and individual assessment of the parameters of degrammaticalization in the excerpts with stand-alone *ish*.

The analysis yields several conclusions. Firstly, the associative suffix *-ish* is not limited to neutral sense; it may carry either derogatory or approving evaluation, which is not bound to a specific type of base (*modernish, Ivy League-ish*). Secondly, the approximative suffix *-ish* has extended to nouns and phrases (*hourish, twenty quiddish*). Thirdly, the process of degrammaticalization is confirmed in the use of stand-alone approximative *ish* based on several individual parameters – resemanticization, phonological strengthening, scope expansion, severance and flexibilization (*They'd be like $6 each? Ish?*). Furthermore, there is evidence of pragmaticalization of approximative *-ish* in excerpts which include *ish* as a stand-alone element with the function of a discourse marker of 'softening' and 'sounding less direct' (*Do you like him? – Ish.*).

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Tomáš Lorman is a Ph.D. student at the Department of English Language and Literature at the Faculty of Education, Charles University, Prague, the Czech Republic. He specialises in corpus-based research of present-day English, practical aspects of TEFL and is especially interested in application of corpus-oriented methodology in the field of linguodidactics at secondary school level.

ADVERSE "NATIVE SPEAKER" EFFECTS FOLLOWING ANGLOPHONES IN THE MULTILINGUAL WORKPLACE

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Exploring effects of language ideologies in day-to-day life, the presented study followed six Anglophone trainees in a transnational unit of an EU institution situated in Luxembourg. Data were

gathered qualitatively in traineeship terms in 2018-19 and 2020-21, combining on-site observations, longitudinal-, and one-off interviews. The interviewing incited participants' reflections on language practices and the whole data collection process mapped discursive positioning of the "native English speakers" in a team responsible for terminology and communication. The final data set was subjected to a sociolinguistic analysis of stances (Jaffe, 2009). Its conclusions align with the outcomes of critical research employing other methods in last decades – despite the vagueness and no clearly definable linguistic characteristics of the "native-ness" (Davies, 2006), the use of the "native English" notion can create distinct "native speaker effects" (Doerr, 2009). The results namely show that an overt discursive elevation of the "native" performance by superiors can incite tight atmosphere amongst junior colleagues, highlighting the competition of linguistic repertoires and language ideologies in the EU labour market. Overall, the study draws attention to two related issues. First, it underscores the (arguably unnecessary) "native English speakerism" accompanying language production intended for global public (English in the function of a lingua franca). And second, it highlights the related, unfavourable effects of language ideologies, which those identified as Anglophone "natives" bear alongside the "non-natives" in the multilingual work milieu.

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Recent publication:

Lovrits V., & de Bres, J. (2021). Prestigious language, pigeonholed speakers: Stances towards the 'native English speaker' in a multilingual European institution. *Journal of Sociolinguistics 25*(3), 398–417.

HEDGING LIKE A PROFESSIONAL: A CORPUS-DRIVEN APPROACH TO INTERACTIONAL METADISCOURSE IN ENGLISH LEARNER ACADEMIC WRITING

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The paper explores the phraseology of English L2 academic texts written by Czech university students in comparison with English L1 novice and expert academic writing, aiming to find out how and to what extent the three groups of writers employ interactional metadiscourse in their essays and papers.

The study combines contrastive analysis and learner corpus research (Callies, 2015), taking as its starting point recurrent multi-word patterns (based on 3-word lexical bundles) over/underused significantly by both groups of novice writers, or by English L2 writers in comparison with L1 expert writers (i.e. the norm) (Cortes, 2004). The analysis of the functions of the divergent patterns (Chen & Baker, 2010; Dontcheva-Navratilova, 2012) focuses on hedges and boosters as metadiscourse means "generally acknowledged to be difficult for learners to acquire" (Hyland, 2005, p. 133), which is often ascribed to intercultural differences in expressing stance. The novice academic writers were found to overuse such patterns as 'it seems that', 'it can be said that', 'it may seem tha', 'the fact that', and to underuse more complex patterns, e.g. 'X seem to VERB', 'it seems ADJECTIVE that/to'. The findings suggest that when expressing their opinions in their English academic papers, Czech university students have to face two types of challenge – the more prominent 'academic' challenge, i.e. the lack of academic

experience, and, despite their proficiency, also the 'linguistic' challenge, i.e. not being native English writers.

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Markéta Malá is Associate Professor of English Linguistics at the Faculty of Education, Charles University, Prague, Czech Republic. The main focus of her work is on using corpora of naturally occurring language data to explore patterning in the English language in contrast with Czech. She is currently carrying out research on phraseology in advanced learners' academic English and on the language of children's literature. Her publications deal mainly with contrastive linguistics, corpus linguistics, and academic English.

THE ROLE OF METAPHORIC MAPPING IN THE RHETORICAL STRUCTURE THEORY BASED ON THE ANALYSIS OF ENGLISH FICTIONAL TEXTS

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The paper aims to study the relationship between metaphoric mapping and Rhetorical Structure Theory (Mann & Thompson, 1988) in order to reveal the new aspects of this theory which is fundamental in the process of text construction. For this purpose, the method based on RST and the Method for Linguistic Metaphor Identification (Steen et al., 2010) have been used for analysis of the 20th century fictional texts written by English and American writers.

Regardless of race, national identity, social status and other social properties, there is a universal model of mapping in human thought. This model includes metaphoric mapping based on cross-domain mapping (Lakoff, 2010) and referential mapping based on the relationships between the parts of a text (Steen et al., 2010). As metaphoric mapping is common in any fictional text and performs diverse functions in the process of delivery of the author's intention and also in producing effect on the audience, it is intriguing to explore the ways how to resolve the negative consequences of this type of mapping on the RS of the fictional texts under analysis.

The analysis of the data suggests that metaphoric mapping should be taken into consideration while exploring the semantics of the text spans in the Rhetorical Structure of the fictional texts and also the ways how thought is expressed in line with the pragmatic intention of these texts. In this context, the metaphoric mapping is considered as an integral part of the relationships within the span as well as between the nucleus and the satellite.

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PRAGMATIC FUNCTION OF ELLIPSIS IN POLITICAL INTERVIEW: A CORPUS-ASSISTED CONVERSATION ANALYSIS

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Political interview draws a special interest as it serves as an excellent platform that demonstrates how a balance between explicitness and implicitness could be found for successful social interaction. Since for both participants of political interview success is critical, they are eager to achieve it using all available linguistic devices. In this connection, the role of ellipsis (Kehler, 2019, etc.) appears to be crucial because of its unique ability to provide minimum explicit linguistic devices and at the same time to deliver necessary message relying on extra-linguistic and linguistic contexts. A method within the framework of Conversation Analysis (Clifton, 2016, etc.) can provide necessary tools to investigate political interview. Political interviews produced by the leading media outlets in English (BBC, CNN, ABC and Harvard Business Review) have been collected for Conversation Analysis and in some instances for corpus-based quantitative analysis (Brezina, 2018). Despite the fact that ellipsis implies empty place in sentence and in text during political interview, this emptiness is meaningful actualized by the background knowledge which has political, social and cultural dimensions.

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LINGUISTIC ANALYSIS ON CLIMATE CHANGE DISCOURSE IN AMERICAN AND EUROPEAN TWEETS

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Climate change is an environmental, social, cultural and political phenomenon which has led to a bitter controversy among political leaders, social movements, and activists.

In literature critical discourse analysis, framing theories, and cognitive linguistics have been the main approaches used to identify underlying ideologies (Halliday, 2001; Killingsworth & Palmer, 1992). Recently studies have analyzed climate change in social-networking-based communications, investigating on linguistic variations and lexical creativity in environmental discourses (Koteyko

& Atanasova, 2016). However, most of them are synchronic or have a local focus. Therefore, a comparative, long-term study, on climate change as a global and enduring discussion, involving internatinal stakeholders, would be of great contribution to the field.

In view of the above considerations, this ongoing PhD project aims at investigating any linguistic differences and/or similarities and lexical innovations in climate change discourse. We do so by focusing on language variation in discourse use in relation to climate change in the micro-blogging service Twitter, and more specifically, on the use of the English language by a new generation of young activists, NGOs, and American and European politicians in the time frame from 2015 to 2020.

Specifically, this presentation will illustrate some of the results obtained by corpus linguistic techniques, with a focus on the occurrence of terms and the differences over time, places and people through statistical analyses using Sketch Engine and descriptive statistics.

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A PROCESS-GENRE APPROACH TO TEACHING TOEFL WRITING INDEPENDENT AND INTEGRATED TASKS

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For those who teach the TOEFL iBT Writing independent and integrated tasks, it is a subject of debate what pedagogical approach helps students to perform better on these tasks. It is widely acknowledged that one common approach, a process approach, gives solid support for students to become successful writers. However, according to my teaching and research experiences, another approach, a genre-based approach, allows students to write effective essays for independent and integrated tasks in a shorter period of time, provided that model essays are appropriately established. What if a combination of the two approaches, a process-genre approach, was the best solution?

In light of the background above, the purpose of the presentation is to validate the effectiveness of applying a process-genre approach when teaching the TOEFL iBT Writing independent and integrated tasks. This presentation will (1) explain the concept and the features of a process-genre approach to teaching the TOEFL iBT Writing that consists of two completely different tasks; (2) introduce a 12-hour TOEFL iBT writing course designed on the basis of this approach; (3) share model essays for these tasks which have been used in the classroom; and (4) uncover major findings from the analysis of TOEFL scores reported by 110 students who took this writing class from 2018 to 2020. The ideas raised in the presentation will help teachers reconsider how to design an effective TOEFL writing course in order for students to become successful writers on the TOEFL.

Yasunori Matsuzono is Associate Professor at the Department of International Business at the Faculty of Economics, Meiji Gakuin University, Tokyo, Japan. For more than ten years, he has taught TOEFL and IELTS preparation courses and has published nine English learning books. His research interests lie in genre-based teaching approaches and genre analysis using standardized English tests, such as TOEFL and IELTS.

WHERE TO SHIFT CZECH "VID": TRANSLATION STRATEGIES APPLIED TO CZECH ASPECTUAL PREFIXES

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In morphology of Czech verbs, the aspect represents a category that combines grammatical and lexical features in a form of aspectual prefixes. Learners of Czech as the second language are usually able to comprehend aspectual opposition in the elementary imperfective–perfective verb pairs (e.g., *psát–napsat, to write–to have written*), but a complex lexico-grammatical character of prefixes complicates full acquisition of the elaborate system of other prefixed forms. This initiated the publication of "Glossary of Czech Aspectual Prefixes for Foreigners" (Horáková, Kopečková, Nováková & Poláchová, 2021) presenting the most frequent perfective verbs in model sentences in Czech and their English translations.

The present paper focuses on translation strategies applied to a language-specific category of Czech prefixes in search for their English equivalents. Contrastive analysis of the Czech source and English target texts makes it possible to list inter-linguistic similarities and differences, and to characterize the changes in form necessary to express both meaning and grammatical functions of prefixes. These translation shifts (Vinay & Darbelnet, 1995 [1958]; Chesterman, 2016) are further classified in terms of their morpho-syntactic, lexical and pragmatic features and their quality assessed with regard to principles of functional equivalence, which are defined, among others, by a particular text type – a glossary entry limited in size and meeting L2 speakers' communicative needs.

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A TALE OF TWO CHARACTERS: REGIONAL PATTERNS OF PHONOLOGICAL AND MORPHOSYNTACTIC VARIATION IN LATE 19TH AND EARLY 20TH CENTURY AMERICAN ENGLISH

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This paper analyses the use of dialect respellings and linguistic variation found in mid-nineteenth-century and early twentieth century American English by drawing on a corpus of written interactions between African American characters. The corpus, rich in non-standard grammatical features, consists of passages from Harriet Beecher Stowe's novel Uncle Tom's Cabin and Mark Twain's The Adventures of Huckleberry Finn. The primary focus is on phonological variation and the use of dialect respellings to render the speech of the characters of African American descent. The paper also tackles the use of double negatives, subject-verb agreement (the variable effect of the type-of-subject constraint on the selection of non-standard *was*). Contextualization of these findings in relation to the sociohistorical background provides further evidence of the racist attitudes enforced by white

dialect writers against African Americans through dialect fiction. These findings offer new insights into nineteenth and twentieth century American English through dialect and semi-phonetic respellings.

Costin-Valentin Oancea is Lecturer at "Ovidius" University of Constanta. He is currently teaching Contemporary English Language seminars, Contemporary American English and Sociolinguistics. His publications include three books, articles published in national and international journals and contributions to conference proceedings. His main research interests include variationist sociolinguistics, sociophonetics, varieties of English, language contact.

FROM HERE TO THIS. EXPLORING SPATIAL DEIXIS IN EMI CLASSROOMS IN F2F AND ODL

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The internationalisation of higher education (HE) has been severely affected by the current restrictions on global mobility due to the COVID-19 pandemic. Nonetheless, the sudden migration of traditional university courses online has led to the intersection of two emerging trends (Querol-Julián & Crawford Camiciottoli, 2019) in international HE: English-Medium Instruction (EMI) and Online Distance Learning (ODL). Although EMI has become consolidated at university level, research on EMI has long revealed several "issues relating to English proficiency, interaction and communication" (Cicillini & Giacosa, 2020). Given that language is always embedded in a context, in this new learning environment, which resources will the lecturer use to direct students' attention towards the situational context of utterance? This explorative corpus-based study compares EMI lecturers' use of spatial deixis in two different learning formats: in-person and remote classrooms. The analysis is based on two sub-corpora of seven EMI lectures' recordings, from the two different teaching settings. The two sub-corpora were compared and analysed in order to assess to what extent the context of delivery affects lecturer's use of spatial deixis. Findings show that in F2F classrooms the lecturer directs students' attention towards his own discursive territory through a harmonious co-occurrence of different proximal deictics. Conversely, in the ODL classrooms he appears overwhelmed by the need to establish a connection between the conceptual and physical objects in his lectures and the students. Implications for EMI lecturers' training are discussed.

Mariangela Picciuolo is a Ph.D. student at the Department of Modern Languages, Literatures and Cultures, Bologna University, Bologna, Italy and English teaching tutor at the Department of Political and Social Sciences at the same university. She specialises in sociolinguistics and pragmatics, and her research project focuses on English-Medium Instruction (EMI) and the analysis of discourse and interaction strategies used by lectures in different learning formats: conventional face-to-face instruction, and online Asynchronous and Synchronous Video Lectures. Her research interests also include: Corpus Linguistics, Discourse Analysis, Computer-Mediated Communication, Multimodal Discourse Analysis, and the relationship between Language, Identity and Power.

POSSIBILITY MODALS IN ENGLISH TOURISM DISCOURSE: VARIATION ACROSS THREE WEB REGISTERS

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The present study addresses the distribution and semantic/pragmatic properties of possibility modals in English tourism discourse and focuses on the similarities and differences across three web registers. It attempts to offer in-depth coverage of central modals (*can, could, may, might*) and a semi-

modal (*be able to*) and explore register-induced variations in their usage. To do so, I have collected the small-scale specialised corpus (ca 131,000 words) of three specific types of texts differing in the communicative purpose and structural features. One sub-corpus covers professional-professional interaction (49 ETOA's e-newsletters), whilst two others involve professional-tourist communication (promotional texts on the official London website, and 400 responses from London hotels to Tripadvisor reviews). The study employs a composite approach comprising complementary perspectives and methods (quantitative and qualitative, corpus-based and manual) for analysing modality markers. First, modal meanings are examined using the classic theoretical tools of modality studies (Coates, 1983; Palmer, 1990) and relying on binary semantic classification (epistemic vs. root modality). The study then shifts to a more pragmatically grounded account by drawing on Hyland's (2005) model of metadiscourse. Possibility modals are mapped onto the interactional part of the model to explore what interpersonal functions they serve and how they aid in realising persuasive attempts and accomplishing rhetorical purposes of the investigated registers.

Aleksandra Radovanović is Assistant Professor at the Faculty of Hotel Management and Tourism in Vrnjačka Banja, University of Kragujevac, Serbia. She is the co-author of two English language textbooks for tourism students. Her main fields of interest are the discourse of English for tourism and hospitality, genre analysis, and contrastive linguistics, specifically tense and modality in English and Serbian.

"EVEN THOUGH WE LOOK DIFFERENT ON THE OUTSIDE, OUR HEARTS BEAT THE SAME": INTERRACIAL ADOPTION NARRATIVES IN CHILDREN'S BOOKS

Giorgia Riboni
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Over the last few decades, the notion that adoptive children should be told the facts of their birth from a very early age has been gaining currency. Not surprisingly, the number of books, films, and TV programs featuring adopted characters has also significantly increased, with the result that adoptive parents can now rely on many resources in order to introduce the topic of adoption and help their children make sense of their history. This paper explores the adoption narratives that can be found in children's books dealing with interracial adoption, a practice which is still considered controversial and finds itself at the center of a lively debate.

The main focus of this research lies on the discursive representations of interracial adoption, birth parents, adoptive parents, and adoptees, circulated by these books. Special attention is devoted to the interplay between the linguistic and the visual element as well as to the kind of interracial adoption narratives that are generated by the combined use of text and illustrations. An ad hoc data set comprised of children's books about interracial adoption has been built for this study. A preliminary analysis of the materials collected has revealed the emergence of recurrent patterns of meaning, often expressed in the form of metaphors. Consequently, the approaches of multimodal discourse analysis and multimodal metaphor studies have been deemed suitable and have been applied to the investigation conducted in this paper.

Giorgia Riboni holds a Ph.D. in English Studies and is currently working as a Lecturer at the Department of Foreign Languages and Literatures and Modern Cultures, University of Turin, Italy. Her main research interests lie in Discourse Analysis. Her recent publications include the volume *Discourses of Authenticity. From the Personal to the Professional* (2020).

DISCIPLINARY PATTERNS OF METADISCOURSE IN CLOSELY RELATED DISCIPLINES: A COMPARATIVE CORPUS-BASED STUDY OF RESEARCH ARTICLES IN ECOLOGY AND GENETICS

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Modern day's pressure to publish increases the value of metadiscourse markers as effective tools of making a paper accepted by the disciplinary community. Metadiscourse markers contribute to building a convincing argument by structuring the text, projecting the author's standpoint, engaging the audience, establishing credibility, etc. (Hyland, 2005).

Previous studies have observed variation in patterns of metadiscourse markers both between and within disciplines (Gillaerts & Van de Velde, 2010; McGrath & Kuteeva, 2012; Cao & Hu, 2014; Hyland & Jiang, 2018). Drawing on Hyland's framework (Hyland, 2018), this paper examines how academic authors with different disciplinary expertise use metadiscourse markers in the introduction and discussion sections of their research writing. This paper compares two disciplines representative of the genre conventions and language use in life sciences – Ecology and Genetics – and observes the variation of metadiscourse patterns. To this end, two corpora were compiled of research articles from top-ranking disciplinary journals – 30 papers each – published in 2019-2020 and written by native English speakers.

This comparative corpus-based investigation describes the distribution and frequency of metadiscourse markers across sections of research papers and identifies specific patterns of metadiscourse marker use in each disciplinary community. Quantitative and qualitative analyses reveal inter-disciplinary variation and similarities between two academic discursive traditions in the use of both interactive and interactional markers.

The findings of this study can be used in genre-based EAP writing instruction and inform genre analyses across academic disciplinary discourses.

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GRAMMATICAL COLLOCATIONS IN ENGLISH ESSAYS WRITTEN BY CZECH SECONDARY SCHOOL STUDENTS

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The presentation introduces a study investigating frequency and accuracy of five types of grammatical collocations (G8E to G8I) according to The BBI Dictionary classification of collocations (Benson et al., 1986) in CZEMATELC, an English language learner corpus (3,483 types; 209,047 tokens) consisting of 1,830 English essays from the written part of the national school-leaving exam 2015-2019. The selected collocations correspond to the 'Can Do Statements' of English Grammar Profile (EGP), which describe the skills commonly mastered by EFL learners at B1 CEFR level and which are required for successful certification.

The analysis was approached from the perspective of Pattern Grammar (Hunston & Francis, 2000). The frequency of verb combinations was established by manual counting with the help of the analytical tool AntConc 3.4.4w (Anthony, 2014) and the resulsts were compared to frequency information from the Czech National Corpus (Křen et al., 2015) and Brown Family (C8 tags).

The studied verbs tend to prefer the patterns which are also the most frequent patterns of their Czech equivalents in the Czech National Corpus. Grammatical collocations G8E (V to-inf) and G8F (V inf), which can be found in learner production at A1-A2 CEFR levels, outnumber considerably collocations expected to appear at a B1 level, G8G (V -ing), G8H (V n to-inf) and G8I (V n inf). Consequently, these collocations should be taught explicitly with most verbs if secondary school learners are to acquire colligations at B1 CEFR level and use them more frequently.

Věra Sládková is a Ph.D. student at Masaryk University in Brno, Czech Republic. Within her specialization, Methodology of English Language Teaching, she is investigating interlanguage features in English school-leaving essays written by Czech secondary school students. Currently, she focuses on grammatical collocations, especially verb-complementation patterns.

CASE STUDY AS A SELF-PROMOTIONAL GENRE

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The research focuses on corpus-based genre analysis of a case study as a self-promotional genre. Some companies post case studies on their websites to inform visitors on a range of previous company projects and services run for their clients. This category of texts derives from academic discourse where case studies function as optional parts of reports or essays which provide detailed accounts of certain situations. When they are used as components of structures such as company or institution websites, they describe specific situations as well. The genre exploration starts with an attempt of justification that the texts under analysis as a variation of a case study have been an effect of a more common process in which a variety of social, professional and academic genres have incorporated promotional elements. Next, the author concentrates on the problem-solution pattern which is the main type of text organization in the analysed material. This stage of research involves identification of lexical and grammatical signals of the pattern by means of corpus investigative techniques. Finally, the applications of the findings in teaching ESP are discussed. The corpus for the analysis consists of above 90 case studies uploaded on the website by an industrial refrigeration engineering company in the United Kingdom.

Anna Katarzyna Smajdor is Senior Assistant at the Foreign Languages Centre, Silesian University of Technology, Gliwice, Poland. She teaches English and Polish as a foreign language to engineering students. Her research interests focus on genre analysis, corpus linguistics and language for specific purposes.

HOW L2 LEARNERS CONVEY EVALUATIVE MEANINGS THROUGH THAT-CLAUSES: EVIDENCE FROM A LEARNER CORPUS OF ARGUMENTATIVE ESSAYS

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This study examines that-clauses controlled by verbs, adjectives, and nouns in the argumentative essays of L2 learners of English. Adopting a corpus-driven approach and pattern grammar framework, the study outlines the evaluative meanings and the form-meaning relations established through post-predicate and subject predicative that-clauses by L2 learners. Accordingly, this study reports on a study of that-clauses based on a corpus of 220 argumentative essays including 163,068 tokens collected from undergraduate Turkish first-year university students. AntConc 3.5.9. text analysis program was used to investigate lexical words co-occurring with that-clauses in terms of frequency of occurrence and variation across different topics. The overall frequency analysis yielded 2291 instances of that-clauses in the learner corpus. The findings illustrate that the learners have a tendency to use finite complement clauses controlled by a set of verbs such as cognitive (e.g. *think, believe, know*) and reporting verbs (e.g. *claim, say, tell, argue*). The learners also use that complement clauses controlled by nouns (e.g. *point, reason, argument*) to present supporting ideas to their arguments and foreground their claims. These grammatical structures are discussed in light of the developmental stages suggested by Biber, Gray & Poonpon's (2011) framework to present the appearance of that-clauses in L2 learners' interlanguage and pedagogical implications for L2 writing development are provided.

Sibel Söğüt is Assistant Professor of English Language Teaching Department at Sinop University, Turkey. She completed a Ph.D. in foreign language education program at Anadolu University with a dissertation on the EFL learners' use of non-factive cognitive verb complementation at receptive and productive levels. She has research interests in pre-service teacher training, language testing, second language writing, corpus linguistics. ORCID ID: 0000-0002-3395-7445

PATTERNS OF FORMULAICITY IN ENGLISH ACADEMIC DISCOURSE: AN ANALYSIS OF LEXICAL BUNDLES IN A SECTION-CODED CORPUS OF RESEARCH ARTICLES ON PUBLIC HEALTH

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It has long been acknowledged that meaning in academic discourse is conveyed by means of multiword units which have thus become a focal topic in linguistic analysis. Formulaic sequences in academic settings have been studied across registers (e.g. Biber et al., 2004), disciplines (e.g. Hyland, 2008) as well as the writers' levels of expertise (e.g. Cortes, 2004), cultural affiliations (e.g. Ädel & Erman, 2012) and the English varieties they use (e.g. Liu, 2012). Less prolific seems to be research into variation in academic phraseology across the research article sections, particularly in disciplines that are less popular than biology (Cardinali, 2015) or linguistics (Shahriari, 2017).

Attempting to fill this gap, the present study investigates the formulaicity of English-language research articles in public health to gain better insight into in-text variation in the use of lexical bundles across four main rhetorical sections (i.e. Introduction, Methods, Results, Discussion) of this important academic genre. To this end, a section-coded corpus of 200 discipline-specific research papers published in high impact journals is explored to identify the most frequent section-specific and shared bundles, calculate their respective frequencies as well as classify them structurally and functionally. WordSmith Tools 6.0 (Scott, 2012) is used to generate lists of the target bundles and to concordance examples of use to determine their functions. Based on this material, the question is addressed to what extent the

investigated recurrent word combinations serve as building blocks of coherent global and text-internal discourse units in the selected genre of academic written English.

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Tatiana Szczygłowska is Assistant Professor at the Institute of Neophilology, University of Bielsko-Biala, Poland, where she lectures on translation theory and text analysis to students of English philology. Her main research and teaching interests lie in linguistics and translation with a special focus on academic discourse and corpus linguistics. She has also conducted studies in the area of students' attitudes to target language culture and pronunciation.

'NO, I'M NOT ASKING ABOUT DOMESTIC VIOLENCE. I'M ASKING VERY SPECIFIC QUESTIONS ABOUT ...' ON THE USE OF NEGATION IN EXPERT WITNESS CROSS-EXAMINATION

Magdalena Szczyrbak
Jagiellonian University, Kraków, Poland

Expert witness examination is a special type of interaction during which the expert witness communicates specialised knowledge to help the trier of fact to draw conclusions and form independent opinions about the evidence. Opposing counsel, in turn, employ various questioning tactics to undermine the validity of the testimony and to attack the witness's credibility. The aim of such hostile questioning is not to arrive at an objective scientific truth, but rather to construct a legal (admissible) truth supporting the cross-examining attorney's narrative (cf. Matoesian, 1999; Cotterill, 2003). With that in mind, in my talk I will demonstrate how one such tactic, i.e. the use of negation, serves the trial participants' communicative ends. Taking a discourse-pragmatic perspective, I will consider the functions of negation in both the counsel's and the witnesses' turns. Specifically, using data from the Arizona v. Arias trial, I will reveal interactional patterns involving negatively asserted information and the way in which they aid the counsel in controlling the trajectory of the questioning. At the same time, I will show how negation is used by the witnesses to claim no-knowledge and to resist the knowledge claims attributed to them by the counsel. The analysis will thus explain the role of negation in the formulation and (re)negotiation of knowledge (cf. Tsui, 1991; Beach & Metzger, 1997), and in the creation of the epistemic tension between the interactants, adding to the body of research into stance-taking practices in professional settings.

Magdalena Szczyrbak is Associate Professor at the Institute of English Studies, Jagiellonian University, Poland, and the Department of English and American Studies, University of Pardubice, Czech Republic. Her research interests include discourse analysis, pragmatics and corpus-assisted discourse analysis applied to the study of stance-related phenomena in spoken and written legal genres. Her most recent work focuses on expert testimony in Anglo-American jury trials.

LANGUAGE ATTITUDES OF MULTILINGUAL STUDENTS TOWARD AFRICAN AMERICAN ENGLISH VERNECULAR

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With multilingual urban Miami as its backdrop (U.S. Census 2010; Carter, 2015), this study seeks to investigate language attitudes of multilingual students toward the non-standard dialect of African American English Vernacular (AAEV), and to determine if a sociolinguistic intervention is effective in raising awareness about this dialect among this population.

It has been documented that speakers of AAEV in the public school system of the United States are significantly less successful academically than their Standard English-speaking counterparts (the so-called "Achievement Gap"- see Herron-McCoy, 2009 and Milner, 2012 for critical discussion). In order to address this situation, researchers have examined how language in pedagogical spaces conditions classroom climate (Venketsamy, 2020). Recent research in bidialectalism argues that promoting accurate information about the complexity of AAEV fosters an environment in which children from all dialect backgrounds are able to succeed and flourish (Sweetland, 2006; Champion, 2012).

In this study, we report the results of a language attitude survey among multilingual college students in Miami, we discuss the language intervention method that we utilize to highlight the phenomena of AAVE as being a well-formed, abstract, and rule-governed linguistic system (Green, 2011), and we examine differences in pre- and post-intervention results with respect to attitudes toward language diversity and non-standard dialects of English.

Ellen Thompson is a syntactician who is interested in the interdependence of experimental linguistics and linguistic theory. In her work, she explores the processing of syntax in English and Spoken Arabic, the structure of Heritage Spanish and the linguistic perceptions of speakers of Spanish in Miami.

"IT WAS NOT AS BAD AS I THOUGHT IT WOULD BE": POLITENESS STRATEGIES IN STUDENTS' SELF-REFLECTION JOURNALS

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Masaryk University, Brno, Czech Republic

The paper is based on an analysis of a self-compiled corpus of 150 self-reflection journals written by students of an EAP course focused on presentation skills. In these journals, students reflect upon and evaluate several talks of various genres they have given throughout the term. They assess the entire process, i.e. preparing for the talks as well as the delivery, paying a special attention to their own emotions (both positive and negative ones).

Having to describe their own accomplishments imposes multiple threats to their face – the teacher wants them to succeed and hence they should explain and illustrate how they have improved; however, at the same time, by expressing self-praise, which is often seen as boastfulness, they violate the Modesty Maxim as defined by Leech (1983). Moreover, another threat is caused by the fact they should also describe their weaknesses, not only strengths. To overcome these threats, students employ various positive and negative politeness strategies, such as joking, self-deprecation, hedging or attributing their success to a mere luck. Finally, the author would like to show how her students try to

overcome the threat also by attending to the positive face of others, i.e. the teacher and their classmates, perhaps to prove that they themselves cannot claim the full credit for their progress.

Petra Trávníková is Assistant Professor in the Masaryk University Language Centre, Czech Republic. She earned her Ph.D. in English linguistics from the Faculty of Arts, MU in 2016 and her research focuses on CMC and pragmatics (mainly politeness and speech acts) and ELT (students' self-reflection and autonomy).

ASPECTS OF VOCABULARY KNOWLEDGE IN LOWER-SECONDARY EFL COURSEBOOKS

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According to researchers involved in teaching and learning vocabulary, e.g. Nation (1990), Schmitt & McCarthy (1997), Singleton (1999), Brown (2010), the word knowledge should not be limited to knowing the meaning or the form and meaning of the word. Nation (1990) presents nine aspects of vocabulary knowledge, which learners should acquire in order to master the word knowledge. This study aims to discover on a sample of selected coursebooks and one workbook whether lower-secondary EFL coursebooks cover more aspects of the vocabulary knowledge or whether they focus on knowing the meaning of a lexical unit and/or linking the form and the meaning of a lexical unit. Also, I would like to analyze the difference between the contemporary EFL coursebooks and the coursebooks published twenty years ago (i.e. around 2000). Another aim is to find out how vocabulary activities (VA) in the workbook tie together with vocabulary activities in the student's book. The results show that not all of the nine aspects of word knowledge are covered in the selected coursebooks. The contemporary coursebooks cover the aspect of the form and meaning and that of grammatical functions most. The coursebooks published twenty years ago in general contain fewer VAs. The selected student's book and its corresponding workbook are closely linked.

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Michaela Trnová teaches English and German at the Department of English Language Teaching at the Faculty of Education, University of Ostrava, Czech Republic. She specializes in teaching English as a foreign language, ELT coursebooks, materials and curriculum.

THE EFFECT OF PRAGMATICS INSTRUCTION ON THE DEVELOPMENT OF ENGLISH STUDENTS' WRITING SKILLS: A REVIEW STUDY

Žaneta Voldánová
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With writing as a key language skill and English as a lingua franca of all international communication, there is an urgent need for teaching students of English effectively how to communicate appropriately in the given context and with regard to the addressee. Teaching pragmatics as a discipline

associated with real-life situations can be a useful means of explaining and demonstrating various aspects of adequate communication, such as politeness and formality. The purpose of this presentation is to review studies which have investigated the effect of using pragmatics instruction on the development of second-language learners' pragmatic competence, especially in relation to their writing skills. The use of such instruction has proved to have a positive effect on students of higher education who have reached various levels of proficiency in writing texts in English. This implies that there is an obvious justification for incorporating the knowledge of the concepts of pragmatics into English lessons, although its effectiveness may depend on many factors, including the type of feedback the students receive from their teachers or the activities in which they are involved in class.

Žaneta Voldánová is a Ph.D. student of Didactics of Foreign Language at the Department of English Language and Literature at the Faculty of Education, Masaryk University, Brno, Czech Republic. In connection with her enthusiasm for English teaching and writing, she mainly focuses her research on teaching writing to students of English as a second language. She is currently working on her dissertation, which deals with using pragmatics instruction in order to develop students' writing skills.

ACADEMIC WRITING IN ENGLISH IN SERBIA: A CASE STUDY OF BOOK REVIEWS

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Academic writing for an international audience nowadays implies using English as a common means of communication. However, in environments in which English is used as a foreign language, such as Serbia, it may be expected that not all of academic written exchange will be performed in a lingua franca. In such circumstances, wider, worldwide transparency of academic content seems to be less achievable.

Such "linguistic" transparency of one written academic genre is one of the principle components of our present study. This paper represents a small-scale diachronic examination of the practice of writing and publishing of academic book reviews in disciplinary-oriented scientific journals in Serbia. At its basis, the research is quadripartite; namely, it aims to establish 1) the extent of publication of book reviews during an exact period (from the 1990s until the present), 2) the degree of disciplinary-specific publication of book reviews (natural vs. social sciences), 3) the degree of writing of book reviews in English, and 4) some of the most prominent stylistic features of the reviews both in Serbian and English. Thus conducted analysis should point to the potential significance book reviews as a genre have in both general and disciplinary academic communication in Serbia, the degree of adaptation for an international audience, as well as possible changes in stylistic patterns that may have occurred during the designated time span.

Ana Vučićević is a Research Assistant at the Centre for Language and Literature Research, Faculty of Philology and Arts, University of Kragujevac, Serbia. She was previously a researcher at one of the leading national projects in the field of language research *The Dynamics of Structures of the Contemporary Serbian Language (ON-178014)*, financed by the Ministry of Education, Science and Technological Development of the Republic of Serbia. The principal areas of her research are academic discourse analysis, English for Specific/Academic Purposes, and writing in L2.

POSTERS

FORMULAIC EXPRESSIONS IN NATIVE AND NON-NATIVE WRITING: COMPARATIVE CORPUS STUDY

Hana Atcheson
Tomas Bata University in Zlín, Zlín, Czech Republic

Stored formulaic sequences play an important role in fluent language production (Wray, 2002). The mastering of formulaic sequences is one of the main differences between the build-up of the first language lexicon and L2 classroom-taught lexicon. This calls for research in the area of lexis characterisation and justifies the importance of the lexical approach in teaching language in advanced classes.

The overall purpose of the study is to compare two corpora: texts written by native (selected texts from BAWE corpus) and non-native speakers (texts from students in art design study programs) within the same genre, i.e. students' essays in the area of humanities. The main focus is on occurrence of selected n-grams. The main standpoint, which inspires this corpus study, is that non-native speakers need informed instruction and intensive practice in formulaic sequence production, which can facilitate their vocational academic writing and speaking.

This study adopts a corpus-driven approach and applies the UCREL log-likelihood significance test (Rayson & Garside, 2000) to identify difference in frequency of occurrence of selected n-grams in the two corpora.

The findings will help advanced learners of English at their EAP classes to a better understanding of the studied genre and academic writing in the area of humanities.

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Hana Atcheson is a lecturer at the Language Centre at the Faculty of Humanities, Tomas Bata University in Zlín, Czech Republic. She specialises in teaching English for Specific and Academic Purposes in Art study programmes. Her research interest aims at writing skills and specialised vocabulary development with students who work on academic projects and their presentations, in spoken and written forms.

TEMPORAL REFERENCING IN THE NARRATIVES OF CHRONIC PATIENTS

Monika Gyuró
Pécs University, Pécs, Hungary

The present study investigates how pain experience affects the cognitive representation of time and viewpoint in a particular genre, narrative. In patients' reports, temporality of pain experience does not follow the objectively measurable time. The ongoing character of pain contains not only the present issues but also retains the preceding aspects of the here-and-now moment and anticipates the future notes as time unfolds.

To describe this particular experience, I employ the cognitive-linguistic model of mental spaces and blending (Fauconnier & Turner, 2002). I analyze blog posts of patients with chronic diseases on the use of temporal deixis and tense focusing on the shifts realized between the Narrative Space embedding

the Event Space in which the past events occurred and the Here-and-Now Space which comprises the narrator's viewpoint as an Origo. Moreover, I presuppose the Intermediate Space between the Event Space and the Reality Space, providing a transition between the aforementioned spaces and legitimization of the reconstruction of the events (Van Krieken et al., 2016). Temporal overlapping proves that subjective experience steers tenses and temporal deixis which govern the construal of viewpoint and time in the narratives; therefore, time and viewpoint are immediately connected in the cognitive representation of the narratives.

Monika Gyuró is Associate Professor at the Institute of Health Insurance at the Faculty of Health Sciences, Pécs University, Pécs, Hungary. She specialises in health communication and her research interest focuses on cognitive linguistics and discourse analysis.

THE STRUCTURE OF MACRO-CONCEPTUAL COMPLEX IN A SHORT STORY TEXT

Hanna Lozynska
Lviv National University, Lviv, Ukraine

In a fictional text, especially that of a short story, the conceptual essence of the author's message gets considerably complicated by a great variety of text elements of different kinds. Some of these may form successive lines of repetitive units presenting the main sense axis as marked segments scattered throughout the text. The segments normally covering the whole text plane form macro-conceptual complex of the text, i.e. the macro-concept of the text (in our research the word "concept" implies "the author's purport", "the essence of the discourse").

The macro-conceptual complex of the text may comprise three or more lines of units displaying verbal diversity on different text levels: phonetic, lexical, syntactical, etc. Depending on the number of lines we differentiate simple and complicated macro-conceptual complex of the text.

In my presentation I am going to demonstrate a simple 3-line macro-conceptual complex formed by lexemes of different degrees of implication. To visually facilitate the report I am going to use a number of charts and schemes.

Hanna Lozynska is Assistant Professor at the Foreign Languages Department for Humanities at the Faculty of Foreign Languages, I. Franko National University, Lviv, Ukraine. She specialises in text linguistics and her research focuses on the ways of expressing the conceptual nucleus of the text.

BRITISH AND AMERICAN ENGLISH: A RECIPROCAL INFLUENCE

Franco Tondi
University of Catania, Comiso, Italy

The main goal of this study is to expound on the reciprocal influence between British and American English, primarily from a lexical point of view, and also to delineate the sometimes considerable differences between both varieties of English. Thus, Great Britain and the United States ought to be considered two nations separated by a common language.

This survey, mostly consisting of statistical analyses, can be regarded as an in-depth study of my previous work "The Americanization of English" (Tondi, 2018). The British English lexical influence on American English is a recent trend that has been defined as the Briticisation of English, which has also been called Britspeak or Anglocreep.

I intended to demonstrate the lexicographic influence of British English on American English vocabulary by undertaking lexicographic investigations and corpus analyses, as well. In order to conduct corpus analyses, I used the on-line versions of "The Corpus of Contemporary American English", "The British National Corpus", "The Corpus of Historical American English", and "The Corpus of Web-

Based Global English". The on-line dictionaries I consulted were "Merriam Webster's Dictionary" and "The Cambridge Dictionary".

I also wanted to pay tribute to Ben Yagoda, an illustrious American writer and educator, professor of journalism and English at the University of Delware. Thus, I included in the final part of this work an excerpt of his famous blog on the internet "Not one-off Britishisms" (https://notoneoffbritishisms.com/) in order to provide a concrete example of the Briticization of English.

Franco Tondi was a tutor and expert at the Department of Angloamerican Studies at the Faculty of Foreign Languages at the University of Catania in Italy/Sicily, from November 2015 till April 2021. He specialises in lexicographic analyses and corpus investigations in relation to foreign borrowings in American English vocabulary. His research interest also focuses on assimilation processes and language shifts of the Asian, Hispanic, and German ethnicities residing in the US, and moreover, on the reciprocal influence between American and British English.

ENGLISH FLUENCY DEVELOPMENT IN CZECH STUDENTS BEFORE AND AFTER THEIR TRANSITION FROM GRAMMAR SCHOOL TO UNIVERSITY

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This contribution reports on the work in progress of a project aiming at recording and analysing the changes in the communicative competence, with a focus on fluency, of Czech teenagers during their final year of school to their first semester at university. Though fluency has been investigated within second language studies (Sauer & Ellis, 2019), the concept has rarely been the sole focus of research attention (Peltonen, 2017). Furthermore, when fluency has been investigated, it has been as a monologue – that is, not as part of an interaction between two or more speakers (Tavakoli, 2016). The study makes use of speech samples from 10 participants from a Czech grammar school. Data is to be collected in the spring and autumn of 2021. The participants are recorded as they complete a five-minute discussion activity with another participant. The audio samples are transcribed and annotated, then analysed for temporal features (speed, rate, breakdown, and repair) and interactive features (meaning negotiation and circumlocution). Following Peltonen's (2017) example, temporal speech indicators will be quantitatively analysed, whereas interactive features will be qualitatively analysed. Using a mixed-methods approach to analyse the data will deepen our understanding of the language changes learners experience over time. This project, along with my Ph.D. research, will report on the changes and developments of learner language over the study period.

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