BOOK OF ABSTRACTS

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PLENARY LECTURES

SELECTED TYPES OF CHANGES IN MIDDLE ENGLISH: QUANTITATIVE APPROACH

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One of the goals of historical linguistics of to-date is to shed the light on language change pathways, the usual focus in the literature being not on why change occurs, but on explaining particular changes or change-types within particular theoretical frameworks (Denison 1999; Harris & Campbell 1995; Lass 1997; Lightfoot 1979, 1999 et al.) Developing a textually supported and formal model of language change has been a central concern of historical grammarians since the 50's of the 20th century. In keeping with two influential viewpoints in HL, change occurs either gradually (evolutianists' stance) or in bumpy ways (generativists' stance). My goal is to broaden our perspective on language change. Rather than taking a straight-forward stance of the problem, I will make an attempt to combine both positions. In this paper the evolutionary hypothesis is regarded in parallel with the catastrophe theory. The latter will be supported by the data from the Middle English monuments. This will include changes in the modal verbs paradigm as well as in the word order patterns. Also, other convincing data from some Indo-European languages will be presented. I will advocate the idea that a coherent explanation of linguistic change might be found within the theoretical frameworks developed for other biological systems. Illya Prigogine's theory (1984) of self-organization, which postulates order via fluctuations, is used to reveal specific events in the English history.

Key words: language change, evolution, catastrophe, Middle English data, order vs. fluctuations.

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TRANSLATION STUDIES AND LINGUISTICS

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TEACHER LANGUAGE AWARENESS AND WORLD ENGLISHES – WHERE (CORPUS) LINGUISTICS, DIGITAL LITERACY AND TEACHER TRAINING MEET

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While most university programmes dealing with language teacher training contain courses devoted to linguistics on the one hand and digital literacy on the other, it is rarely the case that they are actually integrated with the content of professional training modules to a sufficient extent. At the same time, the globalized world of contemporary language classroom or translation market necessitates enlarged language competence, increased awareness of standard and non-standard English, some knowledge of New Englishes and nativization processes happening in different parts of the world, which must involve sound linguistic background on the one hand and specific technical competences on the other.

Our purpose will be to argue that corpus linguistics, digital literacy and teacher training are the three areas that should be closely intertwined to help increase prospective teachers' awareness of English(es) in the world of today and tomorrow. The discussion will be substantiated by the findings from a corpus-assisted Teaching English as an International Language component in a graduate teacher training programme, showing how to integrate the three areas into a successful instructional module.

Keywords: World Englishes; Data-Driven Learning; corpus linguistics; teacher language awareness

CONFERENCE PRESENTATIONS

INFORMATION STRUCTURE PROJECTS IN SYNTAX: EVIDENCE FROM FOCUS AND MODALITY IN SINHALA

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The cartographic approach to syntax claims that discourse related features are visible for computation (Rizzi, 1997, 2004), a claim also supported by Miyagawa, (2010), Aygen, (2006), and Aboh (2010) among others. The present paper seeks to validate the above claim with evidence from Sinhala[1], motivating the argument that discourse related features lexicalized in Sinhala drive the derivation, and these features are comparable to formal features in establishing an Agree relation.

In Sinhala, Wh-, Focus, Evidential Modality, and Epistemic Modality are morphologically realized in the form of particles suffixed to a constituent. In such cases, a verbal argument or adjunct can come under the scope of the Focus or Modal particle, though both Focus and Wh- do not co-occur. When such a particle marks narrow scope, the verb should be in –**E** ending, as opposed to neutral –**a** ending. (1)

1) a) Nimal-**lu/thamai/da** gaha kaepu-w**E** /*w**a**

Nimal-Evid/Foc/Int tree cut (Pst)-**E** /*wa
'It is said that Nimal cut the tree'
'It is Nimal who cut the tree'
'Is it Nimal who cut the tree?'

I propose that these information structure related particles are Functional Heads carrying the relevant feature, that they are part of the Numeration and that they project in syntax. Since Focus and Wh- do not co-occur in Sinhala, there is only a Focus Head for both which attracts the relevant constituent to its Spec. Since Focus and a Modal can co-occur, the Mod Head, projected below Focus attracts the relevant constituent first. These movements are not case-related since in Sinhala even an adverb can come under the scope of such a particle. I consider the –E suffix as a reflex of a discourse Agree relation though in Sinhala there is no Phi-agreement.

Keywords: information structure, syntax, modality, Sinhala

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LINGUISTIC INTERFERENCE IN TRANSLATION ACTIVITIES.
A CASE STUDY OF POLISH HIGH SCHOOL STUDENTS
IN THE ENGLISH LANGUAGE CLASSROOM

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Translation for language learning purposes is a constant matter of dispute amongst teachers and linguists alike. It is widely believed that translation evokes linguistic interference errors (induced from the learners' mother tongue). Within the research field, some scholars stigmatize translation as a relic of the Grammar Translation Method. Others seem to be more positive towards translation tasks in the foreign language classroom but their opinions are often influenced by their personal beliefs and individual teaching practice.

In the light of my own experience as an English language teacher I would like to contribute to the ongoing debate with some empirical evidence related to the problem. This paper gives a brief overview of past and current thinking on the issue and presents arguments for and against using translation as an activity in class. It also describes the background, methodology and preliminary results of an experimental study of two different types of language activities, namely L2 translation (Polish into English) and picture description in L2 (English). The starting point is the claim that translation triggers linguistic interference and leads learners to commit errors (particularly interlingual errors) which they might not commit performing a different task. I analyze interference phenomena which occur in this comparative study, interpret the excerpted errors statistically and draw relevant conclusions.

I hope that more teachers will adopt positive attitude towards students' errors as indicators of their interlanguage development, consider the potential usefulness of translation as an aspect of language learning/teaching and draw valid conclusions about employing contrastive analysis to teaching necessary translation skills in class.

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MOTOR-PHONETIC TRAINING AS A TOOL FOR ENHANCING THE SOUND PERCEPTION OF A FOREIGN LANGUAGE ON THE EXAMPLE OF POLISH

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As natural languages make use of different inventories of speech sounds the learning of a foreign language should start with becoming familiar with its sounds. It is believed that proper articulation of individual sounds to a large extent relies on the correct perception of these sounds. However, differentiating some sounds of L2 (especially those absent in learner's L1) can be highly problematic which has been associated with the phenomenon of the so-called 'phonological sieve'.

To tackle the problem L2 learners are proposed a phonetic training which consists in intensive listening sessions which make use of minimal pairs, i.e. pairs of words which differ only in one sound. That type of training, however, may not be sufficient as the auditory perception of L2 sounds is exactly where the problem lies. Adding more of it and intensifying the experience cannot be the solution.

A different approach to the problem is a motor-phonetic training which reverses the sequence *perception – articulation* (listen first, then pronounce) and assumes that sound production can precede and enhance perception. It treats pronunciation as a motor skill and aims at helping the learner become aware of the positioning of the articulators and the manner of pronunciation of individual sounds. The awareness enables mechanical production and lets the learner hear himself saying the indiscernible sounds. This, in turn, should lead to a better perception of the sounds in general.

The training was proposed to a group of six students of four different nationalities who learn Polish as a foreign language. The training concerned three problematic pairs of Polish sounds: [ɨ - i], [ɨ - e] and [ɕ - ʃ] whose differentiation usually poses problems for the chosen nationalities. In order to measure the effectiveness of such a training a minimal-pair perceptual discrimination test (including a control group) was performed before and after the training.

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CONTRONYMS AND THE METHODOLOGICAL TENSIONS WITHIN THEORETICAL LINGUISTICS

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The purpose of this presentation is to demonstrate the limited capacity of semantic analyses conducted under the frameworks revolving around the concept of relativism, such as frames or scenes etc., in regard to units such as contronyms. For this reason, it is proposed that the study of this particular lexical category should employ theories based on universals, such as the Natural Semantic Metalanguage theory (NSM).

Contronymy, or as it is also called auto-antonymy, is a form of polysemy that occurs when two opposite meanings are connected to one word, for example:

(1) to dust the cake with icing sugar
(2) to dust the books

In the first example it is obvious, that the meaning of the phrase revolves around adding something (icing sugar), whereas in the second phrase it is the removal of something that is essential. Although frameworks, such as Case grammar (Fillmore 1977), based on valency properties of the verb may give some insights, their account is limited.

The discussed linguistic phenomenon still received little attention in academic literature. Most of the works concerning this category was of descriptive nature (Karaman 2008). Scarce investigations within the realm of theoretical linguistics concerning this singularity is not without reason, as the discussed category may render significant problems for any theoretical construct in a strict sense. The idea of a single linguistic sign that can have two antonymous meanings is challenging, to say the least. This will be emphasised by examples of lexical units that can bear marks not only of antonymy but also contradictions in strict sense (just consider 'unlockable').

If one treats the notion of a theory as a formal system seriously, the existence of such anomaly may lead to questions concerning cohesion. It may also lead to undermining the cognitive value of such constructs, which was often brought up by critiques of dialectics for example (see Popper 1940). As it will be shown during this presentation, contronymy may be considered as a source of paradox and lead to paraconsistency (that is the need to tolerate and contain the imbedded contradictions (Tworak 2009: 182-210)). However, the NMS theory (Wierzbicka 1996), by providing a universal and by definition non-paraconsistent basis, proved to be a coherent and intuitive framework that rendered the examination of the discussed phenomenon rather simple.

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THE WORLD OF ENGLISH TEACHERS IN A FACEBOOK COMMON-INTEREST GROUP

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In recent years social media has become a staple of everyday life for over 2.5bln (Chaffey 2017) people worldwide. It has become a socialising platform, as well as the main source of news for many people and a tool for work and education. Of the various social media platforms Facebook continues to be the dominant one, with almost 2bln active users worldwide, three quarters of whom access the site daily (Chaffey 2017). In view of this, it is a valid research question how Facebook is used by teachers of English for professional and self-training purposes.

The aim of the paper is to present the results of research conducted on one of the Facebook common-interest group devoted to teaching English. The particular research questions included: finding what teaching difficulties group members face most frequently; discovering the teaching tips and advice on methodology, which are shared with the group by its members; assessing whether and in what way group members try to motivate each other; establishing what problems group members have in respect to the use of language; finding which posts have the biggest number of likes and comments and, if possible, infer what the reasons for that might be. The key research question is establishing which aspects of English language seem to be the most important for group members. One of the specific objectives of this question is to discover whether any relation can be found between the kinds of questions or issues raised by group members and their cultural background, country of origin, etc. It is would also be interesting to evaluate the vocabulary, phrases and grammar structures shared by group members for others to use, with respect to how up-to-date and useful they are for a modern language learner.

Keywords: Facebook common-interest group, teaching difficulties, teaching tips, aspects of English language, modern language teacher

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PROSODIC TYPOLOGY IN LIGHT OF LICENSING SCALES

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The aim of the paper is to argue that traditional prosodic typology of syllable-timed and stress-timed languages (Donegan & Stampe 1983, Dauer 1983), recently reincarnated in the guise of a division into syllable languages and word languages (Auer 1993, Szczepaniak 2007, Reina & Szczepaniak 2014), can be reanalysed in I-Language terms and reduced into a distinction based on the abilities of various types of nuclei to license various consonantal structures. The explanation will be couched within the theory of Government Phonology, mainly in the implementation of Cyran (2010). The model assumes that syllable structure is expressed via a net of lateral relations: three types of nuclei (full vowels, reduced vowels, empty nuclei) license three levels of syllabic complexity (branching onsets, coda-onset clusters, simple consonants).

The difference between 'syllable-timed' (or simply 'syllable') languages and 'stress-timed' (or 'word') languages is that the former use only full vowels as licensors (sometimes accompanied by empty nuclei), whereas the latter also employ reduced vowels in unstressed positions. One of the corollaries is that in 'syllable' languages all syllables of the word play the same role in expressing lexical contrast, whereas in 'word' languages it is mainly the stressed nucleus that carries the burden of lexical contrast. We will argue that this fact is to be blamed for the concentration of many typical features of 'syllable' and 'word languages' and the attested typology.

The paper will contain a thorough analysis of the phonotactics of severalrepresentative 'syllable' and 'word' languages in terms of their types of nuclei and consonantal phonotactics. It will be demonstrated that a Government Phonology analysis devoid of traditional units of description (like syllables and prosodic words) sheds new light on the problem and lets us make more economical generalizations.

Keywords: phonology, licensing, syllable, prosody, Government Phonology

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LEXICAL BUNDLES IN L2 AND L1 THESES ABSTRACTS

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Corpus-based studies have found that language is composed not only of syntactically ordered individual words whose meaning can be determined by adding up the meaning of the words, but also that "everyday language is composed of prefabricated expressions" (Biber, Conrad, & Cortes, 2004, p. 372). These lexical bundles have been found to be ubiquitous, to realize both meaning and functions, to have processing advantages, and to improve language production (Martinez & Schmitt, 2012). In addition to everyday language, academic language has been found to be "particularly formulaic" (Lancaster, 2016, p. 441).

This session will report the results of a comparison of the lexical bundles found in two corpora of academic language. One corpus was composed of over 300 abstracts for senior theses written by undergraduates at a large university in China. The second corpus was composed of a matching number of abstracts for master's theses written by graduate students in the United States. The abstracts in both corpora were from the same academic fields. It was found that the Chinese students used more types and tokens of lexical bundles and that there were few shared bundles between the two corpora. A major finding of the study was that some of the main differences in the lexical bundles found in the two corpora were due to the instructional context at the Chinese university where the abstracts were written. Methodological challenges addressed in the presentation will focus on identifying and categorizing lexical bundles, including issues of lexical bundle size, frequency, dispersion, overlaps, function, and structure.

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EFFECTS OF PERSONALITY ON ACCENT ACQUISITION: CASE STUDY OF EFFAT UNIVERSITY STUDENTS

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Fluency in any language, that is not one's mother tongue, has long been regarded as a mark of integration into the mind of the native speaker. It is widely accepted, however, that after a certain age a human being may not be able to acquire a native accent. The speed with which one acquires languages varies in terms of grammar/syntax and vocabulary for most adults, and is dependent upon exposure. For this reason, often accent acquisition is perceived to be the final part of the equation, the proof that the process of understanding another culture is complete. This is when you are indistinguishable from the group, and can partake in their identity.

The belief that children under the age of 12 are better at language acquisition than adults is supported by both scientific and anecdotal evidence. Research has investigated children acquiring second languages in natural environments, where the language is obtained through immersion (Oyama 1976). It has been proven that children are more likely to sound like native speakers than adults who have been sharing the same environment. However, there is also evidence that the effect of personality in relation to the cultural environs can sometimes outweigh the effect of age, and lend to securing or losing accents. This is the main concern of this research.

The relationship between personality and language, in general, and accent acquisition specifically, cannot be examined without first addressing the relationship between language and culture. Byram (2008) defines culture as "shared beliefs, values and behaviors of a social group." Moreover, Kramsch (2002) states: "language is used not just as a tool for the exchange of information, but as a symbolic system with the power to create and shape symbolic realities, such as values, perceptions, identities through discourse." Therefore, this research uses case studies to delve into the relationship between personal dispositions and accent procurement, and how temperament is instrumental in affecting fluency and pronunciation.

These case studies investigate specifically American accent acquisition in Saudi young women at Effat University. The research focuses on the distinguishable minority of students who speak English with indistinguishable American accents. The students were interviewed in a semi-structured manner to evaluate what may or may not be distinctive about their conditions or experiences as compared to other students at the university who had defined Arabic accents when speaking English.

Initially, it had been ascertained that some students had limited experience living or studying in the United States. Other students had no experience studying or living outside of Saudi Arabia. This eliminated immersion as a common denominator. The question remained, why were all these young Saudi women pronouncing English with American accents? Was it something psychological, instinctual rather than cerebral, causing some students to not only speak English fluently, but without a trace of Arabic as a base language?

The interviews have led to the conclusion that the students do not only speak English fluently, and with American accents, but also prefer expressing themselves in English over Arabic in emotive situations, such as when cursing and joking. Furthermore, they choose to associate themselves with American culture in regards to music, movies, readings, attire and other forms of self-expression.

Keywords: Language Acquisition, Accent Acquisition, Bilinguals, Personality, Fluency

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NAZWY WŁASNE W TWÓRCZOŚCI MARII RODZIEWICZÓWNY

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Celem wystąpienia będzie zaprezentowanie nazw własnych występujących w twórczości Marii Rodziewiczówny. Autorki zwrócą uwagę na pochodzenie tytułów poszczególnych dzieł. Przyjrzą się nazwom geograficznym, wsród których znaczącą większość stanowią nazwy miejscowości (np. *Gródek, Petersburg, Wilno*) oraz krajów (np. *Rosja, Ameryka*). Następnie sklasyfikowane zostaną antroponimy, a więc nazwiska (np. *Barcikowski, Osowski, Marcińska*), imiona (np. *Kazimierz, Włodzimierz, Irena*) i przezwiska (np. *Coto, Orlik, Bartnik*). Przybliżone zostaną także nazwy własne pochodzenia obcego występujące w zgromadzonym materiale.

Keywords: nazwy własne, Maria Rodziwiczówna

"PSEUDO *DOKUMENTACYJNY FILM O ŻYCIU FARMERÓW" ('PSEUDO *DOCUMENTATORY FILM ABOUT THE LIFE OF FARMERS'). FRAMING IN THE RETELLINGS OF THE *PEAR FILM* BY POLISH SPEAKERS

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Adopting the frame theory (Tannen & Wallat, 1993), this work-in-progress examines narratives elicited by having forty Polish native speakers (twenty males & twenty females) describe events in the *Pear Story* film (Chafe, 1980). More specifically, the study aims – using a discourse-analytic approach – to show that various linguistic expressions are manifestations of the speakers' framings (i.e., a film-viewer frame and/or an experiment frame in particular). To that end, several features of speakers' framings such as (i) lexical expressions, (ii) negative statements, (iii) expressions of visual and auditory perception are identified and discussed. Additionally, analysis focuses on gender differences as shown in the ways of structuring narration.

*the original phrasing of the participant in the study

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ADVANCED CORPUS EDITOR

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Currently, there are very few convenient corpus-making and editing tools with a graphical user interface; the existing ones are either limited in functionality like Atomic, which is designed for relational annotation, or require advanced programming skills like GATE, which is actually a programming environment for building NLP applications rather than a ready-made corpus platform. Many of the existing web-based corpora only have limited search options and do not give their users any access to the source text. On the other hand, the existing easy-to-use automatic annotation tools like Droganova and Medyankin's *NLP pipeline* do not offer enough configuration options, if any. Thus, we decided to develop a language-independent application for computer-aided creation, editing, and annotation of small user-made corpora.

The Advanced Corpus Editor we are developing allows the user to manually annotate word-specific morphological and syntactic properties via a graphical user interface and stores such annotation in two data files. One is a plain text file contains the text plus all the word- and sentence-specific tags, where lexical and syntactic annotation is based on Leipzig glossing rules, whereas each sentence is automatically assigned an ID for indexing purposes. The second file is a spreadsheet with multiple sheets, one per part of speech; in each sheet, the leftmost column is allocated for lemmas, the second one contains specifies unchangeable properties (noun gender, verb class, etc.); the third and the subsequent columns are for storing specific graphic variations associated with that lemma, be that inflected forms or dialectal orthography.

To enable computer-aided annotation based on previous user input, the application utilizes multi-class support vector machines, where each word is represented as a multidimensional vector in n dimensions, where n is the number of characters in the corpus-associated alphabet. The value in each dimension is the sum of the weights of the dimension-specific character in a word, which weights depend on the position of the character in the word (the moving-average representation). User input is transformed into multiple SVM training sets: a common one and several PoS-specific ones. SVMsare re-trained every time the user confirms the annotation for a word in their corpus. Upon encountering a non-classified word, the first classification step is to determine the part of speech, after which another SVM is run using only the PoS-specific training set to classify the word morphologically.

The SVM-based approach, albeit simplistic, proved efficient in differentiating verbs and nouns in the Helsinki Corpus of English Texts (subcorpus of texts from 1150-1250 AD) as well as in determining verbal person and tense while tested with a limited training set of a 500-word extract from Vespasian Homilies. Further tests and wider training sets are required to analyse the adequacy of this machine-learning technique for the ultimate goal of the application in development. It is also planned to compare it against other instance-based learning methods such as kNN in terms of efficiency. Morphemic and syntactic analysis could also be implemented by means of finite-state transducers and hidden Markov models, respectively, which is another focus area for future research.

Keywords: corpora, support vector machines, graphical user interface, machine learning, annotation

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WHAT DO READERS THINK OF TRANSLATIONS? AN ATTEMPT AT ANALYZING THE INTERNET COMMENTS ON THE POLISH RENDERINGS OF FOREIGN CONTEMPORARY POPULAR LITERATURE

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The paper looks into a selection of comments concerning the quality of literary texts translated into Polish in order to find a common pattern as regards the views that contemporary readers hold about the nature of translation as a phenomenon and about a translation as a textual product. With the current rise of the Internet as a platform of communication and an opinion-shaping tool, it is assumed that, despite the questionable reliability of anonymously voiced statements, the input relating to translations that may be extracted from the Internet forums and blogs might be treated as a valuable source of information pertaining to the current state of affairs as regards the expectancy norms prevailing in the Polish literary polysystem. The presentation will show samples of comments regarding concrete translations and will present the ways in which they can be analysed as trend-showing and trend-setting statements in order to be useful in trying to work out a way of answering the question what Polish readers expect of translations and what they overtly reject. The foundation of the paper is the belief that translation is predominantly a social activity that does not make sense without the participation of its ultimate users, and that the true nature of interlingual transfer can be verified only through the outcomes of the practical encounter of the reader with the text. Last but not least, the fact that normally the reader is provided only with the target version, without the possibility of confronting it with the original makes the situation even more interesting and certainly worth investigating.

BOYS DON'T CRY: SOCIAL CONCEPTS WE LIVE BY

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The paper addresses the question of normative reading of a certain type of general statements: namely, the generics. More specifically, it attempts to present the notion of *norm* and *normativity* (in the philosophical and pragmatic context) and to offer a brief, introductory account of linguistic exponents of generic and deontic meanings. At the same time, the author draws the attention to the difference between the normative and descriptive sense of utterances. The article focuses on the way this dichotomy is related to the normative force exhibited by generics where the nominal group refers to the so-called *dual character concepts* originally described by Prasada and Knobe and developed by Sarah-Jane Leslie. Leslie argues that dual character seems to arise only in the case of only such social kinds (categories) that are ‒ by widespread social agreement ‒ expected to perform some important social role or function (e.g. a *mother*). It appears that the descriptive/normative duality is located in the polysemy of nouns functioning as the generic names of these kinds rather than in different logical forms. The same noun may be interpreted descriptively (in this case the generic is made true by the majority of representatives having the property in question) or normatively (the generic is made true by the ideal notion the kind having the property in question). Interestingly, the fulfillment of normative criteria for an ideal (i.e. the fulfillment of social role attributed to the kind) is neither necessary nor sufficient for being a member of this kind in the descriptive sense. The point is that many sentences involving social kinds (more often than not including gender roles) seem to be descriptive, but their normative force make them an influential persuasive tool and may encourage essentialist beliefs and stereotype threat. Leslie's stance on the polysemic names carrying the descriptive/normative characteristic is juxtaposed with Sally Haslanger's Social Constructionism. The theory of discursive constructions developed by Haslanger draws on semantic externalism and proposes two complementary concepts (manifest and operative) that may correspond to the descriptive and normative readings accordingly. Contrary to Knobe, Prasada and Leslie, Haslanger claims that the descriptive and normative contents are intertwined and should not be separated, especially with social kinds that not only describe, but also curve up the social world.

Keywords: generics, normativity, social concepts, discursive constructions, polysemy

ALGEMEEN (ON)BESCHAAFD NEDERLANDS – (NIE)KULTURALNY JĘZYK NIDERLANDZKI, CZYLI O SPOŁECZNYM ZRÓŻNICOWANIU JĘZYKA

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Algemeen Beschaafd Nederlands, czyli literacki język niderlandzki (dosłownie: powszechny kulturalny niderlandzki), to dawna nazwa standardowego wariantu języka niderlandzkiego (obecnie *Standaardnederlands*), zbioru norm na kształt słownika poprawnej „niderlandczyzny". Język niderlandzki jest jednak językiem, któremu daleko do heterogeniczności i standardowości. Zróżnicowanie w ramach tegoż występuje praktycznie na wszystkich możliwych poziomach językowych: fonologicznym, morfologicznym, syntaktycznym, leksykalnym, semantycznym i pragmatycznym. Nie inaczej sytuacja przedstawia się w wymiarze społecznym; kluczową rolę odgrywają tu czynniki regionalne, przynależność do klasy społecznej, grupy etnicznej, wiek czy płeć. To zróżnicowanie wynika z faktu, iż język niderlandzki charakteryzuje duża rozpiętość geograficzna, gdyż pełni on funkcję języka urzędowego w Holandii, Belgii, Surinamie i byłych Antylach Holenderskich. Znacząca różnorodność kulturowo-etniczna wewnątrz samej Holandii jest równie znaczącym źródłem powstawania nowych odmian języka niderlandzkiego.

W niniejszym referacie przedstawione zostaną z perspektywy socjolingwistycznej trzy warianty języka niderlandzkiego. Pierwszy z nich, *Straattaal*, to wieloetniczny język młodzieży w dużych holenderskich miast, charakteryzujący się głównie zapożyczeniami z języków angielskiego, tureckiego i marokańskiej odmiany arabskiego. *Poldernederlands* jest z kolei używany przede wszystkim przez wykształcone młode holenderskie kobiety, a przejawia się w obniżonej wymowie dyftongów. *Tussentaal* jest natomiast flamandzką odmianą języka niderlandzkiego, plasującą się gdzieś pomiędzy standardowym (flamandzkim) językiem niderlandzkim a flamandzkimi dialektami.

Wybrane warianty języka zostaną poddane analizie pod kątem genezy, językowych cech charakterystycznych, roli kontekstu i czynników społecznych w ich użyciu oraz skutków oddziaływania na Standardowy Język Niderlandzki.

Keywords: Algemeen Beschaafd Nederlands, Standaardnederlands, Straattaal, Poldernederlands, Tussentaal

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APPLICATION OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN ENGLISH
COURSEBOOKS - QUALITATIVE AND QUANTITATIVE APPROACH

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The aim of the paper is to present the analysis of the integration of Information and Computer Technology (*ICT*) into current English Language Teaching textbooks in the seventh grade of the new primary school (in line with the new core curriculum). After giving theoretical underpinnings of ICT application in language learning, a study was conducted to unearth which ICT tools are integrated or ignored in the current ELT coursebooks being used currently in Bialystok, Poland. The selection criteria were statistical data provided by major ELT publishers.

The qualitative and quantitative analyzes covered the ICT content in those handbooks. The essence of the research was to find answers to the question of how the students can learn the culture of English-speaking countries with the help of/through ICT. The results were used to suggest alterations and necessary improvements in the in the new editions of these coursebooks.

Keywords: ICT, ELT coursebook, cultural competence

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FRUSTRATION IN A TRANSLATION CLASSROOM: GEARING TOWARDS A PSYCHOLOGICAL TURN IN TRANSLATION STUDIES

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Frustration as an emotional state has so far been little exposed within the literature on the process of translation, although it is thought by some translation scholars (see Hubscher-Davidson 2009) that various emotional aspects may exert a huge impact on the quality of translation products as well as on a translator's behaviour. In addition, no research has been conducted that has surveyed cases which usually result in frustration for prospective translators. This paper, then, attempts to fill this gap in the literature by providing descriptions of such situations during translation classes which inexorably lead to considerable frustration among translation trainees. The major objective of this study is to report the results of a questionnaire survey conducted on 24 translation trainees studying at the University of Bialystok.

This paper is divided into four main parts. The first provides a brief overview of definitions of frustration within psychological literature. The second section deals with the methodology used for this study. The third part presents the results. Finally, the conclusion gives a brief summary and identifies areas for further research.

Keywords: frustration, emotions, psychological turn, translation trainees, translation teaching

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ROLL FOR INITIATIVE: PROBLEMS IN TRANSLATION OF TABLETOP RPGS ON EXAMPLE OF NEUROSHIMA 1.5

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A role-playing game is a specific type of game where players assume the roles of fictional characters created specifically for the game, and where the setting and the rules are governed by a referee (Game Master, or GM). There is a multitude of role-playing games that span hundreds of both fictitious and realistic universes, and dozens of languages. These games often incorporate a complex set of formal rules that are used by the GM to determine the outcomes of actions taken by the players during the course of the game. Because of the number of rules and descriptions that are necessary to play, most of the role-playing games are published as a book.

These role-playing rulebooks are popular among fantasy and science-fiction fans around the World, thus high-quality translations are in demand. However, because of what they are, role-playing rulebooks may prove to be a challenge for the translator attempting the task. The mixture of different text types and purposes, cultural references and humour, as well as a fair amount of elements that may not even exist in our World – such as the names of mystical creatures, demand from the translator multilateral thinking and creativity.

One of the examples of such a challenging text is a Polish role-playing game published by Wydawnictwo Portal – 'Neuroshima 1.5'. It is a game set in the post-apocalyptic United States reminiscent of classical movies such as 'Mad Max' or 'Terminator'. In it one may be able to find probably the full spectrum of translation problems, many of which are endemic not only to the genre or role-playing games themselves, but also exclusively to 'Neuroshima 1.5'.

The goal of this presentation is to highlight some of the most challenging translation problems and attempt to offer some sample solutions to them, and thus encourage further study of the subject. In the future this may lead to better quality of translations of role-playing games – not only of international releases, but also of Polish games for the world-wide market.

Keywords: role-playing, games, translation, problems, Neuroshima

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ESTABLISHING CROSS-LINGUISTIC EQUIVALENTS ON THE BASIS OF A PARALLEL CORPUS: THE CASE OF POLISH EQUIVALENTS OF ENGLISH EVIDENTIAL ADVERBS

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The aim of this paper is to investigate the usefulness of a parallel corpus in establishing cross-linguistic equivalents of lexical items. The corpus used is Paralela (262 million words) – an English-Polish translation corpus, containing excerpts from literary works, film subtitles, proceedings of EU parliamentary debates and EU documents. An attempt is made to establish the most frequent Polish translation equivalents of English evidential adverbs, i.e. those adverbs which mark the speaker's knowledge as having an external source, and to compare them with their equivalents provided in bilingual dictionaries. The analysis focuses on the most frequent evidential adverbs, i.e. the hearsay adverbs *reportedly, reputedly, allegedly, supposedly* and the inferential adverbs *clearly, obviously,* and *evidently.*

GRAPHEMICS AS AN UNDERESTIMATED TOOL IN DIDACTICS

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Rarely are Polish kindergarten or elementary school children taught about Japanese culture and its system of writing. It is extremely difficult to find any teaching programmes which would aim at exploring these topics with the goal being broader than only teaching theory.

In order to analyse the impact of the elements of graphemics, such as Japanese characters and their diacritic elements, I decided to conduct a study among kindergarten children. It was based on practical exercises and tasks involving the elements of total physical response (TPR) for the children to learn the way in which characters are formed, how they denote the reality and what image of the world they create.

Children took part in practical workshops each divided into three parts, namely a brief theoretical introduction, practical exercise and communication drills. The tasks were focused on activating heuristic skills according to the theories of creative pedagogy. The results as well as the enthusiasm of participants towards the classes lead to the conclusions that graphemics and the study of writing may have a significant impact on the way young learners acquire the knowledge on culture and language—with various additional results that may positively affect their cognitive skills.

The study as well as its results present the new way of exploring the topic of graphemics, provide an interdisciplinary approach to this field of linguistics and, most importantly, open a new perspective for analysing the impact of learning languages and cultural information or the other learning skills.

Keywords: graphemics, Japanese, teaching practice, pedagogy

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NAZWY STRZELCÓW SPORTOWYCH NA TLE POLSZCZYZNY OGÓLNEJ

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Celem wystąpienia będzie pokazanie nazewnictwa dotyczącego osób uprawiających strzelectwo sportowe w Polsce. Uwzględnione zostaną takie aspekty, jak: podział na kategorie wiekowe, zakres występowania oraz nacechowanie stylistyczno-emocjonalne nazw. Autorka podda analizie nie tylko nazwy oficjalne, ale również przezwiska apelatywne i antroponimiczne osób związanych ze strzelectwem oraz opisze stosunek strzelców do nadawanych im nazw. Zwróci też uwagę na różnice nominacyjne w zależności od płci sportowca (wskaże nazwy wspólne dla obu płci oraz nazwy stosowane wyłącznie w odniesieniu do mężczyzn i nazwy stosowane wyłącznie w odniesieniu do kobiet).

Keywords: nazwy osobowe, strzelec, strzelectwo sportowe

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THE ISSUE OF STRESS IN L1 POLISH STUDENTS OF L3 SPANISH

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The study was aimed at exploring the psycho and sociolinguistic background of Polish students of L3 Spanish. It consisted of two groups who had to fill out a survey with questions related to proficiency, self-confidence, language identity, usefulness, prestige, stress, sound, and frequency of use. It also included two longer questions about the type and period of instruction in both their L2 (English) and Spanish. The last part of the survey included some questions about psychotypology, as well.

The study was motivated, in the first place, by many observations with regard to the way Polish
students seemed to relate to the languages they studied: Before carrying out this study, we were pretty much convinced (especially after Poland's joining the EU in 2004) that English had become an increasingly "stressful" language, basically because it is mostly associated with work, business, and obligations. On the other hand, Spanish seemed to be mostly associated with holidays, leisure time, and fun. That is why we were very much surprised when Spanish turned out to be ranked by most of the students as the most stressful language.

A follow-up session was carried out with them in order to try to discuss what it was that they found stressful about (learning) Spanish, and their feedback helped to shed some light on those shocking results and raised further questions about the role and impact of Polish teachers of Spanish in Poland.

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Keywords: sociolinguistics, stress, foreign language anxiety, multilingualism, third language acquisition

CORPUS-ILLUSTRATED APPROACH TO METAPHOR – THEORETICAL AND EMPIRICAL CHALLENGES

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Despite enormous progress in metaphor research (Gibbs, 2008), this area of cognitive linguistics still abounds with various methodological problems including the role of decontextualized examples and the extrapolation from linguistic data to conceptual structure (Semino, Heywood & Short, 2004). Some researchers, e.g. Charteris-Black (2004), Deignan (2005), advocate the use of language corpora as an empirical remedy which can help to overcome these issues. They claim that this methodological approach will help to guarantee higher verifiability and intersubjectivity of metaphor research.

The present study contributes to this theoretical discussion about empirical credentials of corpus-based metaphor research. Drawing on the author's experiences in researching metaphorical conceptualizations of cognitive processes in English and Polish (Trojszczak, 2016, 2017a, 2017b, 2017c), it aims to identify and analyse a range of theoretical and empirical challenges present in corpus-illustrated approach to metaphor (Tummers, Heylen & Geeraerts, 2005). In this way, the study attempts to elucidate the interplay of empirical data and theory in this methodology.

The study is divided into three parts. The first part introduces the theoretical context by presenting cognitive research on metaphor, corpus linguistics, as well as major arguments in the debate about the use of corpora in metaphor research. The second part builds on these theoretical preliminaries to provide the list of key challenges encountered in the author's own research together with their detailed methodological and theoretical analysis. The issues discussed here include, among others, the definition of metaphoricity, the identification of metaphorical linguistic expressions in the corpus data, and the scientific status of corpus-based results. The last part summarizes the discussion by focusing on pros and cons of corpus-illustrated study of metaphors, including some insurmountable problems inherent in this approach.

Keywords: metaphor, corpus-illustrated linguistics, cognitive linguistics, corpus-based linguistics, methodology

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ISSUES WITH ENGLISH LANGUAGE TEXTBOOKS FOR ADULTS: COGNITIVE SCIENCE INPUT

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Foreign language acquisition in formal classroom settings is a complex challenge for adults because students are required to develop multilayer knowledge of semantic, morphological, syntactic, phonological and pragmatic aspects of a new language in the context of insufficiency of language input, which mostly refers to the lack of required regularity of language exposure and often inadequate quality of presented information. Language is generated by the human brain and for this reason it is important to consider a set of cognitive components and mechanisms that are involved in language production and processing (Yang et al., 2017), ranging from the neuroplasticity of the post-critical period to memory activation in the context of insufficiency of repetition of stimuli. Cognitive aspects are among the fundamental factors that create a difference between effortless and rapid first language acquisition and effortful and time-consuming foreign language learning (Aichhorn & Punk, 2017; Bialystok et al., 2012; Friedmann & Rusou, 2015; Isel et al., 2010).

Yet, foreign language textbooks designed for adults often seem to disregard these cognitive aspects - at some level the way linguistic material is presented in some of these course-books is quite similar to that used in textbooks written for mathematics or history. To bridge the gap between existing knowledge of cognitive science and formal English language instructions, this paper will explore some drawbacks of English language textbooks used in adult education from the perspective of cognitive science and will suggest the way to enhance the quality of the reviewed materials. The analysis will focus on aspects related to vocabulary acquisition because vocabulary is one of the most challenging aspects in language development because the knowledge of a word involves multiple levels – semantics, morphology, phonology, syntax and pragmatics.

Keywords: English, textbooks, memory, learning

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MONITOR CORPUS OF NON-NATIVE STUDENT-COMPOSED TEXTS IN ENGLISH – AN INSIGHT INTO THEIR WRITING PROGRESS AND NEEDS

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The choice of the conjunctive elements (Halliday, Hassan 1976, Halliday, 2004), alongside with the other linguistic features, contributes to the cohesion of a text. However, the research of these elements in non-native tertiary students' English texts is hardly feasible without a comprehensive corpus of their texts. This leads to the aims of this study: (1) addressing the monitor or dynamic corpus creation(as described by Baker, Hardie, McEnery, 2006) of non-native student-composed texts; (2) testing if the so far created corpus can provide an insight in the students' progress and their needs as to the use of conjunctive elements in their composed texts.

Firstly, the framework of the corpus was worked out. The students-composed texts were placed into the relevant subsections and the headers were created containing the information about the texts and their anonymised authors. Such a framework of the corpus enabled a convenient selection of a sample of the texts (i.e. two comparison/contrast and two causal) developed by each student who had participated in the particular writing course. Then the frequency variation of additive, adversative and causative conjunctive elements was tracked in the texts. The students had varied the conjunctive elements with caution in the texts of the first assignment by preferring the use of *and, but, because.* The texts of the second assignment showed a greater variety of relevant conjunctive elements at the expense of the frequency decrease of *and, but, because.* Even if such findings can provide an initial insight into the students' progress and inform us about their specific needs, an ongoing and more exhaustive research of corpus texts across several academic years and wider range of linguistic features would provide a comprehensive data regarding students' progress and needs. Therefore it is intended to continue the monitor corpus creation by a regular enrichment of the corpus sections with student-composed texts and also by addressing the annotation issues of the corpus.

Keywords: corpus, conjunctive elements, student-composed texts,frequency,

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COLLOCABILITY OF *WAR* IN AMERICAN ENGLISH

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The lexeme "war" has become one of the key metaphors, due to G.Lakoff's fundamental "Metaphors We Live By", since a number of conceptual metaphors are mapped onto this domain. Yet, the target role of the lexeme has too long been taken for granted, and the extension of lexical and syntactic contexts, in which it is found, calls for a thorough scrutiny of WAR not only in its static representation in dictionaries, but also in live communication.

The concept of WAR itself and the contemporary usage of the word lead to the need to revisit its seemingly obvious components, content and application. By analyzing COCA, a corpus of contemporary American English, we can attend to the specific contexts about war and see how the lexeme itself and its nearest collocates transform the concepts they interact with. Corpus analysis helps to identify contextual synonyms, collocates, contexts, and define basic semes which hook the concept of WAR to different notions in specific text genres.

Evidence shows that more and more spheres of communication include the metaphoric reference to WAR – besides the traditional political, business and sports contexts, it is also found in texts on health, ethics, personal issues, and still spreading to different topics. By contrasting more traditional contexts – politics, business and sports – with other areas, namely, health, beliefs, love, experience and interaction, we observe specific mappings of the source and target domains.

For once, this leads to modifying the concept itself, as can be seen from the following example: *Almost entirely missing from this debate is a concept of what «victory» in the war on terror would actually look like. The traditional notion of winning a war is fairly clear: defeating an enemy on the battlefield and forcing it to accept political terms. But what does victory – or defeat – mean in a war on terror? Will this kind of war ever end? How long will it take? Would we see victory coming? Would we recognize it when it came?*

Whereas the context clearly calls for "war" in its direct sense, it also challenges the constituting components of the process, indicating a shift from source-path-goal schema to possible alternative representations. Also, contexts with other topics under discussion may have some signs of the metaphorical mapping on WAR, yet open the way to other domains, like in the following example.

He looked more like a soldier than a priest. His rugged face was bruised and bloodied, his jet-black hair matted with sweat, the gray flecks and streaks more pronounced. His calloused knuckles bore the welts of someone who had recently used his hands for something beyond prayer.

As a result of this study we observe how the extension of the lexeme's semantic and syntactic role permeates different topical areas of discourse and what semantic components form the nucleus of the concept.

Keywords: collocates, corpus analysis, concept WAR.