Linguistics Society of New Zealand
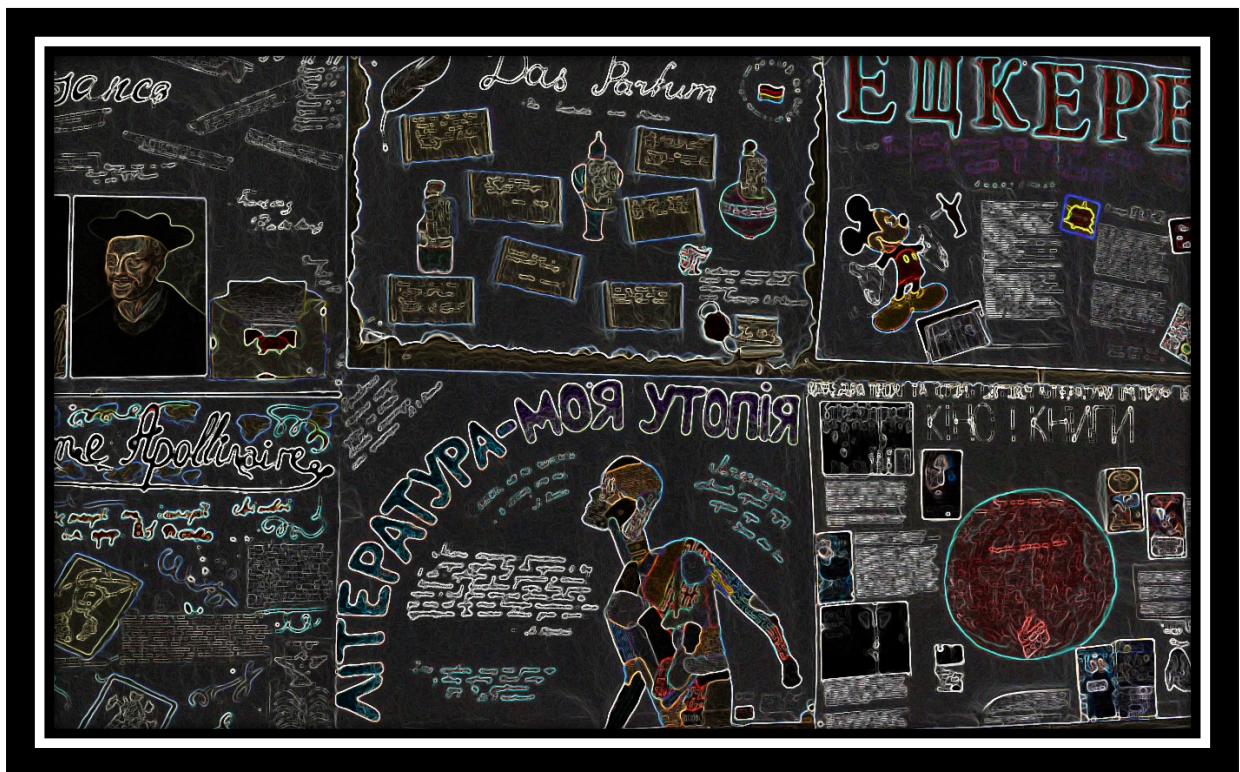
Language & Society Conference

14-16 November 2018

Victoria University of Wellington

Many thanks for joining us for the 2018 Language & Society Conference at Victoria University of Wellington! We are happy to have you here, and we hope you enjoy the conference!

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Our Most Sincere Thanks to:

Madeline Ash	Angela Joe
Oliver Balance	Aynur Ismayilli Karakoc
Laurie Bauer	Juliet Kennedy
TJ Boutorwick	Kai Liu
Thi Bich Thuy Bui	John Macalister
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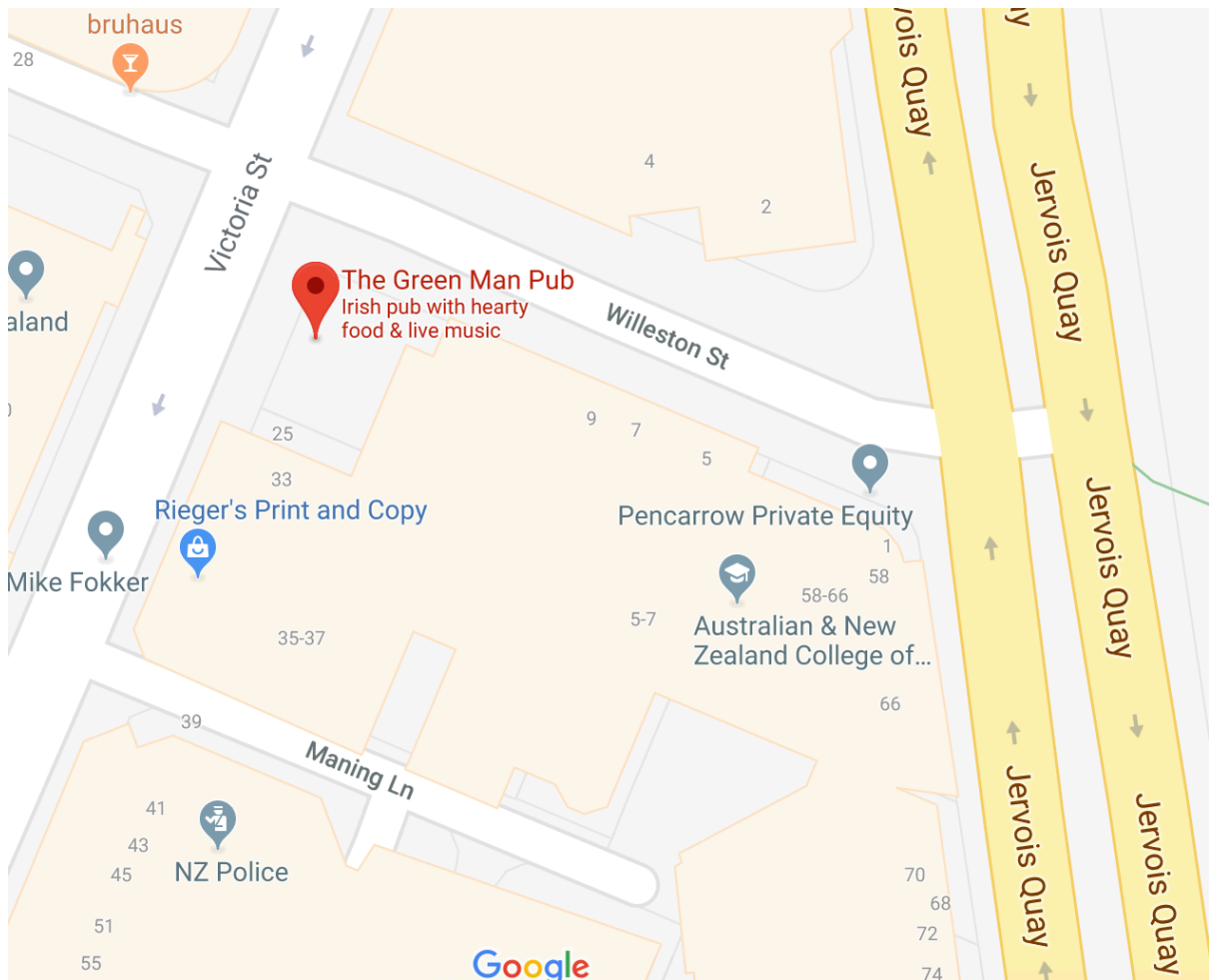# Map of Victoria University of Wellington, Kelburn Campus

Conference Dinner

**Green Man Pub
(25 Victoria St., Wellington)
15th November 2018, 7pm**

*Tickets must be purchased in advanc*e

*special diet menus available upon request

Keynote Speaker: Dr. Tauwehe (Sophie) Tamati *(The University of Auckland)*

The TransAcquisition Trajectory to Accelerated Reading Comprehension in English for New Zealand's Minority Language Students

I'm a passionate advocate for cultural and linguistic sustainability and I believe that our education system should provision the right of all children to be bilingual in te reo Māori as the indigenous language of our land, and English, as the majority language of our country. Such hope I place in TransAcquisition, a culturally sustaining/revitalising pedagogy (Lee & McCarty, 2017) which normalizes and maximizes the benefits of bilingualism and biliteracy while building academic knowledge. TransAcquisition Pedagogy was theorised, developed, trialled and its effectiveness evaluated in the biliterate teaching of academic English to Year 7 and 8 [1]Kura Kaupapa Māori students. TransAcquisition uses the entangled roots of [2]kahikatea trees to reimagine Cummins' (1984, 1986, 1991(a)-(b), 2001) notion of the bilingual student's centralised processing system as an Interrelational Translingual Network (ITN). This network functions as an evolving organic web of complex interconnected linguistic and conceptual interrelationships that expands when a new language is being learned. The ITN is pedagogically operationalised in the transacquisitional tasking process which involves the Read-to-Retell-to-Revoice-to-Rewrite instructional sequence. This promotes the reciprocal transfer of semantic knowledge between the languages to support greater understanding of the meaning messages in both languages. I will draw on my research to show how TransAcquisition accelerated the kura students' literacy development in English while enhancing their pre-existing literacy in te reo Māori. The eight-week TransAcquisition intervention programme had a statistically significant effect on developing and improving the kura students' academic language, academic understanding, and reading comprehension in English. In the wider context of English-medium education, TransAcquisition has real potential to support the learning priorities of the growing numbers of culturally and linguistically diverse (CLD) learners entering our schools. "With the increasing diversity of New Zealand's population and spoken languages, the education system's ability to respond to CLD learners is critical for the future" (ERO, 2018, p. 11). Mahia te mahi – Make it happen.

Tauwehe's iwi affiliations include Iwi Tapu, Ngāti Maniapoto, Ngāti Ruapani ki Waikaremoana, Tūhoe and Tūwharetoa. She is a senior lecturer in Te Puna Wānanga School of Māori and Indigenous Education at the Faculty of Education and Social Work, University of Auckland. Her research and professional practice focuses on TransAcquisition Pedagogy (TAP) to accelerate bilingualism and biliteracy in Bilingual Education. She theorised, developed, trialed and evaluated the use of TAP to raise the reading achievement levels of Kura Kaupapa Māori students in English. A passionate advocate for cultural and linguistic sustainability, Tauwehe is extending her research focus to include the use of TAP with emergent bilinguals in indigenous and minority/migrant groups around the world. Tauwehe's research also includes the development and evaluation of translingual digital environments in Virtual Reality Apps as pedagogical tools for Second Language Acquisition. She is currently the lead researcher in two projects using Virtual Reality Apps in the Education, Health and Social Work sectors for the learning of Te Reo Māori.

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[1] Māori immersion
[2] Dacrycarpus dacrydioides

Keynote Speaker: Prof. Jennifer Hay *(University of Canterbury)*

What does it mean to "know a word"?

This talk explores results that sit at the periphery of nature of lexical knowledge. What does it mean to 'know' a word?

A substantial literature on word knowledge outlines a continuum of types of word 'knowing' from passive recognition of the word through to complex knowledge of contextual usage and collocations. I focus in on some recent results that sit just beyond the periphery of most existing continuums of word knowledge.

First, I detail the remarkable social and phonetic word knowledge that native speakers of a language have. Results from studies of sound change, speech perception, and speech production show evidence of very nuanced experienced-based representations of words. Knowing a word includes knowing who says that word, and the phonetic details of how they say it. These details feed into the detailed representation of each word, and shape trajectories of sound change.

Second, I outline a set of results from our ongoing experimentation into non-Māori-speaking NZers' knowledge of Māori. The results point to a large incipient, non-semantic and non-overt lexicon that individuals are not aware of possessing. Evidence of such a lexicon can be seen in lexical decision tasks, and in the sophisticated phonotactic generalizations that non-speakers of Māori appear to be able to generate.

Together, these results point to a remarkable capacity to store and utilize information about words. In the case of ambient exposure to words from a language we don't speak, this takes the form of the very beginnings of lexical representations. In the case of words we are highly familiar with, complex information is stored about fine phonetic detail, and about the social and contextual distributions of words. There are many ways to 'know a word', and we appear to know much more detail about words, and to know many more words, than we are overtly conscious of knowing.

Jen Hay is a Professor of Linguistics at the University of Canterbury, and the Director of the New Zealand Institute of Language, Brain and Behaviour. She holds a BA(Hons) and MA from VUW, and a PhD from Northwestern University, in Chicago. She has published widely in laboratory phonology, morphology and sociophonetics. She has won the University of Canterbury's Research Medal, and is a Fellow of the Royal Society of New Zealand.

LangSoc 2018 Schedule

Wednesday

Postgraduate Skills Workshop	AM106, 4-6pm
Researcher Unconference	AM101, 4-6pm

Thursday

	AM102	AM106	TTR104
9.15-9.30	Welcome (AM 102)		
9.30-10	Morning tea		
10-10.30	It should be noted that...: The influence of register in the use of modal auxiliaries of obligation and necessity (**Jean Parkinson**)	Constructing New Work Order- 'example organizations' through identity gatekeeping (**Dorien Van De Mieroop**)	A study of second person reference terms in Japanese with special focus on anata 'you' (**Yoko Yonezawa**)
10.30-11	How to train your indigenous language speech recognition engine (**Caleb Moses, Keoni Mahelona, Peter-Lucas Jones, Susan Duncan, Miles Thompson, Douglas Bagnall, & Edward Abraham**)	Having a laugh and singing help speed things up: Interacting at work through humour and music (**Honiara Salanoa**)	Bad News for TESOL teachers who want to teach English morphology (**Laurie Bauer**)
11-11.30	Manifestations of Imperial New Zealand: Language Ideologies and Colonial Projects (**J. Drew Hancock-Teed**)	Moral panic and the sexual Other: Linguistic representation of criminalised migrant sex workers in New Zealand media discourse (**Matilda Neyland**)	Non-Māori-speaking New Zealanders' native-like phonotactic knowledge of Māori (**Yoon Mi Oh, Clay Beckner, Jen Hay, & Jeanette King**)
11.30-12	Challenging the English Stockholm syndrome: how to contain the influence of global English through multilingualism in language policy research (**Silvia Perin**)	Reclaiming the pleasure of consent: Contributions from a lens of embodied sociolinguistics (**Shannon Couper**)	Is JAFA speech different?: a look at the vowels of Auckland English (**Brooke Ross, Elaine Ballard, Catherine Watson, & Helen Charters**)
12-12.30	lunch		
12.30-1			
1-1.30	COLT122: Plenary 1 (Tauwehe Sophie Tamati): The TransAcquisition trajectory to accelerated reading comprehension in English for New Zealand's minority language students		
1.30-2			
2-2.30	The social advantages of conflict: A case study of the acquisition of sociolinguistic competence (**Anna Strycharz-Banas, Miriam Meyerhoff, & Carmen Dalli**)	"You're gonna be a New Zealander now": solidarity, othering, and employable identity work in former refugee eldercare discourse (**Emily Greenbank**)	Directions of change in Southland English (r): Phonological and grammatical constraints (**Dan Villarreal, Lynn Clark, Jen Hay, & Kevin Watson**)
2.30-3	Repairs in Japanese English learners' communication: from the perspective of clarification and multimodality (**Kaori Doi**)	The use of Māori words in National Science Challenge online discourse (**Andreea Calude, Louise Stevenson, Hemi Whaanga, & Te Taka Keegan,**)	Is it possible to assess the phonological development of every child in New Zealand? (**Hunter Hatfield**)
3-3.30	afternoon tea / CoRE planning progress update (AM 102)		
3.30-4	Bilingualism in Arab-English speaking children in New Zealand: focus on home language context (**Zainab Aldawood, Lind Hand, & Elaine Ballard**)	Māori narratives in English: a different style of story telling (**Margaret Maclagan & Boyd Davis**)	Dynamic modelling of the NZE NEAR-SQUARE merger (**Paul Warren**)
4-4.30	The Linguistic Landscape of Multilingual Picturebooks (**Nicola Daly**)	'What about that guy who licked my arm': A close-up examination of ideological structures and agency in a study abroad setting (**Shelley Dawson**)	Constraints on determiner pronunciation in Auckland English (**Miriam Meyerhoff, Elaine Ballard, Alexandra Birchfield, & Helen Areta Charters**)
4.30-5	Bootstrapping Corpora for Under-Represented Languages: The Case of Māori (**Jonathan Dunn**)	Mode shifts in the language of speakers with early-moderate Alzheimer's Disease (**Boyd Davis & Margaret A. Maclagan**)	Unpacking Pragmatic Development in children with developmental disabilities (**Susan Foster-Cohen, Viktoria Papp, & Anne van Bysterveldt**)
5-6pm	AGM (AM 102)		
7pm	Conference Dinner		

Friday

	AM101	AM106	TTR104
9-9.30	We don't support; we observe: Epithets and modifiers in a vernacular formulaic genre **(Koenraad Kuiper & David Leaper)**	Interactional strategies used by GPs working with family member interpreters (FMIs) in primary healthcare consultations **(Jo Hilder & Maria Stubbe)**	Status of the bipartite negative morpheme in Rotuman: clitic or affix? **(Wilfred Fimone)**
9.30-10	Perception and markedness of loanwords - a case-study of Māori loans in New Zealand newspapers **(Katharine Levendis & Andreea Calude)**	It might be a bit stingy: Expression of uncertainty in medical diagnosis **(Meredith Marra & Shannon Couper)**	Of brownie girls and Aussie families: A new look at morphosemantic paradigmaticity in Adj+ie/y nominalisations **(Elizaveta Tarasova & José Antonio Sánchez Fajardo)**
10-10.30	morning tea		
10.30-11	Using n-grams to automatically generate good pseudo-words and how to evaluate them **(Jemma L. König, Andreea Calude, & Averil Coxhead)**	"You're a Feral, Man": Banter as a Discourse Strategy for Multi-Layered Indexicality **(Nicholas Hugman)**	The semantics of blended names in political discussions **(Natalia Beliaeva & Natalia Knoblock)**
11-11.30	COLT122: **Plenary 2 (Jennifer Hay)**: What does it mean to "know a word"?		
11.30-12			
12-12.30	lunch		
12.30-1			
1-1.30	Cultural image effect on loanword phonology **(Daiki Hashimoto)**	"Have a good one": norms and expectations in service encounters in New Zealand **(Bernadette Vine & Janet Holmes)**	Some people have relatives all over Auckland: An analysis of relative clauses in Auckland English **(Alexandra Birchfield, Helen Charters, Elaine Ballard, Catherine Watson, & Miriam Meyerhoff)**
1.30-2	Variable use of diacritics to mark loanwords in New Zealand English **(Robert Sigley)**	Linking /r/ in NZ and USA Hip Hop and Pop Songs **(Andy Gibson)**	The raising-to-object construction in Puyuma and its implications for a typology of RTO **(Victoria Chen)**
2-2.30	Do we all understand our legal rights? Comprehension of NZ police cautions **(Bronwen Innes & Rosemary Erlam)**	Televised Political Debates in the UK: Positioning and Identity in an Evolving Discourse Genre **(Tony Fisher)**	Prestige norms and sound change in Māori **(Jeanette King, Margaret Maclagan, Ray Harlow, Hywel Stoakes, Catherine Watson, & Peter Keegan)**
2.30-3	afternoon tea		
3-3.30	Attitudes in Action: Sociolinguistic situation of Tengan Banam Bay, Malekula **(Brittany Hoback)**	Acoustic correlates of self-perceived vocal masculinity in transmasculine individuals' speech **(Sidney Gig-Jan Wong & Viktoria Papp)**	Are tweople different from twitter people? Semantic relations between the components of compounds and blends **(Natalia Beliaeva & Elizaveta Tarasova)**
3.30-4	The Sociolinguistics of the Gospels **(Allan Bell)**	I reference the dictionary therefore I am: authoritative uses of dictionaries in online discourse **(Alyssa A. Severin)**	Relative clauses in New Zealand Māori and Cook Islands Māori **(Sally Akevai Nicholas)**
4-4.30	The problem of repeated text in corpus construction **(Robert Sigley)**	Commands and prohibitions in Kandozi-Chapra, a Peruvian Amazonian language **(Simon Overall)**	Not much changes: quantifier use in Auckland English **(Helen Charters & Elaine Ballard)**
4.30-4.45	Closing (AM 101)		

Bilingualism in Arab-English speaking children in New Zealand: focus on home language contexts

Zainab Aldawood (The University of Auckland)
Lind Hand (The University of Auckland)
Elaine Ballard (The University of Auckland)

There is very little information available on the development of bilingualism in children in Arabic-English speaking contexts anywhere (e.g. Salameh, Hakansson & Nettelbladt, 2004), and no information on this issue for New Zealand has been found.

As a basis for a detailed study of aspects of bilingual language development for this language pairing, the broader picture of the language context of these children in New Zealand will be presented. Data on home language and cultural contexts was gathered through an online survey. 86 respondents (families) where at least one parent spoke Arabic participated in the study. Countries of origin, reasons for and duration of time in New Zealand, family composition, education backgrounds, and degree of self-reported proficiency in their languages were among the topics surveyed.

Results indicate that there are a number of factors that enhance bilingual language development in this little-researched community. These include higher than average education levels, greater proficiency in Arabic than English, country of origin and length of stay in New Zealand.

Bad News for TESOL Teachers who Want to Teach Morphology

Laurie Bauer (Victoria University of Wellington)

Although there are many reasons why TESOL teachers might feel that they need to teach morphology overtly (and I shall outline some of these reasons), there are also many problems involved in teaching morphology. Some of these are a function of the teacher's aim in teaching morphology overtly – is it to expand receptive or productive abilities, for instance – but some arise because of the system, and some arise because of the frequency of morphologically complex items in the most frequent vocabulary. For example, the polysemy of most suffixes is a problem for both receptive and productive skills, and the fact that the most frequently occurring suffixes are not the most productive suffixes provides a conflict in trying to develop teaching strategies. As always, being properly informed about the system is helpful in developing materials and strategies.

The semantics of blended names in political discussions

Natalia Beliaeva (Victoria University of Wellington)
Natalia Knoblock (Saginaw Valley State University)

Blended names such as Merkozy (Merkel + Sarkozy) have become an important part of contemporary media, particularly due to their attention-catching and punning nature, as pointed out, for example, in Renner (2015). Blending is established in many typologically diverse languages, including Russian (Hrushcheva, 2017) and Ukrainian (Borgwaldt, Kulish, & Bose, 2012). The present study focusses on blended names in political discourse, and investigates the onomasiological function of blending in the discussions of war in Ukraine and related political events. As pointed out in Gorban' (2016), blended names are often used in political discussions to add derogatory connotations, or to discredit the political opponent. In this research, the use of blended names in Russian and Ukrainian news posts, blog posts and forums is analysed, the semantics of blended names and their role in political discourse are explored. The data for this study (approximately 800,000 words in the Russian corpus, and approximately 380,000 words in the Ukrainian corpus) were collected from web-based sources using the WebBootCaT tool of the corpus managements system Sketch Engine (Kilgarriff et al., 2004). The 'seed words' used to identify texts of interest were the last names of the Russian and the Ukrainian presidents, and the blended names such as Putler (Putin + Hitler) and Parashenko (parasha 'piss can' + Poroshenko). The results of the study demonstrate clear differences between the contexts of use of blended vs. non-blended names in political media and discussions, in terms of the style and register of the discussion, emotional markers and content.

References

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Are tweople different from twitter people?
Semantic relations between the components of compounds and blends

Natalia Beliaeva (Victoria University of Wellington)
Elizaveta Tarasova (IPU New Zealand)

The presented research is based on the analysis of speakers' perceptions of the differences in the semantic structure of compounds and blends. In contemporary literature, blends are no longer considered an unpredictable extragrammatical type of coining new words, but their stance in relation to other morphological categories such as compounds is still under discussion. Like compounds, blends are formed by joining together two (or more) words. The obvious formal difference is that in blends constituents are merged into a single lexeme, both graphically and prosodically, whereas compounds are comprised of discrete lexemes. The question pursued in this study is how these formal differences are reflected on the semantic level. While the majority of registered blends are coordinative (Gries, 2012; Renner, 2006), e.g. needcessity < need + necessity, magalogue < magazine + catalogue, determinative blends such as negatude < negative + attitude are widely attested and are hard to be excluded from analysis on purely formal grounds (see Beliaeva, 2014 for discussion). This study proposes a method of comparing the semantic characteristics of determinative blends and N+N subordinative compounds through evaluating the differences in readers' understanding of the semantic relationships between the constituents of the structures under investigation. The semantic relations that are demonstrated to exist between the elements of blends (Bauer & Tarasova, 2013) are analysed using a corpus of contemporary blends and a corpus of compounds. A project of a web-based experiment aiming to substantiate the results of the corpus study is presented.

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The Sociolinguistics of the Gospels

Allan Bell (Auckland University of Technology)

In this overview paper, I draw on existing New Testament scholarship on the canonical gospels of the New Testament – Matthew, Mark, Luke, John - with a sociolinguistic eye. My primary aim is to see whether a sociolinguistic take can throw new light on the interpretation of the texts or of the events and teachings that they present. Secondarily, I examine what light aspects of the gospels may throw on the sociolinguistic situation of their time and place. I address in particular these issues:

> Translation and the Gospels. It is generally agreed that Jesus will have presented his teaching in Aramaic, the first language of Palestine at the time. But the Gospels are written in koine Greek, the wider lingua franca of the eastern Roman empire. I explore the implications of this for the texts we have and their interpretation.
>
> Language choice in the Gospels: while Aramaic may have been the primary language used by Jesus and his immediate disciples, the Gospels narrate many encounters between him and people who will have spoken other languages. What was Jesus' own linguistic repertoire?
>
> Accent in the Gospels: Jesus came from Galilee, which was a geographically and socially marginalized area of Palestine. His accent will have been recognizably regional and non-standard, as was that of his disciple Peter who was identified through his accent by bystanders at Jesus' trial in Jerusalem. What were the social and political repercussions of Jesus' accent?

I will draw conclusions on what sociolinguistics can tell us about the Gospels, what the Gospels say about their sociolinguistic milieu, and what that contributes to the wider sociolinguistic enterprise.

Some people have relatives all over Auckland:
An analysis of relative clauses in Auckland English

Alexandra Birchfield (Victoria University of Wellington)
Helen Charters (University of Auckland)
Elaine Ballard (University of Auckland)
Catherine Watson (University of Auckland)
Miriam Meyerhoff (Victoria University of Wellington)

Relative clauses in English show variation in how the complementiser phrase (CP) is filled. Speakers can choose to use (i) a *that* complementiser, (ii) a *WH-* element in spec, CP or (iii) a null complementiser and null operator variant. Previous studies (Tagliamonte et al. 2005, D'Arcy and Tagiamonte 2010, Levey 2014) have shown remarkable consistency in the frequency of these forms for varieties of English world-wide, though there is clearly a style/genre effect, such that written relative clauses and spoken relative clauses tend to favour different strategies. The syntactic complexity of the canonical three-way distinction might be predicted to be favoured in more stable and homogeneous speech communities (Trudgill 2011), while migration might be expected to lead to structural levelling of the variants.

We report on the distribution and formal properties of relative clauses in three communities in Auckland – Titirangi, which is relatively stable and homogeneous; Mount Roskill and Papatoetoe, which have experienced considerable immigration at different points in their history. Our analysis of over 2000 relative clauses shows that different communities do tend to favour different types of relativising strategies.

We also find evidence of *where* being used to introduce subject relative clauses (e.g. *we are a family where we …*), an option not discussed in the previous literature. We discuss the implications of this variant among the *WH-* relatives and its potential as a marker of different varieties of NZ English.

References

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The use of Māori words in National Science Challenge online discourse

Andreea Calude (University of Waikato)
Louise Stevenson (University of Waikato)
Hemi Whaanga (University of Waikato)
Te Taka Keegan (University of Waikato)

As one of the most salient characteristics of NZE, the steady flow of words of Māori origin has attracted the attention of NZE speakers and linguistics scholars alike, dating as far back as the 1940s (Anderson, 1946). However, one area that seems to have escaped scrutiny is that of digital technologies.

This paper presents data relating to the use of Māori borrowings as they occur in a corpus of scientific discourse on the websites of the eleven *National Science Challenges* (NSCs) and their associated Twitter feeds. We report findings in relation to three questions:

(1) Which borrowings are being used?
(2) How might we classify them in terms of cultural/core loans (Myers-Scotton, 2002) and semantic classes (Macalister, 2006)?
(3) How does the use of these loans compare with the loans we find in other genres?

We find that the use of Māori borrowings in our National Science Challenge Corpus differs substantially in both types and tokens to other corpora, such as the Wellington Spoken and Written Corpora (Bauer, 1993; Holmes et al., 1998). We also find that Māori borrowings make an appearance among the ten most frequently occurring words for just over half of the eleven NSCs. However, when studying the most frequent ten borrowings within each NSC, these exhibit a fair amount of variation (across the eleven NSCs, we find 69 distinct types).

The study of Māori borrowings in online discourse provides a fruitful avenue of inquiry into the ways NZE is being further influenced by te reo Māori.

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Data source

National Science Challenge Site: http://www.mbie.govt.nz/info-services/science-innovation/funding-info-opportunities/investment-funds/national-science-challenges

Not much changes: Quantifier use in Auckland English

Helen Charters (University of Auckland)
Elaine Ballard (University of Auckland)

Speakers of NZ English seem to find nothing strange about using '*less*' with plural nouns; younger speakers can also be heard to say: *"too much people"* or *"a small amount of jobs".* So is New Zealand English losing the count-mass distinction?

Studies of quantifier-noun agreement in any variety of English are rare, McDavid and Hanes (1969) found no instances of 'less' with plural nouns in American English, but Graham (2010) states that *much* is used with count and mass nouns.in Afro-Bay Island English, a variety from the Honduras, strongly influenced by an older creole. Could creolisation processes be a factor in Aucklanders' quantifier use?

We discuss collocations of quantifier and plural nouns found in recordings of over 50 hours of conversations with women from 3 demographically distinct Auckland suburbs: Titirangi, predominantly Pākehā; Papatoetoe, ethnically mixed and Mount Roskill a community undergoing demographic change. Participants were aged between 12 and 25 (n=17), or over 40 (n= 15).

283 collocations included regular and irregular plurals and eight quantifiers coded as mass. (*much*, *less, amount),* count (*many, fewer, number)* and non-specific *(a lot of, heaps of*).
In all suburbs and for both age groups, '*fewer*' is rare, but '*much*' and '*amount*' are used with plural nouns only occasionally, but Mt Roskill speakers differed significantly from others in having a preference for unspecified quantifiers with plural nouns (p<.05).
While there is no clear evidence for semantic change in quantifiers, this avoidance of agreement is potentially consistent with a creolist account of language change.

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The raising-to-object construction in Puyuma and its implications for a typology of RTO

Victoria Chen (Victoria University of Wellington)

Recent work has revealed that *raising-to-object* (RTO) constructions across languages impose two common constraints. Constructions that involve an actual movement of the "raised" phrase (XP) invariably impose a "Subject-only" constraint on XP, whereas those that contain an XP base-generated in its spell-out position require a coindexed pronoun in the embedded clause. This paper investigates an understudied type of RTO construction in the Philippine-type Austronesian language Puyuma (1)-(2), in which a "Subject-only" constraint on the XP is absent (1b), and the construction need not contain an embedded pronoun coindexed with the XP (2):[1]

(1) *Puyuma*

  a. ma-ladram=ku   [dra   s<em>enay   na   bangsaran   **i**   **Arasip**   adaman].
      AV-know=1SG.PIVOT [C   <AV>sing   DEF.PIVOT   young.man   **LOC**   **Arasip**   yesterday]
      'I know that the young man sang (in Arasip) yesterday.'

  b. ma-ladram=ku   **i**   **Arasip**   [dra   s<em>enay   na   bangsaran   adaman].
      AV-know=1SG.PIVOT **LOC**   **Arasip**   [C   <AV>sing   DEF.PIVOT   young.man   yesterday]
      'I know that the young man sang *in Arasip* yesterday.'

(2) *Puyuma*

   ma-ladram=ku   [dra   kuraw [dra mara-imaran   na   {etruk/#pangudral}].
   AV-know=1SG.PIVOT [**INDF.ACC fish**   [C   AV.SUPER-delicious DEF.PIVOT {carp/#mango}]
   'I know about fish that {carp/#mango} is the most delicious.'

I demonstrate that the absence of these constraints follows from an embedded hanging topic analysis of the XP, whereby the XP is base-generated at the left periphery of a finite embedded clause, whose relation with the embedded CP is established through the aboutness condition (Reinhart 1981, Lambrecht 1994). I discuss how this construction enriches the current understanding of the microvariation found in non-movement-type RTO constructions. Finally, I show that the XPs, in instances of RTO that have been analyzed as embedded topic constructions, exhibit variation in behavior parallel to topics in root clause environments, which calls for further investigation of the correlation between topics and XPs in RTO constructions.

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[1] List of abbreviations: AV: actor voice; C: complementiser; DEF: definite; INDF: indefinite; LOC: locative; SUPER: superlative.

Reclaiming the pleasure of consent:
Contributions from a lens of embodied sociolinguistics

Shannon Couper (Victoria University of Wellington)

In the ongoing combat against entrenched rape culture, sociolinguistic investigations of the language of consent are more necessary than ever. Communicating and recognising a 'no' also requires the ability to do the same for an enthusiastic "YES". Affirmative consent advocates for a culture that values genuine female sexual pleasure. This focus is potentially more destabilizing and contestive than focusing on sexual violation because it directly challenges hetero-patriarchal culture's hostility toward women's agency. There is no inevitability to the sexual danger script when we channel the political power of pleasure.

In this paper I argue that the lens of embodied sociolinguistics offers insight into the discursive construction of sexual embodiment and gendered subjectivity. Sexual experiential embodiment entails reflexively constructed understandings of sexual pleasure and desire. Employing intersectionality allows for the queering of normative sexual practices and disrupts normative gender discourses by centering agentive feminist voices. I focus on conversations in intimate female friendships that serve as identity construction sites, characterised by agency and interdependent self-authorship. This data is particularly rich given the challenges of navigating various discourses in the pursuit of self-definition. I will show how centering young women's intersectional voices in an embodied sociolinguistic approach can afford a contribution to empowering sexual scripts. I demonstrate the value in harnessing the linguistic negotiation of pleasure as politically powerful.

The Linguistic Landscape of Multilingual Picturebooks

Nicola Daly (University of Waikato)

The linguistic landscape of bilingual picturebooks indicates to novice readers developing their print literacy the relative status of the languages presented. This implied status can have implications for the ethnolinguistic vitality of minority language groups within a society. In this paper 24 multilingual picturebooks from the Internationale Jugenbibliothek (Munich, Germany) are analysed. Findings show that languages given dominance in terms of order, size and information mostly reflect the linguistic setting in which these books are published, replicating power structures and potentially having negative implications for the ethnolinguistic vitality of minority language groups and their language maintenance or revitalisation.

Mode shifts in the language of speakers with early-moderate Alzheimer's Disease

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Margaret A. Maclagan (University of Canterbury)

We examine mode shifts in conversations with four women in their eighties with early moderate dementia. Listeners are not necessarily surprised by code or style shifting or changing role relationships in conversations. What they are not prepared for is the additional **mode shift** of dementia discourse. By mode we suggest a location on what we are calling a continuum of coherence. At one end is a mode of coherent conversation which takes some of the conversation partner's informational needs into account and stays pretty much on track (Schiffrin 1987); on the other end is a confused or inappropriate exchange in which the Act Sequence (the ordering of speech events) is awry and the Norms (social expectations for speech type) are befuddled (Hymes 1974). A short rehearsed narrative may be presented by the speaker with dementia at any point: it may or may not fit the situation or the topic, frequently contains represented speech by persons important in the speaker's past (Davis & Maclagan 2018), and may even be repeated in the same conversation (Davis 2011). Shifts between modes can occur in the same or a follow-up conversation, affecting positioning for both conversationalists (Purves 2012). The increased prevalence of dementia in society (Prince et al 2016), means an understanding of dementia discourse is vital for the general public and for caregiver coping strategies (Zausniewski et al 2018).

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'What about that guy who licked my arm': A close-up examination of ideological structures and agency in a study abroad setting

Shelley Dawson (Victoria University of Wellington)

Analysis shows that engagement with sociocultural discourses is an important part of the trajectory of study abroad students. Encountering 'new' discourses and norms leads to implications for identity work and renders study abroad a site par excellence to analyse the relationship between identity construction and ideology as structure. My research adopts a bidirectional focus to examine how nine exchange students (French and Francophone participants in New Zealand and New Zealanders in France) negotiate salient social identities during their time abroad. Applying a social constructionist lens, I uncover the micro-processes involved in using language to negotiate identities and examine these in light of wider discourses and ideologies. Data collection spanned a period of sixteen months, and the resulting data includes recordings of naturalistic interactions supported by ethnographic observations, interviews, 'deep hanging out' and activity on social media accounts.

Within the data set, there are several instances of participants negotiating identities within dominant ideological frames of gender and sexuality. Participants variously drew on, reproduced, and challenged LGBTQ and sexist discourses. In this paper I zoom in on one interaction (illustrative of the wider data) where Viv recounts an instance of sexual harassment on the Paris metro. I show how Viv's agency (both in the narrative construction and during the event itself) is firmly tethered to the gender order and associated ideologies of heteronormativity. I also take the liberty of casting an analytical gaze on her pursuer, describing how his (recounted) actions are enabled by the same structures.

Repairs in Japanese English learners' communication: from the perspective of clarification and multimodality

Kaori Doi (Institute of Technologists)

This study investigates repairs in interactions between Japanese learners of English from the perspective of clarification and multimodality. According to Schegloff, Jefferson and Sacks (1977), when interactants have troubles in hearing, speaking, or understanding, they repair such a trouble (Repair is categorized into four types depending on "who repairs" (self repair /other repair) and "who initiates it" (self-initiation/ other-initiation). Previous studies have frequently reported self-repairs as one of the clarification strategies, which raises explicitness in the current speaker's utterance in interaction (Kauer 2011, Mauranen 2007).

This study analyzes characteristics of repair in Japanese students' conversation in which they have to communicate only in English and examines its communicative effectiveness and analyzes the functions of gestures as a multimodal aspect in interaction.

The data in this study consists of interactions videotaped and transcribed in which Japanese university students talk freely about given topics in English. This chapter focuses on moments in which grammatical difficulty has to be managed to communicate in English.

The present study reveals that Japanese learners of English use both self and other repairs together with hand gestures and head nodding as clarification strategies for effective communication. The study also considers the possibility of implication of the finding to English language education.

Bootstrapping Corpora for Under-Represented Languages: The Case of Māori

Jonathan Dunn (University of Canterbury)

Many under-represented languages, such as Māori, lack large and diverse written corpora. Not only is this lack of corpora an obstacle for linguistic description, it also has important practical implications because many computational applications (i.e., speech-to-text) require models built from large text corpora. This paper evaluates an attempt to bootstrap corpora for underrepresented languages by combining (i) data crawling from web and social media sources with (ii) automated language identification. A multi-layer perceptron (MLP) is trained for identifying the language of 50-character sequences of text using character trigrams as features; this model is trained to distinguish 464 languages, including Māori. The Māori data used to train the model includes a Bible translation, Wikipedia articles, language learning sentences from Tatoeba, and web-crawled data. The usefulness of any bootstrapped corpora depends on the accuracy of the language identification model. Here, the model has an F1 classification accuracy of 0.96 across 1.25 million evaluation samples. Most of these samples do not represent Māori, however, and the Māori-specific F1 is 0.94 across 5,000 samples. The Māori-specific precision is somewhat lower at 0.92, meaning that the most common error is for samples of other languages to be mistaken for Māori, contaminating the bootstrapped corpora. The breakdown of errors is given below, with Albanian being the most common and most unexpected error. Given this evaluation, a bootstrapped corpus of Māori is expected to be contaminated with some Albanian samples; future work will attempt to improve Māori performance by removing miscategorized samples from the training data.

Language Mistaken for Māori (N. Samples)		Māori Mistaken for Language (N. Samples)	
Arosi	25	English	15
Halia	14	Haitian Creole	10
Waima	8	Dutch	25
Albanian	281	Albanian	68

Status of the bipartite negative morpheme in Rotuman: clitic or affix?

Wilfred Fimone (University of the South Pacific)

In Rotuman, negation is marked by the discontinuous morpheme, *kat/kal … ra* – the two variants of the first particle marking realis and irrealis mood respectively. The status of its grammatical category remains equivocal, with descriptions of Rotuman classifying it sometimes as either a circumfix (Schmidt 2013), a (circum)clitic (Schmidt 2002; Vamarasi 2005), or negative particles or morphemes (Churchward 1940).

Vamarasi (2005: 418) argues that it is actually a clitic, 'because it is unstressed, and can negate words of different lexical classes [1]'. Using Zwicky and Pullum's (1983) criteria for distinguishing clitics from affixes, this paper aims to ascertain the morpheme's grammatical class. In order to show the contrast between clitics and affixes, it will use the causative/ applicative suffix –*ạki* as the affix to which the negative morpheme will be compared.

[1]
Gou	*kal*	*la'*	*ra*	*se*	*rotu*
1S	NEG.IRR	go	NEG	to	church

'I won't go to church'

Iạ	*kat*	*la'*	*vav*	*ra*
3S	NEG	go	fast	NEG

'He/she/it isn't going fast'

Pạri	*kat*	*mäm*	*ra*
bananas	NEG.IRR	sweet	NEG

'The bananas aren't sweet'

Iạ	*kat*	*leu*	*=m*	*ra*	*se*	*rotu*
3S	NEG	come	DIR	NEG	to	church

'He/she/it didn't come to church'

The assessment reveals that the morpheme functions more like a clitic than an affix. It is not 'picky' with the class of the host it attaches to, and is prosodically deficient (cf. Anderson 2011), *ra* incorporating into the sound structure of Rotuman, in which stress falls on the penultimate syllable. Other criteria will also be discussed.

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Televised Political Debates in the UK:
Positioning and Identity in an Evolving Discourse Genre

Tony Fisher (Massey University)

Since their inception in the USA in 1960, televised political debates have become firmly established as a mainstay of democratic process in many nations. Despite this, relatively little research has been conducted that looks specifically at the language and discourse of such debates. Existing research has tended to focus on conflict and confrontation, focusing on linguistic (im)politeness (Blas-Arroyo, 2003; Garcia-Pastor, 2008) and the sequential organisation of talk (Beck, 1996; Bilmes, 1999). In contrast, the research presented here views televised political debates primarily as a platform for political self-presentation (Schlenker & Pontari, 2003), taking as its object of study the discursive construction of identities, positions (Davies & Harré, 1990; Harré & van Langenhove, 1991) and political personae (Corner, 2003).

The paper focuses on British televised leaders' debates from their inaugural broadcast in 2010, through to their staging in two subsequent general elections in 2015 and 2017. It considers the impact of changes in the format of the debates in terms of the affordances for and constraints placed upon reflexive and interactive positioning. The paper asks how, in the rapidly evolving discourse environment of the UK televised leaders' debates, politicians are able to position themselves, their opponents and the television audience in relation to locally emergent membership categories (Sacks, 1992; Stokoe, 2012) subject positions (Davies & Harré, 1990), and moral orders (van Langenhove & Harré, 1999). The paper also considers the future of televised leaders' debates in the context of the increasingly polarised and fragmented political landscape that has come to characterise the UK since the 2016 Brexit referendum.

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Unpacking pragmatic development in children with developmental disabilities

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The Language Use Inventory (LUI) is a parent report measure, designed to assess the communicative development of children aged 18 – 47 months. Its subsections provide a picture of both lexical and grammatical resources available to children as well as their use of these resources for pragmatic communication. The typically developing cross-sectional norming samples used to develop the LUI show steady increases in scores over time in both types of section, separately and combined. However, in a longitudinal study of 15 children with a range of different developmental disabilities whose parents completed the LUI at six-monthly intervals between 30 - 66 months, we found a much less cumulative picture. We will present a qualitative analysis of the individual patterns of pragmatic skills over time. We will show that while, on one hand, a lexical basis for these skills is evident in all the patterns, on the other, the emergence of complex syntax is related to the 'density' of the pragmatic skills that precede it. Children with more sparse patterns of pragmatic development are less likely to acquire the more advanced syntactic skills and some pragmatic skills are more predictive of emerging syntax than others.

Linking /r/ in NZ and USA Hip Hop and Pop Songs

Andy Gibson (University of Canterbury)

The Phonetics of Popular Singing (PoPS) corpus includes 190 hip hop and pop songs from NZ and USA artists. The corpus is structured by region, genre, ethnicity and gender to allow for systematic analysis of phonetic styles in popular music. Analysis of BATH and nonprevocalic /r/ have confirmed the ongoing normativity of American styles for NZ singers and rappers, but with notable interactions between genre and ethnicity that shed light on authentication practices. This paper presents new data on a rather different variable: linking /r/. Unlike rhoticity and the absence of a BATH-TRAP split, it is not a variable which distinguishes NZ and American varieties of English, and nor is it highly salient. 359 instances of potential linking /r/ at word boundaries were identified in the corpus and coded for presence or absence of /r/, along with presence or absence of a glottal stop. The raw results show that linking /r/ was realised more by females than males, and more in pop than hip hop. In terms of ethnicity and country, African American singers/rappers had less linking /r/ than European American or NZ artists. Further patterns emerge when considering the occurrence of glottal stops at potential linking /r/ sites. The realisation of linking /r/ followed by a glottal stop (VrʔV) occurs almost exclusively in pop music, while the absence of any consonant between the vowels (VV) is associated with male artists. Statistical analyses of the results will be presented and discussed with reference to both the identity construction of the artists and also the aesthetic demands of the musical context.

"You're gonna be a New Zealander now": Solidarity, othering, and employable identity work in former refugee eldercare discourse

Emily Greenbank (Victoria University of Wellington)

The path to suitable, permanent employment can be a long and arduous one for former refugees. Navigating unhelpful Discourses, subtle and overt discrimination, and difficulty actualising cultural and social capital in talk affect not only access to appropriate opportunities but also former refugees' sense of selves as agentive and employable. After having secured employment, these challenges do not necessarily disappear. The performance and negotiation of an employable identity in the workplace is likely to come up against these same challenges, albeit in different and perhaps less restrictive ways.

In this presentation I explore the authentic, workplace interactions of former refugee Nina with two residents in her role as carer at an eldercare facility. Nina's agentive use of her own cultural capital (Bourdieu, 1986) emerges in the form of narratives that mirror the residents' narratives. This contributes to the discursive effect of creating solidarity and fostering warm and friendly relationships, while simultaneously performing negotiating her professional and employable identity. Nina skilfully navigates Discourses of Refugeehood and other-positioning from her interlocutors, and variously implicitly and explicitly makes claims to her belonging in the eldercare facility community, as well as the imagined community of New Zealand (Anderson, 1991).

Exploration of former refugees' experiences in the labour market from a discourse-identity perspective allows insight into the challenges and strengths of these uniquely-placed migrants. A linguistic approach to this important issue can positively contribute to former refugees' experiences in the workplace, as well as to the experiences of host societies that welcome them.

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Manifestations of Imperial New Zealand: Language Ideologies and Colonial Projects

J. Drew Hancock-Teed (University of Toronto)

This presentation gives a birds-eye view of New Zealand's language policy from the beginning of the 1900s to the mid-century as it pertains to Pasifika peoples, particularly: Māori, Sāmoans, Niueans, and Cook Islands Māori. In giving these histories, the presentation focuses on language policy in the fields of education systems, government, and commerce. I attempt to show not only official policies, but also tacit, de facto policies. These histories describe a situation of contrast between the treatment of Māori and those Pasifika peoples outside of Aotearoa. In addition to the split treatments between ethno-nationalities, further gradients are imposed by the colonial systems including those of gender, and socio-economic status.

This presentation takes as a foundational stance the decolonizing tradition of Linda Tuhiwai Smith (1998). This methodology focuses on anti-positivism, resistant readings, de-centering the researcher, and maintaining ethical accountability to Indigenous communities. The analysis attempts to create a picture of the language ideologies which underlay the policies. In doing so, I will discuss the various kinds of colonial, capitalist ventures of which the language policies were an integral part.

The findings show that these stories describe a base difference between settler-colonialism and classical colonialism where the former has assimilationist goals, and the latter does not. The findings also show that despite differing colonial motivations, language is a central piece of any colonial weaponry. This is a key contribution to the field of language ideology and policy making, but also has impacts in the wider study of colonialism and Indigeneity.

Cultural Image Effect on Loanword Phonology

Daiki Hashimoto (University of Canterbury)

Non-native sounds in loanwords may be adapted to native sounds or imported without modification [1]. For example, a non-native rhotic [ɾ] in a Māori loanword is sometimes adapted as a native rhotic (e.g., ko[ɹ]u and ma[ɹ]ae), and sometimes imported (e.g. ko[ɾ]u and ma[ɾ]ae) in New Zealand English (NZE) [2]. Hay and Drager [3] argued that the perception of dialect variation is affected by cultural images. They demonstrated that female NZE speakers are more likely to perceive Australian-like vocalic variants when they are exposed to a kangaroo stuffed toy at the beginning of their experiment. The aim of this study is test whether this effect extends to the production of a linguistic variant in loanword phonology. The following prediction could be deduced based on Exemplar Theory [4]:

When NZE speakers see a cultural image related to Māori when speaking, it activates the representation of imported structure [ɾ], the result of which is that the imported structure is more likely to be produced in speech.

In order to test this prediction, 32 NZE speakers were asked to pronounce Māori loanwords with /r/ (e.g., koru and marae) and filler words while seeing a Māori cultural image or a neutral cultural image (see Fig1). The /r/-sounds were acoustically identified as adapted [ɹ] or imported [ɾ]. A logistic mixed-effects regression model was fit on the data, and it was found that the rate of importation is slightly higher when a Māori cultural frame is presented than when a neutral cultural frame is presented as predicted.

Fig1. Cultural images presented in experiment

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Is it possible to assess the phonological development of every child in New Zealand?

Hunter Hatfield (University of Otago)

Dyslexia is experienced as atypical difficulty reading while maintaining typical cognitive, auditory, visual, and social skills (Ramus et al., 2018). New Zealand's Ministry of Education has recently proposed that all children, aged 6 to 8, in New Zealand are assessed for dyslexia with the goal of providing timely learning support to children (Ministry of Education, 2018). Apart from financial and staffing challenges of the proposal, will diagnosis at primary school age actually be timely enough for effective intervention? Dyslexia is correlated with differing phonological development that may be causal of the disorder (Goswami, 2018). Phonological development largely matures before age 6, however. It would clearly be of benefit to monitor phonological development earlier than age 6 to identify those at most risk of atypical development.

Researchers have long worked towards early diagnosis, but many obstacles have slowed progress. These include differing paths for acquiring differing languages or multiple languages, prohibitive expense of promising methods, and strong comorbidity. Overall, the amount of variation in phonological development with small sample size of most previous research makes it difficult to distinguish normal variation from pathological.

The talk proposes a method of assessing the phonological development of thousands of children by focusing specifically on variation. Children would play age-appropriate language games on a smart phone, the results of which are assessed using Recurrence Quantification Analysis, a tool from dynamic systems theory (Hasselman, 2015; Wallot, 2017).

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**Interactional strategies used by GPs working with
family member interpreters (FMIs) in primary healthcare consultations**

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The increasing diversity of the NZ population means that rising numbers of patients do not share a language with their health care providers. Whilst professional interpreting services are becoming more widely available, family members continue to be used as informal interpreters.

It is well-documented that the presence of an interpreter adds complexity to a medical consultation. The potential for risks such as inaccuracies and possible role conflicts to occur increases when interpreters lack adequate training and experience.

This study aimed to identify the interactional strategies used by experienced GPs to improve the effectiveness of medical consultations where family members are used as interpreters.

We examined six consultations with adult patients where family members acted as interpreters, drawn from a larger sample of video-recorded interpreted primary healthcare consultations. The GPs were NZ Europeans who regularly had interpreted consultations (at least once a week). None had received formal training in working with interpreters.

The recordings were transcribed using modified Jeffersonian conventions, with the addition of non-verbal aspects and back-translations of non-English language sequences in italics, to facilitate a detailed interactional analysis including subtle non-verbal features.

The GPs displayed a finely-tuned awareness of possible risks to accurate communication, and of the challenges FMIs may have in navigating the dual role that they play. They used a range of interactional strategies to prompt and coach FMIs in how to interpret (with varying degrees of explicitness), as well as observably self-monitoring their own use of language and maintaining flexibility in gaze direction.

Attitudes in Action: Sociolinguistic situation of Tengan Banam Bay, Malekula

Brittany Hoback (Victoria University of Wellington)

Much has been said about the tenuous status of languages which have small speaker populations. In Vanuatu, it has been suggested that we could view the majority of the languages as endangered languages due to their small speaker populations (under 1000 speakers), and because of the increasingly globalized environment with men now taking part in harvesting work in New Zealand and Australia. At the same time, Terry Crowley has pointed out that many communities in Vanuatu hold strongly to the importance of their language and continue to bolster its vitality by making sure that the next generation is learning the vernacular language as first speakers. In this paper I highlight the community of Tengan (Banam Bay) speakers of Southeast Malekula and the current sociolinguistic situation as they prepare to create an orthography and literacy materials as part of a language project. This sociolinguistic snapshot can add to the discussion regarding language endangerment and speaker ideologies that can affect vitality of a language of small speaker numbers in an increasingly globalized world.

"You're a Feral, Man": Banter as a discourse strategy for multi-layered indexicality

Nicholas Hugman (Victoria University of Wellington)

The concept of layered indexicality, that is, indexicality to multiple groups simultaneously, is crucial in examining identity as a multi-faceted phenomenon. This concept has been applied to linguistic research previously (e.g. Blommaert 2005; Holmes et al. 2011), but not in a footballing context, in which one can so transparently see the local manifestation of global-level ideologies. This paper explores football identity, analysing dressing room banter as a tool used by interactants to index membership of various levels of a social structure. Dressing room banter is a common way for footballers to bond with one another (see Wolfers et al. 2017), and is arguably a key discourse tool in the global footballing context. In this study authentic examples of dressing room banter collected using ethnographic methods are examined to determine the way in which the participants align with both the central Community of Practice (CofP) and the imagined community of footballers. Using a social constructionist framework, which views identity as the product, rather than the source, of interaction, I examine instances of alignment with different levels of social organisation. Alignment is described in terms of indexicality and stance, which are associated with broad demographic categories as well as ethnographically specific positions. I conclude by proposing a layered model which accounts for the complex, multifarious identity constructed by the participants.

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Do we all understand our legal rights?
Comprehension of NZ Police Cautions

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Comprehension of legal rights is an important issue for social justice. When detaining suspects of crimes, NZ police read them a summary of their rights under the Bill of Rights Act 1990. Defence lawyers often wish to claim that L2 defendants have not understood these rights and the authors of this paper have been engaged to provide English language proficiency assessments to establish the extent to which this might be the case. This led to our undertaking a study to determine how far L1 and L2 speakers obtain a full understanding of their rights from the information provided by police. Listening and reading comprehension tests were devised for that purpose and administered to over 80 people. The results showed difficulties in comprehension (and not just for L2 speakers) and predictably a significant difference between L1 and L2 speakers. While we used the breath-testing scenario (which adds particular material to the basic rights), the results are applicable to other legal situations. Our findings lead to questions as to how much understanding is 'enough' and whether we should be doing more to ensure that people can understand this information when they need it.

Prestige norms and sound change in Māori

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Ray Harlow (University of Waikato)
Hywel Stoakes (University of Auckland)
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The Māori and New Zealand English (MAONZE) project has studied changes in the pronunciation of Māori and English over the last 100 years using recordings of three generations of male and female speakers. Results show considerable changes over time in the pronunciation of Māori, largely as a result of the influence of changes in the pronunciation of New Zealand English over the same timeframe. Only one of the changes, the fronting of /u:/, became salient and stigmatised; this was amongst an older generation of female elders and today's male elders.

For the present day recordings, speakers were recorded in both a typical sociolinguistic interview as well as reading word lists and reading passages. Analysis of the Māori speech of eight present day elders and twelve present day younger male and female speakers reveals very little systematic difference between the pronunciation of short and long Māori monophthongs in the interview and read speech. This result suggests an absence of socially graded styles in Māori and therefore no prestige norm. However, in their read speech young speakers are conservative with their pronunciation of /u:/, suggesting awareness of this aspect of sound change. Analysis of these speakers GOOSE vowels in their English read speech showed no similar conservatism when compared to their interview speech.

We argue that our analysis demonstrates how Western notions of "class" have not been a readily applicable concept amongst Māori and that "prestige" needs to be viewed through different cultural lenses.

Using n-grams to automatically generate good pseudo-words and how to evaluate them

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This paper provides a practical and empirically-founded solution to the problem of generating (good) **pseudo-words** (Gunther, 1983). Pseudo-words are used by applied linguists and in non-native vocabulary tests, and by linguistics researchers to test language production processes, see Berko (1958) and Meara (1992). While pseudo-words are useful for both purposes, the two uses have different requirements, which leads to domain-specificity complexities for pseudo-word generation.

Currently, pseudo-word lists are generated by altering existing words (Balota, et al., 2017), or by segmenting parts of existing words as building-blocks (Keuleers & Brysbaert, 2010), in a language-specific manner. Both strategies have major drawbacks.

Our paper has two parts. First, **we propose a novel way for generating pseudo-words**, based on an algorithm which uses n-grams (Bell, Cleary, & Witten, 1990). Our algorithm does not require language-specific knowledge, thereby facilitating the generation of pseudo-words in *any* language. As a case-study, we generate 1,000 pseudo-words for English of varying lengths. In the second part of the paper, we offer **a set of linguistic criteria for evaluating our generated pseudo-words**, and provide a comparison with current pseudo-word lists in respect of this criteria. Finally, we put forward suggestions for how to deal with domain-specificity requirements.

This work intends to make a practical contribution by offering a solution-tool to an existing problem, but also a theoretical one, in a linguistically-informed discussion of how pseudo-words might be evaluated (that is, what makes a pseudo-word better than another), thereby probing at word-formation from a different angle than is usually taken.

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We don't support; we observe:
Epithets and modifiers in a vernacular formulaic genre

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We examine the co-constructed tale of two small armies, latter day Myrmidons, doing battle in the form of a rugby union test match to see what role modifiers play in the live radio commentary of the battle. Our study is based on a corpus of two commentaries: one by New Zealand commentators, the other by British commentators. Our approach is quantitative being based on the corpus of transcribed recordings of these two teams of commentators. To begin we establish that radio broadcast rugby commentaries are an oral-formulaic genre. We briefly outline relevant features of the game of rugby union football and show how it is, for the purposes of analysis, a slow sport. We then define traditional Homeric epithets and modifiers in general, and examine the use of modifiers in our transcripts to show how these function.

Perception and markedness of loanwords –
a case-study of Māori loans in New Zealand newspapers

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This paper presents a corpus-driven analysis of Māori loanwords in New Zealand English (NZE) within a quantitative, diachronic approach. Previous work on NZE suggests that loanword use is both increasing (Macalister 2006) and, highly linked to discourse topic (Degani 2010) and author profile (Calude et al. 2017; De Bres 2006).

In line with these observations, we collected a topically-constrained diachronic corpus of New Zealand newspapers based on a key-term search of 'Māori Language Week', between the years 2008-2017. *Māori Language Week* is a well-established, annually celebrated event in New Zealand, since 1975. Once compiled, we manually extracted all the Māori loanwords used in the corpus (of 108,925 words) and documented all non-proper nouns and their frequency (four proper nouns were retained, namely, *Māori, Pākehā, Kiwi* and *Matariki*).

Our findings provide a comparison of two strands: (1) **perception** surrounding knowledge of Māori loanwords, and (2) their **frequency-of-use**. As regards (1), we distinguish marked and non-marked loanwords (following Kruger 2012), and explicit author perceptions (newspaper articles contained explicit information about loanwords which authors deemed to be familiar to the wider New Zealand public). Marked loanwords are words translated or explained (what we term, *textual markedness*) or loanwords given in quotes, brackets or dashes (*graphical markedness*). With respect to (2), we report frequency-of-use of the 186 distinct loanword types and 3,795 tokens found in the corpus (of which 1,649 uses came from the loan "Māori", 1,008 from *reo* "language" and the remaining 1,138 uses from various loans) and rank these according to semantic class. Finally, we provide comparisons with previous loanword studies of other language genres.

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Māori narratives in English: a different style of story telling.

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We analyse English interviews with four older Māori women from the MAONZE corpus, aged between 79 and 88. All were first language speakers of Māori; all were fluent in English. We explore how elements of style and form in their stories differ from non-Māori expectations (Johnstone, 2016, Labov and Waletzky, 1967).

In 1978 Metge and Kinloch coined the phrase 'talking past each other' to describe interactions between Māori and Pākeha. Twenty years later we are still talking past each other. In most stories the teller is also an actor (Norrick, 2007). In Māori stories, attention is usually diverted away from the teller towards someone more important. For example, in 1994, Whina Cooper complained that younger Māori did not understand older Māori, culturally as well as linguistically. She said:

> well I went round . the east coast . and I spoke on some of the maraes there . and you should of . heard the . clapping … and I said . 'well . it makes me think . now . that you have forgotten . Sir Apirana Ngata's words … the very words that I'm talking today to you people . is the words . from Apirana … and you think it's . me . no . it's him'
> [. indicate pauses, … ellipsis]

Māori stories show a focus on the group rather than the individual and a greater tolerance for silence. Our analysis will emphasise how stories told by the four speakers reflect these Māori expectations (Holmes, 1998).

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It might be a bit stingy: Expression of uncertainty in medical diagnosis

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Uncertainty is widely understood as inherent to the process of diagnosis. As sociolinguists we recognise that the *expression* of this (un)certainty, especially in spoken interaction, does not automatically map to epistemic knowledge. Discursive choices may be influenced by any number of contextual factors, including identities, roles and relationships.

In this paper we draw on naturally-occurring interactions recorded in the context of the medical encounter to explore the language used by practitioners as they discuss diagnoses with patients. In interpreting our data we make use of a tiered model of uncertainty which foregrounds (from the most micro to the more macro): the indexical field of discourse features, the discourse activity, epistemic stance, relational practices and finally identity (see Author2 in prep). Thus when a staff nurse refrains from explicitly disagreeing with a patient's self-diagnosis and instead says "we'll see when the test comes back from the lab", the choice of the inclusive *we* pronoun, the hedged statement *we'll see* and also the deferral of diagnosis in favour of the objective measure of a test, not only convey information but help construct a 'good nurse' identity, one who is responsive, patient-focused, knowledgeable and yet not accountable for the diagnosis (Lazzaro-Salazar 2013; Barone & Lazzaro-Salazar 2015).

Language plays a key role in medical encounters and this investigation aims to extend opportunities for engaging with the medical and scientific community in recent thinking around uncertainty in diagnosis.

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Constraints on determiner pronunciation in Auckland English

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Definite and indefinite articles in English have several allomorphs: definite [ðə ~ ði] and indefinite [ə ~ ei ~ æn]. [ði] and [æn] are said to occur prevocalically, the others before consonants. This is not the whole story for speakers of New Zealand English in Auckland.

We analyse over 1400 tokens of determiners in the speech of older and younger speakers in three communities in Auckland: Mount Roskill, Titirangi and South Auckland. Older speakers in all three communities overwhelmingly use [ði] before vowels, but younger speakers in the more ethnically mixed and socially dynamic communities of Mount Roskill and South Auckland tend to use [ðə] in all contexts. The diffusion of this variant appears to be constrained by phonological factors that can be subsumed under the Obligatory Contour Principle (Goldsmith 1979), though the exact implementation of the OCP differs in different locales. Our results are consistent with the suggestion that the generalisation of [ðə] is more likely to occur when there are many non-native speakers in a community (Fox 2015).

The alternation in the form of the indefinite article is less widely analysed in the literature. In our study, speakers almost categorically use [æn] before vowels. But the alternation between [ə ~ ei] has not been studied (it's generally ignored in grammars/dictionaries or attributed to stress). We consider whether the NP is contrastive, the nature of the following vowel, and the demographics of the speakers to provide an account of the distribution of these forms in our corpus.

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How to train your indigenous language speech recognition engine

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In the last year our team has collected a corpus of nearly 400 hours of speech for the purpose of developing te reo Māori speech recognition. Initial models based on the corpus give very good results, showing that modern deep-learning techniques used for global languages with vast corpora transfer quite well to smaller training sets. We speculate that the generally regular orthography of te reo Māori may help speech-to-text systems, and discuss ways to motivate people to donate speech to a corpus.

Moral panic and the sexual Other: Linguistic representation of criminalised migrant sex workers in New Zealand media discourse

Matilda Neyland (Victoria University of Wellington)

Sex workers remain one of the most marginalised and stigmatised groups in society. Throughout history, dominant discourses have variously associated sex workers with crime, sin, disease or moral corruption; more recently, some feminists have framed sex workers as victims of violence and exploitation. These perceptions may be gradually changing as sex workers continue to advocate for their rights and respect as workers. New Zealand is one of only two jurisdictions in the world where sex workers enjoy a decriminalised environment; however, this status does not extend to those on temporary visas. Meanwhile, sex trafficking is increasingly conflated with sex work in global discourses, fed by moral panic.

In this paper, I take a critical approach to the discursive construction of sex workers in recent New Zealand print media following the industry's decriminalisation in 2003. Critical discourse analysis can indicate how societal power imbalances are both reflected and reproduced in discourse; for example, media language can either reinforce or challenge the stigma surrounding sex work. In this exploratory study I use a corpus of approximately 100 news articles to compare the linguistic representations of sex workers holding NZ citizenship or residency, whose work is legal, with those of migrant workers, who face deportation. I examine how moral panic around sex trafficking and cultural anxieties surrounding non-white women's sexuality feed into these constructions. Corpus linguistics in combination with the discourse-historical approach are employed to offer both quantitative and qualitative insights into the dominant narrative themes in the data.

Relative clauses in New Zealand Māori and Cook Islands Māori

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New Zealand Māori and Cook Islands Māori are closely related East Polynesian languages. There is some degree of mutual intelligibility between the two, particularly due to shared vocabulary, but they have sufficient differences (grammatical, phonological and lexical) to un-controversially be considered separate languages. This paper will compare relative clause formation in these two languages and address the implications for the noun phrase accessibility hierarchy (Keenan & Comrie, 1977), and the grammatical status of the so called accusative noun phrase in both languages. Bauer (1982) found that the strategies available for relativization are not applied contiguously along the noun phrase accessibility hierarchy in New Zealand Māori. This contravenes the prediction of Keenan and Comrie's second hierarchy constraint (Keenan & Comrie, 1977:67). The Cook Islands Māori relativizing strategies differ from those of New Zealand Māori. Most notably, the strategy of zerojuxtaposition is much more limited, in terms of the sentence types, and noun phrase positions it can be used with, in Cook Islands Māori. Strategies for relativizing on the notional direct object in New Zealand Māori play an important part in Bauer's argument, but in Cook Islands Māori several analogous strategies are only acceptable to some speakers. As such, the clear breach of the second hierarchy constraint, as found in New Zealand Māori, is not as clear in Cook Islands Māori.

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Non-Māori-speaking New Zealanders' native-like phonotactic knowledge of Māori

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Many New Zealanders are exposed to Māori in their lives without speaking it. In our previous study, the size of their Māori vocabulary was assumed to be about 120 words. In this study, we aim to investigate NZ-based non-Māori-speakers' (NMS) phonotactic knowledge with a hypothesis that NMS may have acquired prelexical phonotactic knowledge of Māori through their regular and passive exposure to Māori. In our study, 41 fluent Māori-speakers (MS), 118 NMS and 95 US-based non-Māorispeakers (US) rate highly Māori-like nonwords for how good they would be as Māori words. Phonotactic scores are calculated from a Māori dictionary, segmented Māori running speech data (RS), and unsegmented RS. Unlike US, MS and NMS are influenced by phonotactics and the very best predictor for both is the dictionary-derived phonotactics. There is no significant difference between MS and NMS in terms of dictionary and RS derived phonotactics. To better understand NMS' phonotactic knowledge, we test a wide range of potential confounds and knowledge sources, but none can capture NMS' behaviour as well as assuming they have access to the full dictionary. To further assess this question, we examine NMS' knowledge of Māori words with varying frequencies and NMS successfully identify Māori words among nonwords regardless of word frequency. The result of our study suggests that NMS' phonotactic knowledge of Māori is generalized over much larger vocabulary than they seem to actively know and supports the idea that they have access to a large incipient lexicon which has been formed through passive exposure.

Commands and prohibitions in Kandozi-Chapra, a Peruvian Amazonian language

Simon Overall (Otago University)

This paper describes the potential and prohibitive constructions of Kandozi-Chapra, an isolate language spoken in the northwest Peruvian Amazon, in the context of other marked verbal grammatical categories, and relates them to the apprehensive domain (Lichtenberk 1995, Vuillermet 2018) which appears to be the link between the two functions. Kandozi-Chapra has a relatively straightforward imperative mood, which includes canonical imperative (in the sense of Aikhenvald 2017), with second person subject (1). Of note is a special imperative form for transitive verbs with second person subject and first person singular object, marked with the suffix *-nta* (2). While prohibitive is functionally the negative counterpart of imperative (i.e. "don't X!"), it is marked quite distinctly in Kandozi-Chapra. The prohibitive forms seem to have arisen from potential mood via implicature: "you might X" > "don't X!", but there are complexities arising from interaction with person of subject and object, and non-combinatorial semantics of sequences of morphemes. Potential mood forms use special markers *-inch* (2sg) and *-ints* (2pl) with second person participants, replacing the usual subject markers *-ish* (2sg) and *-is* (2pl). These special markers combine with potential mood to form the prohibitive (3), but with incompletive aspect the same forms encode a combination of first person singular subject acting on second person object (4). The prohibitive form with second person subject and first person singular object, meanwhile, does not use the special second person markers, nor does it use the *-nta* suffix of example (2). Instead, the usual second person markers appear (5).

Examples

    (1)   pshtu-ŋki
            enter-IMP
            'come in!'

    (2)   iista-nta
            help-1SG.OBJ
            'help me!'

    (3)   kaman-inch-pa
            tell-2SG-POT
            'don't tell him!'

    (4)   kaman-ch-inch-pa
            tell-INCOMPL-2SG-POT
            'I'll tell you'

    (5)   munta-r-ish-pa
            annoy-CURR-2SG-POT
            'don't hassle me'

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It should be noted that…:
The influence of register in the use of modal auxiliaries of obligation and necessity

Jean Parkinson (Victoria University of Wellington)

This presentation reports on a corpus study of the obligation modals *must* and *should* and the quasi-modals *have to* and *need to*. Drawing on both quantitative and qualitative data, I compare how these modal resources are used in corpora of research articles and student writing and how they are used more generally in writing in the International corpus of English (ICE).

For both speakers and writers, using obligation modals, especially the stronger modals such as *must,* is potentially risky, as it can sound overly authoritative. The results of this study show distinctly different usage of these modal resources when academic texts are compared with more general writing from the ICE. Compared to writing in the ICE, academic writers used statistically fewer modals with deontic meaning, that is, meanings expressing the authority of human agents or the authority of rules and regulations. These were particularly uncommon in empirical genres such as research articles and student reports on empirical data. But academic writers used statistically more modals with epistemic meaning, that is, meanings expressing logical argument based on evidence. They also used statistically more modals with dynamic meaning, that is, meanings drawing on the conditions and circumstances that accompany natural phenomena. A further finding is of greater prominence of objective meaning, that is, necessity that exists independent of the speaker, in the academic writing compared to the ICE. I discuss how these modal choices relate to stance in academic discourse, which seeks to assess and evaluate the factuality of propositions.

Challenging the English Stockholm syndrome:
How to contain the influence of global English through multilingualism in language policy research

Silvia Perin (The University of Auckland)

This presentation reflects on the contradiction present in language policy research and sociolinguistics, where discussions on language diversity and bi/multilingualism are expressed almost exclusively in English (Rapatahana & Bunce, 2012). Under the effect of a Stockholm syndrome, where the victim develops loyalty or sympathy towards their captor, the large majority of the publications against the phagocytising influence of English advocate for a more equal use of other languages only in English. This inevitability of English, however, cannot stop the quest for multilingualism, as multilingualism can very well include English (Stavans & Hoffmann, 2015).

Using the presenter's completed PhD study on language hierarchies as an example, and moving from translation theory (Venuti, 2008), this paper proposes the use of multilingualism as a methodology, for an alternative way to maintain language diversity in English-written language policy research. In particular, by employing literature and data in multiple languages, and by quoting texts in the original language with accessory translations to ensure the accessibility of the content, language policy research can work for multilingualism because it is itself multilingual. Working through multilingualism does not simply mean that the outcome of language policy is a society that is more inclusive of multilingual practices. It also means that, to achieve this outcome, we must put multilingualism into practice, as a tool to redefine the language hierarchies existing in academic research and to overcome the English Stockholm syndrome.

Is JAFA speech different?: A look at the vowels of Auckland English

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Helen Charters (The University of Auckland)

Since the 19th century, the largest concentration of New Zealand English (NZE) speakers has lived in and around the city of Auckland. However, until now, no linguistic analysis of Auckland English has been undertaken.

This study presents an acoustic analysis of NZE vowels in Auckland. Data was taken from 40 native speakers of NZE from three suburbs: Titirangi, a predominantly Pākehā community; Papatoetoe, a well-established ethnically mixed community and Mount Roskill a community undergoing demographic change. Speakers were recorded in 1-2 hour conversations with local peers. Participants (N=33) were aged between 18-25 years and balanced between male and female participants in each suburb. A group of older speakers (N=7), New Zealand-born women, aged 45- 70 years from Titirangi, were used as a reference point for change among the younger speakers. Vowels were analysed acoustically and over 7000 monophthong tokens and 4000 diphthong tokens were considered. Findings show that some of the most iconic vowels of New Zealand are noticeably different in the speech of young Aucklanders compared to the older ones and previous research (e.g. Maclagan & Hay, 2007; Warren, 2017; Watson, Harrington & Evans, 1998). Most notably, the TRAP and DRESS monophthongs were lower than expected, indicating an apparent distancing of younger speakers from the raised short vowels traditionally associated with New Zealand English. We conclude with some comments about potential suburb differences, and whether our results suggest New Zealand English spoken in Auckland may be different to that from other parts of the country.

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Having a laugh and singing help speed things up:
Interacting at work through humour and music

Honiara Salanoa (Victoria University of Wellington)

The contextual settings for research on workplace discourse have expanded significantly in the last 20 years from the dominance of research on health care delivery, legal proceedings, new jobs and interviews (Drew & Heritage, 1993; Koester, 2006; Holmes 2009), to now including different types of institutional and non-institutional contexts (Holmes, 2009; 2011). At a discourse level, while transactional talk remains highly valued because of its significance to workplace goals, relational work is increasingly shown to play a beneficial role by contributing to good workplace relations (Fletcher, 1999; Holmes & Stubbe, 2003; Schnurr, 2008). In my research, I adopt an ethnographic approach, which embraces in-depth semi-structured interviews alongside workplace observations and audio-recordings, in the context of horticultural work. I argue the relevance of the *Fatugātiti* model, a developing methodology that recognizes the subtleties and nuances of a Pacific context where participants are co-researchers and equality amongst researcher is prioritised. Drawing on data collected from participants in (1) an established and (2) a novice group of Samoan seasonal workers, this paper explores *humour* and *music* as relational practices in workplace discourse. My analysis indicates that these practices are employed as a means to encourage, motivate and entertain the seasonal workers and ultimately to help get the task done. They thus play an often underestimated role in contributing to team culture. I will illustrate the prevalence of music and the engagement of the men in humorous activities as they conduct their work, showing how these relational skills not only encourage productivity but simultaneously support relationships.

I reference the dictionary therefore I am:
Authoritative uses of dictionaries in online discourse

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A stalwart on the family bookshelf, dictionaries have been used for generations to settle arguments over the 'true' meaning of words, to confirm correct spellings, and to validate whether words are 'real'. Unfortunately, in this capacity dictionaries are often treated as prescriptive artefacts rather than as the descriptive records of a language that lexicographers intend them to be (see e.g. Green 1996). This clash of approaches towards dictionaries can lead to misunderstandings and even conflict when people reference dictionaries in discourse.

In this talk, I draw on data from the website Reddit (reddit.com) to explore the different ways that internet users reference dictionaries in metalinguistic discourse online. In this data, it is evident that the ways that people reference dictionaries in discourse reflect their metalinguistic ideologies (e.g. prescriptivism or descriptivism). However, analysis of this discourse shows that both groups of people use dictionaries in similar, although nuanced, ways. Critically, descriptive discourse includes features that people displaying prescriptive stances may find indiscernible from their own much maligned positions – reflecting what Cameron (2012:234) refers to as a 'distinction without a difference'.

There exists a serious disconnect between people with opposing metalinguistic beliefs. Through better understanding metalinguistic discourse, we may be better positioned to distinguish descriptive discourse from its prescriptive counterpart. Given prescriptivism serves as grounds for linguistic discrimination in its most extreme iteration, it is essential that we untangle descriptivism and prescriptivism in discourse so that we may truly understand those opinions we oppose – and then be better positioned to combat them.

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The problem of repeated text in corpus construction

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When a corpus is compiled from online sources using retrievals of search terms, the same text may be retrieved multiple times (either from multiple retrievals from the same web address, and/or retrievals of multiple copies across different web addresses). The problem also arises in approaches not using search terms, when sampling types of language use that naturally re-use text. Online news sources, in particular, often re-use text across different sites, at different times on the same site, and even within the same article. For a large corpus, we need some way of identifying duplicated text automatically, so that we can remove exact duplicate articles and so minimise bias; but it is less clear what we should do with smaller pieces of repeated text that are arguably a normal part of news language. This presentation classifies different types of repetition arising in online news, as seen in the first draft of a 3-million-word corpus compiled from such sources; attempts to quantify the problem using AntConc's cluster search feature to aid identification and removal of duplicate text; and suggests some ways of minimising the problem.

Variable use of diacritics to mark loanwords in New Zealand English

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This paper surveys the use of diacritics to mark loanwords in the Wellington Corpus of Written New Zealand English (WWC), with particular attention to two contrasting groups of loanwords that could potentially be marked with diacritics in New Zealand English (NZE): words from te reo Māori, and words of French origin (learned at school, and to some extent codified in English dictionaries, so that diacritic use may constitute a display of education). The treatment of French is compared with that in the parallel Freiburg-LOB (FLOB) and Freiburg-Brown (Frown) corpora of written British and American English, to ascertain whether this is an area in which NZE may have diverged from British English.

Macrons in Māori loanwords were limited to only two texts, with none in the word "Māori" itself, though usage since 1987 may be expected to show some shift away from this baseline. WWC also shows systematically lower use of diacritics in French loanwords than is evident in FLOB; diacritics are favoured only in word-final <é> and in multi-word phrases. Press material especially disfavours diacritic use.

The social advantages of conflict:
A case study of the acquisition of sociolinguistic competence

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A great deal of energy in early childhood education (as in other parts of society) is devoted to minimising or avoiding conflict. But conflict is a necessary part of sociality. In this paper, we present an extended case study of one pre-schooler for whom conflict plays a central role in shoring up his wellbeing and establishing his belonging (Ministry of Education 1996, Singer & De Haan 2011) in an early childcare centre.

Kareem was a monolingual speaker of Arabic when he entered the childcare centre where we have been doing fieldwork for the last 18 months. We have observed him for over a year as he gradually has moved from being a peripheral member of this centre's community of practice to being a core member. His journey has involved increasing English language competence, but it has also involved developing his sociolinguistic competence in English (Alptekin 2002). In this paper, we focus on the role that conflict events seem to play in signalling his deepening integration into the childcare centre as a community. From playing non-verbal roles in support of the centre's daily activities we see Kareem first start to assert his autonomy and selfhood through oppositional utterances ("No", "My turn") through to collaborative play and then an ability to initiate and resolve extended conflicts with his peers.

Our case study shows that conflict can not only index positive, sociolinguistic maturity, it may play a crucial role allowing children to negotiate a full, social role in a new community.

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Of brownie girls and Aussie families:
A new look at morphosemantic paradigmaticity in Adj+ie/y nominalisations

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Adj+*ie/y* nominalisations (*softie, brownie*) represent an interesting phenomenon for investigation, and there is an extensive literature on the form and function of -*ie* derivatives in English, including Bauer et al. (2015); Bardsley and Simpson (2009); Mattiello (2013); Schneider (2003).

In this paper we focus on two areas that have not received much attention, namely:
(1) the amount of polysemy associated with deadjectival -*ie* nominalizations; (2) the semantic convergence of the output units whose formation (and semantic content) is driven by three elements: ellipsed noun, adjectival base (colour/origin), and the suffix -*ie/y*.

The examples of -*ie/-y* units are collected from prescriptive and descriptive dictionaries, and examples of their use are extracted from the NOW Corpus (NOW). The analysis of *ie/-y* nominals uses the theoretical framework of onomasiological approach to word-formation (Štekauer, 2005) and the principles of the descriptive and Construction Grammar approaches.

Even though deadjectival -*ie/-y* derivatives appear to be homogeneous on the formal level, the analysis of the processes involved into their formation from the viewpoint of their attested meanings reveals interesting patterns of the word-building processes. Meanwhile, the differences in morphology do not affect the semantic unity of derivatives. The results of the semantic and componential analyses of the data suggest the necessity of accounting for analogy in the formation of Adj+*ie/y* nominalisations, which provides a grounded explanation for the (superficial) structural similarity of the output lexemes and serves to preserve the semantic characteristics of derivatives comprising the paradigm.

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Constructing New Work Order:
'Example organizations' through identity gatekeeping

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Since the 1980s, the old assembly-line economy was replaced by a knowledge-based economy and this entailed the transition to a 'New Work Order' (NWO) (Gee et al. 1996). Along with the abolition of explicit top-down hierarchies, bottom-up processes were established which transformed employees into 'worker-partners'. One of the genres typical of these NWO-organizations, are performance appraisal interviews, as these are seemingly empowering two-way discussions of employee and employer performance (versus the one-way discussion in traditional evaluation interviews). Yet, at the same time, these interviews are typical media of control during which employers often attempt to 'regulate' their subordinates' professional identities and mold these into identities that match the organization's goals. As such, during these performance appraisal interviews, we can observe processes of gatekeeping that ensure that dissident professional identities are corrected or silenced.

I will illustrate this point by drawing on a corpus of eight authentic Dutch-spoken performance appraisal interviews that were audio-recorded in various Belgian organizations. In particular, I adopt a discourse analytical approach and I provide a fine-grained analysis of a number of fragments in which the correction of dissident identities can be observed, either by silencing or by the collaborative construction of employee identities that are more acceptable from a corporate perspective. As such, through processes of 'identity gatekeeping', only employees fitting in the NWO-ideal are rendered representative of and visible in the organization, which is thus, recursively, enacted as a NWO- 'example organization'.

Directions of change in Southland English (r): Phonological and grammatical constraints

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Southland English has historically been New Zealand's only (partially) rhotic variety. There has only been one large-scale study of Southland (r), which suggested a resurgence of rhoticity following NURSE among young women (Bartlett 2002). We build on this work, using modern statistical methods to better understand the linguistic and social conditioning of change in Southland (r).

We analysed over 20,000 tokens of non-prevocalic Southland (r), coded as present/absent. 20% of tokens were hand-coded; the rest were automatically coded via a random-forest classifier trained on the hand-coded tokens to predict (r) presence/absence based on 180 acoustic measures (this auto-coder achieved over 80% accuracy on the hand-coded training set). Data were modelled via logistic mixed-effects regression, with a three-way generation distinction (birth years 1900–30, 1931–55, 1956–80).

As expected, this analysis reveals a significant effect for vowel, with greater rhoticity for NURSE than other vowels, and a significant effect for generation, which indicates a change in apparent time. The statistical modelling allows us to see further fine-grained phonological and grammatical conditioning of the change as it progressed throughout the speech community. For instance, we find that NURSE before non-sibilant fricatives lags in rhoticity among the oldest speakers but catches up to other NURSE environments among middle and young speakers. We also find that the increase of rhoticity in NURSE appeared first in content words, then spread to function words. We discuss the full trajectory of change for Southland (r) and highlight some implications for theories of phonological change more generally.

"Have a good one": Norms and expectations in service encounters in New Zealand

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This paper reports on a project which aims to capture the communication patterns that occur in service encounters between individuals who have little or no existing social relationship and limited expectation of further interactions. The encounters we have recorded are typically brief, highly transactional, and seem very formulaic. The theoretical goal is to explore the relationship between potentially universal sociocultural constraints and the local norms that shape interactional practices in specific contexts, and consider how these impact on specific discursively constructed emergent interactions.

Data was collected using a variation on the "mystery shopper technique". Researchers and research assistants acted as customers, audio- and video-recording their interactions with service employees. Our data collectors included younger and older speakers, and female and male research assistants with both local and international accents.

The results presented in this paper highlight some of the most salient aspects of the approximately eighty service interactions recorded in cafes, shops and museums in New Zealand, specifically our interpretation of the shared understandings and expectations in routine encounters and the influence of different sociocultural contexts on these shared understandings. The effect of contrasting physical environments on interaction patterns is also explored. The paper contributes to sociolinguistic theory by suggesting features which constitute potential sociocultural universals constraining routine transactional interactions in specific contexts, as well as aspects of interaction which seem incontrovertibly local. The results may also be helpful to those interested in the challenges of intercultural communication where participants may have different expectations and understandings of interactional routines, as well as to those involved in workplace communication training.

Dynamic modelling of the NZE NEAR-SQUARE merger

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The reduction of the NEAR and SQUARE distinction in New Zealand English (NZE) is frequently reported as a merger of the front closing diphthongs, which are often transcribed as [iə] and [eə] respectively. In line with such transcriptions, acoustic studies of the merger have focused on first (F1) and second (F2) formant frequency values at a single point near the beginning of each vowel, and suggest a move from [eə] to [iə] pronunciations of SQUARE. Many auditory studies have similarly focused on the location in vowel space of the first 'target' of the diphthong. Diphthongs are however by definition dynamic. Using statistical techniques recently introduced in the analysis of phonetic data, we report generalised additive mixed effects modelling (GAMM) of non-linear trends across the entire trajectory of NEAR and SQUARE tokens. GAMM analysis involved a total of over 170,000 formant measurements from 1314 NEAR and 1311 SQUARE vowels, recorded in sentence contexts by 73 speakers of NZE (37 females, 36 males, with ages from 17 to 75). This apparent-time analysis shows a general reduction with decreasing age in F1 differences between SQUARE and NEAR across the whole vowel trajectory (not just in the first element), and an ironing-out of two non-linearities in the differences between the vowels' F2 values. These nonlinearities correspond to differences between the diphthongs in both the first and second targets in older speech. Thus, the merger of these two diphthongs involves greater diphthongisation of SQUARE, which affects not just the first target, but also the second.

Acoustic correlates of self-perceived vocal masculinity in transmasculine individuals' speech

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The current study investigates the relationship between speaking mean fundamental frequency (f0) and self-perceived vocal masculinity in transmasculine individuals' speech. Minimal research has been conducted on transmasculine individuals due to the prevailing belief that testosterone hormone treatment lowers the f0 to a satisfactory masculine-sounding pitch [1][2]. Gendered speech characteristics (i.e. pitch) observed in masculine- and feminine-sounding speech can be attributed to societal percepts of the gender binary and anatomical and physiological differences between postadolescent cisgender females and males. In English, masculine mean speaking f0 is around 110-130 Hz and feminine mean speaking f0 is around 210 Hz [3]. However, studies show a gender-conforming speaking f0 does not always equate to a gender-affirming voice as gendered-speech characteristics (i.e. resonance) cannot be automatically acquired through testosterone therapy [4][5]. 66 participants recruited as part of a wider global study on transmasculine individual's speech were recorded online reading "North Wind and the Sun". The speech samples were collected using LaBB-CAT software [6] and central tendency f0 measures were extracted using Praat [7] and REAPER [8]. Participants spoke in either English or German. Perceptual and attitude ratings were asked following the recording. The results did find a relationship between mean f0 and self-perceived masculinity. However, a regression tree analysis of the acoustic and perceptual data found that f0 is not a strong predictor of self-perceived vocal masculinity. This suggests other acoustic factors may contribute to self-perceived vocal masculinity beyond f0, which means acquiring masculine-sounding speech cannot rely on testosterone hormone treatment alone.

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A study of second person reference terms in Japanese with special focus on *anata* 'you'

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This study explores the use of the second person pronoun *anata* 'you' in Modern Japanese.

Japanese is abundant in personal reference terms (PRTs). Their use is primarily determined by the social characteristics of the interlocutors and the level of formality of the conversational setting. Among these PRTs, the second person pronoun *anata* 'you' is unique. While other PRTs inevitably display the interlocutor's social characteristics (e.g. gender, age, kin relations, social position) even without contextual information, *anata* does not possess this feature.

Present-day native speaker's perceptual data shows that these speakers of Japanese regard *anata* as a touchy and difficult address term and hence tend to avoid it. This is also the main reason for apparent disagreement in the previous literature when defining *anata* as either formal/polite or impolite.

This study reveals *anata*'s nature and its pragmatic effects, empirically clarified through discourse analysis. I show that *anata*'s core property is its ability to absolutely specify the second person entity. This makes it possible for *anata* to occur impersonally in reported speech and to refer to a general audience. At the same time, this property creates strong expressive effects in socially typified relationships. I show how this inherent property interacts with established socio-cultural rules in the PRT system in Japanese and creates expressive effects which cause users to attach social meanings (e.g. polite, impolite, distant or intimate) to this word. In so doing, the study sheds light on aspects of the nexus between language and culture.

Notes