



Universitatea
Transilvania
din Braşov

Predictability in language processing

Habilitation thesis



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Roadmap

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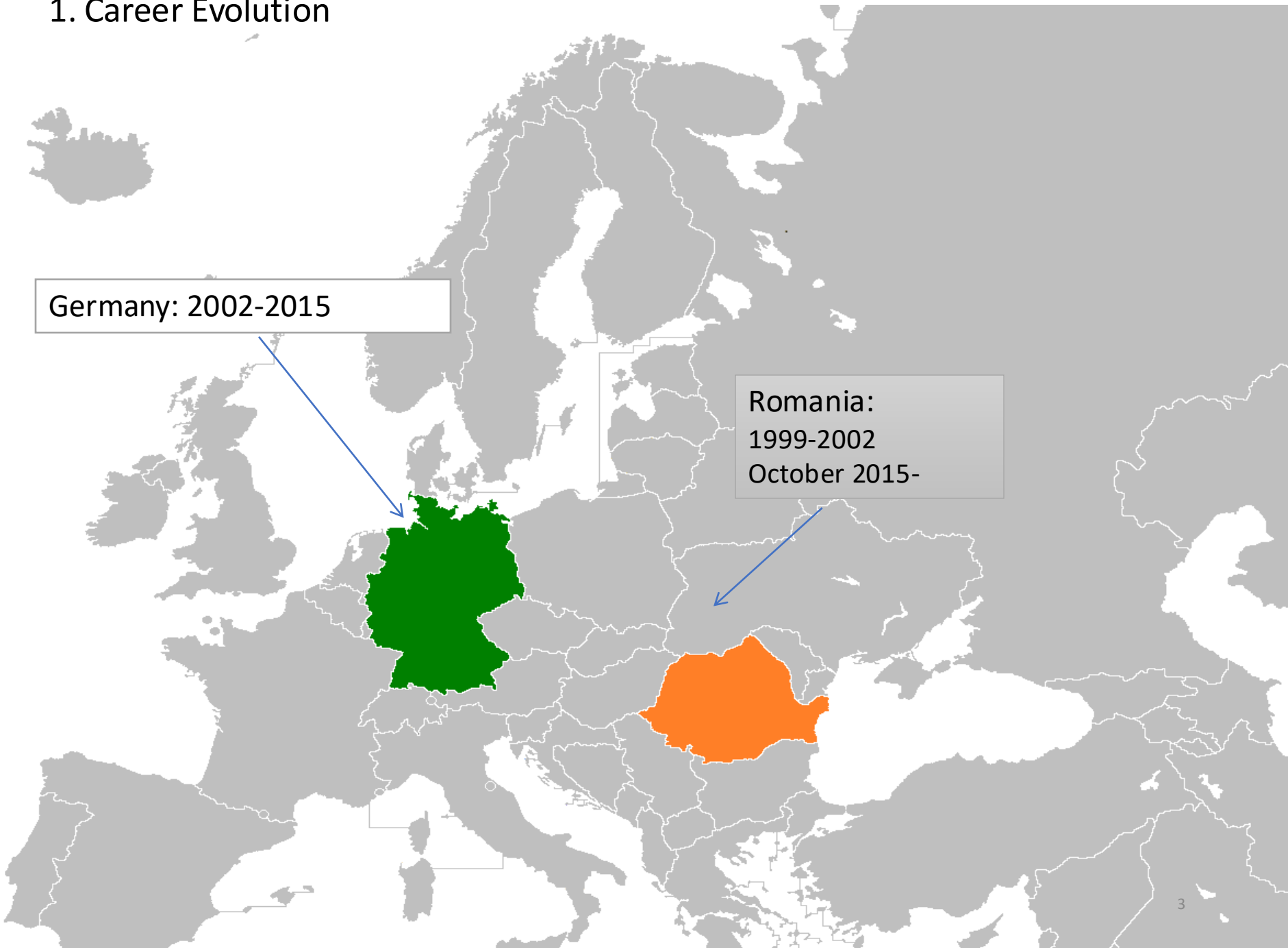
3. Career development objectives

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1. Career Evolution

Germany: 2002-2015

Romania:
1999-2002
October 2015-



1.1 Academic Formation (1999-2011)

1999-2003



Diploma in Applied Modern Languages (Ger-Engl)

2002-2007



Magister Artium in German and English Language and Literature

2008-2011



Doctoral studies in General Linguistics (German Department)

1.1 Further Qualifications (2011-2015)

01/2011-
06/2011



Visiting Scholar, Ling. Dept.
Focus on Psycholinguistics

2012-2015



NRW Qualifying Certificate:
"Higher Education Teaching
Certificate"

2014-2015



Education program for post-
docs

1.2. Professional Experience

11/2007-
03/2012



“Wissenschaftliche Mitarbeiterin”
German linguistics dept.

04/2012-
09/2015



“Wissenschaftliche Mitarbeiterin”
IDSL I, German linguistics dept.

10/2015-
today



“Asistent, lector, conferentiar
universitar“, Department of
theoretical and applied linguistics

1.3. Administrative activities

04/2012-
09/2015



Universität zu Köln

Member of the „Prüfungsausschuss“
(examination board) of the Faculty
of Philosophy



Universität zu Köln

Department-Library Relations
Coordinator

10/2023-
today



Universitatea
Transilvania
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Director of the University Library



Universitatea
Transilvania
din Braşov

Member of the Linguistics
department council



Universitatea
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Member of the Faculty council

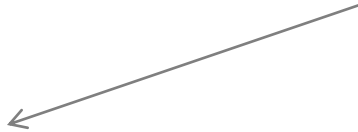
1.4. Research activities and impact (2008-2024)





Universität
Stuttgart

Collaborative Research Center “Incremental Specification
in Context” (SFB 732). Financed by the DFG.



Case and referential context

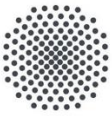
Budget: 500.000 EURO/ 4 years

Discourse particles

Budget: 500.000 EURO/ 4 years



2007-2012 (project member)

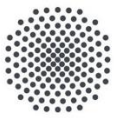


Case and referential context (2007-2010)

- The project investigated the referential contextual conditions for Differential Object Marking (DOM) in various languages.
- DOM refers to the phenomenon that in certain languages the direct object is morpho-syntactically (case-) marked only if it possesses a high degree of 'individuation,' meaning it is more likely to be animate, definite, and topicalized.
- A semantic model was to be developed that combines these three very different categories into the 'referential context'.

Selected Publications:

- ✓ **Chiriacescu, Sofiana. 2018.** Die diachronische Entwicklung der DOM im Rumänischen. Springer, WB.
- ✓ **Chiriacescu, Sofiana. 2014.** *The discourse structuring potential of indefinite noun phrases. Special markers in English, German and Romanian.* Universität Stuttgart, Stuttgart.



Discourse particles (2011-2012)

- The project investigates those discourse factors that determine the use of discourse particles.
- In particular, the initial position in German and the particles that can occur were examined.
- The contrastive analysis was extended to example data from other languages.

Selected Publications:

- ✓ **Chiriacescu, Sofiana** (2011): Effects of Reference Form on Frequency of Mention and Rate of Pronominalization. In: I. Hendrickx, S. Lalitha Devi, A. Branco & R. Mitkov (eds.). *Anaphora and Reference Resolution*. Selected papers of the 8th Discourse Anaphora and Anaphor Resolution Colloquium. Heidelberg: Springer.
- ✓ **Chiriacescu, Sofiana** (2010). The presentative function of German so'n. In: *Lucrarile celui de-al treilea Simpozion International de Lingvistica*", ed. N. Saramandu & M. Nevaci & C. I. Radu. Bucharest: Bucharest UP.
- ✓ **Chiriacescu, Sofiana** & Klaus von Heusinger (2010). Discourse prominence and pe-marking in Romanian. In: *International Review of Pragmatics* 2(2). 298- 332.



Wissenschaftliche Mitarbeiterin at the Department of German Language and Literature 1



2012- 2015



Project leader (2013-2015)

Referential expressions in discourse

Budget: 50.000 EUR/ year
Financed by the UzK

Local and global discourse structure

Budget: 50.000 EUR/ year
Financed by the UzK

- The projects investigated the function of (in)definite noun phrases (e.g. *a king* vs. *the king*) in the subsequent discourse.
- The goal of the projects was to examine the relationship between (i) the referential form (definite vs. indefinite), (ii) the way in which discourse referents are introduced, and (iii) their potential for structuring discourse.

The processing of personal and demonstrative pronouns

Budget: 100.000 EURO

Financed by UEFISCDI, “Tinere echipe”

- The project investigated the backward and forward functions of referential expressions using experimental methods.
- The project contrasts the interpretative preferences and predictive potential of personal and demonstrative pronouns in Romanian and German. It investigates how these processes are influenced by prominence-lending features such as thematic role (or their individual features), animacy, grammatical function, and topicality.

Selected publications:

- ✓ Lindemann, S. 2020. Indefinite noun phrases in sentence and discourse. Narr Francke Attempto, Tübingen. 260 p.



Predictability in reference processing: Effects of implicit causality and coherence relations

Budget: 245.000 EUR

Financed by UEFISCDI, “Proiecte de cercetare exploratorie”

- The project provides normative data on the implicit causality of a large number of high frequency verbs in Romanian. We explore how the implicit causality of verbs interacts with sentence connectors in guiding participants' sentence continuations.
- We experimentally test the impact of different verb types in local and global discourse through sentence-continuation studies, questionnaires and corpus investigations.

Selected publications:

- ✓ **Lindemann, S.** & Ariel, Mira. 2024. “Accessibility Theory in Linguistics”. In: Oxford Bibliographies in Linguistics, Ed. by Mark Aronoff. New York: Oxford UP.
- ✓ **Lindemann, S.** & Ariel, Mira. forthcoming. “Accessibility Theory”. Cambridge Encyclopaedia of Cognitive Linguistics. Cambridge: Cambridge UP.

1.4. Other research outputs (I)



Reviewer for:

- Natural Language and Linguistic Theory, Springer;
- Frontiers in Linguistics;
- Revista Española de Lingüística Aplicada/ Spanish Journal of Applied Linguistics, John Benjamins;
- Revue Roumaine de Linguistique;
- Editura Ars Docendi.

Invited talks/keynote speaker:

- Universität Graz, Austria, forthcoming (May 2025);
- Tokyo University, Japan, March 2024;
- Universität zu Köln, Germany, Nov. 2012 and Sept. 2020;
- Kassel, Germany, October 2019.
- University of Southern California, LA, USA, 2012;
- University of Bucharest, Romania, 2012;

Other presentations:

- > 30 international conferences & 15 national conferences.

1.4 Other results (II)



Organized conferences

- Universität Stuttgart
2010: 3 conferences,
2011: 1 conference;
- Universität zu Köln
2012: 1 conference
- Transilvania University of Brasov
2017: 1 conference
- Universität Kassel
2019: 1 conference
- Transilvania University of Brasov
2026, forthcoming: 1 conference

1.4. Teaching engagements (2007- today; a selection)



2007-2012

- *Exam colloquia;*
- *Seminar: Academic writing;*
- *Lecture: Introduction to linguistics.*



2012-2015

- *Lecture: Introduction to linguistics;*
- *(Pro)seminar: Agent constructions in German, Word formation;*
- *(Haupt)seminar: Text and anaphora, Semantics, Morphology, Pragmatics, Referential structures, Anaphora in texts.*



2015- now

- *Lecture: Introduction to linguistics, Pragmatics, Syntax.*
- *Seminar: German as a foreign language, Pragmatics, Syntax, Terminology, Morphology, Phonetics and phonology, Text and referentiality, Lexicology, Typology, Grammatical structures, academic writing, written communication.*

1.5. Supervision and innovative teaching projects



Universität zu Köln

2012-2015

- Coordination and supervision of bachelor's and master's theses in general linguistics and pedagogy (at the UzK).
- Development and implementation of an innovative blended learning project for bachelor's students (at the UZK, 2012-2015).

Selected publications:

- ✓ Lindemann, Sofiana, I. 2020. *Implementierung von E-Learning Methoden in der Lehre*. Thelem, Dresden. ISBN: 978-3-95908-210-5.

2. Research themes and achievements



2.1. DOM in ROM

2.2. Prominence in Discourse

2.3. Teaching and Learning in Higher Education

2.1. DOM in ROM

- In some languages, direct objects get overt case-marking under certain conditions (i.e. differential object marking, DOM (Bossong 1982, 1985)), while others remain unmarked;
- The sentential factors typically triggering DOM are typologically represented as implicational scales or hierarchies, as in (1):

(1) Animacy and definiteness scales (Comrie 1979, Aissen 2003)

Animacy: human > animate > non-animat

Definiteness: pers.pron > PN > def.NP > indef.NP > non-arg.DP

- Depending on the language, different segments from these scales determine the presence, absence or optionality of DOM. In general, both scales are used simultaneously.
- The diachronic spreading of DOM usually advances from left to right of these scales.

2.1.1 DOM in synchronic Romanian

- Romanian differentially marks direct objects by means of *pe* (Onu 1959, Niculescu 1965, Dobrovie-Sorin 1994, Pană-Dindelegan 1997, von Heusinger & Onea 2008).
- Different factors trigger *pe*-marking, such as animacy, definiteness, specificity and topicality. Optionality for definite and indefinite NPs (Farkas 1978, Dobrovie-Sorin 1994, Cornilescu 2001, von Heusinger & Onea 2008, Chiriacescu 2011).

pers. pron.	> PN	> def. NP	> spec. indef NP	> non-spec. indef NP	> non-arg NP
+	+	+/-	+	+/-	-

Table 1: *Pe*-marking of postverbal human DOs (Chiriacescu 2014)

(2) neutral contexts / transparent contexts

(a) Petru a vizitat un prieten.

Petru has visited a friend

'Petru visited a friend.'

(b) Petru **l** -a vizitat **pe** un prieten.

Petru CL has visited. PE a friend

'Petru visited a friend.'

2.1.2 DOM in Romanian

- Laca (1995: 82f): DOM depends on discourse properties (i.e. more information about the referent is expected to follow, see Comrie 1981/1989);
- Dalrymple and Nikolaeva (2011): DOM signals topicality in certain languages. DOM fulfills an indexing function, marking secondary topics.
- Escandell-Vidal (2009), Iemmolo (2010): Left-dislocations lead to DOM;
- Chiriacescu & von Heusinger (2010): provide first empirical evidence for the forward-looking potential of DOMed referents and a first operational definition of these discourse effects.
 - Various methodologies employed: extensive corpus studies, single-sentence and multiple sentence story continuation experiments, forced choice tasks (adapted to various languages).

2.1.2 DOM in Romanian

La petrecerea de aseara, **Andrei**₁ a cunoscut **un politician**₂ și **un cântăreț de renume**₃. Astăzi **(pro)**₁ l-a întâlnit **pe politician**₂ în piață.

- S1: **(pro)**₁ stia ca asta este sansa **lui**₁.
 'He₁ knew that that's his₁ chance.'
- S2: **Politicianul**₂ era un pic grizonat, slabut, cu accent baritonal.
 'The politician₂ had some greyish hair, was thin with baritone voice.'
- S3: **Andrei**₁ s-a dus spre **el**₂, si **(pro)**₁ i₂-a cerut ajutorul sa **(pro)**₁ aleaga un pepene bun.
 'Andrei₁ went towards him₂ and he₁ asked (him₂) for help to choose a tasty water melon.'
- S4: **Politicianul**₂ s-a intors si **(pro)**₂ i₁-a raspuns cu un aer distrat.
 'The politician₂ turned around and (pro)₂ responded him₁ in a distracted voice.'
- S5: **Il**₂ chema don Giuseppe si **(pro)**₂ era inginer zootehnist de meserie.
 'His₂ name was don Giuseppe and he₂ was a zootechnician engineer.'

	Coding methods	First referent (Subject)		Target referent (Object)		topic
		refer per		refer per		
		item / S	sum	item / S	sum	
S1	[pro ₁] (pron ₁) [Sub ₁] (IO ₁)	2	2	0	0	Topic ₁
S2	[def NP ₂] [Sub ₂]	0	2	1	1	Topic ₂
S3	[PN ₁ , pron ₂] [pro ₁ , CL ₂] (pro ₁) [Sub ₁ , PP ₂] [Sub ₁ , IO ₂] (Sub ₁)	3	5	2	3	(Topic ₁)
S4	[def NP ₂] [pro ₂ , CL ₁] [Sub ₂] [Sub ₂ , IO ₁]	1	6	2	5	(Topic ₂)
S5	[CL ₂] [pro ₂] [DO ₂] [Sub ₂]	0	6	2	7	(Topic ₂)

Table 2: Sample experimental item from the experimental study reported in Chiriacescu (2014)

2.1.2 DOM in Romanian

Pe-marking raises the expectancy of subsequent mention & the topic shift potential of its associated referent. These effects are best seen in larger discourse units (e.g. S_{n+5}).

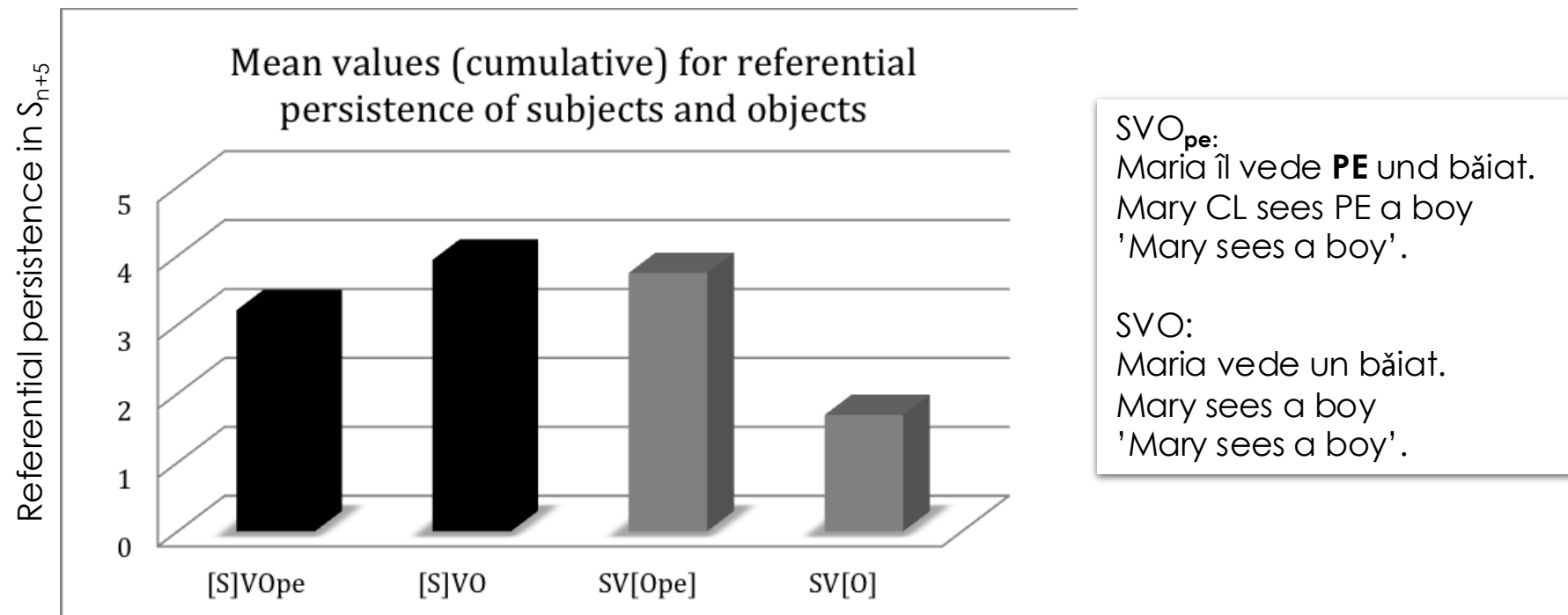


Figure 1. Referential persistence of subject and object referents realized as indefinite NPs (Chiriacescu 2014, Lindemann 2020).

2.1.2 DOM in diachronic Romanian

- Results show that DOM developed along the same scales that are relevant for accounting for its distribution in present-day Romanian.
- With respect to information structure, more *pe*-marked referents are used for old or already established referents than for introducing new referents.
- Effects of the *pe*-marker on the direct objects are observable at the discourse level as well, such that their associated referents show higher next-mention and frequency of mention rates.

2.1.2 Contribution to DOM

- Unified picture for definites and indefinites: *Pe*-marking has the same or a very similar function for definites and indefinites in neutral (transparent) contexts;
- *Pe*-marking extends its function from indicating specificity to indicating discourse prominence (evidence from synchronic and diachronic investigations).
- Broader approach to DOM.
- New method to investigate the contribution of DOM at the discourse level.

2.1.3 Selected publications on DOM

- ✓ **Lindemann, Sofiana.** 2020. Special indefinites in sentence and discourse. Gunter Narr, Tübingen.
- ✓ **Lindemann, Sofiana.** 2018. Die diachronische Entwicklung der differentiellen Objektmarkierung im Rumänischen. J.B. Metzler/ Springer.
- ✓ von Heusinger, Klaus & **Chiriacescu, Sofiana.** 2013. "The Discourse Structuring Potential of Differential Object Marking. The Case of Indefinite and Definite Direct Objects in Romanian". *Revue Roumaine de Linguistique*, LVIII (4), 439-456.
- ✓ **Chiriacescu, Sofiana** & Klaus, von Heusinger. 2011. The Discourse Structuring Potential of Two Types of Definite Noun Phrases in Romanian. In: L. Carlson, C. Hoelscher und T.F. Shipley (ed.). Proceedings of the 33rd Annual Conference of the Cognitive Science Society (PRE-CogSci). Austin, TX: Cognitive Science Society.
- ✓ **Chiriacescu, Sofiana** & von Heusinger, Klaus. 2010. "Discourse Prominence and Pe-marking in Romanian". In: *International Review of Pragmatics* 2(2), 298-332.
- ✓ **Chiriacescu, Sofiana** & Klaus, von Heusinger. 2009. "Pe-marking and referential persistence in Romanian". In: Riester, Arndt & Onea, Edgar (Hrsg.). SinSpec, Vol. 3, "Incremental Specification in Context". Online Publikationsverbund der Universität Stuttgart (OPUS)

2.2. Referential prominence



2.2.1 Factors contributing to referential prominence

2.2.2 Prominence in discourse

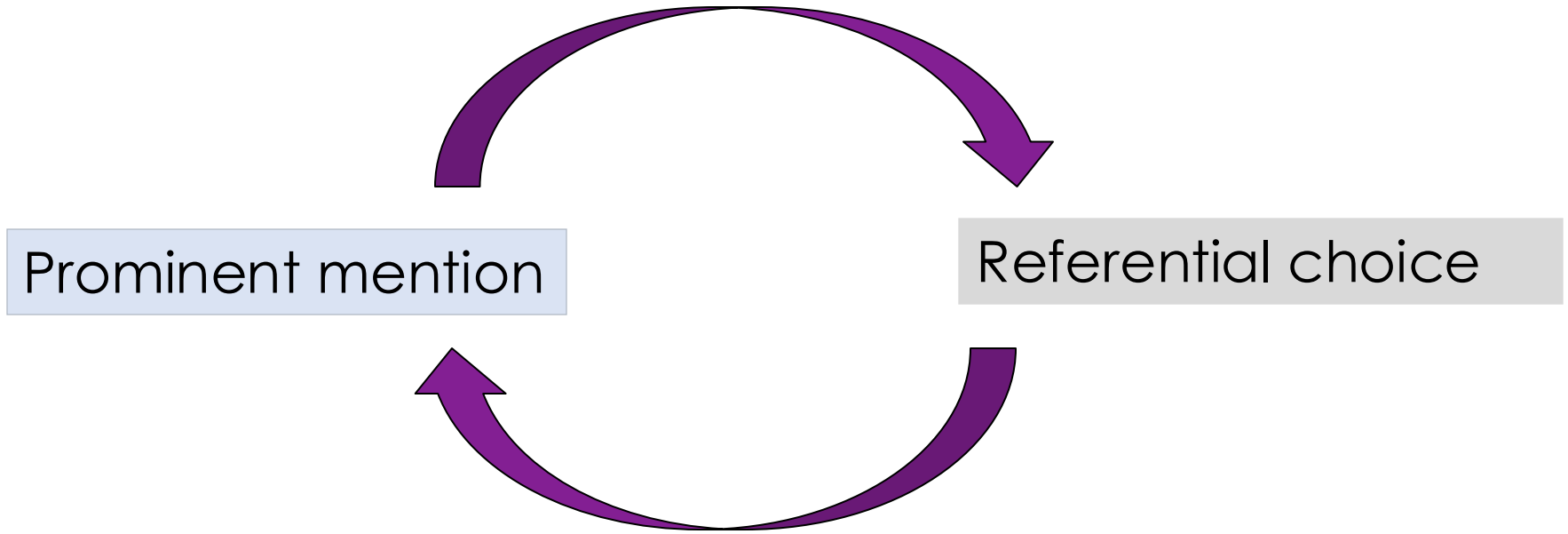
2.2. Prominence

In very general terms, prominence or salience in language refers to phenomena, which rise “above the expected level” perceptually, structurally, or in terms of content.

Prominence is a structure-building principle throughout the grammar of languages, and in particular for building discourse representations. Prominence is regarded as: a) relational, b) dynamic, and c) as an attractor of linguistic operations (Chiriacescu 2011, Himmelmann & Primus 2015).

Prominence plays an important role in the maintenance and construction of the discourse representation.

2.2. What determines prominence?



(Garvey & Caramazza 1974; Givon 1981; Brown & Fish 1983; Au 1986, Stevenson et al 1994; Chambers and Smyth 1998; Grosz et al. 1998, Ariel 2001; Kehler et al. 2008; Kaiser 2010, among many others).

2.2.1 Prominence-lending factors

- Givenness: **given** > **new**
(Givon, 1983; Gundel et al., 1993; Chafe, 1994; Arnold, 1998);
- Grammatical function: **subject** > **non-subject**
(Crawley et al. 1990);
- Parallel roles: **subjects as subj-pron.**; **objects as obj-pron**
(Sheldon 1974; Smyth 1994);
- Recency: **recent** > **non-recent** (Arnold, 1998);
- Animacy: **human** > **animate** > **inanimate** (Bresnan & Hay 2008, Bornkessel-Schleswsky & Schlesewsky 2009, Chiriacescu 2015, 2021).
- Verb type: event type influences interpretation (Garvey & Caramazza 1974,
- Thematic role: **agent** > **patient**; **stimulus** > **experiencer**; **goal** > **source** (Stevenson et al. 1994; Garvey & Caramazza 1974)
- Non-linguistic factors: **visual salience**, **cognitive load**, **cognitive impairments** (Fukumura et al. 2010, Arnold et al. 2007, Almor et al. 1999).

2.2.1.1 Thematic roles

- Debate in the literature: Thematic roles do not guide pronoun production (Kehler, Kertz, Rohde & Elman 2008) vs. thematic roles do play a role (Kaiser, Li & Holsinger 2011).
- The story continuation task:
 - **Participants:** 50 native speakers of Romanian;
 - The **methodology** used was a written story completion task;
 - **Materials and design:** 18 critical items & 22 fillers, 2 lists;
 - We used transfer-of-possession verbs, which resulted in 4 conditions, crossing thematic roles (Goal vs. Source) and grammatical function (Subject vs. Object).
 - **Task:** to provide one sentence continuation (Fukumura & van Gompel 2010) to each item.

CND1_Goal=Object	Paul i-a dat un bilet lui Andrei. Paul gave a note to Andrew.
CND2_Goal=Subject	Raul a cumpărat o carte de la Flavius. Raul bought a book from Flavius.

Table 3. Sample experimental items on thematic roles

2.2.1.1 Thematic roles. Results:

- Grammatical role has a strong impact on the type of referring expression used:
 - Referents realized as subjects were more likely to be picked up by (null & overt) pronouns.
 - More null pronouns when referring to the subject of the previous sentence, than to the non-subject (Ariel 1990, Arnold 1998, Gundel et al. 1993, Carminati 2002, Gerber 2006, Zafiu 2008, Chiriacescu 2011b).
 - Overt personal pronouns were more versatile, being used to pick up both the subject and non-subject referent, not being specialized for reference to non-subjects (→ **no** division of labour between the two pronoun forms in terms of syntactic function (Teodorescu 2016, Carminati 2002)).

2.2.1.1 Thematic roles

- The use of a particular thematic role affects the choice of subsequent mention (in support of Arnold 2001, Kaiser, Li & Holsinger 2011, Rosa & Arnold 2017).
 - Participants produced more (null and overt) pronouns to refer to the previous Goal than to the previous Source.
 - The Goal-bias was stronger for the non-subject, compared to the subject referent.
- Thematic role effects are strongest in overt pronoun production in Romanian: More overt pronouns were used for the Goal=non-subject than for the Source=subject referent.
- Subjecthood alone does not suffice to account for pronoun production in Romanian, thematic roles may affect production biases as well;
- Overall, the results support a multi-dimensional approach, suggesting that different referential forms are constrained by different grammatical and semantic factors (Kaiser & Trueswell 2008; von Heusinger & Chiriacescu 2009, Chiriacescu 2011a).

2.2.1.2. Verbal implicit causality

- Implicit causality (IC) verbs are said to impute causality to one of the participants associated with the event they denote, triggering an expectation of establishing coreference to one of their arguments over the other:

(1) a. Mike apologized to Paul because he was late. [he=Mike]
b. Mike scolded Paul because he was late. [he=Paul]

- These biases are manifestations of an expectation about who will be mentioned next in the discourse and can affect the interpretation of a subsequent pronoun (Garvey et al., 1974; Arnold, 2001; Arnold, Brown-Schmidt, & Trueswell, 2007; Kehler, Kertz, Rohde, & Elman, 2008).

2.2.1.2. Implicit causality

- Different taxonomies of verbs proposed: **stimulus-experiencer** schema (SE verbs, e.g.: *astonish, disappoint, fascinate*), **experiencer-stimulus schema** (ES verbs, e.g.: *admire, love, trust*) for (mental) **state verbs** (Brown and Fish, 1983b; Greene & McKoon, 1995; Levin, 1994).
- For **action verbs** (e.g., *help, cheat, or compete*), **agent-patient** (AP) and **agent-evocator** (AE) verbs are distinguished (Rudolph & Försterling, 1997).

2.2.1.2. Implicit causality

Mixed evidence for the impact of next-mention biases on the selection of reference form.

➤ Predictability matters:

Weatherford & Arnold (2021), Fetterman et al. (2022), Bott & Solstad (2023).

➤ Predictability does not matter:

Fukumura & Van Gompel (2010), Rohde and Kehler (2014), Holler & Suckow (2016).

We conducted several experiments on IC in Romanian:

- Exp1: norming study
- Exp2: Production study (2*2 design: SE vs. ES verbs and because/full-stop condition)
- Exp3: Production study (2*2 design: AP and AE verbs, because/full-stop condition)
- Exp4: Comprehension study (2*3 design: state verbs and pronoun/demonstrative prompt)

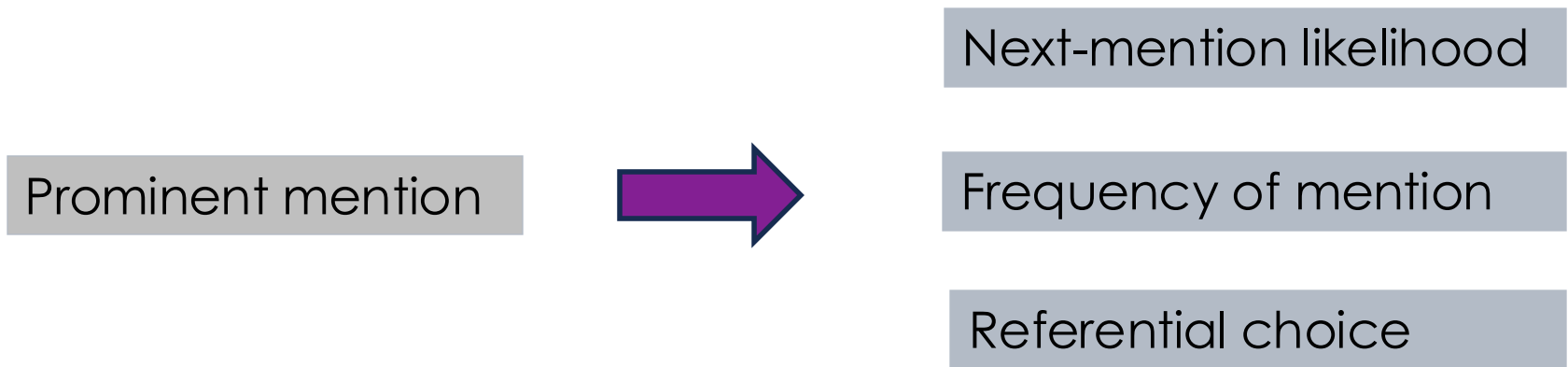
2.2.1.2. Implicit causality

- We investigated the impact of IC on [next-mention biases](#) and [referential form selection](#) in Romanian (never tested wrt verbal IC. Advantage: language with a different and more elaborate system of referential forms than English (incl. zero anaphora, cliticized pronouns, unstressed pronouns, demonstratives, etc.)).
- The norming study establishes strong next-mention biases for the 2 IC verb classes included in the experiments: The stimulus-experiencer (SE) and the experiencer-stimulus (ES) verbs, which show average coreference biases well above 0.7 probability to refer back to the subject (NP1) or the object (NP2), respectively.
- Some verbs did not show the expected biases. IC has a gradual rather than a categoric nature;

2.2.1.3. Implicit causality

- The comparison between the findings of our studies with the earlier work reported in Stevenson et al. (1994), Fukumura and Van Gompel (2010) shows that it is important to test form effects in conditions in which forms other than pronouns come into play as major players.
- The primary discourse expectation of IC is a prediction of discourse coherence. Reference form production is only predictable when the speaker is providing an explanation.
- Reference form selection relies on other factors as well and needs not coincide with next-mention probabilities.

2.2.2 Prominence in discourse



(Garvey & Caramazza 1974; Givon 1981; Brown & Fish 1983; Au 1986, Stevenson et al 1994; Chambers and Smyth 1998; Grosz et al. 1998, Ariel 2001; Kehler et al. 2008; Kaiser 2010, Chiriacescu & von Heusinger 2010, Chiriacescu 2011, 2014 among many others).

2.2.2 The discourse structuring potential

- Degree of prominence is a holistic phenomenon;
- Determining the degree of prominence associated with a given referent involves a complex weighting of factors, as argued in Chiriacescu (2011), Lindemann & Ariel (2024, 2025);
- Not all referential expressions found in one language are influenced by the same set of constraints (e.g. pronouns, definite noun phrases, demonstrative pronouns); Recent studies pointed out that different referential forms may show different degrees of sensitivity to different factors, supporting a form-specific multiple-constraints approach to reference resolution (Chiriacescu 2011, 2014), Lindemann (2020).

2.2.2 The discourse structuring potential

- Early theories were originally concerned only with anaphoric uses. However, a number of studies assume that prominence may have various effects on the subsequent discourse, affecting next-mention probability (sometimes called predictability), as well as the number of subsequent mentions of some referent.
- The discourse structuring potential (DSP) is a forward-looking measure that was introduced to highlight the potential of particular referring expressions to become prominent in the subsequent discourse (despite being less accessible at a certain point).
- The DSP of a referent was defined (Chiriacescu 2014) in terms of three measurable parameters, namely: (i) referential persistence, or the number of anaphoric expressions that are used to refer back to a referent, (ii) topic shift potential, or the probability to become topic, and (iii) referential explicitness, or the type of referring expression used to pick up a referent.

2.2.3 Contribution to discourse prominence

- Investigating multiple factors contributing to prominence;
- Investigating different effects of prominence on the development of the discourse (e.g. topic shift, next-mention and frequency of mention biases, reference form selection, choice of coherence relations).
- Focusing on different types of referring expressions (definite and indefinite NPs, demonstrative pronouns);
- Different languages (English, German, Romanian, Spanish).
- Substantiating theoretical considerations with experimental methods.
- Multiple experimental methods (corpus investigations, forced choice tasks, questionnaires, eye-tracking-studies,...).

2.2.4 Selected publications on prominence

- ✓ **Lindemann, Sofiana**; Ariel, Mira. 2024. "Accessibility Theory in Linguistics." In Oxford Bibliographies in Linguistics. Ed. Mark Aronoff. New York: Oxford University Press.
- ✓ **Sofiana I. Lindemann**. 2022. Thematic roles affect pronoun production in Romanian. In: Gianorllo, Chiara, Lukasz Jędrzejowski, Sofiana Lindemann. USB Monographs, Köln.
- ✓ **Sofiana I. Lindemann**. 2021. Animacy and gender affect production. Ex oriente lux. In honorem Nicolae Saramandu. Edizione del'Orso.
- ✓ **Sofiana I. Lindemann**. 2021. Pronoun resolution and the factors that influence it. Exploring Language Variation, Diversity and Change. Cambridge Scholars Publishing.
- ✓ **Lindemann, Sofiana**. 2020. Special indefinites in sentence and discourse. Gunter Narr, Tübingen.
- ✓ **Lindemann, Sofiana, I.** 2020. Effects of indefiniteness on topic transitions. *Revue Roumaine de Linguistique* LXV, 3, p. 235-248.
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2.3. Teaching and learning in Higher Education

- Part of the team that implemented the first blended-learning teaching project for the course "Introduction to linguistics" at the German linguistics department of the Universität zu Köln during 2012-2015.
- Students that benefitted from the new course format: approx. 300/p.a.
- By systematically collecting data on student performance, engagement, and feedback throughout the implementation, the project offers robust empirical evidence demonstrating the positive impact of blended learning on Higher Education outcomes.
- Results were critically evaluated by analysing how the blended-learning model compares with traditional teaching methods and situating the findings within existing educational research.

2.3. Teaching and learning in Higher Education

- We designed and implemented a broad array of exercises for phonetics, phonology, morphology, syntax, semantics and pragmatics;
- We used chat rooms for an easy communication with the students during the course; feedback for students after a series for exercises (including learning curve);
- We integrated and used several free software tools for linguists (e.g. *Praat* for phonetic analysis. Students can analyse speech sounds and visualize pitch, formants, and intensity. *Morpheus*, which helps with morphological parsing, breaking down words into roots and affixes; Corpus-based tools (e.g., *Sketch Engine*) to analyse large corpora for word usage patterns, collocations, and semantic trends.
- We integrated several course evaluations;

2.3. Teaching and learning in Higher Education

- Introduced new instructional strategies and technologies tailored to enhance the blended-learning experience, offering an innovative approach that addresses contemporary educational challenges.
- The methods and results presented are designed to be adaptable to a variety of educational contexts, allowing other educators and institutions to generalize the findings, thus contributing valuable insights to the broader academic and teaching community.
- Future plans:
 - Form a working group with members representing teaching, students and IT, to oversee the integration of a blended-learning project at the German department.
 - The project plans to incorporate cutting-edge educational tools, such as interactive quizzes, multimedia content, and collaborative online platforms, to foster active learning.

2.3. Selected publications

- ✓ **Lindemann, Sofiana, I.** 2020. Implementierung von E-Learning Methoden in der Lehre. Thelem, Dresden.
- ✓ **Lindemann, Sofiana, I.** 2023. Morphologie. Ein Übungsbuch. Thelem, Dresden.
- ✓ **Lindemann, Sofiana, I.** in prep. Empowering Learners: Effective Teaching Techniques in Higher Education.

3. Career development objectives





3.1. Research plans

3.1.1. Implicit causality and consequentiality:

- Extend analysis to include other connectives as well (e.g. *and so*, *and then*);
- Extend analysis to occasion verbs (AE-verbs, e.g. praise, criticize, thank, punish, Fillmore's (1969) judgement verbs);
- Explore the effect of implicit causality and consequentiality on nonnative pronoun resolution (e.g. Hungarian/Ukrainian-speaking Romanian learners) to explore how they use semantic and discourse information in comprehension;
- Extend analysis to other populations (e.g. children). First pilot study conducted on 9/12-yrs-olds indicates that IC biases are learned gradually;

3.1. Research plans

3.1.2. Demonstrative pronouns

Romanian and Spanish show pre- and post-nominal demonstratives. In these languages, the post-nominal demonstrative is preceded by a definite noun, as in (8):

(8)	pre-nominal	post-nominal
Romanian	acest om	omul acesta N-ART
	DEM N	N-ART DEM
Spanish	este hombre	el hombre este
	DEM N	ART N DEM

There is no consensus of the interpretative contrast between pre- and post-nominal demonstratives.

- The pre-nominal demonstratives are anaphoric while the post-nominal ones are deictic (Ahn 2017, Tasmowski 1990: 95).



3.1. Research plans

3.1.2. Demonstrative pronouns

- The pre-nominal demonstratives are devices of text-cohesion. The post-nominal demonstratives are markers of talk-interaction, which explains the preference for post- position in spoken registers (Manoliu-Manea 1998: 180).
- “The demonstrative can be defined as a deictic determiner, which identifies, and points out an entity in discourse.
 - The prenominal position, which can refer to so-called *present* or *at hand information* appears to be closest to the core function of the demonstrative.
 - The postnominal demonstrative tends to refer to information already familiar to both speaker and addressing without explicitly pointing it out” (Alexander 2007: 50-51 for Spanish).

3.1.3. Implementing these ideas:

- Writing grant proposals for institutional, (inter)national financing competitions;
- Publishing papers and books;
- Participating in (inter)national conferences and workshops to present the results;
- Continuing the already established cooperations with other colleagues;
- Organize conferences at UTBV.



3.2. Educational activities

- **Curriculum development** (up-to-date course materials, create more blended learning environments, incorporate students' course evaluations into the refinement of the didactic process);
- **Pedagogy** (take classes for teaching and learning, exchanging best practices with colleagues, continue own research in this domain);
- **Supervising students** at the BA, MA, and doctoral level;



3.3. Other activities

- Organize training sessions for students and colleagues;
- Organize lecture series for students and colleagues;
- Maintain existing (inter)national contacts and networks;
 - Transilvania University of Brasov (forthcoming, 2026): 1 conference.
- Establish new (inter)national research networks;
- Increase the university's visibility at the (inter)national level.

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