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Biography



Jean-Pierre Gabilan has been an associate professor in English linguistics at the *Université Savoie Mont-Blanc* since 2000. Since 2006, he has served as President of the Association of Friends of CRELINGUA, founded in 1989 by Henri Adamczewski, with whom he co-authored several English grammar books, before publishing *Grammaire expliquée de l'anglais* in 2006 (Ellipses, 2nd edition in 2020).

EXTRALINGUISTIC PARAMETERS AND GRAMMAR: IS THERE A WAY OUT? THE CASE OF « SIMPLE » VERSUS « BE+ING » UTTERANCES

By Jean-Pierre Gabilan

The teaching of English relies on grammatical data which have always been highly dependent on extralinguistic parameters. Students of English have to deal with rules which take actions of the real world – aka extra-linguistic reality - into consideration: for instance, routines are supposed to be expressed by the *simple present* and uncompleted actions taking place right now by the *present progressive/continuous*. But everyday utterances produced by native speakers in authentic situations do not follow these pseudo rules. Should these disturbing utterances be then regarded as exceptions or should new analytical devices be called for?

When Bradley Walsh, presenter of ITV1 game *The Chase* says: « You have 30 seconds. You time starts now! » or when *Who wants to be a millionaire* presenter says: « Let's give Chris a big hand! He goes away 8000 pounds better off! » are they not speaking grammatically correct English? How does one reconcile what these presenters say with the « routine rule »? Or is it just all right to say « the simple present is generally used to express routines and habits or whatever is permanent but at times it is also found in sentences referring to what only applies to one specific occurrence? »

Similar comments can be made about the progressive (aka *be+ing* in recent grammar books). An advert for The Royal Bank of Scotland ran as follows: « Are you paying too much interest on your credit card? » and the caption written under a gruesome photo for an anti-smoking campaign read: « Every cigarette is doing damage. » It seems that in both cases regularity is at stake. And yet *be+ing* is used. Now why is that?

The point we have just raised is what students have to deal with when studying English and what they try to come to terms with seems highly illogical when, like any other grammar, English grammar is nothing but pure logic, provided of course that proper tools are used to decipher it. Using the linguistic framework known today as *meta-operational grammar*, we propose to account for what remains an obstacle to a good command of English, namely the opposition between « simple » and « be+ing » utterances.

Keywords

grammar ; extralinguistic parameters ; meta-operational theoretical framework ; core value.

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Biography



Ariel Laurencio is an associate professor specializing in Spanish linguistics and translation at the University of Sassari, Italy. He holds a doctorate in philology and Romance languages and has degrees in Hispanic, English, and Mongolian philology. In 2019, he published a book entitled *Lo que decimos cuando estamos diciendo algo*, which offers an enunciative analysis of the Spanish *estar + gerund* construction.

CONSTRUCTION OF A METAOPERATIONAL PRAGMATIC MODEL **THE OPERATOR BE + ING AND ITS WAY FOR OBTENTION OF ILLOCUTIONARY VALUES**

By Ariel Laurencio

A fundamental aspect of Adamczewski's predicative theory is that predications blocked by the operator BE + ING are relations governed by a dominant predicate. This dominant predicate contains what the blocked or dominated predicate points to, that is, the greater communicative intention the utterer has in mind.

Based on this idea, we systematize a pragmatic model where, with the proposition of a predicative relation, focus is placed on the relation itself, resulting in an illocutionary value centered on the very grammatical relation being handled. On the other hand, with the

presupposition of the predicative relation, the focus is placed outside this relation, yielding an illocutionary value beyond the relation itself, interpretable according to the context of utterance.

This leads us to the stipulation of a reasoned model of how an illocutionary effect, or a certain type of illocutionary effect, is obtained from the implementation of a given grammatical operator in discourse. In the case of the BE + ING structure (we will also consider equivalents in other languages), we have the BE operator, which allows to state about a subject something represented by the block assembled with the ING form. However, since what is attributed to the subject should be or is assumed to be known, an implicature is triggered, as a result of the exploitation of the maxim of quantity, which presupposes that we always provide just the right amount of information that is required. Such an implicature is represented by the inference we must make to understand the reason for referring to something that we already know or that is before our eyes.

Since it is the BE + ING operator that provides such a procedural instruction of illocutionary nature, we can see that, in the end, pragmatics and grammar are not two aspects of language so distant from each other. Quite the contrary, they are interdependent, with one conditioning the ways of the other. This insight allows us to conclude that grammar and pragmatics are but two sides of the same coin. We thus hope to contribute to the delineation of the grammar/pragmatics interface, an indispensable aspect of understanding the mechanisms of language functioning.

Based on the concept of the dominant predicate stipulated by Adamczewski as acting in predicative relations handled with BE + ING, we systematize a pragmatic model that allows us to predict the typology of illocutionary value obtainable with the proposition of a predicative relation or with its presupposition through this English operator BE + ING (as well as through its equivalents in other languages). Through this integration of pragmatic action principles into the Adamczewski model, we attempt to shed light on the relationship between the grammatical operative level and the illocutionary level of speech acts.

Keywords

proposition of the predicative relation, ternary predicative structure, presupposition of the predicative relation, binary predicative structure, orientation of the utterance, dominant predicate, informational focus, illocutionary value, grammar-pragmatics interface, phases theory, meta-operational theoretical model

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Biography



Pascal Vallet is an educator and researcher exploring AI's potential in education and its societal impact. He is currently the United Nations International Junior School Principal in New York, USA. Specializing in operational optimization and educational technology innovations with generative AI, Pascal has international experience and focuses on AI, language, and cognition. He has written articles like 'The Lion Who Speaks' and 'Whispers in the Algorithm' and developed custom AI systems for education. He promotes ethical AI use and presents at conferences to foster interdisciplinary collaboration. His work aims to advance responsible AI in education and inspire dialogue on AI's role in learning and human development. Fluent in French, English, and understanding Bahasa Indonesian and Spanish, Pascal has a strong international track record for innovation, team-building, and collaboration, guided by his leitmotif: 'students first.'

GRASPING THE LION'S SPEECH: AI, LINGUISTIC RELATIVITY, AND THE FUTURE OF TRANSLATION

By Pascal Vallet

The presentation "Grasping the Lion's Speech: AI, Linguistic Relativity, and the Future of Translation" explores the connections between the ideas presented in Pascal Vallet's recent work on AI, language, and culture, Henri Adamczewski's meta-operational perspectives, and the concept of linguistic relativity. By bridging Vallet's expertise in AI with Adamczewski's meta-operational linguistics and the concept of linguistic relativity, the presentation aims to foster interdisciplinary dialogue and advance the development of linguistically sensitive AI tools for translation and cross-cultural communication.

The presentation begins by examining the current state of large language models (LLMs) in their understanding and explanation of the BE + V-ING construction and their lack of linguistic relativity. It discusses Adamczewski's meta-operational perspectives and their importance in understanding the implicit meanings of language structures. Vallet proposes ways to integrate meta-operational perspectives into LLMs to enhance their linguistic relativity and ability to accurately interpret and convey the implicit meanings of language structures.

The presentation then delves into the crucial role of Natural Language Processing (NLP), Machine Learning (ML), and Natural Language Understanding (NLU) in developing linguistically sensitive AI tools for translation and cross-cultural communication, building on the ideas presented in Vallet's work. It explores how these technologies can help integrate meta-operational perspectives and linguistic relativity into AI tools and advance the understanding of linguistic relativity and its implications for translation and cross-cultural communication. NLP, ML, and NLU play a vital role in bridging the gap between linguistics, translation studies, and AI, enabling the development of linguistically sensitive AI tools that can accurately interpret and convey the implicit meanings of language structures across different languages and cultures.

Finally, the presentation offers a forward-looking perspective on the role of linguistically sensitive AI in advancing translation and cross-cultural communication while preserving cultural richness, drawing from the lessons learned in Vallet's research. It discusses the importance of interdisciplinary collaboration among AI experts, linguists, and translators to develop AI tools that integrate meta-operational perspectives and linguistic relativity. The development of linguistically sensitive AI, guided by Adamczewski's meta-operational

perspectives and the ideas presented in Vallet's work, has the potential to revolutionize translation and cross-cultural communication while preserving the diversity of human language and culture.

By integrating meta-operational perspectives and linguistic relativity into AI tools and fostering interdisciplinary collaboration, Vallet suggests that we can grasp the lion's speech and unlock new possibilities in translation, cross-cultural communication, and AI. The presentation invites continued interdisciplinary dialogue to advance the development of linguistically sensitive AI tools that can accurately interpret and convey the implicit meanings of language structures across different languages and cultures.

Keywords

proposition of the predicative relation, ternary predicative structure, presupposition of the predicative relation, binary predicative structure, orientation of the utterance, dominant predicate, informational focus, illocutionary value, grammar-pragmatics interface, phases theory, meta-operational theoretical model

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Biography



Co-Chair of the International Steering Committee of UNESCO Media and Information Literacy Alliance, Dr. Drissia CHOUIT is a Full Professor of Comparative Linguistics, Communication and Media Studies at Moulay Ismail University of Meknes, Morocco. She is a Founding Member of UNESCO-UNAOC-UNITWIN University Network on Media and Information Literacy and Intercultural Dialogue and a Founding Member of MEDEA, Mediterranean Europe and Africa, an independent High-Level Group set up by the Italian Chapter of the International Institute of Communications, operating in the Mediterranean area. She is the Director and Host of the Series "International E-Seminars on Contemporary Issues in Media and Information Literacy and Former Director of the Centre for Doctoral Studies in Letters, Human Sciences, Arts and Education Sciences at Moulay Ismail University.

Former Consultant to UNESCO in Linguistics and Communication, she has ten years' experience in Diplomacy and International Relations and over twenty years' experience in teaching Media and Information Literacy and Metaoperational Linguistics as a transversal theme in Grammar in Context, Translation and Communication, News Literacy and Media Discourse. A fervent advocate of Media and Information Literacy for All, with the passion for languages and cultural diversity, she has at her credit a number of publications and invited talks both as a Linguist and as an International Media and Information Literacy Expert. Leader of Project MILA (Media and Information Literacy for All), her Educational Website, Media Information Literacy for All, is hosted on UNESCO-United Nations Alliance of Civilizations' Clearing House on Media and Information Literacy and has an average of 30,000 visits per year.

NEW INSIGHTS ON THE SEMANTICS OF META-OPERATOR BE+ING: UNVEILING THE BINARY SYSTEM UNDERLYING THE META-DISCURSIVE EXPRESSION OF VIEWS AND ATTITUDES

By Drissia Chouit

This invited paper presents original research and substantial contribution to modern linguistics within the theoretical framework of Meta-operational Linguistics founded by the late Henri Adamczewski (1929-2005). It brings new insights on the semantics of meta-operator BE+ING by specifically unveiling the binary system underlying the meta-discursive expression of views and attitudes, showcasing two different levels of structuring views and attitudes, depending on whether the speaker opts for simple verb forms or BE+ING forms.

Most educationists, policy-makers, and parents ask this question: Why do our students have difficulties in mastering languages? This ground-breaking study contributes to solving this problem. Based on the theoretical framework of Meta-operational Linguistics, it shows the power of linguistic research in making intelligible what is still considered "idiomatic" in descriptive approaches. It also shows the limitations of descriptive grammar, which focuses on the capacity of students to memorize lists of rules and exceptions to these rules, while it is often the case that neither the rules nor the exceptions to the rules can explain authentic examples in-context.

In fact, students of English as a Foreign Language (EFL) should understand how this language works in order to master it (Adamczewski, 1978). The adequacy of Meta-operational Linguistics will be showcased in this regard, by enabling us to go beyond the surface meanings of the dichotomy of simple versus so-called continuous forms to dive into the LOGIC that informs the processing of these grammatical forms in context, based on a BINARY SYSTEM

that clearly sets the difference between simple forms and BE+ING forms as a difference in goals of communication, a difference in focus of communication, and a difference relative to the nature of the relationships between the parties involved in the communication process. For the first time, we see critical thinking and analytical skills applied to the teaching of grammar, an empowering approach that makes the teaching and learning process both enjoyable and rewarding.

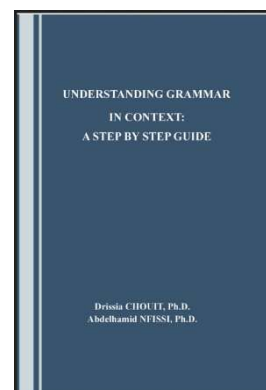
The theoretical approach adopted in this analysis is context-based, communication-based, and research-based (Chouit & Nfissi, 2018). It is context-based because it considers that the only way to get insights into the internal organization of languages is to explore grammatical forms in context, that is, to examine them in their natural contexts of use, highlighting the importance of using authentic examples (Chouit & Nfissi, 2024). It is communication-based because it gives prime importance to the elements of communication that are omnipresent in any communication process: encoder, decoder, context of situation, co-text, goal of communication and strategies of communication, which depend on the relationship between the speaker and the addressee and the intention of communication (Chouit, 2014). And it is research-based because it is a theory of Linguistics, based on a holistic approach of how natural languages work, and the main principles that govern the processing of utterances in the communication process (Adamczewski, 1982; Chouit, 2021).

Keywords

Meta-operational Linguistics, semantics of grammar, abstract processing of meta-operator BE+ING, meta-discourse analysis, binary system in expressing views, English as a Foreign Language (EFL)

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Biography



Francisco Matte Bon is a Full Professor of Spanish Language and Translation at the Department of International Human and Social Sciences of the University of International Studies of Rome (UNINT). He served as Dean of the Faculty of Interpreting and Translation from April 2008 to June 2010 and again from May 2012 to September 2016. From April 2015 to September 2023, he was Rector of the same university.

From 2018 to 2023 he was President of UNIMED, an association of 168 Universities from 25 countries, mostly around the Mediterranean. He studied Modern Languages and Linguistics in Paris. Active for years in language teaching and teacher training, especially in Spanish and Italian as foreign languages, he has also held numerous seminars and lectures in Italy and abroad, invited by universities and other institutions in 20 countries.

His research focuses mainly on two areas: language teaching and grammatical analysis from a communicative perspective. He is internationally known among Spanish teachers for his *Gramática comunicativa del español* (2 vols.), Madrid, Difusión 1992, and since 1995, Madrid, Edelsa.

He is the author of numerous articles on language analysis from a communicative and enunciative perspective, the role of grammar in language teaching, and the teaching of Spanish to Italian speakers. In recent years, he has addressed methodological problems in contrastive analysis from grammatical and lexical perspectives, the relationship between system and usage, the problem of data in language analysis, and the relationship between language and the extralinguistic world. He currently directs a grammar research group focused on enunciation, which meets regularly and has already organized two international congresses.

He is fluent in Spanish, Italian, French and English and has a fairly good command of German, Portuguese and Russian as well as a basic level in Chinese. He has a very long experience as a language teacher and language teacher trainer. He has published numerous works on the analysis of languages as well as teaching materials.

DECIPHERING THE “SECRET ARCHITECTURE” OF LANGUAGES: THE ROLE OF BE + ING IN ENGLISH AND OF ITS EQUIVALENTS IN OTHER LANGUAGES

By Francisco Matte Bon

Most approaches to grammar in our tradition of language studies tend to tackle each single element or mechanism separately. What’s more, quite frequently different criteria are used to analyse each element or mechanism, which makes it very difficult to grasp the overall organization of a language. Under such circumstances it is also very difficult to compare languages properly in an attempt to help students learn a new language or improve their language skills in that language.

Adamczewski repeatedly pointed out that languages cast light on the functioning of each other. He was perfectly right. Through a long experience learning languages, I have seen that every new language I have started learning has helped me better understand different aspects of languages I had some command of. At the beginning this was rather limited to specific observations which did not explain much but little by little I started discovering ways of comparing languages so that by trying to understand the similarities and differences between languages I discovered the overall organization of systems. I thus discovered that however similar, in Italian and Spanish the equivalents of *be + ing* work in a totally different way, which

I could picture very precisely, and this helped me understand why Italian uses *stare* + *ndo* much less than Spanish uses *estar* + *ndo*.

From the metaoperational perspective, all the mechanisms of a language can be analysed, understood and explained in terms of the metalinguistic operation they encode, according to a New – given axis, also always carefully analyzing the speaker’s attitudes towards their interlocutor, the context and what is being said. We can thus identify grammatical operators that present things as new, proposed by the speaker in the enunciative act as negotiable or operators indicating that the information they present is somehow presupposed, already part of the context, not presented as new.

This talk will be organized in 3 steps:

1. Presentation of an overall way of representing the organization of a language in metaoperational terms as summarized above, which allows us to understand how phenomena which apparently have got nothing to do with each other, such as verbs, nouns, prepositions and conjunctions, are in fact elements of a global system and each of them has very specific functions which can be much better understood through comparisons between them. Within such system languages can be compared in a new way, analyzing systems and not just individual elements.

2. Presentation of different mechanisms in different languages that have functions similar to *be* + *ing* in English.

3. Presentation of a hypothesis on the role of *be* + *ing* within the English system, which tries to explain the similarities and differences as compared to other mechanisms as well as the interactions between the different existing mechanisms.

Keywords

Meta-operational grammar, contrastive analysis, verbal system, BE + V-ing, language categories

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Biography



Mohammed Habib Kahlaoui is an Associate Professor of Linguistics and Translation at Sultan Qaboos University in the Sultanate of Oman. He holds an M.A. and a Ph.D. in Theoretical and Contrastive Linguistics from Sorbonne University, Paris III, France. Dr. Kahlaoui coordinates the BA Translation program at Sultan Qaboos University, Muscat. His teaching and research focus on contrastive linguistics, discourse analysis, intercultural rhetoric, and translation between Arabic, English, and French. Meta-operational grammar is a major reference in the numerous articles he authored, as well as in the many lectures he delivered. In 2019, Dr. Kahlaoui received the Distinguished Academician Award from Sultan Qaboos University.

GRAMMAR IN TRANSLATION: THE CASE OF BE+V-ING

By Mohammed Habib Kahlaoui

Present-day English pedagogical grammars often draw on a descriptive model, where language is observed, linear structures are described, and grammatical rules are formulated. In contrast, Arabic reference grammar remains fundamentally prescriptive, building on the work of traditional grammarians. However, both approaches tend to be context-insensitive and reflect a semantic conception of grammar that conflates language with the world.

The treatment of (be + v-ing) as conveying irritation, temporary situations, limited and unlimited duration, incompleteness of events, lack of commitment, emphasis on the process, "requests that put the listener at considerable risk or inconvenience," temporariness, fairly recent communicative happenings, habitual use, repetition of events of limited duration, anticipated future happenings, and persistent activity (Quirk & Greenbaum, 2016; Leech, 1989) is neither learnable nor teachable. It demonstrates the grammarian's trouble and alludes to the learner's and translator's perplexity.

Modern grammars—whether prescriptive, descriptive, or typological—fail to account for the working of fundamental grammatical operations and structures in natural languages. This failure is due to various factors, such as an attachment to linearity, the direct assignment of meaning to meaningless categories, a disregard for context, reliance on artificial corpora, clear monolingual bias, and the marginalization of the role of the utterer/co-utterer in the production and reception of utterances.

Much of the literature on grammatical difficulties facing student translators between English and Arabic attributes ineffective grammatical transfer to interlingual structural discrepancies or factors like the translator's linguistic competence, negative transfer from the mother language, and misleading learning strategies. However, the role of pedagogical grammar itself is rarely diagnosed as a problem. This corpus-based study seeks to shed light on this under-researched factor: the role of reference grammars of English and Standard Arabic in inducing student translators into mis-translation.

For undergraduate students, "the grammar of a language" is a body of knowledge prescribed or described in "the grammar textbook" and taught and learned in class. It is therefore taken for granted, even when the rules, in the case of Arabic, date back many centuries. When 'the grammar textbook' conflates modality with futurity in Arabic or assigns extralinguistic values to an English formal marker (such as Leech's 14 meanings of [be+V-ing]), what can be expected from a student translator other than to retrieve the rule? One major trigger of ineffective interlingual grammatical transfer is associated not only with the monolingual bias of

predominant grammars but also with the student's assumption that, in seeking the grammatical value of a source text (ST) item, the grammar textbook is as authoritative as the dictionary in seeking the semantic value of a ST lexical unit. The dictionary's definition and the grammar rule continue to exercise full didactic authority.

Keywords

metaoperator, metalinguistic status, core value, under- and mis-translation

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Biography



Ryan Tannenbaum is an Ed Tech consultant and AI expert currently based in South Korea. He specializes in leveraging advanced technology to enhance classroom learning outcomes. A Language Acquisition teacher by training and a developer by trade, he has worked extensively with schools and companies to integrate cutting-edge technology and AI into education.

CALIBRATING AI: FROM NICHE KNOWLEDGE TO NUANCED UNDERSTANDING

By Ryan Tannenbaum

This presentation offers both a practical and philosophical perspective on using Large Language Models (LLMs) in education. First, it invites educators to delve deeper into how LLMs can be fine-tuned and primed to deliver more relevant, targeted content. Building on Henri Adamczewski's meta-operational approach as a foundation, we will explore how traditionally underrepresented concepts in domain discourse can be incorporated into LLMs.

We will then examine various techniques for integrating novel information into these models, including adversarial prompting, and assess their effectiveness through exploratory prompts designed to test the model's boundaries.

Next, the discussion will broaden to consider how AI can not only enhance student learning but also deepen teachers' understanding of students' perspectives and misconceptions. This feedback loop has the potential to expand educators' insights into student learning processes.

Advancing from this, we will explore LLMs as a new medium for engaging with language, linguistics, and culture. Through techniques like reinforcement learning (RL) and Direct Preference Optimization (DPO), we will demonstrate how AI can be leveraged to open new avenues of linguistic research.

Specifically, we will experiment with training an AI model to avoid producing explanations of verb forms that refer to the progressive form or the idea that the linguistic operator BE + V-ing is used to refer to unfolding, progressive, continuous actions. These traditional, erroneous perspectives, which also take other forms such as the perfective aspect, raise critical questions such as:

- Is this possible for an AI model to offer linguistic explanations of verb forms, thereby applying the knowledge it has been fed to (m)any new example(s), or will it merely repeat theoretical knowledge from its database?
- What are the implications of manipulating language in this way for communication and understanding?
- What impact does this have on the model's representation of language and the world?

Rather than drawing broad, definitive linguistic conclusions, this exploration aims to show how these tools can augment linguistic research and inspire innovative studies into the workings of language, particularly within the context of AI models.

Keywords

Large Language Models (LLMs), meta-operational approach, adversarial prompting, reinforcement learning (RL), Direct Preference Optimization (DPO), linguistic research, verb forms, progressive form, student learning, AI in education

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Biography



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BE+ V-ING IN ENGLISH AND ITS TRANSLATION INTO ARABIC

By **Abdelhamid Nfissi**

This presentation deals with the function of BE + V-ING in Metaoperational Grammar and its translation into Arabic. BE + V-ING constitutes a difficulty for Moroccan English teachers, learners, and translators. This metaoperator has no reference to the extra-linguistic world as it serves as a discursive trace of an abstract operation that takes place in the processing of an utterance, that is to say, the invisible operation of transit from language as a concept in the mind to language as discourse. Such traces show the main steps undertaken by the utterer in the process of building discourse and help explain why the utterer resorts to a specific operator. BE + V-ING stands witness to the intervention of the utterer since it reveals his or her involvement in the message.

Relying on the sub-theory of contrastivity, we conclude that the internal mechanism governing the function of BE + V-ING is not the same in Arabic. In this regard, contrastive analysis proves to be relevant to the process of metalinguistic translation. The translation of grammatical operators poses problems if translated out of context. Therefore, the focus will be on the role of the context in translating BE + V-ING into Arabic. The findings show that Arabic utilizes different grammatical constructions to reveal the discursive operations conveyed by BE + V-ING.

Keywords

Context, metaoperational grammar, theory of phases, contrastive analysis, utterances

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