8th Annual Meeting of the Illinois Language and Linguistics Society

Language and Linguistics Through Time

April 21st - 24th, 2016

Urbana, Illinois
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Welcome!

On behalf of the Organizing Committee, the Linguistics Student Organization, and the Department of Linguistics, we would like to welcome you to the Eighth Annual Meeting of the Illinois Language and Linguistics Society (ILLS8). Since its inception, ILLS has experienced steady growth each year, and we are excited to have you join us for what is sure to be our largest ILLS yet.

This year marks a particularly special occasion for ILLS, as it coincides with the 50th Anniversary of the Department of Linguistics here at the University of Illinois at Urbana-Champaign (UIUC). To help celebrate the long and rich history of our department, we have invited six distinguished alumni of linguistics at UIUC to deliver this year’s plenary talks. These speakers span both the history of the department and a diverse range of sub-fields within linguistics. Our conference theme, *Language and Linguistics through Time*, was further selected to reflect the co-incidence of ILLS8 with our department’s 50th anniversary. We hope that it will highlight not only how languages and linguistics have changed over time, but that it will also illustrate how language can be explored through the lens of time.

In addition to our plenary speakers and conference theme, we have also invited the alumni and former faculty of the linguistics department to attend ILLS8 and to present some of their research in the poster session on Sunday.

For their help with the logistical details in celebrating the 50th anniversary of the linguistics department, we wish to thank Drs. James Yoon, Rakesh Bhatt, Ryan Shosted, and Eyamba Bokamba.

We are glad to have you joining us this year, and we look forward to the many fascinating presentations and stimulating discussions that are sure to ensue.

ILLS8 Organizing Committee
Conference Organization

Organizing Committee

Chair
Kailen Shantz

Organizers
Patrick Drackley, Maria Goldshtein, Sarah Johnson, Stephanie Landblom, Ayoub Loutfi, Amalia Reyes, Anna Tsiola, Benjamin Weissman

Volunteers
Andrew Armstrong, Kathleen Becker, Nyssa Bulkes, Roberto Campillo, Yiru Chen, Marco Fonseca, Anita Greenfield, Iftikhar Haider, Liwen Huang, Eun Hee Kim, Amelia Kimball, Yilan Liu, Kate Lyons, Joy Maa, Yan Sun, Xiaowan Zhang

Scientific Committee
Andrew Armstrong, Marissa Barlaz, Bill Bryce, Nyssa Bulkes, Chung-Yu Chen, Sarah Choi, Patrick Drackley, Christopher Eager, Sara Fernandez, Marco Fonseca, Maria Goldshtein, Iftikhar Haider, Zainab Hermes, Liwen Huang, Lydia Hwa-Che Medill, Suyeon Im, Sarah Johnson, Farzad Karimzad, Eun hee Kim, Ha Ram Kim, Amelia Kimball, Chase Krebs, Stephanie Landblom, Sarah Little, Yilan Li, Ayoub Loutfi, Kate Lyons, Sara Ann Mason, Dawn Navejas, Amalia Reyes, Itxaso Rodriguez, Daniel Ross, Dana Shalash, Kailen Shantz, Anna Tsiola, Yiyi Wang, Benjamin Weissman
## SCHEDULE OF EVENTS

**Friday, April 22nd**

*All presentations are in Room 314 in the Illini Union.*

<table>
<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>8:00 AM</td>
<td>Registration Opens</td>
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<tr>
<td>8:50 AM</td>
<td>Opening Remarks</td>
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<tr>
<td>9:00 AM</td>
<td><strong>Plenary Session:</strong> Affixal negation in West Greenlandic</td>
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<td><em>Jerry Sadock, University of Chicago</em></td>
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<td>10:00 AM</td>
<td>Coffee Break</td>
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<tr>
<td>10:20 AM</td>
<td>Gapping in Jordanian Arabic</td>
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<td><em>J.A. Bukhari</em></td>
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<td>10:55 AM</td>
<td>Morphological causatives in Moroccan Arabic</td>
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<td><em>A. Loutfi</em></td>
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<td>11:30 AM</td>
<td>The acquisition of Mandarin reflexives by heritage speakers and adult</td>
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<td>second language learners</td>
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<td></td>
<td><em>C-Y. Chen</em></td>
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<tr>
<td>12:00 PM</td>
<td>Lunch Break</td>
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<tr>
<td>1:30 PM</td>
<td>Lexical and semantic shifts in the linguistic portrayal of social</td>
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<td>gender in the United States</td>
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<td><em>A. Mueller &amp; R. Laudersdorf</em></td>
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<td>2:05 PM</td>
<td>Subject pronoun expression in Basque-Spanish: a case of convergence</td>
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<td><em>E. E. Zuluaga</em></td>
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<td>2:40 PM</td>
<td>Principal component analysis of nasal velar codas in Brazilian</td>
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<td></td>
<td>Portuguese</td>
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<td></td>
<td><em>M. Barlaz, M. Fu, R. Shosted, Z-P. Liang, &amp; B. Sutton</em></td>
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<tr>
<td>3:10 PM</td>
<td>Coffee Break</td>
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<tr>
<td>3:30 PM</td>
<td><strong>Plenary Session:</strong> The typology of applicative/causative marking in</td>
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<td></td>
<td>Tapus: a traditional Malayic language of Central Sumatra</td>
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<td><em>Peter Cole with Gabriella Hermon, University of Delaware</em></td>
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Saturday, April 23rd

All presentations are in Room 314 in the Illini Union.

8:00 AM  Registration Opens

9:00 AM  **Plenary Session:** The prosodic hierarchy of Chichewa: how many levels?
*Laura Downing, University of Gothenburg*

10:00 AM  Coffee Break

10:20 AM  Information status on perception of prominence
*S. Im*

10:55 AM  Echolalia as a communicative strategy: a Kleefstra-syndrome case study
*G. Mazzaggio*

11:30 AM  Effects of language contact in pitch-accents: the case of Gernika Basque
*I. Rodriguez & K. Gillig*

12:00 PM  Lunch Break

1:30 PM  When mixed effects aren't enough: Bayesian models of linguistic data
*A. Kimball, C. Eager, K. Shantz, & J. Roy*

2:05 PM  The interpretation of the French definite article: a comparison study between native speakers and Anglophone-French L2 learners
*S. Fernandez Cuenca & A. Burkel*

2:40 PM  Pardon my French: identity, ideology, and the case for World French(es)
*P. Drackley*

3:10 PM  Coffee Break

3:30 PM  **Plenary Session:** Prestige planning for indigenous languages in Africa: insights from language economics
*Nkonko M. Kamwampanalu, Howard University*
Sunday, April 24th

All session are in the Ballroom in the Illini Union.

8:00 AM  Registration Opens

9:00 AM  **Plenary Session:** How local computation leads to global pattern: from motor control to language
*Khalil Iskarous, University of Southern California*

10:00 AM  Coffee Break

10:20 AM  Poster Session

12:00 PM  **Plenary Session:** Blurred boundaries: the intersections of language teaching and linguistic inquiry
*John Levis, Iowa State University*

1:00 PM  Closing Remarks and Top Abstract Awards
Poster Session

Sunday, April 24th, 10:20 AM - 11:50 AM

1. Expression of accusative and dative clitics in bilingual children
   E. Gutiérrez Topete

2. First- and second-person singular pronouns acquisition and the development of Theory of Mind
   G. Mazzaggio, M. C. Pino, M. Mariano, M. Mazza, & M. Valenti

3. Misrepresentations of plurality in late processing: evidence from self-paced reading
   J. Dempsey, K. Christiansen, & D. Tanner

4. Structural and functional features of multi-word units in scientific texts: a corpus-based analysis
   I. Yildiz

5. The cultural lens: Latino culture shapes a preference to see the world through metaphor
   P. Ondish, D. Cohen, C. Harmony, Y. Chen, Y. Zhang

6. The phonetics of Japanese yoga voice: a preliminary study
   M. Fonseca

7. Does the larynx constrain supralaryngeal mechanisms? Dynamic EMA evidence from Mandarin Chinese

8. ANNs for vowel identification from V-to-V coarticulation in non-harmonic VCV sequences
   I. Dutta

9. Translational equivalence and explanation of meaning in 20th Century Russian-English dictionaries
   D. Farina

10. “Our children are the casualties”: using metaphors of warfare to frame urban educational discourse
    J. Hallett

11. Investigating second language fluency development during residence abroad
    A. Huensch

12. Predicate formation with nominalized verbs in Japanese
    Y. Iwasaki

13. Knowledge of structure in teaching language
    R. Kumar

14. Laying the foundation for multilingualism: learning Mandarin in Singapore preschools
    C-L. Lee

15. Child-adult differences in the acquisition of L2 Spanish diphthongs
    K. Lichtman & D. Scarpone
16. Computational integration of human vision and natural language through bitext alignment
   P. Vaidyanathan, E. Prud-hommeaux, C. Ovesdotter Alm, & J. B. Pelz
17. Vau! – English influence on Serbo-Croatian in the time of the Internet and reality TV
   V. Radanović-Kocić
18. Enabling migrants to function with autonomy in German-speaking Switzerland: dialect AND standard
   D. Wanner
19. Title Unknown
   R. Smiljanic
Peter Cole is a Professor of Linguistics in the Department of Linguistics and Cognitive Science at the University of Delaware. He received his PhD from the University of Illinois in 1973. He is currently engaged in the creation of online databases of several endangered Malayic languages, as well the publication of A Reference Grammar of Traditional Jambi Malay. Dr. Cole's research interests are as varied as comparative syntax, long distance reflexives, question formation, relativization, and pronominals, to mention but a few. Furthermore, he has developed interests in languages such as contemporary Hebrew, Hebrew, Malay/Indonesian, Quechua and other Austronesian languages, a state of affairs which is clearly reflected in his published articles. In addition to syntax, Dr. Cole has written several papers on semantics and pragmatics, with the interest being to investigate the issue of how the scientific study of language can contribute to cognitive science in general.

Abstract:

The Typology of Applicative/Causative Marking in Tapus: a Traditional Malayic Language of Central Sumatra

Underdescribed and endangered languages can display patterns that are important for language typology and linguistic theory. This paper deals shows the implications of the syntactic patterns manifested by sentences with applicative/causative morphology in Tapus, a Malayic language spoken in a rural village in Sumatra, for both the typology of Austonesian languages and for theories of causatives and applicative generally.
Laura Downing
University of Gothenburg

Laura Downing is a Professor of African Languages at the Institute for Languages and Literatures at the University of Gothenburg in Sweden, and a visiting professor at the Arctic University of Norway. She received her PhD from the University of Illinois in 1990, with a dissertation focusing on Jita tonology. Her research has focused on prosody in Bantu languages, which has included formal analyses of prosodic morphology, lexical tone and phrasal prosody. She has also been a contributor and editor to a number of anthologies on various aspects of Bantu languages, and she authored an important monograph about phonological and morphological interactions (Canonical Forms in Prosodic Morphology, Oxford: Oxford University Press, 2006). Dr. Downing served over a decade as Senior Research Fellow at the Center for General Linguistics (ZAS) in Berlin. In addition to her current posts in Scandinavia, she has been a visiting lecturer here in North America, at the University of Michigan, UC-San Diego, UC-Berkeley, University of Pennsylvania, University of British Columbia, and University of Illinois.

Abstract:

The Prosodic Hierarchy in Chichewa: How many levels?

Prosodic theory proposes that phonological strings are parsed into a set of hierarchically arranged constituents – the Prosodic Hierarchy – which provide the domains for phonological processes. (See, e.g. Inkelas 1989; Nespor & Vogel 1986; Selkirk 1986, 1995; Hayes 1989). A persistent research issue for the Prosodic Hierarchy is to determine what the crosslinguistically valid repertory of constituents should be. In addressing this issue, two conflicting considerations must be balanced (Inkelas 2014): 1- The number of constituents should be as parsimonious as possible, as this is the best way to insure the posited constituents are of universal cross-linguistic relevance; and 2- The number of constituents must provide sufficient prosodic domains to account for morpho-syntactically conditioned phonological processes in all languages.

Selkirk (2009, 2011) and Itô & Mester (2012, 2013) have recently argued in favor of a parsimonious view. They make the strong claim that the Prosodic Hierarchy contains only the three universal, syntactically-defined constituents in (1):

(1) Prosodic Hierarchy (adapted, Itô & Mester 2013: 26; Selkirk 2011)

<table>
<thead>
<tr>
<th>Intonational Phrase</th>
<th>matches</th>
<th>syntactic clause (CP)</th>
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<tbody>
<tr>
<td>Phonological Phrase</td>
<td>matches</td>
<td>syntactic phrase (XP)</td>
</tr>
<tr>
<td>P(rosodic) Word</td>
<td>matches</td>
<td>syntactic word (X₀)</td>
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Any additional prosodic domains must be defined as recursions of one of these constituents. Further, all languages are expected to require this set of prosodic constituents, since the syntactic constituents they are based on are universal.

In this talk, I investigate the cross-linguistic validity of this set of prosodic constituents based on a case study of Chichewa, a Bantu language spoken in Malawi. I
argue that this view of the Prosodic Hierarchy is too parsimonious: an additional constituent, Prosodic Stem, is required to account for the motivated distinction between stem- and word-level phonological domains that is motivated by Chichewa and many other languages (Downing 1999; Kiparsky 2000; Bermudez-Otéro 2011, 2012). This view of the Prosodic Hierarchy is also too inflexible: not every language has two levels of phrasing at the post-lexical level. I conclude the talk by proposing a revised view of number and the universality of the level in the Prosodic Hierarchy.
Khalil Iskarous
University of Southern California

Khalil Iskarous is Assistant Professor in the Linguistics Department at the University of Southern California. He received his PhD from the University of Illinois in 2001, after which he joined Haskins Laboratories at Yale University in New Haven, CT, as a research scientist. His work there focused on the link between speech production and speech perception, examining how tongue and vocal fold movement affect both acoustic output and phonological perception. He was also a Distinguished Fulbright Visiting Chair at The Center for Research on Language, Mind, and Brain at McGill University. In addition to his work in phonetics, phonology, and motor control, Dr. Iskarous has also received an NSF grant to study the movements of the worm and octopus in order to better understand tongue movement.

Abstract:

How local computation leads to global pattern: From motor control to language

Hierarchical structure is one of the most fundamental aspects of language. We see hierarchical computation at the phonetic-phonological level in the construction of segments and syllables from features, in the construction of sentential objects from lexical and functional objects, and in the compositional construction of meaning. In each of these aspects of language, researchers have detected a layered computation linking local objects to global patterns. In this talk, I will claim that hierarchical structure is present in a primitive form in the motor control of animal behavior, where muscular contractions are connected in synergies to construct complex actions. The argument will rely on data from the movement of octopus for a variety of tasks, and a mathematical model, based on Alan Turing’s work, developed to understand the local computations necessary to generate the global patterns observed in the data. The talk will conclude with a discussion on what research on computation in language can learn from and teach research on hierarchical computation in motor control.
Nkonko M. Kamwangamalu
Howard University

Nkonko Kamwangamalu is a Professor of Linguistics in the Department of English and Director of the Graduate Program in the Department of English at Howard University. He received his PhD from the University of Illinois in 1989 before going on to teach linguistics in Singapore, Swaziland, and South Africa. His scholarly interests include codeswitching, multilingualism, language policy and planning, world Englishes, language and identity, and African linguistics, areas in which he has published extensively. In addition, he has received a U.S. Army Research Grant to investigate social meaning in linguistic structure in African Languages. Dr. Kamwangamalu has recently received a Howard University Distinguished Faculty Research Award. He is also currently engaged in the production of several books covering such topics as the sociolinguistics of identity, creativity in African Englishes, and economics and language policy.

Abstract:

Prestige Planning for Indigenous Languages in Africa: Insights from Language Economics

This talk addresses the perennial question of defining the role of Africa’s indigenous languages in juxtaposition with ex-colonial languages (English, French, Portuguese, Spanish) in the higher domains, especially in the educational system. Traditionally, African countries have addressed this question (OAU, 2000) in view of the production but with little or no attention at all to the reception of language planning (Haarmann 1990). Haarmann in his framework of prestige planning describes the former as legislation or official policy declaration about the status of languages in a polity, and the latter as the population’s attitude toward the policy -- i.e., whether the people accept or reject the policy. Essentially, prestige planning entails raising the status of any given language so that members of the target speech community develop a positive attitude toward it (Haarmann 1990). In Africa, there is evidence that the traditional practice of giving official recognition to selected indigenous languages has not necessarily translated, in practice, into prestige and higher status for those languages (Bamgbose 2000, Koffi 2012). On the contrary, it has provided a cover for what Pennycook (1994) called the planned reproduction of socioeconomic inequality. In this talk, I break with the traditional approach to language planning in Africa. In particular, I address one issue that has generally been overlooked or simply ignored in the literature on language planning in the continent, namely, the linkage between an education through the medium of an African language and economic returns for the target populations. Following Haarmann (1990), I propose prestige planning involving both the production and the reception of language planning – an approach that has hardly been explored in the discussion of language planning in Africa – as the way forward to addressing this issue. I argue that any language policy designed to promote Africa’s indigenous languages in such higher domains as the educational system must demonstrate economic advantages if the intent is to succeed (Kamwangamalu 2010, 2016). This argument, linking as it does an education
through the medium of an African language with economic returns, avoids the pitfalls of postcolonial language policies which pay lip-service to the empowerment of African languages while, by default, strengthening the stranglehold of the dominance of imported European languages. It is premised on the idea that legislation giving official status to selected indigenous languages must simultaneously create the demand for these languages in what Bourdieu (1991) calls “linguistic marketplace,” that is, the context in which language is used. I explore how the demand for indigenous languages can be created in the light of Bourdieu’s notions of capital, social fields, and markets, and of theoretical developments in language economics – a field of study whose focus is on the theoretical and empirical analyses of the ways in which linguistic and economic variables influence one another (Grin, 2006; Grin, Sfreddo, and Vaillancourt, 2010).
John M. Levis
Iowa State University

John M. Levis is a professor at Iowa State University and the creator and organizer of the Pronunciation in Second Language Learning and Teaching conference. He received his PhD from the University of Illinois in 1996. The bulk of his teaching has been mostly on ESL, most important of which English pronunciation. Through his work, he explores issues as varied as teaching pronunciation, teaching other teachers about teaching pronunciation, the roles of dialects in teaching pronunciation, and examining what makes accented speech intelligible. Moreover, Prof. Levis has presented papers and taught in several places such as Canada, Singapore, Poland, the Czech Republic, Taiwan, Ukraine, Canada, Scotland and the US, the result of which has been several publications. He is the co-editor of several volumes, including Social Dynamics in Second Language Accent (Degruyter) and the Handbook of English Pronunciation (Wiley Blackwell). He is also the founding editor of the new Journal of Second Language Pronunciation (John Benjamins).

Abstract:

Blurred boundaries: The intersections of language teaching and linguistic inquiry

Studies of language increasingly cross disciplinary boundaries. Theoretical linguists now use experimental and instrumental approaches in their approaches to questions about language, psycholinguists and applied linguists carefully describe linguistic variation and connections with social variables, and language teachers combine theories of learning and studies of language to improve teaching and learning. Language teaching and learning is often an entry into linguistic inquiry, and the two areas have long overlapped. Pike’s (1945) description of American English intonation, for example, had dual purposes: providing a linguistically rigorous description of the structure of intonation and teaching intonation to foreign learners. A deep disciplinary divide between language teaching and linguistics developed with the Chomskyan revolution in the 1960s, in which the study of linguistics had little to do with language teaching, and journals focusing on specific issues relevant to language teaching grew up to provide outlets for research on second-language learning and acquisition. The divide between linguistics and language teaching has always been uncomfortable. Linguists and language teachers traffic in many of the same topics, such as language acquisition, language structure, and language intuitions and use. The divide has also become less tenable with increasing attention to the systems of bilinguals and L2 learners and the processes by which they construct the L2. The divide also means that varied research findings are rarely known across disciplinary boundaries, to the detriment of all.

This talk looks at an area in which linguistic inquiry crosses the disciplinary boundaries of language teaching and linguistics: English lexical and phrasal stress. I will look at how language teaching concerns about lexical stress, phrase rhythm, and nuclear stress inform questions in linguistics, show how findings from linguistic research can
make for better pedagogy, and ultimately argue that the findings of language-related disciplines should, and must, inform each other.
Jerry Sadock is Glen A. Lloyd Distinguished Service Professor Emeritus with the Department of Linguistics at the University of Chicago, where he has been teaching for over 4 decades. He received his PhD from the University of Illinois in 1969, in addition to a BA in Chemistry from UIUC preceding his graduate studies in linguistics. He has worked extensively on the interface between semantics and pragmatics, as well as on West Greenlandic Inuit and Yiddish. In addition, he has researched morphological and syntactic phenomena. He is known for developing the theory of Autolexical Syntax, outlined in his book Autolexical Syntax: A Theory of Parallel Grammatical Representations. [Chicago: University of Chicago Press, 1991]. Further proving his versatility and widespread contributions in the field, Dr. Sadock has also written a grammar on Kalaallisut. In addition to his 40+ years spent at the University of Chicago, he has spent stints lecturing at Ohio State University, University of Vienna, and the Center for Advanced Studies in the Behavioral Sciences at Stanford.

Abstract:

Affixal Negation in West Greenlandic

West Greenlandic (WG) is the most vital and populous member of the Inuit family of languages, by most measures the most synthetic family of languages on earth. The productivity of the morphological system of WG and its centrality to the expressive power of the language has important implications for our understanding of the interplay among the several components of a grammar and the several abilities that these components have been set up to model.

I will first of all describe the workings of the word-building system in WG, the major subcomponents of which are the derivational system and the inflectional system. The former consist of about 500 fully productive suffixes that take morphological stems and form more complex stems from them. The new stems can be further derived, and so on without theoretical limit. At any point, the iteration ceases when a stem is appropriately inflected with one of the 700 or so inflectional suffixes, forming a morphological word. The most basic principles of Inuit morphology can therefore be represented by the following two context-free phrase structure rules. That is not all there is to it, of course, so I will delve into some of the further intricacies of WG morphology.

a. Stem → Stem + DA
b. Word → Stem + INF

In this talk I will concentrate on the expression of negation in WG, which is carried overwhelmingly by a verb-modifying suffix, -nngit-, one of the many iterative derivational suffixes of the language. Some of the most interesting features of the negative affix have to do with the relationship between its position within a word and its
scope in syntax and in semantics. I will suggest that these facts shed light on the still vexed question of the nature of Neg-Raising in natural languages.
ABSTRACTS

ANNs for vowel identification from V-to-V coarticulation in non-harmonic VCV sequences
Indranil Dutta
The University of Manchester

Acoustic variation due to vowel-to-vowel (henceforth, V-to-V) coarticulation, once phonologized, has been shown to be a conditioning factor for development of vowel harmony patterns (Przedzciecki, 2000; Ohala, 1994). The resultant reduction in phonetic distinctiveness between vowels, however, is known to be compensated perceptually (Beddor et al., 2002). In this study, we show that while Telugu vowel harmony patterns advanced from the anticipatory direction leading to neutralization of vowel contrasts between /iCu/-[/uCu] sequences, the extent of carryover coarticulation is still greater in non-harmonic contexts. We report on results from a single-layered Artificial Neural Network (ANN) model that predicts the identity of V1 from V2 (carryover) consistently better than the V2 from V1 (anticipatory), in Telugu non-harmonic #..V1CV2..# sequences. We also discuss the implications of our results for developing linguistically parametrized ASR models that take into account acoustic patterns borne out of systematic articulatory constraints.

Child-adult differences in the acquisition of L2 Spanish diphthongs
Karen Lichtman¹, Daniel Scarpace²
¹Northern Illinois University, ²University of Texas Arlington

Flege’s (1995) Speech Learning Model (SLM) posits that increased L1 exposure strengthens perceptual categories, making it more difficult to learn sounds that are similar (but not quite the same) in an L2. Spanish rising-sonority diphthongs (such as ie in fiesta) are one such case, as they are commonly interpreted incorrectly as hiatus by English L1-Spanish L2 learners. This study asked child and college-aged L2 learners to perceive and produce these diphthongs. Stimuli were nonce words (e.g. kiafo and priunfa) balanced for syllable type, nucleus type, and onset consonant, with single vowels (e.g. kafo) and hiatus (e.g. kaefo) as control words. Results show, consistent with the SLM, that children are more targetlike than college students in both their perception and production of diphthongs. Advanced college students improve their diphthong perception but continue to produce longer vocalic sequences for heavier syllables, showing that English perceptual categories still affect their phonology.

Computational integration of human vision and natural language through Bitext alignment
Cecilia Ovesdotter Alm, Preethi Vaidyanathan, Emily Prud’hommeaux, Jeff B. Pelz
Rochester Institute of Technology
Multimodal integration of visual and linguistic data is a longstanding but crucial challenge for modeling human understanding. We propose a framework that uses an unsupervised bitext alignment method to integrate visual and linguistic data. We present an empirical study of the various parameters of the framework. Our results exceed baselines using both exact and delayed temporal correspondence. The resulting alignments can be used for image classification and retrieval.


Does the larynx constrain supralaryngeal mechanisms? Dynamic EMA evidence from Mandarin Chinese
Sarah E. Johnson, Ryan K. Shosted, Torrey M. J. Loucks, Chilin Shih, Nicole W. Wang
University of Illinois at Urbana-Champaign

This study investigates a “larynx-control” hypothesis, which posits biomechanical constraints exercised by the larynx on the supralaryngeal articulators, e.g., a lowered larynx will cause lower or more retracted tongue positions. A time-dynamic EMA analysis of vowel production under varying lexical tones in Mandarin Chinese revealed that isolated tongue blade and jaw positions are not constrained in the ways predicted by larynx-control. However, a post hoc analysis of absolute tongue blade measures manifested lower/more retracted trajectories and higher/more advanced trajectories under tonal conditions where the larynx is expected to be higher and lower, respectively. Although currently speculative, this suggests that the tongue and jaw may coordinate in altering their trajectories to compensate for the acoustic changes associated with changing vocal tract length (a function of larynx height, which is related to $f_0$).

Echolalia as a communicative strategy: a Kleefstra–syndrome case study
Greta Mazzaggio
University of Trento

Echolalia – immediate or delayed - is the stereotyped and mechanical repetition of words and phrases produced by others. Experts used to view echolalia as a defect to eliminate; however, current research has shown that many times imitation can serve a purpose for children with linguistic deficits. This study’s goal is to offer data in support of the view that an echolalic communication has communicative value; such purpose is achieved through the analysis of spontaneous speech and delayed echoes uttered by a 15---years-old boy officially diagnosed with Kleefstra Syndrome. This reaserch seems particularly interesting as there are no linguistic studies yet regarding this syndrome, discovered and described in Kleefstra et al., 2010. Thanks to the functional categories described by Prizant (1983), I analyzed the echolalic speech produced by this boy with the aim of demonstrating the purposes behind most of such repetitions.
Effects of language contact in pitch-accents: the case of Gernika Basque

Itxaso Rodriguez¹, Kelsie Gillig²

¹University of Illinois at Urbana-Champaign, ²Indiana University - Purdue University at Fort Wayne

The goals of the present study are (1) to examine a possible loss of pitch-accent system in Gernika Basque and (2) to determine that such loss is due to contact (Irurtzun, 2003; Hualde and Elordieta, 2014). 57 Gernika-Basque/Spanish bilinguals, stratified by age, gender and degree of contact, were asked to produce 20 declarative sentences forming 10 minimally contrasting pairs. The three prototypical prosodic properties of Gernika Basque (A/U distinction, initial rise and duration correlates with accentual prominence) were measured following Hualde et al (2002). Results show that Spanish-dominant speakers from the older group lost their A/U distinction. As for the younger group, the maintenance of the A/U was better predicted according to social networks. In terms of initial rise, all groups show such maintenance. Although contact-effects are inconclusive, the study provides support for the role of social networks as a viable factor in language change (Milroy and Gordon, 2008).

Enabling migrants to function with autonomy in German-speaking Switzerland:
dialect AND standard

Dieter Wanner
The Ohio State University

The current massive migrant flow to Europe challenges migrants to function in the new environment with sufficient autonomy. Best practices of foreign language instruction, including overall adaptation, need to be applied under significant time constraints. The majority of migrants arriving in Switzerland end up in the German-speaking part where Swiss German is the only broadly acceptable means of oral communication, but Standard German is the only written medium. The spoken/written diglossia requires extensive training in school. Local speakers typically do not accommodate non-natives by using Standard German instead of dialect.

Which form of language should be taught first?

Dialect. PRO: acceptance, available interaction, essential for integration. CONTRA: massive lack of learning materials; no written medium; communicative usefulness very limited.

Standard. PRO: teaching technology, materials, standardization, written language, broad applicability. CONTRA: linguistic marginalization, higher expectations of accuracy.

Through critical review of current practice, I argue for mixed learning of active standard and passive dialect with differential functional and social embedding to serve immediate and longer-term communication needs.
Expression of accusative and dative clitics in bilingual children
Ernesto Gutiérrez Topete
Pomona College

In the United States, bilinguals may adopt grammatical features of English into their minority language. Some features are more vulnerable than others. Studies have found native-like clitic expression in the Spanish language of adult heritage speakers. (Silva-Corvalán, 1994; Montrul, 2004). Clitics are object pronouns that belong to a linguistic area of morphology-syntax overlap.

This study focuses on mastery of clitic pronouns in Spanish-speaking bilingual children, and addresses whether such knowledge of clitics is robust in children, as well as in adults. We examined 20 school-age (4-17yo) bilingual children. The main task of the participants was retelling Little Red Riding Hood in Spanish. Accuracy on clitics was nearly 90%, and clitic omissions was 2%, among participants. We conclude that bilingual children seem to achieve complete acquisition of clitics at an early age, and that this feature is not susceptible to incomplete acquisition and/or language attrition in Spanish in the US.

First- and second-person singular pronouns acquisition & the development of Theory of Mind
Greta Mazzaggio¹, Maria Chiara Pino², Melania Mariano², Monica Mazza², Marco Valenti²
¹University of Trento, ²University of L’Aquila

Many researchers tried to assess a possible connection between Theory of Mind (ToM) and the phenomena of pronoun reversal; in fact, the ability to produce and comprehend first- and second-person singular pronouns seems closely linked with the ability to appreciate other people’s mental states: a lack or with a non-mature development of ToM may thus affect their competence in using pronouns. We aimed to confirm this hypothesis by focusing on pronoun reversal which mainly consists in the substitution of I for you, and you for I, testing a group of 17 typically developing children - 38 to 70 months of age. We proposed Italian as study language because it’s a pro-drop language and there is agreement between the subject pronouns and the verb. In conclusion we demonstrated a correlation between the phenomena of ToM and pronoun reversal thanks to a Pearson’s Correlation analysis.

Gapping in Jordanian Arabic
Juman Al Bukhari
University of Wisconsin-Milwaukee

In the current literature, there are two approaches to deriving gapping constructions: by way of VP-ellipsis (Toosarvandani 2013), or ATB-movement (Johnson 2009).

In this paper, we demonstrate that the elliptical construction from Jordanian Arabic (JA) in (1) is a case of gapping (not pseudogapping), and then show that, for
independent reasons, a VP-ellipsis analysis (Toosarvandani 2013) is implausible in this language, favoring an ATB movement treatment (Johnson 2009).

(1) hasan bjakol pizza, o / *laʔinno ſumar [ ___ ] burger
Hasan eat.IMP pizza and / *because Omar [ ate ] a burger.'

The JA data we analyze exhibit the common properties of gapping which provide evidence for the ATB-movement hypothesis.

In conclusion, JA data sheds new crosslinguistic light on the analysis of gapping: VP-ellipsis is not available in the language, and thus the JA gapping data can't plausibly be derived via VP-ellipsis, but rather via ATB.

Information status on perception of prominence
Suyeon Im
University of Illinois at Urbana-Champaign

In English phrasal prosody, prominence assignment reflects the information status (IS) of a word: discourse-new words are prominent while given words are not. From this characterization it follows that the information status should predict listeners’ perception of prominence. This paper presents evidence from a study of prominence perception for American English, as judged by linguistically naïve listeners. Moving beyond the simple given/new dichotomy assumed in many prior studies, I adopt the two-level IS framework of Baumann & Riester (2013). Combined with the Givenness Hierarchy, this framework defines a multi-level IS ranking of words based on their joint referential and lexical givenness. I demonstrate that the ranking of a word on this expanded Givenness Hierarchy predicts the likelihood that ordinary listeners will perceive the word as prominent, with results that parallel the findings on the assignment of prominence in speech production.

Investigating second language fluency development during residence abroad
Amanda Huensch
University of South Florida

This poster reports on a longitudinal investigation of second language fluency development during and after study abroad. Participants included English learners of Spanish (n=24) and French (n=25) who spent their third year of a 4-year degree program abroad. Oral data were gathered using two tasks, a picture-based narrative and a semi-structured interview, at six points: once before going abroad, three times while abroad, and twice after returning home. Measurements of fluency were coded in Praat and CLAN including those for speed (e.g., mean syllable duration), breakdown (e.g., filled pauses), and repair fluency (e.g., repetitions). Comparable L1 data were collected to explore the relationship between L1-L2 fluency. Results indicated that certain sub-dimensions of fluency (e.g., speed) improve quicker and are more robust, and that other sub-dimensions (e.g., repair) show no change during or after residence abroad. Results also indicated that the strength of the L1-L2 fluency relationship increases during residence abroad.
Knowledge of structure in teaching language
Rajesh Kumar
Indian Institute of Technology Madras

The purpose of this paper is to describe how ‘knowledge of language’ as innately endowed linguistic principles becomes significant component of language teaching. To elaborate on it, the paper first talks about evidence from the structure of language and brings out cultural components embedded in the structure of language which in some sense support of Sapir-Whorf Hypothesis. At the same time, this paper argues for both the social contexts of language use (e-language) and the study of the formal properties of the structure of language (i-language) along with the grammar of culture and construction of identity with language as part of the system of Universal Grammar (i.e. faculty of language in broad sense). The central point of the paper rests on the viewpoint that the teacher’s awareness of the linguistic principles and the principles of language use facilitate teaching grammar/language in classroom and at the same time it helps identify the systematicity of the errors.

Laying the foundation for multilingualism: learning Mandarin in Singapore preschools
Cher Leng Lee
National University of Singapore

Singapore's multilingual and multicultural sociolinguistic ecology probably makes it one of the best places in the world to nurture strong bilingualism. However, English is fast becoming the mother tongue of Singapore Chinese children. This is due to the fact that over the years of building the country's economy, English has taken over as the medium of instruction in schools and the working language of the society, as well as the main language spoken in the homes. This paper examines the Chinese language education in Singapore preschools and explains how a change in preschool education policy can help children lay a better foundation for bilingualism, giving them a higher chance of success in later years. This paper will address the issue of Mandarin in particular, although it is true for other 'mother tongues' (Malay and Tamil) as well.

Lexical and semantic shifts in the linguistic portrayal of social gender in the United States
Aaron Mueller, Mark Richard Lauersdorf
University of Kentucky

This study aims to track shifts in linguistic constructions of gender in written U.S. discourse using the Corpus of Historical American English (1810-2009). Lexical values were examined by dividing selected gender words by gender and by word type (e.g. male pronouns, female titles); per-million occurrences were observed by decade and word-type category. Semantic values were compared by decade through calculating mutual information and t-scores for select collocations. Preliminary results indicate that male words appear more frequently than female words for almost every word-type category;
non-binary gender words appeared too infrequently for analysis. Semantically, men are associated with appearance, wealth, and material possessions; women, mainly with appearance. Appearance was the main semantic association for all genders, though women exhibited this to a greater extent than men. Mutual information and t-scores varied less than was expected; this could suggest that linguistic constructs of these genders have changed little despite perceived sociocultural progress.

Misrepresentations of plurality in late processing: evidence from self-paced reading
Jack Dempsey, Kiel Christiansen, Darren Tanner
University of Illinois at Urbana-Champaign

Comprehenders often arrive at final representations which are incongruent with the linguistic input. In the present study, I investigated whether attraction phrases (where the head noun and local noun of a complex noun phrase mismatch in number) can cause a final misrepresentation of the root NP’s number feature. Going off of explicit offline comprehension questions used by Patson and Husband (2015), I ran a phrase-by-phrase self-paced reading experiment using two-sentence discourses crossing the factors of attractor noun and subject referential noun to figure out if comprehenders were misrepresenting the number feature of the attraction phrase in late, online processing (I saw the_key_to_the_cabinet(s) next_to_the_door. The_key(s) looked_rusty after_years of_use.). There was no interaction found between attractor noun and subject referential noun, suggesting that misrepresentations do not arise later in processing and that earlier findings are likely the result of the offline task’s metalinguistic demands on memory.

Morphological causatives in Moroccan Arabic
Ayoub Loutfi
Mohammed V University

The present study is an investigation of the formation of the morphological causative in Moroccan Arabic under the rubric of parallel Optimality Theory. What is puzzling is why the process of gemination/infixing reduplication invariably targets the second consonant. The claim defended here is that the linearization of the causative morpheme in MA is the result of phonological well-formedness interacting with the morphological process of causativization, with the resulting affixal process being infixation. This phenomenon is shown to be an example of the Emergence of the Unmarked in single consonant reduplication, wherein the otherwise inactive markedness constraint *COMPLEXONSET in the language bears the burden of the explanation. As its name indicates, this constraint bans the reduplicant from occurring in a complex onset. Moreover, this study shows the inadequacy of templatic-based account as well as the analysis contending that medial gemination that the process of causativization displays succumbs to positional faithfulness effects.
“Our children are the casualties”: using metaphors of warfare to frame urban educational discourse

Jill Hallett

Northeastern Illinois University

Discourse about education in Chicago tends to be fraught with considerable hostility, and has grown increasingly polarized as stakeholders rally around Chicago Teachers Union (CTU) President Karen Lewis or Chicago Mayor Rahm Emanuel. Reflections of this polarization and hostility are evident in the language used in the media to discuss events surrounding the eight-day CTU strike in 2012.

As metaphor shapes public understanding of abstract ideas (Santa Ana 1999, Argaman 2008, Archakis and Tsakona 2009), this research attempts to uncover conceptual disparities among these education stakeholders, ideological stances that might be revealed through the examination of metaphor in their discourse. Evidence of metaphor use in Chicago Tribune coverage of the strike throughout September 2012 implicates the media outlet in framing issues of education in Chicago, and by proxy the stakeholders, as divisive and violent.

Pardon my French: identity, ideology, and the case for World French(es)

Patrick Drackley

University of Illinois at Urbana-Champaign

This study examines the attitudes of speakers of French toward francophone texts of Algerian origin. Situated within Kachru’s (1986) World English(es) framework, I investigate how readers assert their own linguistic identities in response to these texts; these speaker identities are expressive of dominant language ideologies in French. I examine these issues through a set of web-based surveys with participants from francophone Europe and former French colonies (primarily in North and Central Africa). Results of one of these surveys suggest that all participants showed some preference for Standard (Metropolitan) French; results of the other nonetheless show that participants perceived Algerian French to be a better choice to express particular ideas. This paper suggests that models like World English(es) can extend to other languages; moreover, these results are significant within postcolonial language studies, the sociolinguistic study of writing, and for studies of dominant language ideologies.

Predicate formation with nominalized verbs in Japanese

Yasufumi Iwasaki

Carnegie Mellon University

Japanese has a rich array of predicates made up of two words, one of which is nominalized verbs (e.g., honorific infinitives in Martin 1988). This paper investigates the ways nominalized verbs are turned into predicates in various constructions and argues for an analysis involving complex predicates (Amberber et al. 2010; Karimi 2013; Nash and Samvelian 2016). They need to combine with elements like light verbs (Butt 2010) to function as predicates (cf. Megerdoomian 2012). In addition to two light verbs suru ‘do’
and the copula da, nara ‘if’ and kudasai ‘please give to me’ also enter into complex predicate formation. This paper proposes an analysis of them similar to that of light verbs and discusses the similarities and differences among the elements accompanying nominalized verbs. Finally, it touches on possible reasons Japanese nominalizes verbs and then creates predicates out of the nominalized verbs.

**Principal component analysis of nasal velar codas in Brazilian Portuguese**
Marissa Barlaz, Maojing Fu, Ryan Shousted, Zhi-Pei Liang, Brad Sutton
*University of Illinois at Urbana-Champaign*

Our study involves a full-vocal tract analysis of the emergence of nasal coda consonants in Brazilian Portuguese (BP) using real-time (rt-)MRI. Previous work shows BP back vowels approach full velar closure at their durations’ end, though this studies the distance between articulators, rather than the entire vocal tract. We analyze vocal tract deformations in a rt-MR image corpus, and regard deformation as the horizontal and vertical, pixel-by-pixel transformations of one image into another. Principal Component Analysis (PCA) was performed on these displacement fields, to understand magnitude of movement within the vowel. We observe differences in the position of the tongue blade and back between the beginning and end of these vowels, suggesting that lingual movement occurred within each time-course. Increased tongue back movement in back vowels implies occlusion in the velar area at the end of the vowel, which concurs with previous findings on nasal coda emergence.

**Structural and functional features of multi-word units in scientific texts: a corpus-based analysis**
Ipek Yildiz
*Mersin University*

This study focuses on Turkish multi-word units (MWUs) that are used in the introductions and conclusions of scientific texts published in the humanities and fundamental sciences. A MWU is a sequence of word forms functioning as a single grammatical unit, such as on the other hand. While the presence of unfamiliar words is an obstacle to clarity and organization of the text, the presence of MWUs is the indication of effective language usage. This usage also applies for creating scientific texts. In this research, the MWUs are studied corpus-based within the frame of structural and functional categories, which are seen as follows. 1. Structural 2. Functional a. Research-Oriented b. Text-Oriented c. Participant-Oriented. 40 most used MWUs in the introductions and conclusions of the scientific texts, their frequencies, structures, functions, similarities and differences are discussed by analyzing these classifications to provide insight into the nature of the scientific text writing process.
Subject pronoun expression in Basque-Spanish: a case of convergence
Eider Etxebarria-Zulaga
University of Illinois at Urbana-Champaign

This study presents experimental evidence from the operationalization and distribution of subject pronoun expression (SPE) in the Spanish of the Basque Country with the aim to investigate whether contact effects between Spanish and Basque exist, and if so, which linguistic factors promote the overt use of the SPE. The spontaneous speech of 10 Basque-Spanish bilinguals, stratified according to degree of contact (5 native Spanish-Basque bilinguals from the rural area of Gernika and 5 native Spanish-Basque L2 bilinguals from the metropolitan area of Bilbao) were analyzed. Results, in line with those found for Basque (Sainzmaza-Lecanda and Rodríguez-Ordóñez, 2015), show that Basque-dominant bilinguals (rural area) produce lower rates of overt SPE than Spanish-dominant bilinguals (metropolitan area). I present evidence in favor of convergence between Spanish and Basque, two null subject languages. These simplification patterns in the Spanish SPE among Basque-dominant bilinguals diverge from the complexification patterns reported by Basque SPE (Sainzmaza-Lecanda and Rodríguez-Ordóñez, 2015).

The acquisition of Mandarin reflexives by heritage speakers and adult second language learners
Chung-Yu Chen
University of Illinois at Urbana-Champaign

This study investigates whether heritage speakers (HSs) and adult second language learners (L2ers) of Mandarin acquire Mandarin reflexives, and whether HSs have an advantage over L2ers in this domain. While himself/herself and taziji ‘himself/herself’ both require local antecedents, ziji ‘self’ allows both local and long-distance (LD) antecedents. Using a Truth Value Judgment Task with pictures, results show that HSs and L2ers predominantly allowed only local-binding of ziji, possibly due to dominant language transfer from English, or local-binding as the default option, including parametric and processing accounts. Regarding taziji, HSs correctly accepted only local-binding, yet L2ers overaccepted LD-binding and underaccepted local-binding possibly due to indeterminate judgments or misanalysis of taziji as the pronoun ta. With a subset of proficiency-matched HSs and L2ers, HSs were more target-like than L2ers in taziji, indicating that early naturalistic exposure to Mandarin may give HSs an advantage in acquiring taziji, but not LD-binding of ziji.

The cultural lens: Latino culture shapes preferences to see the world through metaphor
Peter Ondish, Dov Cohen
University of Illinois at Urbana-Champaign

Cultures differ widely in their epistemologies and linguistic tendencies. Considering both the emotive nature of communication through metaphor and the historically interdependent nature of Latin America we propose that Latinos and Latin Americans
show stronger relative preferences (vs. Anglo Americans) for describing and seeing the world through metaphor and analogy. More specifically, we demonstrate that Spanish-speaking Latinos have more positive attitudes (relative to Anglos) towards metaphorical language use in a variety of domains. These include children’s books (Study 1), definitions of words (Study 2), how others use language (Study 3), political arguments (Study 4) and college course descriptions (Study 5). Broad implications of this research for improving cross-cultural communication, public health and service messaging, and institutional fit are discussed.

The interpretation of the French definite article: a comparison study between native speakers and Anglophone-French L2 learners
Sara Fernandez Cuenca, Alexander Burkel
University of Illinois at Urbana-Champaign

This study uses a series of tasks (AJT, TVJT, and PMT) to investigate French native speakers and English L1-(low and high proficiency) French L2 learners’ interpretations of the French definite article in two contexts: as a plural definite article (les enfants aiment jouer) and in inalienable possession (Peter a levé la main). Preliminary findings in the TVJT and AJT suggest that French high proficiency L2 learners patterned similar to French NS, and in the case of low proficiency L2 learners more native-like responses are obtained as proficiency increases. No differences were found among groups for the PMT examining the interpretation of the definite article in inalienable possession. In this task, both L2 groups favored the native-like response. Overall, our results suggest that French L2 learners can successfully acquire French linguistic morpho-semantic principles that are not necessarily instantiated in their L1 supporting Schwarz & Sprouse (1994, 1996) Full Transfer/full access hypothesis.

The phonetics of Japanese yoga voice: a preliminary study
Marco Fonseca
University of Illinois at Urbana-Champaign

Japanese yoga instructors use a particular speech style during their lessons. This study aims to perform a preliminary analysis of the speech of a yoga instructor to describe the acoustic and articulatory cues employed in yoga voice as opposed to modal voice. A professional yoga instructor was recorded using simultaneous audio and electroglottography in a laboratory setting. The results show difference between yoga voice in acoustic dimensions such longer vowel duration and F0 raising. This acoustic changes was accompanied by changes in vocal folds movements. The results reported here are preliminary and it hoped to encourage further research on this topic.
Translational equivalence and explanation of meaning in 20th-Century Russian-English dictionaries

Donna Farina
New Jersey City University

This paper will discuss what Ladislav Zgusta (1971) calls “culture-bound words,” lexical units without “an identical designatum in the target language.” For example, subbotnik refers to a practice begun in Soviet Russia following the move from a six- to a five-day work week. Soviet citizens were expected to “volunteer” their time, often but not exclusively on Saturdays (subbota) to clean up the wreckage from the Civil War following the Revolution, or (later) wash windows, clean floors, or paint walls in schools, factories, and other public spaces.

Culture-bound words present a challenge to the bilingual lexicographer looking for an insertible translational equivalent in another language. Most such words require more than an insertible equivalent to fully capture their criterial features. One might assume that Russian–English dictionaries would include both brief explanations of meaning and translational equivalents in their entries. However, the translational principle of Lev’ Vladimirovich Shcherba as articulated in the preface to his Russian–French dictionary (1936) advocated a strict adherence to the translational principle and an avoidance of explanations of meaning. This notion juxtaposes with Zgusta’s idea of “lexicographic malpractice:” to list a series of translational equivalents with no disambiguation via illustrative examples or explanation of meaning, to leave an equivalent of “low intelligibility” (Zgusta, 1987) alone.

This paper will discuss culture-bound words in several 20th-century print dictionaries (Müller’s Russian-English dictionary; Wheeler and Unbegaun’s Oxford Russian-English Dictionary; Smirnitskii and Akhmanova’s Russian-English dictionary and the Russian-English half of Katzner’s English-Russian, Russian-English Dictionary). It will also consider the role that explanation of meaning should play in digital bilingual lexicography of today.

Vau! – English influence on Serbo-Croatian in the time of the Internet and reality TV

Vesna Radanović-Kocić
New Jersey City University

It has been about a quarter century since the Internet arrived in countries in which Serbo-Croatian (Serbian/Croatian/Bosnian/Montenegrian) is spoken. Since that moment, American language and culture have flooded every aspect of life in these countries. They now celebrate Halloween (as The Night of Witches) and Valentine’s Day (as The Day of Lovers).

This presentation focuses on the influence of English on Serbo-Croatian and the mechanisms that underline this process – from borrowings that accompanied new technologies (softver, hardver), to borrowings through social media, even when corresponding native words exist (like, n. – lajk; like, v. – lajkovati; share, v. – šerati), to
syntactic changes brought about by literal translation from English. This presentation is a linguistic part of a larger study of cultural globalization.

**When mixed effects aren't enough: Bayesian models of linguistic data**
Amelia Kimball, Christopher Eager, Kailen Shantz, Joseph Roy
*University of Illinois at Urbana-Champaign*

Across different sub-fields of linguistics, mixed-effects models have emerged as the gold standard of statistical analysis (Baayen et al., 2008; Johnson, 2009; Barr et al., 2013; Gries, 2015). The major unifying argument for these models is that they provide a more conservative and accurate assessment of statistical significance when there are repeated measures on subjects and/or items. One problematic feature of these models is their failure to converge. We present methodological benefits of a fully specified Bayesian model compared to a mixed-effects model for four linguistic datasets. Failure to converge may not be due to non-zero random slopes or random intercepts. For two of the data sets there is evidence of a non-zero random intercept. In each data set, the Bayesian model provides the means to account for the multilevel variance in the data while overcoming the failure of the out-of-the-box mixed effects model to converge.
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<td>MUELLER, Aaron</td>
<td>Lexical and semantic shifts in the linguistic portrayal of social gender in the United States</td>
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The cultural lens: Latino culture shapes preferences to see the world through metaphor

OVESDOTTER ALM, Cecilia
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Computational integration of human vision and natural language through Bitext alignment

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Effects of language contact in pitch-accents: the case of Gernika Basque

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When mixed effects aren’t enough: Bayesian models of linguistic data

SADOCK, Jerry
Friday 9:00-10:00
Affixal negation in West Greenlandic

SCARPACE, Daniel
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LOCAL GUIDE

Lunch:

The largest concentration of inexpensive lunch restaurants is on Green Street, west of the Illini Union. Local favorites include Murphy’s Pub for burgers, Antonio’s for cheap pizza, Zorba’s for gyros, and you can find quick and easy sandwich chains here as well (Subway, Jimmy John’s, Potbelly).

Other lunch possibilities include the mall-style food court in the basement of the Illini Union and a number of nearby restaurants located on Goodwin Avenue and Gregory Street, east of the Foreign Languages Building (FLB). The Intermezzo Café in the Krannert Center nearby serves baked goods, light lunches, soup, salads, and sandwiches.

Internet:

If you have your own laptop at the conference, you can sign in to the campus Wi-Fi as a guest.

Copying:

For copying, you may visit local business Notes & Quotes (502 E. John St.) or FedEx Kinko’s (613 S. Wright St.). The Main and Undergrad Libraries also provide copying services at 10 cents per page, but require the purchase of a copying card.

Coffee:

The regional chain Espresso Royale dominates the campus coffee business here, and the nearest locations can be found on Goodwin Avenue and Oregon Street just east of the Foreign Languages Building, or on 6th St. and E Daniel St. across from the Psychology Building. Starbucks has a location in the courtyard in the Illini Union, and a number of other nearby locations. Additional nearby coffee shops include Dunkin Donuts and Caffee Bene on Green Street.

Dinner:

If you’re looking to “live large” and experience the best that C-U has to offer, there are several nice restaurants in the downtown Champaign triangle. Big Grove Tavern has tasty farm-to-table treats, Destihl is a fan-favorite gastropub, and Seven Saints offers some interesting sliders and cocktails. Black Dog Smoke and Ale House is a locally-renowned BBQ joint, with locations in Urbana and Champaign.
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Illini Ballroom - Location for Sunday

Illini Union 314 - Location for Friday and Saturday