



**13th Annual Meeting of the Illinois Language and
Linguistics Society**

Minoritized Language in a Globalized World

and

3rd Annual meeting of the Sociolinguistics Symposium

Minoritized Language: Race, Identity and Society

February 26th-27th, 2021

Zoom

Urbana, Illinois (Central Standard Time)

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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 13th Annual Meeting of the Illinois Language and Linguistics Society (ILLS13) and the 3rd Annual Meeting of the Sociolinguistics Symposium (SOSY2021). Since their inception, ILLS and SOSY have experienced steady growth each year, and we are excited to have you join us for what we anticipate to be our largest session yet with participants and attendees attending our first fully online conference.

Our conference themes, *Minoritized Language in a Globalized World* and *Minoritized Language: Race, Identity and Society*, reflect the importance of collaborative work from a multitude of disciplines, which is fundamental to the advancement of language research and the subsequent understanding of our world, cultures, and societies. We hope that ILLS13 and SOSY2021 will present an exceptional opportunity for scholars to advance their respective fields through exposure to ideas and insights of related areas which can then be applied to their own research and encourage collaboration to spurn new innovations.

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

ILLS13 and SOSY Organizing Committee

CONFERENCE ORGANIZATION

Organizing Committee

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Sarah Clark & Kara Yarrington

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Wafa Abdulla, Lorena Alarcon, Elena Broscritto, Allison Casar, Ping-Lin Chuang, Joshua Dees, Martine Gallardo, Giang Le, Chae Eun Lee, Sara Saez Fajardo, Karla Sanabria-Véaz, Tarneh Sanei, Robin Turner, Gorrety Wawire, and Mengjia Zeng

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SCHEDULE OF EVENTS

Friday, February 26, 2021

8:30	ILLS Room 1 Zoom Room Open		
8:45-9:00	Opening Remarks by James Yoon		
9:00-10:00	PLENARY		
	Awad Ibrahim	University of Ottawa	
	<i>Race-ing Language, Language-ing Race After George Floyd: Hip-Hop and Black English as Symbolic Spaces of Investment</i>		
10:00 – 10:15	Coffee Break		
10:15 – 10:45	ILLS Room 1	ILLS Room 2	SOSY Room
	Onur Keles & Selen Pekuzun	Letizia Cerqueglini	Azler Garcia Palomino
	Boğaziçi University	Tel Aviv University	University Of The Basque Country (UPV/EHU)
	<i>Effects of Cultural Orientation on Emotional Granularity</i>	<i>Changes in Mutallat Arabic Color Language and Cognition induced Hebrew</i>	<i>On dialect levelling and language attitudes in a rural Basque town: Variation by Contact with Modern across age, gender, and local identifications</i>
10:50 – 11:20	Hamza R'boul	Stefano Fiori & Chiara Meluzzi	Marten van der Meulen & Viktorija Kostadinova
	Public University of Navarre	University of Pavia	Radboud University, Nijmegen; University of Amsterdam
	<i>Promoting Decoloniality and Social Justice in Intercultural Communication Education</i>	<i>Sociophonetic variation of vowels in a minority language in Italy</i>	<i>Who corrects whom? Prescriptivism, power dynamics and personality in American comedy series</i>
11:20 – 11:30	Coffee Break		
11:30-12:30	SOSY Room		
	PLENARY		
	Quentin Williams	University of the Western Cape, South Africa	
	<i>Undoing Coloured English: Toward a Sociolinguistics of Non-Racism</i>		
12:30 – 1	Lunch		

	<i>ILLS Room 1</i>	<i>ILLS Room 2</i>	<i>SOSY Room</i>
1:00 – 1:30	Yinglun Sun, Zavala Jose, Shuju Shi, Roxana Girju, Jeffrey Moore University of Illinois Urbana Champaign <i>Building and annotating an empathy-rich corpus: the case of MedicalCare</i>	Vipasha Bansal University of Minnesota, Twin Cities <i>Condition C in White Hmong</i>	Tris Faulkner Georgetown University <i>The Subjunctive vs. The Indicative: How Non-standard Usage of Mood Influences Social Attitudes</i>
1:35 – 2:05	Hongwei Zhang University of Chicago <i>Foreign Loan or Selected Congruence? The Comitative-Instrumental Marker in the Sinitic Varieties of Northwestern China</i>	Ander, Beristain; Nathaniel Anleitner; Andrea Christoforou; Milton Guendica; Deniz Namik; Natalie Palmer University of Illinois Urbana Champaign <i>L1-L2 differences in the production of temporal cues before consonants in Spanish</i>	Chad Hall Michigan State University <i>Uncovering a Focused Lebanese American Ethnolect in Dearborn Michigan</i>
2:10 – 2:40	Norimasa Hayashi Kyushu University <i>Labeling English and Japanese Wh Interrogatives</i>		Marjoris Regus; Teresa Satterfield University of Michigan <i>Codeswitching As a Cultural, Musical, and Linguistic Tool in the Music Classroom</i>
2:45-3:15	ILLS & SOSY Networking	ILLS Poster Session	SOSY Poster Session
3:15 – 3:30	Coffee Break		
3:30-4:30	<i>ILLS Room 1</i>		
	PLENARY Acrisio Pires <i>Bilingualism in Flux: Internal and External Factors in Language Change and Stability</i>		
			University of Michigan

Saturday, February 27, 2021

8:30-9:00	ILLS Room 1 Zoom Room Open		
9:00 – 10:00	PLENARY		
	Enam Al-Wer		University of Essex
	<i>Dialect contact, focussing and feature complexity: Data from Amman</i>		
10:00 – 10:15	Coffee Break		
10:15 – 10:45	ILLS Room 1	ILLS Room 2	SOSY Room
	Saartje Ghillebaert & Klass Willems	Guillem Belmar Viernes	Yoko Hama
	University of Ghent	University of California-Santa Barbara	University of Minnesota, Twin Cities
	<i>Obligatory and non-obligatory grammatical categories in 'thinking for speaking'</i>	<i>Language revitalization in Catalonia: Glocalization, (un)Markedness and (un)Sustainable multilingualism</i>	<i>Translanguaging practices in a Japanese immigrant community in Paraguay</i>
10:50 – 11:20	Victoria Susberry, Jack Dempsey & Kiel Christianson	Tetiana Tytko	Natalia Server Benetó
	University of Illinois Urbana Champaign	University of Maryland	Ohio State University
	<i>Accent Bias and Racial Accents in Academic Comprehension</i>	<i>Facilitating L2 writing instruction by introducing web-based collaborative reading tasks</i>	<i>Catalan-Spanish code-switching in València as a reflection of attitudes towards the out-group</i>
11:20 – 11:30	Coffee Break		
11:30-12:30			SOSY Room
	PLENARY		
	Anne H. Charity Hudley		University of California Santa Barbara
	<i>Talking College: A Community Based Language and Racial Identity Development Model for Black College Student Justice</i>		
12:30 – 1	Lunch		

	<i>ILLS Room 1</i>	<i>ILLS Room 2</i>	<i>SOSY Room</i>
1:00 – 1:30	Giang Le University of Illinois Urbana Champaign <i>Vietnamese Native Speakers' Cues to the Perception of Stress</i>		Edwin Dartey & Asmaha Heddi Ohio University <i>Medium of Instruction Policies in Ghanaian and Tanzanian Primary Schools: An Overview of Key Issues and Recommendations</i>
1:35 – 2:05	Seyyed Hatam Tamimi Sad & Ronnie Wilbur Purdue University <i>Wh-interrogatives in Khuzestani Arabic</i>		Hannah Bingham Brunner Oklahoma State University <i>"But, honestly, no:" A conversation analysis of how young adults construct their health identities</i>
2:15-2:45		ILLS & SOSY Networking	Tribute to Dr. Jan Blommaert Dr. Farzad Karimzad <i>"Sociolinguistic Theory and the Difficulty of Responsibility"</i>
2:45 – 3:00	Coffee Break		
3:30-4:30	<i>ILLS Room 1</i>		
	PLENARY Jorge Rosés Labrada <i>Mobilizing Legacy Text Collections, Communities, Training and Research</i>		University of Alberta
4:30-5:00	Closing Remarks by Rakesh Bhatt		

Poster Sessions

Friday February 26, 2:45 – 3:15 PM

ILLS Posters- *ILLS 2 Room*

1. Mien-Jen Wu University of Illinois Urbana Champaign
Scopal Behaviors of Mandarin Disjunction and Conjunction

2. Edwin Dartey Ohio University
An Analysis of Modal Hedges in Physics Research Articles

SOSY Posters - *SOSY Room*

1. Duygu Bayram Boğaziçi University
Effects of Language on Multilingual Five-Factor Personality Scores

2. Naiyan Du Michigan State University
Life Across Life Span on Tone Sandhi Domain: A Case Study of Huai'an Mandarin

INVITED SPEAKERS

Enam Al-Wer
University of Essex

Dr. Al-Wer graduated from the University of Jordan with a BA in English and German, and went on to obtain a Diploma in German from the Goethe Institute, Munich. She subsequently obtained an MLing in Manchester, writing a dissertation on the syntax of negation in Jordanian Arabic. Her PhD at Essex (supervised by Prof. Peter Trudgill) was on phonological variation in the speech of women. She previously taught English Linguistics at Philadelphia University, Jordan, and has also taught sociolinguistics at Cambridge University and Birkbeck College.

Abstract: Dialect contact, focusing and feature complexity: data from Amman

Focusing refers to the final stage in the process that leads to the formation of new dialects. In this stage we normally witness a relatively high degree of stabilisation of usage of emergent linguistic forms. Research shows that different linguistic features can show differential rates of focusing, depending on linguistic complexity, among other factors (see Trudgill 1986, 2004, Britain 1997). For instance, in his research in the Fenland (eastern England), Britain (1991, 1997) found that the intermediate form [ʁ], in words of the STRUT set, was only beginning to focus three hundred years after dialect contact began. He cites six factors which are thought to contribute to the linguistic complexity of this feature, including phonological unpredictability of the original /u/ split that gave rise to the STRUT lexical set.

In this presentation, I discuss a complex morphological feature from the newly-formed dialect of Amman. The feature in question concerns the conjugation in the imperfect of the two verbs *'akal* 'to eat' and *'axad* 'to take'. Two basic patterns occur in the data: (i) forms with /o:/, e.g. /bo:kol/ ~ /bo:kil/ 'I/he eats'; /bto:xid/ ~ /bto:xod/ 'you/she takes'. (ii) Forms with /a:/, e.g. /ba:kul/ 'I eat', /bta:xud/ 'she takes'. Traditionally, the input dialects only had pattern (i), the /o:/ forms, but the new dialect increasingly focuses conjugation with /a:/. This process however is considerably slower than focusing of other new forms in this dialect. I shall explore factors, both internal and external, that may explain the slower rate of focusing in the case of these verbs.

The data come from a large-scale investigation of the formation of the Amman dialect (funded through Leverhulme Major Research Fellowship), which traces the formation of this new dialect from inception to stabilisation over three generations, spanning a period of approximately eighty

years. The framework of analysis adopted is the 'Variationist Sociolinguistic Paradigm', as described in Labov's trilogy (1994, 2001, 2010).

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- Trudgill, Peter. 1986. *Dialects in Contact*. Oxford: Blackwell.
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Anne H. Charity Hudley
University of California Santa Barbara

Anne H. Charity Hudley received her Ph.D. in Linguistics from the University of Pennsylvania in 2005. She currently holds the North Hall Endowed Chair in the Linguistics of African America and is an Affiliate of the School of Education and the Applied Linguistics Program, Vice Chair of the University of California Santa Barbara Council of Planning and Budget, Faculty Fellow for the UCSB Center for Innovative Teaching, Research and Learning; and Faculty-in-Residence at Santa Catalina Residences and San Joaquin Villages. Her main teaching research interest is focused on the language, literacy, and culture of African-Americans. She is currently working on the book “ Talking College” and several articles on language and culture in postsecondary contexts, with a focus on supporting the social and academic experiences of African-American students on university campuses. This work is a direct response to the late Calvert Watkins’ call for a comprehensive examination of how African-American students live and learn on college campuses to answer long-standing questions of the nature of both the linguistic idiolects of individuals in highly unique situations and also provide information on how to best support and empower the African-American academic speech community.

Abstract:

**Talking College: A Community Based Language and Racial Identity Development Model
for Black College Student Justice**

Critical knowledge about language and culture is an integral part of the quest for educational equity and empowerment, not only in PreK-12 but also in higher education. As Black students transition from high school to college, they seek to add their voices and perspectives to academic discourse and to the scholarly community in a way that is both advantageous and authentic.

The Talking College Project is a Black student and Black studies centered way to learn more about the particular linguistic choices of Black students, while empowering them to be proud of their cultural and linguistic heritage. The Talking College Project is funded by the University of California-Historically Black College and University (UC-HBCU) Initiative and the National Science Foundation (NSF) Research Experience for Undergraduates (REU) Program. Students take introductory educational linguistics courses that examine the role of language in the Black college experience and collect information from college students through both interviews and ethnography. We value the perspectives of undergraduates from a range of disciplinary backgrounds as researchers, and we have a special focus on how our findings can immediately improve their own educational and linguistic experiences.

One key question of The Talking College Project is: how does the acquisition of different varieties of Black language and culture overlap with identity development, particularly intersectional racial identity development? To answer this question, we used a community based participatory research methodology to conduct over 100 interviews with Black students at several Minority-Serving Institutions, Historically Black College, and Predominantly White Universities. We also conducted ethnographies on over 10 college campuses. Based on information collected from the interviews and our ethnographies, it is evident that Black students often face linguistic bias and may need additional support and guidance as they navigate the linguistic terrain of higher education. We present themes and examples from the interviews that illustrate the linguistic pathways that students choose, largely without sociolinguistic knowledge that could help guide their decisions.

To address the greater need to share information about Black language with students, we highlight our findings from interviews with Black students who have taken courses in educational linguistics to demonstrate the impact of education about Black language and culture on Black students' academic opportunities and social lives. We have a focus on how this information particularly influenced those who went on to be educators. These findings serve to help us create an equity-based model of assessment for what educational linguistic information Black students need in order to be successful in higher education and how faculty can help to establish opportunities for students to access content about language, culture, and education within the college curriculum. We address the work we need to do as educators and linguists to provide more Black college students with information that both empowers them raciolinguistically AND respects their developing identity choices.

Awad Ibrahim

University of Ottawa

Awad Ibrahim is an award-winning author and a Professor at the Faculty of Education, University of Ottawa. He is a Curriculum Theorist with special interest in economy of hospitality, cultural studies, Hip-Hop, youth and Black popular culture, philosophy and sociology of education, social justice and community service learning, diasporic and continental African identities, and applied linguistics. He has researched and published widely in these areas. Professor Ibrahim obtained his PhD from OISE, the University of Toronto, and has been with the Faculty of Education of the University of Ottawa since 2007. Before that, he taught at Bishop's University (Québec) and Bowling Green State University in Ohio, USA. Internationally, he has ongoing projects in Morocco, Sudan, United Arab Emirates and the United States. His immediate projects include a policy analysis of the Ontario Ministry of Education equity policy. He has more than a 100 publications and among his books, *Black Immigrants in North America: Essays on Race, Immigration, Identity, Language, Hip-Hop, Pedagogy, and the Politics of Becoming Black*; *Nuances of Blackness in the Canadian Academy (with Kitossa, Smith & Wright)*; *Provoking Curriculum Studies: Strong Poetry and the Arts of the Possible (with Ng-A-Fook & Reis)*; *The Education of African Canadian Children: Critical Perspectives (with Abdi)*; *In This Together: Blackness, Indigeneity, and Hip-Hop (with Hudson & Recollet)*; *The Rhizome of Blackness: A Critical Ethnography of Hip-Hop Culture, Language, Identity, and the Politics of Becoming*.

Abstract:

Race-ing Language, Language-ing Race After George Floyd: Hip-Hop and Black English as Symbolic Spaces of Investment

What does it mean to argue that race works like a language (as Stuart Hall, 1997, has contended)? Let us not anticipate a simple answer to such a difficult question, but especially in a post-George Floyd moment, an answer must be offered. Intentionally framed around this question, I intend to argue that race has its own signifiers and internal phonetic, morphological and syntactic systems. If this is the case, then I intend to explore: 1) this contention of race working like a language, 2) the direct link between race and language, 3) building on an empirical research, how Hip-Hop should be seen as part of a complex system of semiological languages, and 4) connect race and Hip-Hop and show how they are becoming symbolic spaces of identity and linguistic investment. The empirical research is about Black immigrants (continental Africans, Black Caribbeans and Black Latin and South Americans) and their social, cultural and linguistic integration in North America (U.S. and Canada). For Black immigrants, it seems, to become American is to become Black. This is as much about identity formation as it is

about the linguistic norm we invest in. Language learning, I will conclude, is neither neutral nor without its politics of identity and investment. WORD!

Acrisio Pires

University of Michigan, Ann Arbor

Acrisio Pires is Professor of Linguistics. His research and teaching focus on linguistic theory and Minimalism syntax, comparative syntax, language change, language acquisition and bilingualism. Among some questions that have guided his work are: What constitutes an appropriate theory of human linguistic knowledge, considering syntax and areas with which it interfaces? How can cross-linguistic variation in syntax and morphosyntax be explained? What contributions can comparative syntax research make to the development of scientific models of language? How does language acquisition interact with language change? What factors can explain different effects of bilingualism, language contact and second language acquisition?

Some of his current projects include a book in preparation for Cambridge University Press, on syntactic theory from a comparative perspective, and various other joint research projects with PhD students.

Abstract:

Internal and external factors in language change and stability

Bilinguals for the most part maintain strong separation in the knowledge of the grammars and use of their two languages. Maintenance, transfer or emergence of new properties can arise differently across linguistic domains of their grammars, affected either by internal/linguistic factors or by extralinguistic mechanisms (second and third factors, in Chomsky's 2005 terms). In this talk I will discuss a case of bilingualism between Catalan and Spanish, characterized by the overarching minoritized status of Catalan among different co-existing bilingual communities in Mallorca, Spain. I will focus in particular on the morphosyntax of the clitic pronominal system, to address the cross-linguistic influences (or lack thereof) between the two languages in this domain. I argue that overlaps and mismatches in the grammatical properties of the two languages can have direct effects on maintenance or change in bilingual grammars. In parallel, extra-linguistic factors such as age of exposure to the two languages, language attitudes and linguistic experience can contribute to inhibiting or accelerating trajectories of change, yielding dynamic conditions for community language variation.

Jorge Emilio Rosés Labrada

University of Alberta

Jorge Emilio Rosés Labrada is an assistant professor at the University of Alberta in the Department of Linguistics, in the field of Indigenous Languages Sustainability. From 2015-2017, he was an Honorary Killam and Banting Postdoctoral Fellow and a Postdoctoral Teaching Fellow in the First Nations and Endangered Languages Program. His research focuses primarily on the diachronic and synchronic morphosyntax of American Indigenous languages, especially those of the Amazon; and on language documentation and revitalization in Latin American contexts.

He has a PhD in French Studies (Linguistics) from The University of Western Ontario and a Doctorate in Language Sciences from the Université Lumière-Lyon 2. His doctoral project, funded by SSHRC with a Vanier Canada Graduate Scholarship, focused on the documentation and description of Mako, a Sáliban language spoken in the Venezuelan Amazon by approximately 1200 people.

Abstract:

Mobilizing Legacy Text Collections: Communities, Training, and Research

In language documentation, the “Boasian trilogy”—which has come to be seen as the gold standard—refers to a grammar, a dictionary and a text collection. Grammars and dictionaries have received substantial attention in the literature over the last 30 years, with many discussions centering on best practices for their creation and on their role in language revitalization and maintenance efforts. Text collections, on the other hand, remain understudied. Yet for many communities, legacy texts—broadly understood here to include narratives, procedural texts, songs, etc. collected in the past—constitute invaluable sources of language and culture. In this talk, I focus on the role that legacy text collections can play in the cultural and linguistic strengthening of communities, in student and community training and capacity building, and in linguistic research. While drawing my experiences with several legacy text collections of South, Central, and North American Indigenous languages, the primary focus of the talk will be a case study on the mobilization of such a collection for Makah (Wakashan, Washington State, USA).

Quentin Williams

University of the Western Cape

Quentin Williams is Director of the Centre for Multilingualism and Diversities Research (CMDR) and an Associate Professor of Sociolinguistics in the Linguistics Department at the University of the Western Cape (UWC). He is also the Ghent Visiting Professor (Leurstoel Houer) at the Centre for Afrikaans and the study of South Africa at Ghent University (Belgium) (2020/2021). He has published journal articles, book chapters and Op-Ed pieces on the performance and practice of multilingualism, race, Hip Hop, language activism, Afrikaans, and linguistic citizenship in South Africa. He is Co-Editor of the journal *Multilingual Margins: a journal of Multilingualism from the periphery*, and his most recent book is *Neva Again: Hip Hop Art, Activism and Education in post-apartheid South Africa* (HSRC Press, 2019, with Adam Haupt, H Samy Alim and Emile YX?). He is also author of *Making Sense of People and Place in Linguistic Landscapes* (Bloomsbury, 2018, with Amiena Peck and Christopher Stroud) and *Remix Multilingualism* (Bloomsbury Press, 2017). He also features on the Rap album #IntheKeyofB.

Abstract:

Undoing Coloured English: Toward a Sociolinguistics of Non-Racialism

The challenge of contemporary South Africa is that of building a (post)nation of postracial equity in a fragmented world of a globalized ethical, economic and ecological meltdown. Yet, for some time now, language communities and individuals that had experienced linguistic discrimination under apartheid, and continue to experience so today, have been engaged in forms of non-racial struggles for sociolinguistic justice that aim to redefine their agency and voice, and thereby their linguistic citizenship. And central to such activism has been the use of global Englishes with local languages and varieties.

In my presentation, firstly, I put forward the argument that one particular variety of South African English, Coloured English (CE), while often used as a resource in the practice of non-racial sociolinguistic justice, continues to be a racializing technology that define discriminatory practices against language communities and individuals who supposedly speak the variety. In order to critically deconstruct the epistemic essentialism, racist discourses and discrimination of CE, I briefly revisit some key insights and positions from the global Englishes literature in relation to the homogenization image of linguistic imperialism studies and the supposed heterogeneity advanced in world English. I suggest that both the latter and former positions eschew true sociolinguistic justice.

Secondly, I propose a non-racial sociolinguistic justice framework by suggesting that an undoing of CE could be advanced through a study of acts of Linguistic Citizenship. The notion of

Linguistic Citizenship here is defined as an approach to the study of language, race, identity, and linguistic justice that highlights the manifold ways multilingual speakers mediate and represent their agency and voice in situations defined by explicit and implicit racist, discriminatory practices. Linguistic Citizenship refers to ‘disruptive’ linguistic engagements with the coloniality of language that involves the expansion or retooling of available linguistic resources, and implicates language both as a target of ‘change’ and as a medium for (e.g. social/epistemic) transformation for speakers of global English.

Thirdly, I report on a qualitative study of young multilingual speakers’ remixing global English with CE, Kaaps, and Afrikaaps, by demonstrating and analyzing how those speakers, framed as “language technicians”, use those varieties as part of a critical historical process in everyday interactions. I pay particular attention to how those young “language technicians”, as a consequence of globalized language contact situations and their engagement with popular cultures, systematize CE into a metapragmatics of non-racial register forms and functions as tied to their acts of Linguistic Citizenship. I conclude the presentation, finally, by providing a number of suggestions on how to advance a non-racial sociolinguistic justice framework to better attend to matters of language, race and identity.

ABSTRACTS

Condition C in White Hmong

Vipasha Bansal

University of Minnesota, Twin Cities

This paper addresses the distribution and interpretation of referring expressions (r-expressions) in White Hmong spoken in Minnesota, and the extent to which they follow Binding Condition C (an r-expression cannot be bound). This is the last of three conditions that constitute Binding Theory, which governs patterns of co-reference and the usage of anaphors, pronouns, and r-expressions in any language. Previous work by Mortensen (2003) with Green Hmong in Laos demonstrates that Hmong appears to violate Condition C in specific situations. For example, an r-expression can be bound by another r-expression of the same form when it does not contain a classifier. This paper extends Mortensen's research to White Hmong speakers in Minnesota, expanding on the environments examined in his work. It outlines how the syntactic environment and verb affect the grammaticality of bound r-expressions, and considers possible dialectal variation. The study is informed by Deen and Timyam (2018), Larson (2005), Pham (2011) and Narahara's (1995) work on Thai and Vietnamese, both of which show similar patterns of apparent Condition C violations.

Preliminary results show Hmong r-expressions cannot be bound by a pronoun antecedent (1). This patterns with both Thai and Vietnamese, which have the same restriction (Narahara 2005). Additionally, an r-expression in White Hmong can be bound by an antecedent within the same clause if the 'self' marker *tus kheej* is included (2), as well as by one outside of the immediate clause containing it (3). This patterns with Thai, where r-expressions follow the same distribution as pronouns (4) (Larson 2005), but can appear in place of an anaphor when accompanied by a 'self' marker *tua-eng* (5) (Narahara 1995). This indicates bound r-expressions in White Hmong are more restricted than those in Vietnamese (6) and Green Hmong (7), neither of which require this.

Previous researchers have argued that despite appearances, these languages do not violate Condition C. For example, Pham (2011) argues bound r-expressions in Vietnamese may be pronouns, while Larson (2005) argues they are not full DPs, but have a smaller Phi-P structure; in both arguments, they are not subject to Condition C. This paper analyzes to what extent previous analyses for apparent Condition C violations can account for White Hmong. Currently, my data suggests that the bound r-expression in Hmong is structurally not a true r-expression. For example, the need for *tus kheej* in sentences like (2) suggests that these expressions are actually an anaphoric construction. This leads to the hypothesis that in situations like (3), the bound r-expression could be a pronoun. Finally, the contrast in grammaticality of (2) and (8)

suggests that the verb affects binding. My research explores the effect of the ‘activeness’ of a verb (‘hitting’ is active whereas ‘seeing’ is involuntary).

There is relatively little literature on the extent to which the distribution of r-expressions in Hmong follows Binding Theory. This research will therefore use new data on Hmong to add to our knowledge of an understudied language and potentially lead to an extension or better understanding of Binding Theory and r-expression structures.

Data

(Note: Thai data is presented in IPA, while Hmong and Vietnamese data is presented in the orthography of the respective language.)

- (1) *Pov_i cia siab tias nws_i yuav kawm kom tiav Pov_i txoj kev kawm (*White Hmong*)
Pao_i hope that he_i will learn finish Pao_i the.way education
*Pao_i hopes that he_i will finish his_i education
- (2) Pov_i ntaus Pov_i tus kheej (*White Hmong*)
Pao_i hit Pao_i self
‘Pao_i hit himself_i’
- (3) Niam_i hais tias Niam_i tsis nyiam txiv kab ntxw (*White Hmong*)
Mother_i said that Mother_i NEG like oranges
‘Mother_i said that she_i does not like oranges’.
- (4) [Aajan Sid]_i bɔɔk waa aajan_i mâi waang phrungnii (*Thai*)
[Teacher Sid]_i tell COMP teacher_i not free tomorrow
‘Teacher Sid_i said that Teacher_i isn’t free tomorrow’ (Larson 2005)
- (5) Val_i thii tua Val_i ʔeeng (*Thai*)
Val_i hit RF Val_i RF
‘Val_i hit herself_i’ (Narahara 1995)
- (6) Dat_i đánh Dat_i (*Vietnamese*)
Dat_i hit Dat_i
‘Dat_i hit himself_i’ (Pham 2011)
- (7) Pov_i yeej qhuas Pov_i. (*Green Hmong*)
Pao_i always praise Pao_i
‘Pao_i always praises himself_i.’ (Mortensen 2003)
- (8) *Pov_i pom Pov_i tus kheej hauv daim ia (*White Hmong*)
Pao_i saw Pao_i self in mirror

*Pao_i saw himself_i in the mirror’

Language revitalization in Catalonia: Glocalization, (un)Markedness and (un)Sustainable multilingualism

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This presentation explores the effects that the tension between different processes of globalisation and reclamation have had on language and identity in Catalonia. Nation-states almost always rely on processes of linguistic and cultural homogenisation of their citizens (Ricento 2000; Bornman 2003; Cooke and Simpson 2012), which in turn leads to the emergence of minoritized groups in the periphery of these new political entities (Pietikäinen and Kelly-Holmes 2013; Belmar and Glass 2019). This is explored through the example of Catalonia, as many of its citizens conceive of themselves as a stateless nation. I argue that this self-identification is open and constantly evolving, and that Catalan identity heavily hinges on the Catalan language, much more so than any concept of descent. One of the reasons for this prominence of language in Catalan identity may be its construction as a symbol of the shared experiences of oppression of the Catalan community: oppression comes to Catalans through linguistic minorization, and those experiences potentially bind the community together. This layered process of minorization (see Badosa Roldós 2020 on immigrant populations in Catalonia) is introduced and discussed through the example of several language revitalization (or normalization) campaigns in Catalonia (see Woolard 2016), and it is linked to the weakening of nation-state sovereignty and the process of de-territorialization and de-ethnicization of the Catalan language.

The presentation also outlines the most salient effects of glocalization in Catalonia: the deterritorialization and de-ethnicization of the Catalan language, the shift towards multilingualism, and the contestation of minority markedness. The role of computer-mediated communication has allowed diaspora communities to be more interconnected and more active members in the Catalan community than ever before. This, in turn, has led to Catalan being used in spheres where it had never been used before, new technologies have helped made it ‘cooler’ (Belmar 2020; Grau i Elias 2012). At the same time, the value of the ‘native’ speaker of Catalan has somewhat diminished, as discourses shifted towards other notions of speakerhood as a non-binary category and revitalization efforts have focused almost exclusively in the creation of so-called new speakers (Lanz, Juarros-Daussà, and Pera-Ros 2020, see Pujolar and O’Rourke 2018). This, together with the increasing linguistic diversity in Catalonia (see Barrieras-Angàs 2013), has triggered linguistic policies to shift from Catalan/Spanish bilingualism to multilingualism that is sustainable for the maintenance and reclamation of the local historical language(s) (Lanz et al. 2020). Finally, the presentation also explores the role that new minority

media has had on the contestation of minority markedness in Catalonia, and how this has impacted linguistic practices, language ideologies and Catalan identity formation both among ‘traditional’ speakers of Catalan and ‘new’ speakers of the language. This struggle for unmarkedness, or this attempt to undo minorization, may be seen as one of the catalysts leading to the quick and wide spread of pro-independence movements in Catalonia, which embraced diversity but inadvertently made ‘language’ a highly politicised choice.

L1-L2 differences in the production of temporal cues before consonants in Spanish

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Introduction and Background

Previous literature has shown that vowel length exhibits significant differences before voiced and voiceless consonants in languages such as English and French (Chen, 1970). Nevertheless, languages such as Spanish (Zimmerman & Sapon, 1958), Japanese (Crowther & Mann, 1992), Chinese (Crowther & Mann, 1992) or Czech (Keating, 1984) do not present such significant differences between voicing conditions. This phenomenon has predominantly been investigated from the first language (L1) perspective, while second language (L2) acquisition has been disregarded. Flege (1980) is one of the few studies that addressed L2 acquisition in this regard. The author found that L2 English Arab learners were not able to attain native-like patterns. However, he found that advanced learners exhibited more native-like patterns than novice learners. He also points out that Arabic does not have such a significant vowel length difference as English does. Therefore, was the reason for them to not show vowel length effect in English because Arabic does not have such contrast or because of the lack of a native-like level?

Research Question and Hypothesis

We further study acoustic temporal cues of vowels before voiced and voiceless consonants in Spanish by native and non-native speakers of Spanish. As English and Spanish show asymmetric patterns in this regard, will L1 English speakers be able to decrease vowel length effects in Spanish? Based on previous research on L2 coarticulation, a complete acquisition is not expected.

Methodology

34 participants took part in this experiment (12 Spanish native speakers (NS), and 22 L2 learners (L1 English)). They participated in a read-aloud task producing CV1C2V (near-)minimal pairs (where V1= /a, i/ and C2= [t-ð, k-γ, s-z]). A control experiment in English a week after the first experiment (with words with a similar structure to those in Spanish) was conducted by L2 speakers. Each participant produced 48 target tokens in Spanish (and 72 target tokens in English). A linear mixed-effect model that included an interaction between GROUP x VOICING

and the factors of interest VOWEL, CONSONANT PAIR, and SEX, along with random slopes for PARTICIPANT and WORD was utilized for the statistical analysis to compare the groups.

Results

The L2 group showed main effects for vowel duration in Spanish ($\beta=12.94$, $t(59)=2.48$, $p=0.015$). A clear pattern was observed as vocalic length differences between counterpart consonants were longer for the L2 Spanish group (Table 1). These results are in agreement with previous literature on the acquisition of the coarticulatory system of a second language.

Conclusion

Although a clear group effect was found, L2 speakers show shorter values than those reported in English, thus indicating that partial acquisition of a secondary coarticulatory system occurs. As opposed to L2 phonemic acquisition that involves some type of instruction of the variable(s), how L2 learners acquire two separate durational systems without this being such a ‘noticeable’ phenomenon is thus an open question worthy of study.

Table 1. Vowel duration means (st. dev.) by GROUP and following CONSONANT [in ms]

	NS Spanish		NS English
	L1 Spanish	L2 Spanish	L1 English
t	80 (20)	92 (25)	96 (28)
d	95 (28)	107 (28)	144 (41)
k	80 (19)	91 (24)	112 (34)
g	95 (21)	110 (29)	143 (45)
s	85 (21)	97 (26)	132 (36)
z	90 (25)	101 (28)	173 (43)

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**“But, honestly, no:” A conversation analysis of how young adults
construct their health identities**

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Although chronic illness is often left out of disability studies, there exists a growing consensus on the benefit of including these groups within the disability coalition. Not only can those with chronic illness benefit from the accommodations associated with disability, but disability as a whole community can better advocate with the views of those with chronic illnesses in mind. However, because of the long-held separation of the two, people with chronic illness often do not consider themselves disabled. To investigate the current state of disability identity in young people with chronic illness, this study takes a Conversation Analytic (CA) approach to disability identity in chronic illness, analyzing the interviews of 10 young adult participants with chronic illness. While a variety of approaches to disability identity exist in the literature, a linguistic approach such as (CA) brings a social scientific model into play which is often lacking in other areas of disability studies, even those that suggest the inclusion of chronic illness. The study closely analyzes respondents' answers to two questions: “Do you consider your health condition a disability?” and “Do you consider yourself disabled?” After examining the preferred and dispreferred responses of all participants, the transcripts of three exemplar participants were closely analyzed. This study found a fluctuating, context-bound identification with disability for young people with chronic illnesses; a majority answering “sometimes” or couching and hedging yes and no responses. Additionally, medicalized discussion of health and disability were prominent, with discussions of diagnosis being tied to disability identity.

An Analysis of Modal Hedges in Physics Research Articles

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Scientific writers are reported to use various hedges such as modal verbs, introductory verbs, modal adverbs, modal adjectives, modal nouns, and that clauses in their writing. Among these types of hedges, a frequently used type in academic writing is the modal verb hedge (Butler, 1990). Existing research shows that modal verb hedging is a recurrent practice in scientific writing (Hyland, 1996; Varttala, 1998; Lewin, 2005). While recent studies have examined modal hedge usage in disciplines such as Applied Linguistics (Wang & Tatiana, 2016), and Economics (Hardjanto, 2016), little research has investigated modal hedges in scientific writing. Based on Palmer's (2001) theory of modal verb type and Hyland's (1996) theory of hedge functions, this study presents findings of a corpus-based analysis of modal hedges in Physics research articles. Data consist of a specialized corpus of 20 research articles (60,000 words) randomly selected from three Physics journals. Findings reveal that about 68% of modal auxiliary verbs used in the selected research articles are used as hedges. With the types and frequencies of modal hedges

identified in the corpus, can constituted (76.97%), followed by May (9.47%), could (8.62%), might (3.57%), and would (1.36%). These percentages are similar to that of other scientific and Applied Linguistics writers as reported by Hykes (2000) and Wang & Tatiana (2016) respectively. Additionally, Physics writers frequently employed reliability and writer-oriented hedges in their writing and this frequent usage could be attributed to the desire for writers to adhere to the scholarly conventions of the Physics sub-discipline.

Medium of Instruction Policies in Ghanaian and Tanzanian Primary Schools: An Overview of Key Issues and Recommendations

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The present study provides a rigorous literature review of medium of instruction (MoI) research focused on Ghana and Tanzania, two countries whose challenges with instructional language policies differ while still intersecting at various levels. Existing literature on medium of instruction policies in sub-Saharan Africa reveals a fundamental challenge in the implementation of educational language policies (Ansah, 2014; Brock-Utne, 2000; Owu-Ewie, 2006). Specifically, the decision by most post-colonial African governments to stick with foreign languages as medium of instruction in schools continues to impede students' academic advancement (Kamwangamala, 2013). In relation to this instructional language challenge, several studies have examined the impact of MoI policies in Ghana and Tanzania. Despite the significant number of studies completed to date, very few studies have compared the impact of MoI policies between the two countries.

Drawing on Hagen-Zanker and Malett's (2013) guidelines for a rigorous literature review, this project compares studies that examine the impact of MoI policies in the aforementioned western and eastern African countries. The data consists of fourteen published empirical studies which examined MoI impact from various perspectives in primary schools. These studies were analyzed using a template adopted from Erling et al.'s (2016) study of instructional language policies in Ghana and India. Additionally, the experiences of the presenters, who are natives of Ghana and Tanzania respectively, were drawn upon. Findings from the analysis reveal problems with medium of instruction policies in both countries at the systemic level primarily and at the micro educational level subsequently. Also, attitudes of stakeholders, lack of logistical resources and improper planning are some overarching findings existent in most studies analyzed. Together, these findings indicate that the challenge of providing equitable and quality education through effective language instruction is prevalent in both Ghana *and* Tanzania. The study recommends the need to adjust MoI policies in both countries to be in line with linguistic realities and for implementation plans to be realistic and achievable. Also, the need for sustainable additive multilingual policies is recommended.

The Subjunctive vs. The Indicative: How Non-standard Usage of Mood Influences Social Attitudes

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Emotive-factive or evaluative predicates portray the attitude of a speaker towards a particular event (Becker, 2010). They include adjectival phrases such as *es bueno que* ('it is good that'), as well as verb phrases like *me gusta que* ('I like that'). When it comes to mood selection in these clauses, there is considerable cross-linguistic variation (Becker, 2010; Farkas, 1992a, 2003; Giannikidou, 2015; Portner, 2018; Quer, 1998, 2001, 2009). In the case of Spanish emotivefactives, the selection of the subjunctive is generally put forth as a requirement (Becker, 2010; Bretz, et al, 2019; Bybee and Terrell, 1974; Giannikidou, 2015; Gili Gaya, 1960; Manteca Alonso-Cortés, 1981; Villalta, 2000). However, although Spanish is labelled a 'subjunctive' language, native speaker speech has been seen to incorporate some variability (Blake, 1981; Crespo del Río, 2014; Farkas, 1992a; Faulkner, 2018; García and Terrell, 1977; Gregory and Lunn, 2012; Lipski, 1978; Lope Blach, 1990; Lunn, 1989; Quer, 1998, 2001; Sessarego, 2016; Silva-Corvalán, 1994; Terrell and Hooper, 1974). Studies focused on this variation have either investigated the acceptability of the indicative (Blake, 1981; Crespo del Río, 2014; García and Terrell, 1977; Silva-Corvalán, 1994), or the semanto-pragmatic conditions determining a speaker's choice between the two (Faulkner, 2018; Guitart, 1982). There has, however, been no study that has investigated how the *users* of these forms are perceived. The present investigation was thusly centered on finding out the social attitudes attached to the users of each mood, as well as how these attitudes might relate to both extralinguistic and linguistic factors.

Sixty-five native speakers of Spanish were required to read conversation fragments which included emotive-factive predicates. Participants then used Semantic Differential scales to assign social traits to speakers who used either the subjunctive or the indicative in these clauses. The social traits fell under the dimensions of *status*, *physical attributes*, and *social attractiveness*. The objective was to examine if the traits to be assigned would stem from an interaction between the tense of the indicative/subjunctive forms (past vs. present perfect), and the region from which the evaluator came (Latin America versus Spain).

Results showed that how speakers were perceived depended on an interaction between the mood and tense of the verb, and the region from which the evaluator came. For Latin Americans, users of the past subjunctive were ascribed the most positive traits, followed by those who used the

present perfect indicative. With respect to the group of Spaniards, speakers who employed the past subjunctive and past indicative, respectively received the most favorable judgments.

Conclusions made were that both extralinguistic (regional background) and linguistic (the use of simple vs. compound forms) factors play a role in how socially '(un)acceptable' users of this variability are deemed. It was also concluded that the inclusion of the indicative in emotive structures was not viewed as unacceptable by either of the populations examined.

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Sociophonetic variation of vowels in a minority language in Italy

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In this work, we present a sociophonetic study of vowel quality in the Lombard variety spoken in Varzi, a small town in the Northwest of Italy. Italy is a place of remarkable linguistic diversity, particularly rich in “primary dialects” (Coseriu 1981), which since after the unification of Italy in 1861 are suffering a process of marginalization and lack of use and transmission to the youngest generations (Dal Negro & Vietti 2006). In fact, the so-called Standard Italian (SI), essentially the literary language of Florence, has been for centuries a mostly written medium, spoken by a highly educated minority and only in specific contexts. Since 1861 and especially during the world wars, a process of “italianization” of the Peninsula has begun leading first at a diglottic repertoire, and the to a “dilalic” (Berruto 2005) one, since Italian started to infiltrate also the low domains of use, previously reserves only to the local languages. In a few decades, dialects became more and more local in scope and were associated with rural upbringing, low level of education and domestic contexts of use, and the term “dialect” itself became saddled with a negative connotation that is still very much present to the conscience of speakers of Italian.

Nowadays, the survival of local dialetti is menaced by two unifying forces: the standardization of (standard) Italian, and the regionalization of dialects (Auer 2005, Cerruti et al. 2019).

Furthermore, it should be noted that the vast majority of these dialects/languages are not protected by any language policy (Iannàccaro 2010).

For this reason, our aim was to preserve the variability within Lombard variety, by investigating the variation of the vowel system in the dialect of Varzi, since this small town straddles the linguistic border between at least 4 different dialectal areas, Piedmontese, Ligurian, Emilian and Lombard. Six speakers aged btw. 55 and 90 years old, born and raised in Varzi and speakers of the local variety, have been recorded while performing a semi-structured interview and a word-list reading. The total amount of 504 tokens was manually annotated on PRAAT and the values of F1 and F2 on the midpoint of target values extracted through a script. The results of the ANOVAs performed on SPSS 21 have shown how women show a pronunciation closer to Italian with respect to male speakers, who maintained the peculiarities of the local language. A difference according to the different districts of the town, and on their level of contacts with other linguistic varieties nearby, has also proved to be important in shaping the sociophonetic variation of vowel system in Varzi. In conclusion, the production of a certain vowel might work as a marker of linguistic loyalty in a situation where the local dialect is under constant competition with SI.

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On dialect levelling and language attitudes in a rural Basque town: Variation across age, gender, and local identifications

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Sociolinguists assume that standard varieties are rapidly gaining influence in the repertoires of post-industrialized societies [1, 2]. This is typically due to the prestige associated with standard forms, their presence in media and education, and the increasing mobility within mutually intelligible dialect areas [3, 4, 5]. Under such circumstances, speakers are more likely to engage in socio-psychological processes of accommodation [6]. The results of this are generally referred to as dialect levelling, and it is characterised by two tendencies [7]: language-internally, by the levelling out of marked forms [6], and language-externally, by the diffusion of variants with the widest geographical currency. Similar contact-induced phenomena are now being observed in the Basque language whereby young speakers are progressively converging into supra-local norms, especially in morpho-syntax and lexis [8, 9].

Therefore, this paper investigates the social distribution of one phonological variable in a Western Basque rural town, located in a dialect area considerably divergent from standard and other non-standard varieties. A sample of 20 participants was studied, equally divided by gender (male and female) and generation (17-21-year-olds and 47-55-year-olds). The sample was selected through the purposive stratified sampling technique with specific criteria in mind: the speakers have Basque as their L1 and language of the home, they have lived in the same town since birth, they usually use Basque outside home for socialization, and their parents are from town or a neighbouring town. Young speakers were alphabetised in Basque, whereas adults were first alphabetised in Spanish and Basque later in life. To gather data, semi-structured sociolinguistic interviews were conducted in dyads with same-gender and -age pairs – one speaker in each group was interviewed twice with a different interviewee to control for intra-speaker variation effects. Post-interview questionnaires were also administered where participants had to answer 5-point Likert scales on language attitudes based on items from the BLP [10].

Through auditory transcriptions using ELAN [11] and conducted twice to avoid intra-rater variability, a corpus of 1540 tokens of the variable was analyzed, where two variants (i.e. local [e_] and supra-local [a]) were identified. Group uses of each variant were tested for statistical significance, and only gender differences in the adult group were statistically significant. This may be the result of a historically substantiated difference: men have traditionally tended towards socializing environments that favoured dialect contact with other varieties while women stayed in more local circles [12, 13]. In the younger generation, females show a retreat from local forms, to parallel intergenerationally stable male values (Fig.1).

Using a linear model analysis, a strong correlation was found between local variant incidence and positive attitudes towards the town and local vernacular (Fig.2). This is in line with recent trends in the literature on variation in the Basque-speaking area [14, 15]. In conclusion, this paper reports no apparent-time quantitative support for dialect levelling, which may be halted because the variable under analysis is phonological, and perhaps more interestingly for current findings in Basque variationism, speakers' attitudinal attachment to the local vernacular.

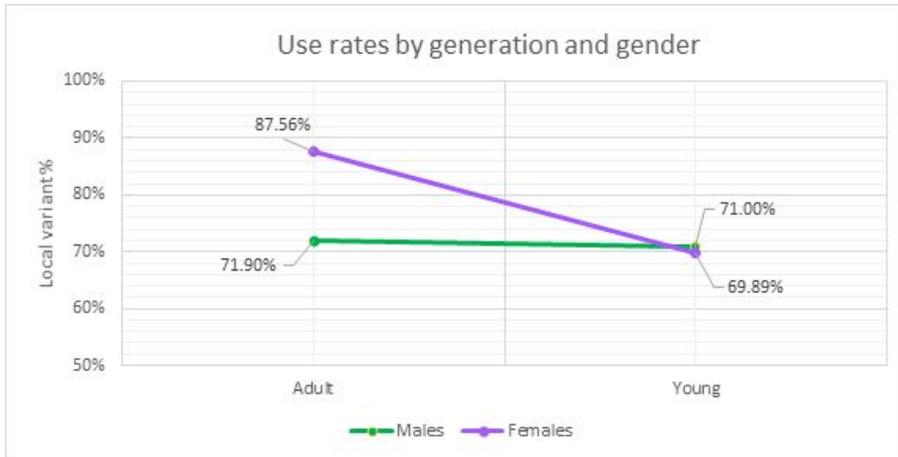


Fig.1. Local variant use by generation and gender.

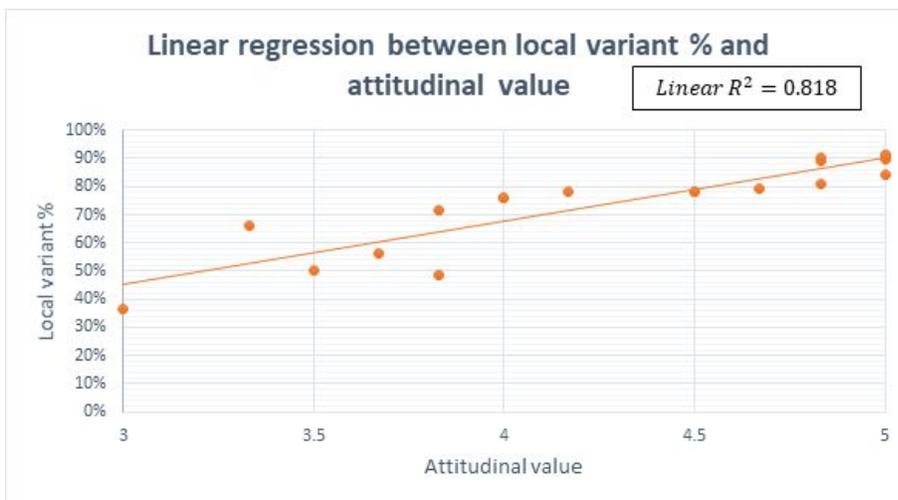


Fig.2. Linear regression between percentage of local variant use and attitudinal value.

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Obligatory and non-obligatory grammatical categories in ‘thinking for speaking’

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According to Slobin (1996; 2003; 2008), the presence of a grammatically encoded category directs the focus of speakers in the ‘thinking for speaking’ process. Slobin adduces evidence for this claim based on experiments with children in which he focuses on the expression of progressive aspect in various languages, e.g. the present and past continuous in English (is/was running) as compared to other languages which lack such a category. However, Slobin does not distinguish between obligatory and non-obligatory categories: while both are encoded form-meaning pairings in a language’s grammar (cf. Levinson 2000, Belligh & Willems 2021), only the former must be used in speech in specific contexts.

Dutch has a dedicated construction that encodes the progressive aspect, viz. the prepositional periphrastic construction *aan het* + infinitive (ANS, 2012; Van Pottelberge, 2004). However, unlike the present and past continuous in English, the ‘*aan het* construction’ in Dutch is non-obligatory. Speakers can choose between this construction (1) or a semantically underspecified verbal form that does not encode the progressive aspect, e.g. (2):

- (1) *De kinderen zijn aan het spelen.*
the children are at the play-INF
‘The children are playing.’
- (2) *De kinderen spelen.*
the children play-PRES.3pl
‘The children play/are playing.’

This paper explores whether the influence of a grammatically encoded category with regard to ‘thinking for speaking’ depends on being obligatory or non-obligatory. The first aim is to determine whether six-year-old Dutch-speaking children spontaneously express progressive aspect despite the fact that this is not obligatory in Dutch. The second aim is to determine whether there is evidence that speakers use a non-obligatory construction that grammatically encodes progressive aspect in Dutch in a way similar to the use of an obligatory category that grammatically encodes progressive aspect.

An elicitation task was conducted with 43 six-year-old Flemish participants. They were asked to describe what activities they see in pictures that are presented to them consecutively under two different conditions: (1) a spontaneous condition and (2) a condition where the children are prompted to use the ‘*aan het* construction’ by drawing their attention to ongoing activities represented in the pictures.

Most children initially did not express the progressive aspect by means of a dedicated construction when asked to describe the ongoing activities represented in the pictures. This finding is at variance with what the ‘thinking for speaking’ claim predicts, given that the ‘aan het construction’ encodes the progressive aspect as a form-meaning pairing “enshrined” (Slobin) in the grammar of Dutch. However, when prompted, the majority of the participants does use the ‘aan het construction’. This shows that ‘thinking for speaking’ is facilitated when children are prompted to attend to a grammatical category that is readily available in the grammar, even though Dutch does not require speakers to express the progressive aspect by means of a dedicated construction. These findings call for an adjustment of Slobin’s (1996; 2003; 2008) account: being a grammatically encoded category is a necessary but no sufficient condition for ‘thinking for speaking’, as the encoded category must also be obligatory, yet non-obligatory encoded categories also have a bearing on ‘thinking for speaking’ under more specific conditions.

Uncovering a Focused Lebanese American Ethnolect in Dearborn Michigan

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Ethnolect focusing occurs in the third generation of speakers in a minority migrant speech community that forms the majority of a particular neighbourhood (i.e. an ethnic enclave). When an ethnolect focuses, extreme inter- and intraspeaker variability from the second generation is levelled out and for the variants that are retained in the third generation, they are re-allocated specific linguistic or social functions. Synthesizing across the relevant literature on ethnolinguistic variation and new-dialect formation, I devised five diagnostics for a focused ethnolect: 1) Evidence of distinct ethnolectal features in the third generation, 2) Less extreme inter-speaker variation in the third generation relative to the second generation, 3) Less extreme intra-speaker variation in the third generation relative to the second generation, 4) Evidence of reallocation, and 5) Ethnolectal features in the third generation are recognizable by non-linguists as being associated with the particular ethnic group.

This study presents findings from a quantitative analysis of inter- and intraspeaker phonetic variability in the realization of /t/ and /d/ from second and third generation Lebanese American speakers in Dearborn, Michigan. In this speech community, /t/ and /d/ have an alveolar and a dental variant. It is hypothesized that the dental variant is a feature of a focused Lebanese American ethnolect due to the fact that these speakers reside in an ethnic enclave. Six second-generation and three third-generation speakers from 2006 corpus recordings were analysed. The data was tested against the focusing diagnostics 1, 2 and 4. Diagnostics 3 and 5 were beyond the scope of this study.

The dental variant is found in all three third-generation speakers, providing evidence that this is a focused ethnolect. There is also some evidence for criterion 2 as the third-generation speakers show more uniform usage rate of the alveolar and dental variant relative to the second generation. Additionally, there is significant evidence that style affects variant choice for the third generation but not the second generation (Criterion 4).

All conclusions are tentative due to a small dataset size. In the future, stronger evidence of focusing will be required by recruiting a larger number of speakers. Beyond this, the study will make a contribution to a rather sparse literature on modelling the stages of ethnolect genesis and formation.

This study is significant in that it provides some of the first sociolinguistic description of the English spoken by Lebanese Americans. It is also one of the first ethnolinguistic studies to introduce the concept of the ‘focused ethnolect’. While ethnolinguistic researchers show consideration for how generations differ regarding inter- and intraspeaker variation, second and third generation differences are usually disregarded as they are often grouped together in ethnolinguistic research. By discussing ethnolect focusing, we begin to consider these differences in more detail. In addition, by being informed about new-dialect formation literature, we can better understand the stages of how an ethnolect forms.

Translanguaging practices in a Japanese immigrant community in Paraguay

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Utilizing a translanguaging lens (cf. García & Li, 2014; Otheguy, García & Reid, 2015), this study investigates the conversational practices of multilingual first- and second-generation Japanese immigrants in Paraguay. I argue that members of the immigrant community use translanguaging as a process to create their community and unique identity as members of the Japanese diaspora. García and Li (2014) define translanguaging as a dynamic and multimodal communicative process that centers around meaning-making. They claim that rather than possessing multiple linguistic systems based on conventionally separated languages, each multilingual speaker has one linguistic system that has various features but at the same time is aware of political boundaries between such features.

Japanese immigration to Paraguay began in the 1930s and reached its peak in the 1960s even though there was a pause during World War II. Many of the Japanese immigrants became successful in the agriculture industry and the current Japanese population in Paraguay is estimated to be 7,000 (Masterson & Funada-Classen 2004). They speak Spanish, Guaraní, and Japanese, although Japanese is less likely to be used outside of colonies in the rural areas where

the immigrant communities first settled.

The data for the current study are audio recordings of two generations of Japanese immigrants who reside in a highly multilingual Paraguayan region bordering Brazil and Argentina. They include sociolinguistic interviews of three participants and an informal spontaneous conversation between two second-generation women. I also include data from observational notes of an online conference hosted by a Japanese-Paraguayan group. The qualitative analysis of the data reveals that the participants and their interlocutors dynamically manipulate their linguistic repertoires depending on the communicative situation. For example, two second generation Japanese-Paraguayan women expressed themselves creatively utilizing linguistic resources from Japanese, Paraguayan Spanish, and some Portuguese. On the other hand, participants mostly employed what can generally be recognized as the “standard variety” of either Japanese or Spanish for sociolinguistic interviews with me, as I am not an insider of their community. The elements of diasporic imagination (Zhu & Li, 2018) were observed most significantly in the language practices in the conference, where linguistic resources from multiple languages were seamlessly incorporated throughout. Regardless of these differences, all conversations took place in a translanguaging space, which Li (2011:1223) describes as “a social place for the multilingual language user [that] ... bring[s] together different dimensions of their personal history, experience and environment, their attitude, belief and ideology, their cognitive and physical capacity into one coordinated and meaningful performance, and mak[es] it into a lived experience.”

The analysis of the conversational patterns of Japanese immigrants in Paraguay provides further evidence that speakers in a diaspora community construct their own new community and identity through the act of translanguaging. This project provides insights into the understudied language use of Asian immigrants in Latin America. Furthermore, the sense of pride shown by the participants regarding their knowledge of Guaraní serves as a starting point for the further exploration of the acquisition and use of Amerindian languages by Asian immigrants.

KEYWORDS Spanish; Japanese; Translanguaging; Multilingualism; Paraguay.

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Wh-interrogatives in Khuzestani Arabic
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Khuzestani Arabic (KA) is a dialect of Gelet (Southern) Mesopotamian Arabic spoken by about 3 million speakers in the province of Khuzestan in southwestern Iran, and is among the most under researched dialects of Arabic in the world. Except for some limited research mostly about the phonology and word order of KA (e.g., Bahrani & Ghavami, 2019; Shabibi, 2006), research on its syntax is almost nonexistent. A prominent area of research in different varieties of Arabic has been wh-questions, specifically whether the position within the sentence to which wh-phrases displaced to the left periphery are related can be occupied by either a gap or by a pronominal resumptive element (Aoun, Benmamoun, & Choueiri, 2010). The present study documents the strategies available in KA for forming wh-questions. Like Lebanese Arabic and Modern Standard Arabic, KA also uses all four strategies to form wh-interrogatives as follows:

1. *Gap Strategy*: yaa biat ištaret Ø?
 Which house-ms bought.2ms
 ‘Which house did you buy?’

2. *Resumptive Strategy*: yaa biat ištaret- ah?
 Which house-ms bought.2ms him
 ‘Which house did you buy?’

3. *Class II Resumptive Strategy*: yaahu ill- ištaret- ah?
 Which that bought.2ms him
 ‘Which one is it that you bought?’

4. *In-situ Strategy*: ištaret yaa biat?
 bought.2ms which house
 ‘Which house did you buy?’

However, wh in-situ is possible only with yaa NP ‘which NP’, čam NP ‘how many NP’, iškuther NP ‘how much NP’, and the object pronoun man ‘whom’. All other wh-words appear sentence initially; i.e., fronted. However, all wh-words can stay in situ in echo questions. Furthermore, in

the case of š-, this wh-word appears as š- when fronted (5) and as šinhi when in situ in echo questions (6):

5. š-ištaret amis?
 what-bought.2ms yesterday
 ‘What did you buy yesterday?’

6. ištaret šinhi?
 bought.2ms what
 ‘You bought what?’

KA prefers wh-words to be placed following the subject in SVO (i.e., S+wh-word+VO) but also marginally allows them in pre-subject position (i.e., sentence-initial):

7. Aħmad šaaf il-walad amis.
 Ahmad saw.3ms the-boy yesterday
 ‘Ahmad saw the boy yesterday.’

- a. Aħmad yamta šaaf il-walad?
 Ahmad when saw.3ms the-boy
 ‘When did Ahmad see the boy?’
- b. Yamta Aħmad šaaf il-walad?
 When Ahmad saw.3ms the-boy
 ‘When did Ahmad see the boy?’

Another finding concerns the object pronoun man ‘whom’. This wh-word appears in situ (8) and in echo questions it appears as yaahu (9):

8. šifit man?
 saw.2ms whom
 ‘Whom did you see?’

9. šifit yaahu?
 saw.2ms whom
 ‘You saw whom?’

Both šinhi and yaahu can be related to resumptives when in focus positions and followed by the relative clause complementizer -illi ‘that’:

10. šinhi illi- štaret- ah?
 what that bought.2ms it
 ‘What is it that you bought it?’

11. yaahu illi- šifit- ah?
 who that saw.2ms him
 ‘Who is it that you saw him?’

In conclusion, we state that while all *wh*-phrases are related to gaps in KA, only the nominal *wh* phrases *yaa NP* ‘which NP’ can be resumed by a clitic in *wh*-interrogatives.

Keywords: Arabic, gap, Khuzestani Arabic, resumption, *wh* in-situ, *wh*-questions

Labeling English and Japanese *Wh*-Interrogatives

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I will address two issues here: (i) how the labeling theory in Chomsky (2015) handles *wh* interrogatives in English, and (ii) how Japanese interrogatives can be discussed.

1. English *wh* interrogatives

(1) Who wonders where we bought what?

In (1), *what* can take either the matrix/embedded scope, but *who* and *where* only take the surface scopes. To capture this difference, I propose (2).

(2) Syntactic objects (SOs) providing some labels must be interpreted according to the labels.

(2) is not a stipulated assumption but can be deduced from Chomsky's (2013) view that labels identify the sets Merge forms. If an SO provides the label of a set (identifies the set), and if the SO is interpreted according to another label, the interpretation becomes gibberish. In (1), since *who* and *where* provide the labels $\langle Q, Q \rangle$ with interrogative C/T, they must take the scopes at the labels. In contrast, in-situ *what* which does not provide the label $\langle Q, Q \rangle$ can be freely interpreted to take either scope.

(3) $\{\gamma \text{ who}[uQ] \{\beta \text{ T}[Q] \dots \{\alpha \text{ where}[uQ] \text{ C}[Q] \text{ we bought what}[uQ]\}\}\}\} (\alpha=\beta=\langle Q, Q \rangle, \gamma=C)$

The proposal also accommodates the *wh* island effect (4).

(4) *What does John want to know whether Mary ate?

Consider the following structure.

(5) $\{\delta \text{ what}[uQ] \{\gamma \text{ C}[Q] \dots \{\beta \text{ what}[uQ] \{\alpha \text{ whether}[uQ] \text{ C}[Q] \text{ Mary ate what}[uQ]\}\}\}\} (\alpha=\beta=\langle Q, Q \rangle, \gamma=C, \delta=\langle Q, Q \rangle)$

Label α is provided by *whether* and C. Label β inherits label α since the copy by movement is invisible to labeling. Thus, derivationally *what* is not a label-provider, and (2) should not be relevant. However, since the C-I interface does not have access to the derivational history, the interface mixes up (5) with structure (6), where *what* provides the label $\langle Q, Q \rangle$ as the outer spec

of C.

(6) $\{\beta \text{ what}[uQ] \{\alpha \text{ whether}[uQ] C[Q] \text{ she ate } \text{what}[uQ]\}\}$ ($\alpha=<Q, Q>$, $\beta=<Q, Q>$)

Since *what* provides the label $<Q, Q>$ at the matrix clause, it is required to have the conflict matrix/embedded scope according to (2). Therefore, English shows the *wh* island effect.

2. Japanese *wh* interrogatives

Japanese license in-situ *wh* operators in single *wh* questions.

(7) Kimi-wa nani-o tabe-ta-no?
you.top what.acc eat.pst.Q
'What did you eat?'

Since Japanese has *wh* particles, it is an in-situ *wh* language (Cheng (1997)). Then, we reach the following rule.

(8) Japanese *wh* interrogatives require the label of *wh* particles, whereas the agreement label $<Q, Q>$ is necessary for English *wh* interrogatives.

Unlike English, Japanese tolerates *wh* island violation (Ishihara (2002)).

(9) Nani-o [John-wa Mary-ga ~~nani-o~~ tabe-ta-ka] siri-tagatteiru-no?
what.acc J.top M.nom what.acc eat.pst.Q know.want.to.Q
'What does John want to know whether Mary ate?'

If we assume that scrambling is executed by pair-Merge (adjunction), the behavior is easily explained.

(10) $\{\delta \text{ what}[uQ] \{\gamma \dots \{\beta \text{ what}[uQ] \{\alpha \dots \text{ what}[uQ] \dots Q\}\} \dots Q\}\}$ ($\alpha=\beta=Q$, $\gamma=Q$, $\delta=<Q, Q>$)

Since moved by pair-Merge, *wh* does not provide the label $<Q, Q>$ in the embedded clause. Thus, since *nani* is not forced to take the contradicting scope, the structure is well-formed.

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Effects of Cultural Orientation on Emotional Granularity

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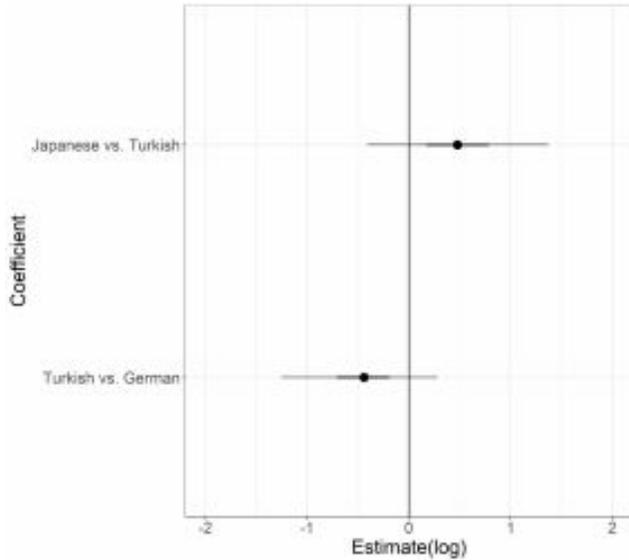
The present study investigates whether L1 Culture affects L2 emotional arousal levels by examining German, Turkish, and Japanese L1 speakers of L2 English through a text-based sentiment analysis. The expression of emotion varies from one culture to another due to cultural regulations and relations, with emotional dominance and submission levels having been positively correlated with emotional arousal [1, 2]. Emotional granularity research posits that in cultures where individualism is the norm, people tend to use high arousal emotion words which are also emotional self-markers (e.g., “excited,” or “furious”). Collectivistic societies most prominently use low arousal (e.g., “calm” or “hopeful”) relationship-markers [3, 4]. Although the Individualism Index Scores (IDV) proposed by the Hofstede model of cultural orientation rank Germany higher than Japan and Turkey respectively [5], the effects of L1 Culture on the L2 emotion word choice in relation to transfer effects have been understudied.

We presently report data from 48 undergraduate students at an English medium university, 23 of whom were L1 Turkish speakers; the rest consisted of 15 German and 10 Japanese L1 speakers. All participants had intermediate L2 proficiency (B1-B2). We used PsyToolkit [6, 7] for online data collection. For the text-based sentiment analysis, we designed an online survey including 8 questions, all of which necessitated the elicitation of an intended emotion in response to a story prompt. All participants completed the task in English. We transferred the free-form responses to the Sentiment Analysis and Cognition Engine [8], a Python-run NLP tool for sentiment identification. In line with the Psychoevolutionary Theory of Emotion [9], we first identified six Main Emotions and derived twenty-four Emotion Dyads using the EmoLex index [10], and dichotomously determined arousal and dominance levels (High vs Low) using the ANEW index scores [11] for each response.

We fit a binomial logistic linear regression model using the *brms* package [12] in R, with Arousal (High vs Low) as the dependent variable. The results of the model show that Japanese speakers of L2 English generated more High Arousal responses compared to Turkish speakers who in turn produced fewer High Arousal emotions compared to German speakers (Figure 1). High Dominance emotions also greatly increased High Arousal responses (Figure 2). This is in line with previous observations in the literature [2]. We argue that the emotion word choices of our participants reflect the IDV scores for the three countries suggested by the Hofstede model [5]. This means that their emotional granularity labeling was consistent with the cultural orientation of their L1 Culture, possibly because of transfer effects. We conclude that our findings provide preliminary support for the emotional contexts of learning hypothesis which

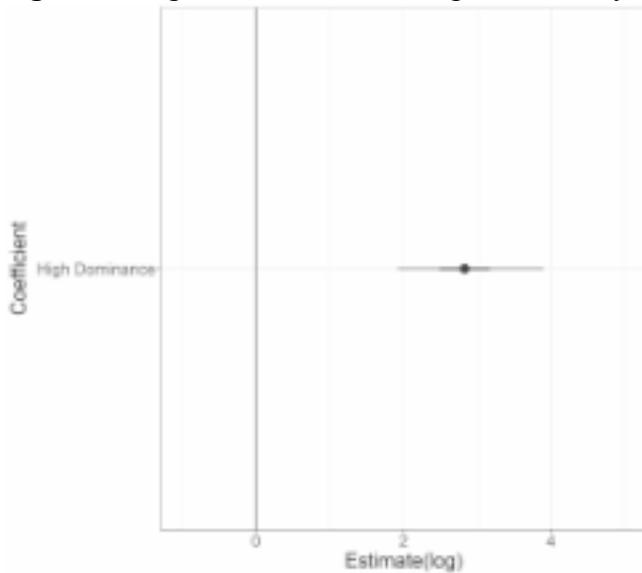
suggests that language emotionality is dependent upon the context in which the second language is learnt [13].

Figure 1. Regression Model for High Arousal by Culture



Note. The point represents the median estimate, the thick line represents 50% credible intervals, and the thin line represents 95% credible intervals.

Figure 2. Regression Model for High Arousal by Dominance



Note. The point represents the median estimate, the thick line represents 50% credible intervals,

and the thin line represents 95% credible intervals.

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Vietnamese Native Speakers' Cues to the Perception of Stress

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This study investigates the extent to which L1 Vietnamese speakers, who are used to contrastive tones, rely on F0 as a primary cue to perceive stress in American English (AmE). This study has interesting implications for the teaching of prosody. While the acoustic correlates of stress in AmE and tone in Vietnamese overlap in F0, English lexical stress prediction cannot be predicated on F0 alone. In a rising tonal contour context such as that of a yes/no question (L*H-H%), AmE stressed syllable actually receives a low pitch accent (Pierrehumbert, 1980). It was predicted that L1 Vietnamese L2 AmE speakers would have difficulty identifying the stress location in words spoken with a yes/no intonation, if they associate and use high F0 as a cue for stress. A mixed repeated-measures ANOVA with a between-subject factor was run on the participants' performance in forced-choice stress perception tasks, where the stimuli were nonce words and randomized in a Latin square design. A statistically significant difference in stress matching accuracy was found between the control and the experimental group. Both sentence types and stress location have main effects on the stress matching accuracy, and the L1 factor and sentence type/stress location interacted. t-tests show that the source of the interaction is in the question condition and the word-initial stress condition across the two groups. This is fully in agreement with the prediction that we would see a difference in the stress matching accuracy between the two groups in word-initial stress condition with a rising intonation.

Online instruction has recently become the only means of successful instruction in the U.S. and globally. This situation induced the present study that compares L2 students' perception of face-to-face collaborative reading tasks with their web-based equivalents and explores the technological tools enabling online collaboration while working on reading tasks. Collaborative learning is ubiquitous in ESL/EFL instruction, though unfairly overlooked in teaching reading. After integrating technology, a question remains if computer-assisted collaborative reading is more effective than face-to-face, and how it can be enhanced. Considering students' responses, this study discusses pedagogical implications for ESL/EFL classrooms in regard to online L2 instruction.

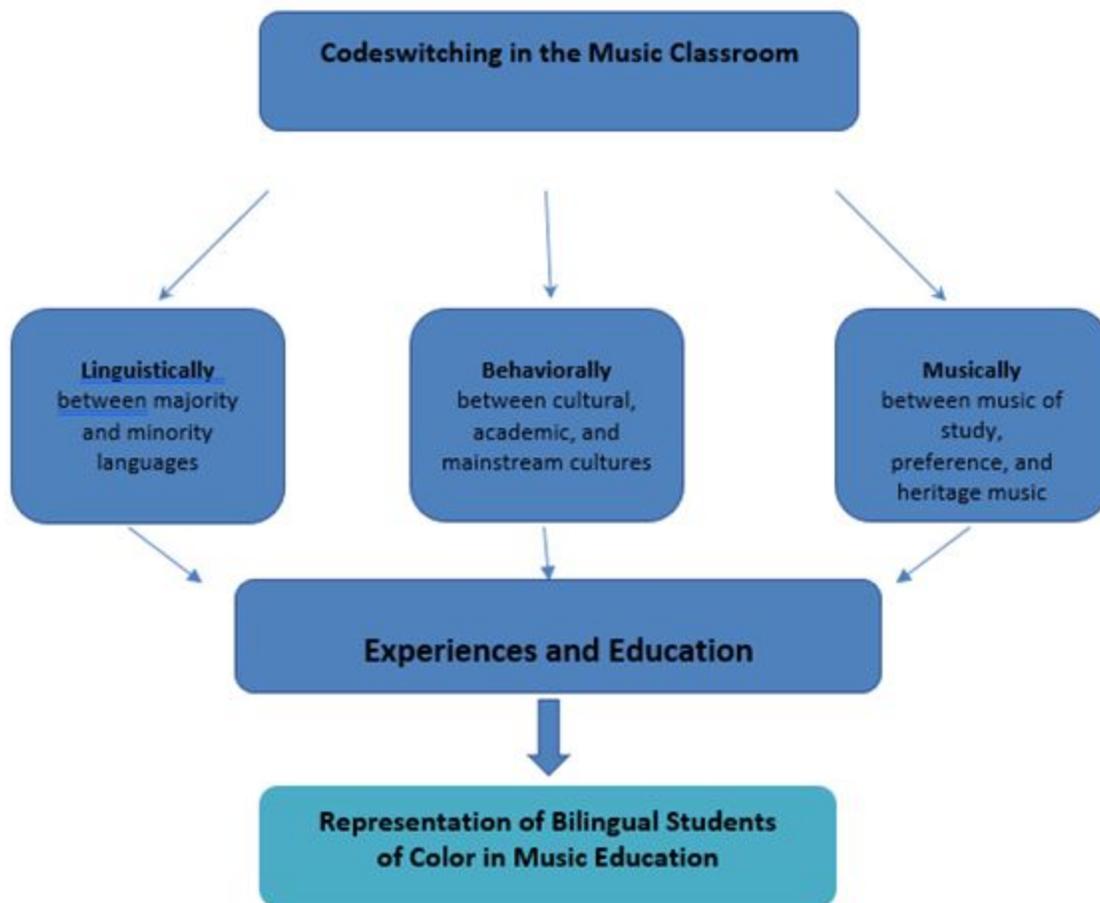
Codeswitching as a Cultural, Musical, and Linguistic Tool in the Music Classroom

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Codeswitching (CS) in music often denotes the mixing of musical ideas and genres. To make visible the lived experiences of individuals who form a consistently underrepresented group in formal music classrooms, CS is explored in discrete domains (linguistic, behavioral, and musical) in a framework we call 'transmusicianship.' Criterion-based selection measures yielded a sample of Spanish-English bilinguals of (Afro)-Caribbean heritage at varying stages in their musical careers. Qualitative data collection was carried out using Seidman's (2019) three-stage interview model. Common themes emerged for all career stages such as (not) belonging to a community, negotiations of language, and behavior in the music classroom. Each theme mapped to a specific CS domain. We find higher CS competence in each domain allows greater access to the majority music culture, but comes at a physical and psychological cost, leaving participants exhausted. Understanding the nature of multi-domain CS provides insight into in-school music participation of students and faculty from historically marginalized populations, and points to contexts where CS clearly adds value in the music classroom. Based on interviews, we advance the Latinx popular music genre, Reggaetón, as emblematic of transmusicianship. We conclude with recommendations and future directions in music education.

Keywords: Codeswitching, music classroom, Afro-Latinx, reggaetón

Figure 1. Transmusicianship Framework



Catalan-Spanish code-switching in València as a reflection of attitudes towards the out-group

Promoting Decoloniality and Social Justice in Intercultural Communication Education

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The complexity of interculturality renders intercultural communication education (ICE) bound up with multiple semantic, pragmatic and socio-political factors. These intersections stipulate

significant resilience (both conceptual and practical) in constructing appropriate intercultural teaching-learning dynamics. In other words, normative understandings of communication pedagogy often reproduce practices and perspectives that perpetuate western hegemony on politics and economy. Southern epistemologies are perceived as alternative perspectives (Sousa Santos, 2018) while northern ones are emphasized and prioritized (Mignolo & Walsh, 2018; Garcia & Baca, 2019) In order to doubt the world political moralities that may impinge intercultural interactions, ICD should point to ‘the impossibility of global conviviality in a world in which non-Western epistemologies and cosmologies continue to be marginalized’ (Leinius, 2014, p.39). ICE should not be anchored in western sensibilities and ready-made judgments about less global cultures. If educators limit their pedagogies to knowledge delivery about how different cultures function as provided in essentialist accounts of interculturality, communication education will remain uncritical.

This paper argues for the necessity of (a) promoting decolonial and anticolonial frameworks as foundational frames in intercultural communication education, (b) reorienting ICE towards more critical attitude towards power imbalances by stymieing any western-centric understandings of what communication should look like or self-ascribed superiority of the western individual. Although socio-political and economic realities are unavoidably influential, questioning of power differentials is possible through discourses that actively encourage social justice. ICE’s curriculum and teaching practices (instructional decisions, materials...) are expected to reflect current global issues that go beyond uncritical consideration of international communication.

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The research on code-switching, which started by studying its grammatical and syntactic constraints, has focused later on the influence that social factors have in language alternation (Gumperz, 1982; Heller, 1992; Myers-Scotton, 1992; Auer, 1995). In this vein, the present paper carries out a corpus analysis to contribute to the study of code-switching in the Valencian context with a focus on its social aspect, since the sociolinguistic situation of Catalan and Spanish in the region under study is particularly complex (Mollà, 2002; Castelló, 2013; Beltran Calvo and Segura Llopes, 2019). More concretely, this paper uses a corpus of free-wheeling conversations and analyses how code-switching between languages within a bilingual community can be used to signal certain ideology with respect to the out-group.

Despite several studies carried out in the adjacent region of Catalonia in regards to bilingual communication and social factors (Casalmiglia and Tusón, 1984; Woolard, 1995, 2005), very few studies have looked at this phenomenon in the Valencian Autonomous Region; some of them having focused on the study on linguistic attitudes broadly (Gómez Molina, 2000), some others on non-conversational genres, like those found in social media (Lavender, 2017). In order to complete the social map of code-switching, this study explores the social motivations underlying the change of language in spontaneous and familiar linguistic manifestations.

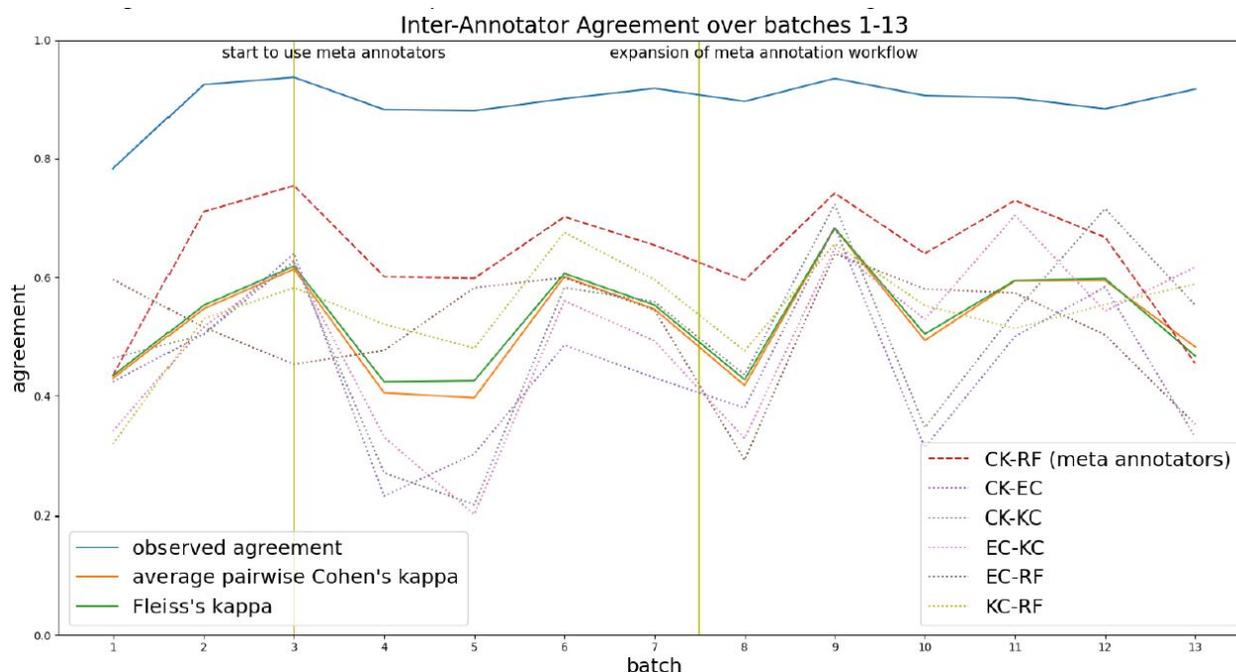
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Building and annotating an empathy-rich corpus: the case of MedicalCare
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The importance of empathy in clinical settings has been widely accepted in the research community, and there have been numerous attempts at training clinical practitioners in empathic communication. However, despite the advances in affective computing and automatic recognition and classification of emotions in discourse, there has been little research on how to characterize and model empathy in clinical settings. In order to assess what kind of models better

capture aspects of clinical empathy, in this study we built a corpus named MedicalCare. It consists of narrative essays simulating a doctor's delivery of bad news to a hypothetical patient. We have designed and prepared the MedicalCare corpus to accomplish two key goals: (1) to develop college-level writing assignments that may increase student curiosity and interest in college chemistry (Harackiewicz et al., 2018) and (2) to collect a corpus with highly emotional content that may serve as a resource to better understand empathic communication in text. The essays that comprise the MedicalCare corpus were collected from college chemistry classrooms during the Fall 2019 to Spring 2020 academic year from a large, public, Midwestern university. These essays were collected from students in a college chemistry class as part of a study on written assignments that elicit an emotional response from students with the intention of making abstract chemistry concepts personally meaningful (Zavala et al., 2019). Harnessing empathy as an emotion may potentially serve as a means of implementing positive learning environments by maintaining positive instructor-student and student-student relationships in the classroom (Darling-Hammond et al., 2020). A group of six independent annotators annotated the essays at the sentence-level for either displaying cognitive or affective empathy (two subtypes of empathy). These annotators were undergraduate students from a variety of educational backgrounds, including English, Social Work, Molecular and Cellular Biology, Computer Science, and Linguistics. Essays were annotated at the sentence level as cognitive empathy, affective empathy, non-empathy, or other. In each sentence that was labelled as cognitive or affective empathy, annotators also indicated the anchor or cue phrase that indicated empathy. Based on the language in the essay overall, annotators also assessed the empathic content of each essay on a Likert scale (1- lowest to 5-highest). Two meta-annotators reviewed the work of the annotators and came to a consensus on the empathic or non-empathic labelling for each sentence. In future work, we plan to build a classification system using the MedicalCare corpus and detailed annotation protocol presented in this paper. Overall, we contribute to the general field of corpus linguistics through the design, collection and creation of a corpus of essays. We also designed and implemented an annotation guidelines for annotator training, and iterated the annotation process in batches of 10 essays at two levels, i.e., basic annotation and meta-annotation. We evaluated the annotation quality and the reliability of inter-annotator agreement using three reliability coefficients: observed agreement, pairwise Cohen's Kappa, and Fleiss's Kappa, and working in batches allowed us to show variations in agreement across time (see Figure 1). Finally, we interpreted the quality of annotation and the inter-rater reliability for this challenging task.

Figure 1: MedicalCare corpus annotation: inter-annotator agreement across batches 1-13



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Accent Bias and Racial Accents in Academic Comprehension

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The moment a person speaks, we are given access to a wealth of information: class, race, gender, and other environmental and cultural details. When we listen to people speak, we are checking to see if we can understand what is being said. Accents, however, can cause someone to deem

another person unintelligible not because of the content of their production, but rather because of how they said it—the phonological or acoustic properties of the production. This study seeks to determine if racial accents are perceptible in quasi-academic contexts, and how much visual cues to a speaker’s race influence how or whether they are heard and the comprehension of the information conveyed in the various accents. To test these hypotheses, an online comprehension test consisting of audio and photos was administered to 240 participants split into three groups. In all three groups there were three women of different races (White, Latina, Black) reading to the participants. In the first group, the white photo was paired with the White woman’s recordings, the Black woman’s recordings were paired with the Latinx woman’s photo, and the Latinx woman’s recordings with the Black woman’s photo. The control in this version of the experiment was the stock photo of the White woman paired with the audio of the white speaker. The other two groups had similar organization but different racial pairings. The results of this study suggest participants performed with better accuracy listening to the race closest to their own identity. Additionally, there were signs of racial preference that varied across experiments. A limitation to this is that these experiments (specifically the second one) took place during the 2020 summer of racial tensions and results may have been influenced by current events.

Facilitating L2 Writing Instruction by Introducing Web-based Collaborative Reading Tasks

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Recently collaborative learning has started to be widely implemented in ESL/EFL classrooms, suggesting numerous benefits. While collaborative writing has been researched in L2 instruction (Bikowski & Vithanage, 2016), little attention has been drawn to researching collaborating tasks in L2 reading classes (Yu, 2019). In response, Klingner and Vaughn (1999) suggested Collaborative Strategic Reading (CSR) as an instructional approach enabling students to engage in group work with assigned roles. While negotiating the meaning at CSR’s stages, students can get peer-assistance facilitated by a teacher. Most language learning tasks, however, are currently mediated through technology. The question remains if computer-assisted collaborative reading is more effective than face-to-face, and how it can be enhanced. Although the literature suggests that web-based collaborative reading can address numerous L2 reading challenges (Clark & Mayer, 2016), these alleged benefits have not been supported empirically. Thus, this study compares learners’ experiences in face-to-face and web-based collaborative reading tasks. 31 ESL undergraduate students participated in the quasi-experimental study, during which the experimental group was engaged in face-to-face collaborative reading activities followed by web-based collaborative reading tasks using Google Docs, Padlet, and Coggle. After the intervention, students took a survey questionnaire including close-ended Likert-scale and open-ended questions. This questionnaire sought to inquire about students’ general perception of CSR instruction and determine how students’ experiences differed in face-to-face and web-based

collaborative reading activities. In addition to outperforming the control group at the posttest, the experimental group has substantially improved in their learning since they started at a lower level than the counterfactual group. Findings also indicated that students recognized the effectiveness of CRS. Comparing students' responses informed if collaborative reading can promote better comprehension by developing effective reading strategies as well as improve the integration of technological tools in emerging online language learning courses to increase student interaction and participation.

Who corrects whom? Prescriptivism, power dynamics and personality in American comedy series

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In *The Spoils of War* (s4e7) of *Game of Thrones*, as John Snow asks Davos Seaworth "How many men do we have in the North to fight him? Ten thousand? Less?", Seaworth quietly corrects him: "Fewer". This correction of the well-known usage problem *less* vs *fewer* is a throwback to an earlier episode, in which Seaworth himself was corrected on this very issue. Prescriptivism is used here as a comedic resource, but there is much more to this seemingly unimportant inside-joke. As Bell and Gibson put it: "Mediated performances play an important role in associating linguistic resources with various characterological figures" (2011: 558). Examples of this include the problematic way in which second language speakers are portrayed in the context of television shows (Mitchell, 2010). Similarly, the role of television in the perpetuation of traditional grammatical prescriptivism has been noted (Ankerstein, 2019). However, a systematic appraisal of the manner in which prescriptivism is used in comedy television shows is lacking at this point.

In this paper, we investigate how prescriptivism as a comedic resource is used to establish character and to emphasise power relations in American comedy television shows. Using a convenience sample of shows (including *Friends*, *Archer*, *How I Met Your Mother* and *Veep*), we identified instances where a particular case of socially meaningful language variation was explicitly mentioned in dialogue, and where one of the variants was overtly condemned or corrected. In this way, we collected 107 prescriptive interactions from 23 shows. We tagged these for a variety of parameters, both linguistic (e.g. phonology, morphology, syntax) and social (e.g. gender of corrector and correctee, relation between characters). Next to this quantitative data we employ an in-depth qualitative analysis of a scene from the *The Office US*, as well as various other examples.

Our results show that while a few linguistic features, which are canonical usage problems, are mentioned regularly in the shows (e.g. *who/whom*, preposition stranding (*Who*

are you talking to) and the use of *literally*), there is a general preference for lesser-known items (such as the pronunciation of *valet* or the meaning of *au revoir*), which are mentioned only once. This combination of traditional usage problems and lesser-known or new items shows how comedy television shows are both conservative and innovative in their use of prescriptivism. As for the social dimensions of prescriptivism, we show examples of how making language mistakes is associated with lower education, being a foreigner or an L2 speaker, and how making corrections is associated with general stickler behavior and unpleasantness. Overall, our analysis shows how comedy television shows both tap into and maintain entrenched prescriptive ideologies to achieve specific effects, as well as the social meanings associated with language correctness or proper language use.

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Scopal Behaviors of Mandarin Disjunction and Conjunction

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A connective (a disjunction/conjunction) and a negation within a clause can generate two different readings depending on whether the connective is interpreted above or below the negation (see Table1). Szabolcsi (2002) and Szabolcsi & Haddican (2004) observed that languages differ in terms of the readings that are available/preferred and attempted to explain the cross-linguistic variation. Since Mandarin was not discussed in Szabolcsi and Haddican's work, the goal of this study is to examine which readings are available in Mandarin and to consider the results regarding prior theories.

Szabolcsi (2002) and Szabolcsi & Haddican (2004) categorized languages into two groups: English-type languages (e.g. English, German) and Hungarian-type languages (e.g. Hungarian, Japanese) (see Table2). Szabolcsi (2002) further proposed that disjunction in Hungarian-type languages is a positive polarity item (PPI) and cannot immediately scope below clausal negation. Though the *or*>*neg* interpretation generates both the “Neither” and the “Either” readings, as shown in Table1, the “Neither” readings are excluded because pragmatic considerations would lead speakers of Hungarian-type languages to choose the

negation-conjunction configurations to express the “Neither” reading, in order to avoid ambiguity (Grüter et al., 2010).

The present study set out to examine the status of negation-disjunction/conjunction configurations in Mandarin and compare them with English. To allow for a direct comparison, the same materials were used in English and Mandarin. A context-based Acceptability Judgment Task was administered to 18 Mandarin speakers in Taiwan and 17 English speakers in the U.S. In the task, each sentence was presented following a short (2-3 sentence) context; participants rated each sentence on a scale from 1 (totally unacceptable) to 4 (totally acceptable) for its acceptability in the context. The target sentences were of the type in (1) vs. (2) in Table 1, with their affirmative counterparts (*John ate the apple or/and the orange*) as controls. Both negated and affirmative sentences were paired with both “Neither” and “Either” contexts (see Table 3). The two target sentence types (and the two control sentence types) were distributed across two lists using a Latin-square design; within each list, each sentence occurred with both contexts, six tokens per context/sentence mapping. Each list contained 24 target items, 24 control items and 24 fillers.

The results are given in Figures 1-2 for Mandarin and Figures 3-4 for English. Both groups performed as predicted on the controls: affirmative disjunction sentences were only accepted in the “Either” contexts and affirmative conjunction sentences were accepted in neither context. With Mandarin negation-disjunction configurations, Figure 1 shows that both the “Either” and the “Neither” readings are available, while the “Neither” reading is much more preferred in English. Figure 2 shows that only the “Neither” readings are available for Mandarin negation-conjunction configurations; yet, availability of the “Neither” reading for the sentence type in (2) does not block its availability for the sentence type in (1) for Mandarin, as with Hungarian-type languages. In sum, Mandarin disjunction behaves like neither language type, while Mandarin conjunction behaves like Hungarian-type languages. This result thus presents a challenge to the binary division into English-type and Hungarian-type languages.

Table 1. Scopal Readings of Negation-disjunction/conjunction Configurations (demonstrated in English)

(1) John did not eat the apple or the orange.

<i>neg>or</i> : It is not the case that John ate the apple or the orange, i.e., John ate neither fruit (the “Neither” reading/context).	<i>or>neg</i> : John didn’t eat the apple OR John didn’t eat the orange, i.e., John may have eaten one fruit (the “Either” reading/context) or neither one.
(2) John did not eat the apple and the orange.	
<i>neg>and</i> : It is not the case that John ate both the apple and the orange, i.e., John may have eaten one fruit or neither one.	<i>and>neg</i> : It is both the apple and the orange that John did not eat, i.e., John ate neither fruit.

Table 2. Available/Preferred Readings of Negation-disjunction/conjunction Configurations in English-type and Hungarian-type languages

	English-type Languages	Hungarian-type Languages
neg-disjunction (1)	“Neither” readings (“Either” readings much less preferred)	“Either” readings (“Neither” readings excluded due to pragmatics)
neg-conjunction (2)	“Neither” readings (“Either” readings less preferred)	“Neither” readings

Table 3. Sample Contexts

<p>“Neither” Context: <i>John brought a banana and an apple to his office this morning. I know he was so busy with his work that he ate neither fruit.</i></p>	<p>“Either” Context: <i>John packed a banana and an apple in his lunch box today. I know he only ate one fruit, but I don’t know which one.</i></p>
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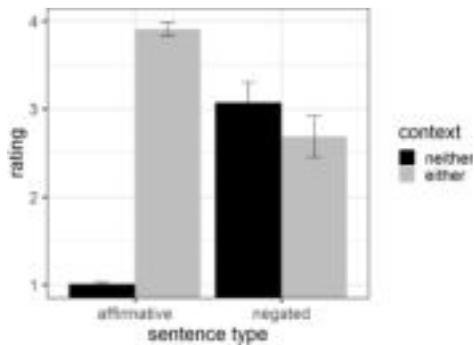


Figure 1. Disjunction in Mandarin

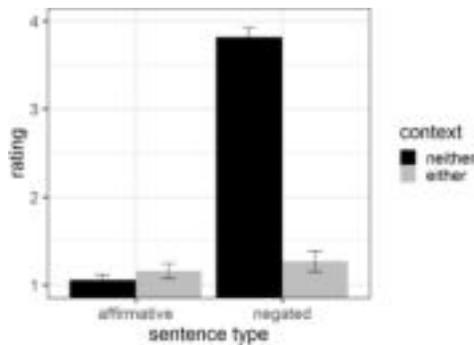


Figure 2. Conjunction in Mandarin

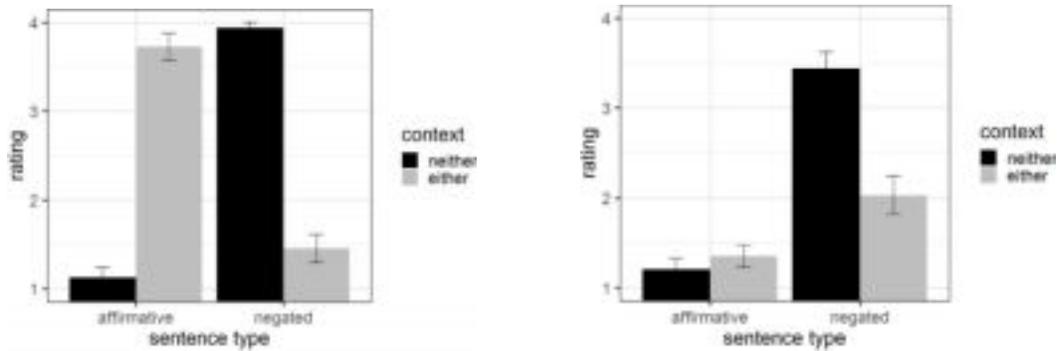


Figure 3. Disjunction in English **Figure 4. Conjunction in English**

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Foreign Loan or Selected Congruence? The Comitative-Instrumental Marker in the Sinitic Varieties of Northwestern China

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Unlike the more well-known Standard Mandarin Chinese, the Sinitic varieties in the Gansu-Qinghai area of Northwestern China are characterized by a much higher degree of OV typology. One of them, Wutun, has even been labeled a “mixed” language. In these Sinitic varieties, there is evidence for an emerging system of case markers. Most earlier studies attribute these case markers to influence from the case system of the surrounding Turkic, Mongolic or Tibetic languages. However, recently, Xu (2015) argues convincingly that the accusative marker *(x)a* is rooted in the Sinitic pausal marker. Following Xu’s lead, I attempt to propose in this study a new development for the comitative-instrumental marker *l(j)a*, which is attested in Qinghai Mandarin, Linxia Mandarin, and the Tangwang language.

The phonetic shape *la* (as in Linxia Mandarin and as one variant in Qinghai Mandarin) has led to the conclusion that it is a loan morpheme from the *-la* in the “Monguor (Tü)” language” (Dū 1995). However, in all the Sinitic varieties, there is only one marker for both comitative and instrumental, whereas among all the relevant Mongolic and Tibetic languages, such a case syncretism is only found in Bonan (Mongolic) whose comitative-instrumental marker (*-G(w)ala/-*

galə) only contains an old comitative element as reflected in Middle Mongol *-IU('A)/-IAA* but is **not** *-la*. It is also important to note that what fall under the umbrella of “Monguor (Tü)” are two related Mongolic varieties: Mangghuer and Mongghul. Among the Mongolic languages in the region, it is only in Mangghuer that a uniform morpheme with the shape *-la* is found, but this *-la* marks **only the instrumental, not the comitative**.

Based on (1) the comitative-instrumental marker *liangge* in Wutun, which is a compound “two+classifier” *liang-ge* [lʃɑŋ-|ʃ| kʁ \] and can be easily contracted to *lia* [lʃɑ-|ʃ|] in Chinese, (2)

the existing (though restricted) comitative usage of *liangge* in Chinese, (3) the pan-Mongolic “collective” formation for the numeral two “two together” *Gwala/Gwalə* “two together” (< *Gwar* “two” + *-la/-lə*) which should be related to its comitative-instrumental marker *-G(w)ala/-Galə*, and (4) the Mongolic usage of “two together” for comitative, I argue that the existing comitative usage of *liang-ge* in Chinese and “two together” in Mongolic formed the “congruence” (Besters-Dilger et al. 2014, 2) in the contact “feature pool” (Mufwene 2001). Therefore, the Sinitic comitative-instrumental marker *l(j)a* is not in and of itself a foreign loan morpheme but rather the congruent comitative usage of “two+classifier/together” being selected. Its extension to mark the instrumental in the Sinitic varieties, whether under Mongolic influence, simply follows the grammaticalization path of COM > INS (Heine and Kuteva 2002, 84).

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SPONSORS

We thank the following organizations and programs for their financial support:

The School of Literatures, Cultures, and Linguistics, UIUC

Department of Linguistics, UIUC