Linguistic Society of America

2024 Annual Meeting and Centennial Celebration

Meeting Handbook

New York City

Sheraton NY Times Square
January 4-7

LSA Welcomes:

American Dialect Society

North American Association for the History of the Language Sciences

North American Research Network in Historical Linguistics

Society for the Study of Indigenous Languages of the Americas

#LSA2024

Introductory Note

The LSA Secretariat has prepared this Meeting Handbook to serve as the official printed program for the 2024 Annual Meeting of the Linguistic Society of America (LSA). In addition, the Handbook is the official printed program for the 2024 Annual Meetings of the American Dialect Society (ADS), the North American Association for the History of the Language Sciences (NAAHoLS), the North American Research Network in Historical Sociolinguistics (NARNiHS), and the Society for the Study of Indigenous Languages of the Americas (SSILA).

We gratefully acknowledge the assistance provided by the LSA Program Committee: Senior Co-chairs Sarah Murray and Kristine Yu, Junior Co-chair Kamil Deen, Incoming Junior Co-chairs Vera Lee-Schoenfeld and Elizabeth Zsiga, and members: Grant Armstrong, Anna Babel, Bronwyn Bjorkman, Isaac Bleaman, Viviane Déprez, Maeve Eberhardt, Daniel Ginsberg, Nancy Hall, Laura McPherson, David Quinto-Pozos, Andrea Sims, J. Michael Terry, and Guillem Belmar Viernes (student member).

This year, the Program Committee received 32 proposals for organized sessions, 27 of which were accepted for presentation. The Committee received 542 individual abstracts; 188 of these were accepted as 20-minute papers and 225 as posters. Each abstract was reviewed anonymously by at least three reviewers drawn from the Program Committee and a panel of 246 external subfield experts. The LSA Secretariat and Program Committee extend heartful thanks to the external reviewer volunteers, who are listed beginning on page 5.

Special thanks are also due to the Centennial Planning Committee, who put together a wonderful array of events and happenings to celebrate and reflect on the 100 years of the LSA: Chair, Brian Joseph, and members Molly Diesing, Alexandra Johnston, Jamaal Muwwakkil (student member), Margaret Thomas, Sarah Thomason, and Tracey L. Weldon.

We are also overwhelmed and grateful to the individuals (listed on page 4) who took us well over our goal of 100 Centennial Sponsorships, giving us more than $100,000 in support of LSA's current and future work. Your generosity is already making a difference. Thank you.

We are also grateful to Julie Roberts and Kathryn Remlinger (ADS), David Boe and Raul Aranovich (NAAHoLS), Sandrine Tailleur (NARNiHS), and Martin Kohlberger and David Martin (SSILA), and all the members of these sister societies for their collaboration in building a successful, intellectually vibrant, 2024 Annual Meeting.

The organization of this year's meeting benefited greatly from the efficient and effective work of the meeting services team at AMR Association Management: Margaret Cloyd, Deanna Dillender, and Madison Wallace. Many thanks, team!

Thanks are also due to the LSA Secretariat—Jourdian Godley, LSA Business and Administrative Assistant; Margaret Vitullo, Executive Director; and Vy Le, Director of Membership and Governance.

LSA Executive Committee
January 2024
New York, NY

Contents

*Note: ADS and NARNHiS did not submit presentation abstracts

Thank You Centennial Sponsorship Campaign Donors!

The Linguistic Society of America Centennial Sponsorship Campaign aimed to attract 100 donations of $1000 each to raise $100,000 in support of LSA's continued excellence as it enters its second century. Thanks to a group of highly committed members, we surpassed that goal, raising $108,000 as of December 9, 2023. We understand that our success has always been intrinsically tied to the support of members, and we also understand that there are many ways to invest in LSA, and some of the most valuable investments are not financial. We are grateful to everyone who contributes their time and talent to LSA. To the group of donors who contributed to the Centennial Sponsorship Campaign, we extend special thanks and appreciation here. Your gift reflects your commitment to the advancement of linguistics and the collective growth of our community. Through your donation, you have not only invested in our centennial celebration but have also enabled LSA to continue its vital work in fostering linguistic research, application, education, and community engagement. Thank you.

Karen L Adams (1)

Judith Aissen (1)

Melissa Baese-Berk (1)

Marlyse Baptista (3)

Naomi S. Baron (1)

John Baugh (1)

John Beavers (4)

Andrea Berez-Kroeker (1)

Claire Bowern (1)

Gregory Carlson (1)

Donna Christian (1)

Sandra Chung (1)

Eve V Clark (1)

Andres Coetzee (2)

Jon Coltz (1)

William Croft (2)

Kristin Denham (1)

Penelope Eckert (1)

John H Esling (3)

Elaine Francis (1)

Lyn Frazier (1)

Andrew Garrett (5)

Heidi Harley (2)

Alice Harris (1)

Bruce Hayes (1)

Julia & Michael Herschensohn (1)

Hans Henrich Hock (1)

Janet Holmes (1)

Larry Hyman (1)

Ray Jackendoff (1)

Jay H. Jasanoff (1)

Brian Joseph (1)

Dan Jurafsky & Janet Yu (2)

Richard Kayne (1)

Patricia A. Keating (1)

Bob Ladd & Antonella Sorace (1)

William A. Ladusaw (3)

Sonja Lanehart (Schutz) (1)

Donald Terence Langendoen (1)

David Lightfoot (1)

Diane Lillo-Martin (1)

Augusto Lorenzino (1)

Monica Macaulay (1)

Joan Maling (1)

Sally McConnell-Ginet (1)

John J. McCarthy (1)

Richard P. Meier (1)

Paul Newman & Roxana Ma Newman (1)

Frederick Newmeyer (1)

Dennis Preston (5)

Eric Potsdam (1)

Jerrold Sadock (1)

Joseph Salmons (1)

Deborah Schaffer (1)

Rachel Schaffer (1)

Arthur K. Spears (1)

Jon Sprouse (1)

Susan M Steele (1)

Sarah Grey Thomason (1)

Margaret Vitullo (1)

Kai von Fintel (1)

Gregory Ward (1)

Natasha Warner (1)

Thomas Wasow (1)

Ronnie B. Wilbur (1)

Walter Wolfram (1)

Anthony C. Woodbury (5)

Alan C. Yu (1)

Kristine Yu (1)

Georgia Zellou (1)

Anonymous (1)

Anonymous (1)

Anonymous (1)

Anonymous (10)

Thank You Annual Meeting Abstract Reviewers!

One of the many ways members contribute their time and talent to LSA is by serving as Annual Meeting abstract reviewers. To each of the following individuals, we extend our appreciation for their role in providing more than 1,626 reviews for 542 individual abstract submissions.

Esther Serwaah Afreh

Hyunah Ahn

Farah Akbar

Faruk Akkus

Ahmed Alaa

Ibrahim Alaswad

Yasser Albaty

Hilton Alers-Valentin

Mohammad Alharbi

Hussain Hamid Hussain Ali Ghazzaly

Yasamiyan Alolaywi

Abdullah Alsubhi

Ali Alzayid

Sumrah Arshad

Anna Augustyniak

Adolfo Ausin

Sarah Babinski

Sun-Hee Bae

Tista Bagchi

Jon Bakos

Eric Bakovic

Shoba Bandi-Rao

Santiago Barreda

Mostafa Barzegar

Gorka Basterretxea Santiso

Bethany Bateman McDonald

Anastasia Bauer

John Baugh

Anna Bax

Robert Bayley

Michael Becker

Mekonnen Bedada

Karima Ben Abbes

Sheryl Bernardo-Hinesley

Anne Bezuidenhout

Aisha Bhatti

Adina Camelia Bleotu

Liudmila Bolsunovskaya

Marina Bonilla-Conejo

Claire Bowern

Andrew Bray

Canaan Breiss

Marisa Brook

John Bundschuh

Ann Bunger

Rachel Burdin

Katy Carlson

Matthew Carlson

J. Elliott Casal

Nicholas Catasso

Pilar Chamorro

Jessica Chandras

Rajoshree Chatterjee

Andrew Cheng

Chih-Jen Cheng

Michelle Cohn

Lindy Comstock

Adam Cooper

Maria Copot

Archie Crowley

Mariapaola D'Imperio

Lisa Davidson

Catherine Evans Davies

Forrest Davis

Colin Davis

Delin Deng

Marianna Di Paolo

Kendra Dickinson

Brian Dillon

Danielle Dionne

Daniel Duncan

Philip Duncan

Ezequiel M. Durand-López

Karthik Durvasula

Katharina Elbwart

Emilisco Jones Enoachuo

Ksenia Ershova

Charlene Eska

Michael Everdell

Paul Fallon

Samira Farwaneh

Katherine Flowers

Suzana Fong

Bonnie Fonseca-Greber

Catherine Fortin

Elaine Francis

Martin Fuchs

Shin Fukuda

Deanna Gagne

Zhe Gao

Jesse Gates

Elena Gavruseva

Andargachew Getu Gebeyehu

Mina Giannoula

Lelia Glass

Sevda Göncü Ergün

Mia Gong

Helen Goodluck

Kyle Gorman

Megan Gotowski

Timothy Gupton

Jiuzhou Hao

Sharon Hargus

Jonathan Havenhill

Kazuko Hiramatsu

Masako Hirotani

Tometro Hopkins

Uri Horesh

Lina Hou

Chad Howe

Ho-Hsin Huang

Lisa Johnson

Keith Johnson

Kinjal Joshi

Aaron Kaplan

Serpil Karabuklu

Patricia Keating

Ali Khodi

Zia Khoshsirat

Marcin Kilarski

Okgi Kim

Merve Kiymaz

Bjoern Koehnlein

Ruth Kramer

Diego Krivochen

Jelena Krivokapic

Howard Kurtzman

Ethan Kutlu

Jeffrey Lamontagne

Sonja Lanehart

So Young Lee

Margaret Lei

Ludovica Lena

Beth Levin

Aini Li

Ang Li

Diane Lillo-Martin

Kaiying Lin

Carol Rose Little

Zhuosi Luo

Olga Makinina

Rowanne Marie Mangompit

Iara Mantenuto

Tiaoyuan Mao

Michail Marinis

Connor Mayer

Lee McCallum

Miranda McCarvel

Yunbo Mei

Richard Meier

Shumaila Memon

Ally Milner

Hitomi Minamida

Javier Moreno-Rivero

Mary Moroney

Pam Munro

Neil Myler

Marisa Nagano

Ricardo Napoleão de Souza

Yining Nie

Hiroki Nomoto

Maura O'Leary

Olga O'Toole

Rafael Orozco

Jason Overfelt

Deniz Özyıldız

Katharina Pabst

Robert Painter

Ashutosh Kumar Pandey

Seulkee Park

Amanda Payne

Francesco Perono Cacciafoco

Alexandra Pfiffner

Sarah Phillips

Marc Pierce

Maria Laura Pierucci

Jed Sam Pizarro-Guevara

Andrew Potter

Mariia Privizentseva

Tom Purnell

Daniel Puthawala

Paul Reed

Charles Reiss

Margaret Renwick

Andrey Reznikov

Keren Rice

Mary Robinson

Rebecca Roeder

Tom Roeper

Michela Russo

Anujeema Saikia

Alireza Salehi-Nejad

Nathan Sanders

Lynn Santelmann

Teresa Satterfield

Dominic Schmitz

Carson Schütze

Yourdanis Sedarous

Alexandra Serbinovskaya

Magda Sevcikova

Bowei Shao

Andrea Sims

Tyanna Slobe

Ibtissem Smari

Todd Snider

Usama Soltan

Anastasia Sorokina

Karen Spracklin

Kandala Nirupama Sri Ranga Ratna

Joey Stanley

Laura Stigliano

Benjamin Storme

Henry Stephen ("Steve") Straight

James Stratton

Laurel Stvan

Kristen Syrett

Aida Talić

Tamisha Tan

Allison Taylor-Adams

Michal Temkin Martinez

Silvia Terenghi

Ellen Thompson

Simon Todd

Peter Joseph Torres

Rakesh Tripathi

Tran Truong

Holman Tse

Maxime Tulling

Diane Uber

Ememobong Udoh

Marten van Schijndel

Qi Wang

Nigel Ward

Natalie Weber

Nathan Wendte

Erin Wilkinson

Caroline Wiltshire

Lynsey Wolter

KY Wu

Hongchen Wu

Ali Yaylali

Ruihua Yin

Chiara Zanchi

Jing Zhong

Yuhong Zhu

Lingzi Zhuang

Meeting at a Glance

Thursday, January 4

	Metro East	Metro West	Central Park	Bowery, Lower Level	Chelsea, Lower Level	Empire East, 2nd Floor	Empire West, 2nd Floor	Flatiron, Lower Level	Gramercy, Lower Level	Lenox, 2nd Floor	New York East, 3rd Floor	New York West, 3rd Floor
8:00												
8:30												
9:00												
9:30												
10:00												
10:30												
11:00												
11:30												
12:00												
12:30												
1:00												
1:30												
2:00												
2:30												
3:00				Persona & Register	Historical Role of Prof. Orgs in Linguistics	Syntax / Semantics	Psycho-linguistics / discourse	Teaching Linguistics	A'-dependen-cies	Vowels: Phonetics & Phon. Represent-ation..	The gender Q: best practices for asking	Careers outside academia: new faculty role
3:30												
4:00												
4:30												
5:00	**Opening Ceremony (Metropolitan East)**											
5:30	**Invited Plenary (Metropolitan East) - "Why a linguistic society?: Foundation of the LSA in the age of scientific racism." Margaret Thomas**											
6:00												
6:30	**Invited Plenary (Metropolitan East) - "The LSA: A past as History, a present as dynamic synchrony with change in its future." Richard D. Janda**											
7:00												
7:30	Movie Screening											
8:00												
8:30												
9:00												
9:30												
10:00												
10:30												

	Riverside BR, 3rd Floor	Riverside Suite, 3rd Floor	Sutton Place, Lower Level	Liberty 1-2, 3rd Floor	Liberty 3, 3rd Floor	Liberty 4, 3rd Floor	Liberty 5, 3rd Floor	Madison Square, Lower Lobby	Murray Hill	Sugar Hill	Park 1, 5th Floor	Park 2, 5th Floor
8:00												
8:30												
9:00												
9:30												
10:00												
10:30												
11:00												
11:30												
12:00												
12:30										**ADS**: Executive Council		
1:00			(1:15-4:30) Reciprocity and Account-ability in Collabor-ative Work		(1:15-4:15) **SSILA**: Ideophones and Expressives in Mayan Languages							
1:30												
2:00												
2:30										**ADS**: Annual Business Meeting		
3:00									**NARNiHS**: Session 1	(3:15-5:45) **ADS**: Ethnic & Regional Identity		
3:30												
4:00												
4:30				(4:45-6:45) **SSILA**: Stress & Archival Materials					**NARNiHS**: Session 2			
5:00												
5:30												
6:00												
6:30										**ADS:** Word of the Year Nominations		
7:00												
7:30												
8:00												
8:30												
9:00												
9:30												

Meeting at a Glance

Friday, January 5

	Metro East	Metro West	Central Park	Bowery, Lower Level	Chelsea, Lower Level	Empire East, 2nd Floor	Empire West, 2nd Floor	Flatiron, Lower Level	Gramercy, Lower Level	Lenox, 2nd Floor	New York East, 3rd Floor	New York West, 3rd Floor
8:00												
8:30												
9:00				Psycho-linguistics Sentence Processing	Securing an internship	Semantics & Variation	Syntax: Nominals	Speech Percep-tion	Creolistics & Contact	Prosody I	Pushing against essentialist character-rizations	What is Special about L3 Research?
9:30												
10:00		Exhibit Hall										
10:30			**Poster Plenary Session 1 (Central Park)**									
11:00												
11:30												
12:00												
12:30			**Invited Plenary (Metropolitan East) - "Engaging Native American Protocols for Teaching Linguistics." Wesley Y. Leonard**									
1:00												
1:30				(1:45-3:15) Psycho-linguistics Sentence Production	(1:45-3:15) Phonology	(1:45-5:00) Teaching Linguistics: A Glimpse into the Future	(1:45-3:15) Syntax: Argument Structure I	(1:45-3:15) Language Change:	(1:45-3:15) Acquisition & Learn-ability I	(1:45-3:15) Stress & Accent:	(1:45-5:00) Talking Liberation: Decoloni-zation & Inclusion in Linguistics:	(1:45-5:00) Bridging Child Lang. Research to Practice for Lang. Revitali-zation:
2:00												
2:30												
3:00												
3:30				Morpho-Syntax 1	Phonetic Variation		Pronouns & Gendered Language	Psycho-linguistics: Phon./Lexicon	Bilingual-ism	Tone		
4:00												
4:30												
5:00												
5:30												
6:00	Business Meeting										Student Mixer	
6:30												
7:00												
7:30	**ADS - Word of the Year**											
8:00												
8:30												
9:00	**Five-Minute Linguist**											
9:30												
10:00												
10:30												

Meeting at a Glance
Friday, January 5, continued

	Riverside BR, 3rd Floor	Sutton Place, Lower Level	Liberty 3, 3rd Floor	Liberty 4, 3rd Floor	Liberty 5, 3rd Floor	Madison Square, Lower Lobby	Murray Hill	Sugar Hill	Park 1, 5th Floor	Park 2, 5th Floor	Park 3, 5th Floor
8:00								**ADS**: Linguistic Atlas/ Dictionary Studies			
8:30											
9:00	Grammatical Variation	Toward the Future of CoLang	**SSILA**: Socio-linguistics	**SSILA**: Syntax 1	First-timers meeting	**NAAHoLS**: Linguistic Backgrounds & Origins			Editors of Linguistic Journals	CEDL Meeting	
9:30											
10:00								(10:15-12:05)			
10:30			**SSILA**: Morphology I	**SSILA**: Nasality				**ADS**: Movement, Economy, Orientation: 20th C Shifts in N. Am Language			
11:00											
11:30											
12:00			**SSILA**: Language Revitaliza-tion I	**SSILA**: Syntax 2			**NARNiHS**: Session 3				
12:30											
1:00											
1:30	(1:45-3:15) Semantics & Pragmatics	(1:45-3:15) Methodological Intersections on Identity	(1:45-3:15) **SSILA**: Language Document-ation	(1:45-3:15) **SSILA**: Morpho-logy 2	(1:45-3:15) CoLang 2024 Infor-mational Session	(1:45-3:15) **NAAHoLS**: Resources for the History of Linguistics	**NARNiHS**: Session 4	**ADS**: Regional Phonological Variation		(1:45-3:15) LBA Meeting	(1:45-3:15) NSF Program Director Office Hours
2:00											
2:30											
3:00											
3:30	Historical Linguistics	NACLO Open Competition: Contributions, Opportunities, and Future Directions	**SSILA**: Phonetics /Phonology of Stops	**SSILA**: Semantics		**NAAHoLS**: Language Description and Classification	**NARNiHS**: Session 5	(3:45-5:45) **ADS**: Grammatical Variation	NSF: Funding at the National Science Foundation	COZIL Meeting	
4:00											
4:30											
5:00			**SSILA**: Tone & Intonation	**SSILA**: Grammati-calization & Change							
5:30											
6:00									NEH Office Hours		
6:30											

Meeting at a Glance
Saturday, January 6

Time	Metro East	Metro West	Central Park	Bowery, Lower Level	Chelsea, Lower Level	Empire East, 2nd Floor	Empire West, 2nd Floor	Flatiron, Lower Level	Gramercy, Lower Level	Lenox, 2nd Floor	New York East, 3rd Floor	New York West, 3rd Floor
8:00												
8:30												
9:00				Prosody & Socio-dialectic Variation	How to publish a pop linguistics book	Identifying …and Supporting First Gen Scholars	Institutional Critiques	Consonant Articulation	Motion/ Space Acquisition & Psycholing.	Pragmatics	Documenting Languages in Urban Diaspora	Collaborative Efforts in Linguistics: 2ndary & Higher Ed.
9:30												
10:00		Exhibit Hall										
10:30			Poster Plenary Session 2 (Central Park)									
11:00												
11:30				Pop-up Mentoring								
12:00												
12:30			Invited Plenary (Metropolitan East) - "What we can do with what we know about how language works." Emily M. Bender									
1:00												
1:30												
2:00				Sentence Processing / Exp. Synatx	Morpho Syntax II	First Americans /Nations and LSA: Past, Present and Future	Queer Linguistics	Sound Categories	Acquisition I	Semantics I	(2:00-5:15pm) Advances in study of signed language phono. change	(2:00-5:15pm) Ethics of peer review in linguistics
2:30												
3:00												
3:30				(3:45-5:15) Exp. Syntax	(3:45-5:15) Acquisition & Learnability II.		(3:45-5:15) Diaspora	(3:45-5:15) Speech: Computers & Humans	(3:45-5:15) Acquisition II	(3:45-5:15) Semantics II		
4:00												
4:30												
5:00												
5:30			Awards Ceremony and Induction of Fellows (Metropolitan East)									
6:00												
6:30												
7:00			Presidential Address (Metropolitan East) – Anthony C. Woodbury									
7:30												
8:00			Presidential Reception (Empire East and West)									
8:30												
9:00												
9:30												
10:00												
10:30												
11:00												

Meeting at a Glance
Saturday, January 6, continued

	Riverside BR, 3rd Floor	Riverside Suite, 3rd Floor	Sutton Place, Lower Level	Liberty 1-2, 3rd Floor	Liberty 3, 3rd Floor	Liberty 4, 3rd Floor	Liberty 5, 3rd Floor	Madison Square, Lower Lobby	Murray Hill	Sugar Hill	Park 1, 5th Floor	Park 3, 5th Floor
8:00											(7:45-8:45)	
8:30										(8:30-10:15) **ADS**: Breakfast/ Presidential Address/ Awards	CELP Meeting	
9:00	Syntax/ Morphology	Computa-tional learning & child phonology	Discourse Analysis	Sign Linguistics I	**SSILA**: Language Resources	**SSILA**: An areal exploration of plural systems of NW Mexico & SW U.S.		**NAAHoLS**: Perspectives on the History of Linguistics			COGEL Meeting	Language Editors Office Hours
9:30												
10:00												
10:30					**SSILA**: Ortho-graphy					(10:30-12:20) **ADS**: Towards an Inclusive Dialectology		
11:00												
11:30												
12:00												
12:30												
1:00					**SSILA**: Language Revitaliza-tion II-	**SSILA**: Phonetics & Phonology				**ADS**: *Poster Session (online in Gather)*		
1:30												
2:00		(2:00-5:15) Formal Language Theory in Morphology. & Phonology	Language Evolution & Typology		**SSILA**: Syntax 3	**SSILA**: Morpho-logy 3		**NAAHoLS**: Linguists & their Contributions		**ADS**: Language and the Media and IT	Preliminary call for East Asian Languages SIG	
2:30	Syntax I											
3:00												
3:30	(3:45-5:15) Syntax: Argument Structure II		(3:45-5:15) Socio-linguistics & Corpus Linguistics		(3:45-5:15) **SSILA**: Phonology	(3:45-5:15) **SSILA**: Historical Linguistics		(3:45-5:15) **NAAHoLS**: Business Meeting			(3:45-4:15) Endangered Language Fund (ELF) office hours	
4:00												
4:30										(4:45-6:45) **ADS**: Perceptions/ Identity		
5:00												
5:30					**SSILA**: Business Meeting							
6:00												
6:30												

Meeting at a Glance

Sunday, January 7

	Metro East	Metro West	Central Park	Bowery, Lower Level	Chelsea, Lower Level	Empire East, 2nd Floor	Empire West, 2nd Floor	Flatiron, Lower Level	Gramercy, Lower Level	Lenox, 2nd Floor	New York East, 3rd Floor	New York West, 3rd Floor
8:00		Exhibit Hall										
8:30			**Poster Plenary Session 3 (Central Park)**									
9:00												
9:30												
10:00				(10:15-11:45) Sentence Processing: Pronouns	(10:15-11:45) Linguistics in Academia	(10:15-1:30) Linguistics in Higher Education: The next 100 years	(10:15-11:45) Pedagogy & Policy		(10:15-11:45) Semantics III	(10:15-11:45) Prosody II	(10:15-11:45) Historical reflections on grad. training in Linguistics: First-hand accounts from senior scholars	
10:30												
11:00												
11:30												
12:00				Syntax: Case	Language Docu-mentation		Media		Semantics/ Syntax	Nasals	21st-century PhD training meetings 21st-century job market: reflections from recent linguistics PhD grads	Teaching history of linguistics in the 21st century
12:30												
1:00												
1:30												
2:00												

Meeting at a Glance

Sunday, January 7, continued

	Riverside BR, 3rd Floor	Riverside Suite, 3rd Floor	Sutton Place, Lower Level	Liberty 1-2, 3rd Floor	Liberty 3, 3rd Floor	Liberty 4, 3rd Floor	Liberty 5, 3rd Floor	Madison Square, Lower Lobby	Murray Hill	Sugar Hill	Park 1, 5th Floor	Park 2, 5th Floor
8:00												
8:30										**ADS**: Discourse & Identity		
9:00												
9:30												
10:00	(10:15-11:45) Sign Linguistics II											
10:30										(10:45-12:45) **ADS**: Measuring Phonological Variation		
11:00												
11:30												
12:00												
12:30												
1:00												
1:30												
2:00												

Join the

AMERICAN DIALECT SOCIETY

Dedicated to the study of North American English since 1889

The American Dialect Society is dedicated to the study of the English language in North America and other parts of the world, including the study of other languages that influence or are influenced by it.

Membership benefits include

- a one-year subscription to
  American Speech (four issues)

- a copy of the annual supplement
  Publication of the American Dialect Society (*PADS*)

- Table-of-contents alerts

- online access to current and back issues
  of *American Speech* from 2000 to present at
  read.dukeupress.edu/american-speech and
  1925-1999 through JSTOR

- online access to every issue of *PADS* at
  read.dukeupress.edu/pads

American Dialect Society Memberships

Individuals: print + electronic, $70 | electronic-only, $60
Students: print + electronic, $30 | electronic-only, $25

LSA members receive a $5 discount on ADS memberships

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Hosted by Arizona State University and the Salt River Pima-Maricopa Indian Community
Workshop sessions location: ASU
Practica session: SRPMIC

CoLang invites participation from those who are interested in community-based collaborative work including language activists, teachers, researchers, linguists and students from language communities and academia. Participants will obtain skills in language reclamation activities through hands-on workshops and discussions.

Workshops: June 3 - June 14, 2024 | Practica: June 17 - June 28, 2024

Workshops Include:

Intro to Linguistics | Language Immersion | FLEx | Creative Technologies | Pedagogical Grammar | Writing Systems | ELAN | Intellectual Property and Traditional Knowledge | Project Planning & Reclamation | Lexicography | Community Archives | Basics of Database Design and Implementation | Documenting Conversation | Blurring the Lines | Word Games | Reconstructing TEK Using Heritage Language Materials | Curriculum Design & Assessment for the Indigenous Classroom | Speech Recognition for Indigenous Languages | Natural Language Processing for Indigenous Languages | Family Language Revitalization

Practicum in Language Work:
Select from Akimel O'odham, Piipaash or Cook Islands Māori.

Themes:
Language Reclamation | Technology | Indigenous Language Pedagogy | Language Program Development | Legacy Materials

Scholarships available. Registration opens January 2024.

colang2024@gmail.com | www.colang2024.org

Discover **linguistics** from Chicago

Places, Spaces, and Hours

Registration – Metropolitan Foyer, 2nd floor

- Thursday January 4   12:00 to 7:00pm
- Friday January 5   8:00am-8:30pm
- Saturday January 6   8:00am-7:30pm
- Sunday January 7   8:00am-1:00pm

Exhibits and Poster Hall – Metropolitan West/Central Park

- Friday January 5   10:00am-5:30pm
- Saturday January 6   10:00am-5:30pm
- Sunday January 7   8:00am-11:30am

CELP Green Room – Park 4, 5th floor

- Friday January 5   8:00am to 10:45pm
- Saturday January 6   8:00am to 9:00pm

Gender Neutral Bathrooms – Lower level, 2nd, and 3rd floors

Nursing Room – Madison 5, 5th floor

- Friday January 5   8:00am-5:00pm
- Saturday January 6   8:00am-5:00pm

Speaker Ready Room - Madison 1, 5th floor

This room is a space for Annual Meeting presenters to pre-test connections between their laptops and the hotel's projectors and speakers.

- Thursday January 4   8:00am to 5:00pm
- Friday January 5   8:00am to 5:00pm
- Saturday January 6   8:00am to 5:00pm
- Sunday January 7   8:00am-1:00pm

Student Lounge – Madison 4, 5th floor

- Friday January 5   8:00am to 5:00pm
- Saturday January 6   8:00am to 5:00pm
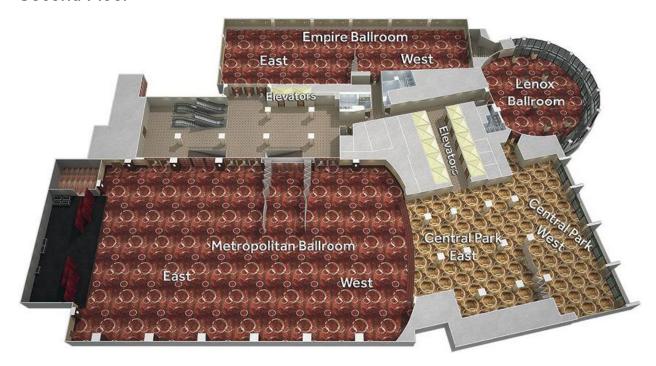
Quiet Room – Madison 6, 5th floor

- Friday January 5   8:00am-5:00pm
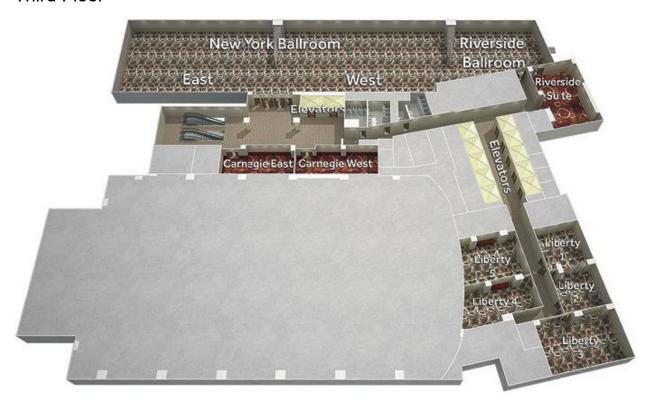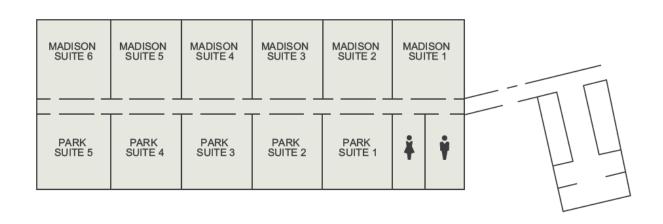- Saturday January 6   8:00am-5:00pm

Hotel Maps

Lower Level

Second Floor

Third Floor

New York Ballroom

Riverside Ballroom

East

West

Riverside Suite

Elevators

Carnegie East | Carnegie West

Elevators

Liberty 1

Liberty 5

Liberty 2

Liberty 4

Liberty 3

Fifth Floor

MADISON SUITE 6	MADISON SUITE 5	MADISON SUITE 4	MADISON SUITE 3	MADISON SUITE 2	MADISON SUITE 1	
PARK SUITE 5	PARK SUITE 4	PARK SUITE 3	PARK SUITE 2	PARK SUITE 1		

LSA Code of Conduct for Events

Introduction

The LSA annual meetings, Linguistic Institutes, and other LSA-sponsored events are convened for the purposes of professional, scholarly and educational interchange and development in the spirit of free inquiry and free expression. Consequently, all forms of uncollegiality and harassment are considered by the LSA to be serious forms of professional misconduct.

This Code of Conduct is dedicated to fostering an inclusive and welcoming environment for all its participants. It describes expected behavior and outlines ways in which event organizers will address problems that arise. It reminds LSA participants (including conference reviewers) that a high level of professional ethics and norms is expected as standards of behavior and interaction at these events, standards which include but are not limited to those outlined below.

The LSA, like many professional scholarly organizations, requires participants to agree to a Code of Conduct to ensure we are able to offer inclusive and welcoming environments. Members of the LSA have reported issues such as those covered by this Code of Conduct for several decades. Therefore, this policy is intended to be responsive to those complaints and address similar issues that may arise at future LSA events.

Unprofessional behavior

All participants in LSA events must maintain professional integrity in their relationships and interactions with one another. Harassment and discrimination are specifically prohibited. "Participant" in this policy refers to anyone attending the event (in in-person, hybrid, or online iterations) or present at the event, including staff, contractors, and vendors.

Harassment includes, but is not limited to:

- Prejudicial actions or communication (actions or language) related to a person's identity or group membership that coerce others, foment broad hostility, or otherwise undermine professional equity or the principles of free academic exchange. Relevant identities include (but are not limited to) those defined by age, career or employment status, disability, ethnicity, gender, race, religion, sexual orientation, and socioeconomic status.
- Deliberate intimidation, stalking, or following.
- Harassing photography or recording.
- Sustained disruption of talks or other events.
- Inappropriate physical contact.
- Unwelcome sexual attention.
- Advocating for, encouraging, or condoning any of the above behavior.

The expression or the critique of a contested academic or professional viewpoint does not in itself constitute harassment, as long as it is done in a professional and respectful way. By contrast, aggressive discussion styles (including ad hominem comments) that are aimed to intimidate, marginalize, belittle, or disparage others (or their research area) are unacceptable.

Inclusive Behavior

LSA events aim to create a welcoming and inclusive atmosphere for all participants. Every participant is welcome and respected. By the same token, all participants are expected to treat each other with respect and tolerance. To accomplish this, participants are asked to speak up and take action when these values are not adhered to, and recognize that power differences and hierarchies inherent to

academia and broader society may inhibit some participants (including students and junior scholars) from deciding to object to or report problematic behavior (details on reporting below). In addition, linguists working in non-academic (industry, government, professional or community) settings may feel that they are treated as second-class citizens. Inclusion means treating all participants with respect, as equally valuable contributors to the field.

The LSA encourages its event participants to proactively engage in inclusive behavior, e.g.:

- Acknowledge the opinions, skills, and contributions of others.
- Discuss any sensitive material in a respectful way where the material is adequately contextualized in line with academic inquiry and professional practice.
- Give feedback to others in a professional and respectful manner.
- Refrain from disruptive or monopolizing behavior, especially during talks and question periods.
- Advocate for others when they are unable to advocate for themselves, or in instances of prejudice or discrimination, without taking over or deciding what is best for others.
- Provide encouragement, help, support, or mentorship to colleagues when it is welcomed.

Reporting

Harassment and other violations of this code reduce the value of our events for everyone. If someone makes you or anyone else feel unsafe or unwelcome, or if you witness unacceptable behavior, please report it to the event organizers as soon as possible. You can report a violation:

- in person to an organizer;
- in an email to the LSA Executive Director (mvitullo@lsadc.org);
- or at https://www.linguisticsociety.org/form/code-conduct-violation-report

LSA event organizers will do their best to address your report with as much confidentiality as the enforcement process allows. Depending on the nature of the violation, in some jurisdictions organizers may also be required by law and/or university policy to inform authorities. For example, some U.S. universities require faculty to report all instances of sexual harassment to university officials regardless of whether the target consents to the reporting.

Enforcement

LSA event organizers are committed to taking appropriate actions to prevent and/or stop any behavior designed to, or with the clear impact of, disrupting the event or making the environment hostile for any participants.

Participants who are reasonably and politely asked to comply with this code should do so immediately. Failure to do so could result in the filing of a violation report (see above).

If a participant has a report filed against them, the event organizers will review the report and may contact the participant so they can consider their version of the incident. The organizers may also consult with the person who filed the report or other people involved in or with knowledge of the incident.

The organizers will decide, as quickly as possible, the extent to which the behavior reported constitutes a violation of the Code of Conduct or a violation of the law. If the target consents, the organizers may choose to respond to the behavior reported. Possible responses include:

- no response (if the behavior is found to not constitute a violation);
- a warning to the participant that their behavior constitutes a minor violation, but that continued behavior would constitute a major violation; and

- expulsion from the event and a report of the incident to the following year's organizers (if the behavior is found to constitute a major violation)
- behavior that may constitute a violation of the law will be reported to law enforcement

Severability

If any part of this Code of Conduct is in conflict with the applicable law in the jurisdiction of the conference, this shall not affect the validity of any other part.

Ombuds

The LSA provides an ombuds service for its members for confidential consultation, either before or after filing a complaint regarding conduct at an LSA event, to address any concerns and to assist with problem-solving. For more information, please contact the LSA Executive Director at mvitullo@lsadc.org.

Adopted by the LSA Executive Committee, September 10, 2023. This policy is based upon the prior work of the Committee on Gender Equity in Linguistics (COGEL) and the committee's Resources on Equity and Inclusivity in Linguistics (REIL).

Safety and Responsibility at LSA Events

General Guidance

Responsible Drinking: At some LSA networking events both alcoholic and non-alcoholic beverages are served. Only those 21 years of age and older are allowed to drink alcoholic beverages. The LSA expects participants at our events to drink responsibly.

Personal Safety and Security: The LSA works diligently to provide a safe and secure environment at its meetings and events by working with venue staff to make sure meeting participants are safe. We ask that all attendees report any questionable or concerning activity to LSA staff so that they can take immediate action. No concern is too small; if you see something, say something.

- Be aware of your surroundings at all times. Avoid wearing headphones or looking at electronic devices while walking, especially outside the conference hotel.
- Use the buddy system when walking to and from the host hotel or other event locations during early or late hours. If you are alone, consider using a taxi or ride-share service. When using public transit, plan your route in advance from a safe space. When traveling off-site, let someone know where you are going, when you expect to be back, and how to reach you.
- Don't wear your meeting badge on the street. Take it off as soon as you leave the hotel/venue.
- Don't carry a lot of cash or credit cards. Leave these in your hotel room safe.
- Don't leave personal property unattended anywhere, anytime.
- Use the dead-bolt lock on your hotel room door when inside; do not leave it ajar if you are expecting visitors/guests.

If it is an emergency or if you need immediate assistance, ask any LSA staff member or on-site security personnel to help you, or call 911.

COVID Information

Masks and COVID tests are available at the registration desk at no charge.

The LSA recommends that all attendees follow the CDC and New York recommended practices for COVID prevention, response to symptoms, and response to know exposure.

- Centers for Disease Control and Prevention
  Coronavirus Disease 2019 (COVID-19) | CDC
- New York State Department of Health
  COVID-19 | Department of Health (ny.gov)

The LSA encourages all meeting attendees to be fully up to date on their COVID-19 vaccinations and boosters as well as their seasonal flu vaccinations.

If you have symptoms of COVID-19 or the flu, please stay home or, if you are already at the hotel, please isolate in your room while seeking appropriate treatment.

Meeting Programs

Linguistic Society of America

American Dialect Society

North American Association for the History of the Language Sciences

Society for Computational Linguistics

Society for the Study of the Indigenous Languages of the Americas

Thursday, January 4 – Morning

LSA - Executive Committee Meeting

8:00am - 12:30pm

Room: Broadway Board Room, Lower Level
Track: **LSA Committee/SIG**

Thursday, January 4 – Afternoon

ADS - Executive Council Meeting

12:30 - 2:30pm

Room: Sugar Hill, Lower Level
Type: Meeting
Track: **ADS**

LSA - Reciprocity and Accountability in Collaborative Language Work

1:15 - 4:30pm

Room: Sutton Place, Lower Lobby
Type: Workshop
Organizers: Mizuki Miyashita (University of Montana, Missoula, MT)
      Joe Dupris, Klamath-Modoc (University of Colorado)
      Martin Renard (University of Toronto, Canada)
Sponsor: CELP; CoLang 2022 (funded by NSF BCS-1836602)
Track: **LSA Organized Session**

0:20   Wesley Leonard, Miami Tribe of Oklahoma (University of California, Riverside)
0:50   Yolanda Pushetonequa, Meskwaki (NEH DEL fellowship awardee)
1:10:   Suha Kudsieh (National Endowment for the Humanities)
1:30   Joe Dupris, Klamath-Modoc (University of Colorado) Moderator

SSILA - Ideophones and Expressives in Mayan Languages

1:15 - 4:15pm

Room: Liberty 3, 3rd Floor
Type: Organized Session
Organizer: Jaime Pérez González
Track: **SSILA**

1:15   "The acquisition of ideophones in Chuj," Pedro Mateo Pedro (University of Toronto)
1:45   "Los expresivos e ideófonos en tojol-ab'al," Hugo Héctor Vázquez López
2:15   "Morfosintaxis de los predicados afectivos en yokot'an (maya) de Tabasco," Jose del Carmen Osorio May (Secretaria de Educación en Tabasco)
2:45   "La multimodalidad en la producción de predicados expresivos," Margarita Martínez Pérez (Universidad de Ciencias Artes de Chiapas)
3:15   "El conocimiento y el uso de palabras afectivas en narraciones en ch'ol (maya)," Nicolás Arcos López (Universidad Intercultural del Estado de Tabasco)
3:45   "Where did Moocho' Ideophones Go?," Jaime Pérez González (University of California, Santa Barbara)

ADS - Annual Business Meeting

2:30 - 3:00pm

Room: Sugar Hill, Lower Level
Track: **ADS**

LSA - Persona & Register

3:00 - 4:30pm

Room: Bowery, Lower Level
Chair: Nigel Ward
Track: **LSA Abstract**

3:00:   "Where prosodic features come together: Phrasal boundary as a critical site for stylistic expression," Robert Xu (Stanford University, USA)

3:30:   "Exploring the Effects of Cross-Cultural Variation and Tourism in Utah English," Zoe Eldredge, Joseph A. Stanley (Brigham Young University, USA)

4:00:   "The Missionary Voice: Perceptions of an Emerging Register," Joshua Stevenson[1], Joseph A. Stanley[2], Wendy Baker-Smemoe[1] ([1]Brigham Young University, USA. [2]Brigham, USA)

LSA - The historical role of professional organizations in the emergence of the scientific community of linguists

3:00 - 4:30pm

Room: Chelsea, Lower Level
Type: Symposium
Organizer: Raúl Aranovich (University of California Davis, Davis, CA)
Sponsor: North American Association for the History of the Language Sciences
Track: **LSA Organized Session**

00:00   "The Organizing of Linguistics as a Science: Anticipations in Nineteenth Century America, " Steve Alter (Gordon College, Wenham, MA)

00:20   "Linguistics in Anthropology, Ethnology and Philology in the US, 1850-1925," Catherine Catherine Fountain (Appalachian State University)

00:40   "Assembling the Discipline of Linguistics at the first International Congress of Linguists (The Hague (NL), 1928)," Emma Mojet (University College Utrecht, Utrecht, Netherlands)

01:00   "The LSA and its role in the transition from philology to descriptive linguistics," Frederick Newmeyer (University of Washington)
Marc Pierce (University of Texas Austin, Austin, TX) Discussant

LSA - Syntax/Semantics

3:00 - 4:30pm

Room: Empire East, 2nd Floor
Track: **LSA Abstract**

3:00   "A New Type of Specifying Coordination in English," T. Daniel Seely (Eastern Michigan University, USA)

3:30   "Imperative Interpretation and Embedding: Evidence from Hawaiian," David J Medeiros (California State University, Northridge, USA)

4:00   "Proleptic objects are identificational subjects," John Gluckman (University of Kansas, USA)

LSA - Psycholinguistics/discourse

3:00 - 4:30pm

Room: Empire West, 2nd Floor
Chair: Lutfi Hussein
Track: **LSA Abstract**

3:00   "When does subordinate discourse structure divide from main discourse structure?" Sanghee J. Kim, Ming Xiang (University of Chicago, USA)
3:30   "Evidence for a Discourse Account of Manner-of-Speaking Islands," Jiayi Lu1, Dingyi Pan2, Judith Degen1 (1Stanford University, USA. 2University of California San Diego, USA)
4:00   "The fact that these are opinions: Processing and acceptability patterns of subjective vs. objective information embedded by 'the fact that'," Haley Hsu, Elsi Kaiser (University of Southern California, USA)

LSA - Teaching Linguistics

3:00 - 4:30pm

Room: Flatiron, Lower Level
Chair: Ann Bunger
Track: **LSA Abstract**

3:00   "Rigor and accessibility: attitudes towards syntax pedagogy in higher education," Laura Bailey1, Bronwyn Bjorkman2, Kirby Conrod3, Caitl Light4 (1University of Kent, United Kingdom. 2Queen's University, Canada. 3Swarthmore College, USA. 4Loyola University Chicago, USA)
3:30   "Scholarly and Inclusive Teaching in an Undergraduate Syntax Course," Kristin E Denham (Western Washington University, USA)
4:00   "The MULTI Project: Resources for enhancing multi-faceted Creole representation in the linguistics classroom," Danielle Burgess1, Joy P. G. Peltier2, Sophia Eakins1, Wilkinson Gonzales3, Alicia Stevers4, Ariana Bancu5, Felicia Bisnath1, Moira Saltzman6, Marlyse Baptista7 (1University of Michigan, USA. 2University of South Carolina, USA. 3The Chinese University of Hong Kong, Hong Kong. 4San Diego State University, USA. 5Independent Researcher, Netherlands. 6California State University, Northridge, USA. 7University of Pennsylvania, USA)

LSA - A'-dependencies

3:00 - 4:30pm

Room: Gramercy, Lower Level
Chair: Hongchen Wu
Track: **LSA Abstract**

3:00   "Relating the size and the specifier: contrasts in intermediate wh-movement," Katie VanDyne (University of Illinois Urbana-Champaign, USA)
3:30   "Ordering preferences in Ukrainian multiple wh-fronting," Ruby Buenrostro, Yining Nie (San José State University, USA)
4:00   (Canceled) "Subjects in Igbo Interrogatives: Evidence for a non-cartographic left periphery," Jasper Jian (McGill University, Canada)

Vowels: Phonetic & Phonological Representation

3:00 - 4:30pm

Room: Lenox, 2nd Floor

Chair:	Lisa Davidson
Track:	**LSA Abstract**

3:00	"Phonetic Shortening in Labrador Inuttut," Elan Dresher, Alana Johns (University of Toronto, Canada)
3:30	"Campidanese Sardinian metaphony is scalar and less opaque than we thought," Jonah Katz (West Virginia University, USA)
4:00	"The feature [ATR] in Avatime: vowel harmony and change in progress," Blake Lehman (UCLA, USA)

LSA - The gender question: Current best practices for asking about sex/gender in linguistic research

3:00 - 4:30pm

Room:	New York East, 3rd Floor
Type:	Workshop
Organizer:	Dr Lal Zimman (University of California Santa Barbara, Santa Barbara, CA)
	Cooper Bedin (University of California Santa Barbara, Santa Barbara, CA)
	Marina Zhukova (University of California Santa Barbara, Santa Barbara, CA)
	Dr Kirby Conrod (Swarthmore College, Swarthmore, PA)
	Montreal Benesch (NA, Portland, OR)
Sponsor:	COZIL and COGEL
Track:	**LSA Organized Session**

00:00	Dr Kirby Conrod (Swarthmore College, Swarthmore, PA)
00:15	Dr Lal Zimman (University of California Santa Barbara, Santa Barbara, CA)
00:30	Montreal Benesch (NA, Portland, OR)
00:45	Cooper Bedin (University of California Santa Barbara, Santa Barbara, CA)
00:45	Marina Zhukova (University of California Santa Barbara, Santa Barbara, CA

LSA - Professional careers for linguists outside of academia: The new role of faculty in advising linguistics students

3:00 - 4:30pm

Room:	New York East, 3rd Floor
Type:	Tutorial
Organizer:	Dr Alexandra Johnston (Georgetown University, Washington, DC)
	Dr Nancy Frishberg (Fishbird Consulting, Livermore, CA)
Sponsor:	Linguistics Beyond Academia Special Interest Group
Track:	**LSA Organized Session**

00:00	"Facts about Tenure Track jobs (academia in general and linguistics specifically)," Dr Alexandra Johnston (Georgetown University, Washington, DC)
00:30	"Strategies & tactics for the new era of advising and mentoring linguistics students," Dr Nancy Frishberg (Rancho Milagro, Livermore, CA)

NARNiHS - Session 1

3:00 - 4:30pm

Room:	Murray Hill, Lower Level
Chair:	Kelly Elizabeth Wright
Track:	**NARNiHS**

3:00	"Reconstructing historical sociolinguistic contact landscapes: Assessing metalinguistic evidence from Mexico-Tenochtitlan (1524-1630)," Israel Sanz-Sánchez (West Chester University)
3:30	"Context matters: a comparison of lexical borrowing in 19th – 20th century American-Flemish heritage newspapers and ego-documents," Yasmin Crombez (Vrije Universiteit Brussel (VUB) - Fonds Wetenschappelijk Onderzoek Vlaanderen (FWO))
4:00	"Phonological variation in Baghdadi Judeo-Arabic: Orthographic evidence from three 18th–20th century pop lit texts," Uri Horesh (University of Essex)

ADS - Session 1: Ethnic and Regional Identity

3:15 - 5:45pm

Room:	Sugar Hill, Lower Level
Chair:	Sharese King
Track:	**ADS**

3:15	"Ethnic identity and regional accommodation in a long-term, isolated community," Walt Wolfram (North Carolina State University)
3:45	"Metapragmatics of mobility: Language, race, and identity negotiation," PraiseGod Aminu (University of Pittsburgh)
4:15	"PIN/PEN in Raleigh: Socially conditioned unmerger," Irene Smith (McGill University); Morgan Sonderegger (McGill University), Robin Dodsworth (North Carolina State University)
4:45	"Social class, migration, and intra-dialect contact in the development of Detroit AAE vowel systems," Charlie Farrington (Virginia Tech), Kaylynn Gunter (Amazon)
5:15	"Speaking([g]) of place and ethnicity: (NG) realization among Utah teens," Lisa Morgan Johnson (Brigham Young University)

NARNiHS Session 2

4:30 - 6:00pm

Room:	Murray Hill, Lower Level
Chair:	Laura Moquin
Track:	**NARNiHS**

4:30	"Religious influences in Spanish diachronic semantic change," Aaron Yamada (Creighton University)
5:00	"Por tanto, a VS suplico: The functions of discourse markers in Colonial Louisiana Spanish," Jeremy King (Louisiana State University)
5:30	"The Broadcast of TV3 in the Catalan-Speaking Lands: Questioning Sociolinguistic Naturalism with Pompeu Fabra and The Royal Chancellery," Vicente Lledó-Guillem (Hofstra University)

SSILA - Organized Session: Stress and Archival Materials

4:45 - 6:45pm Thursday, 4th January, 2024

Room:	Liberty 3, 3rd Floor
Chair:	Jordan Douglas-Tavani
	Jorge Emilio Rosés Labrada
	Shahar Shirtz
Track:	**SSILA**

4:45	"Deciphering Jacobs' Judgements on Stress: Insights from and for miluk tɬiis (miluk)," Jordan A.G. Douglas-Tavani (University of California, Santa Barbara) & Shahar Shirtz (Arizona State University)

5:15:	"Quantitative and qualitative analysis of stress placement in a written corpus of Nisenan," Skye J. Anderson (Shingle Springs Band of Miwok Indians) & Jonathan A. Geary (Shingle Springs Band of Miwok Indians)
5:45	"Archival Investigations of Stress to Support Language Use of Nuu-wee-ya'," Jaeci Hall (Tututni, Coquille Indian Tribe)
6:15	Discussion, Jorge Emilio Rosés Labrada (University of Alberta)

Thursday, January 4 – Evening

LSA - Opening Ceremony

5:00 - 5:30pm

Room: Metropolitan East
Track: LSA Plenary

LSA - Invited Plenary Address

5:30 - 6:30pm

Room: Metropolitan East
Track: LSA Plenary

'Why a linguistic society?: Foundation of the LSA in the age of scientific racism,"
Margaret Thomas (professor of linguistics in the Department of Eastern, Slavic, and German Studies at Boston College)

In mid 1920s America, many political and academic leaders openly stigmatized all non-white, non-native born residents, and actively sought to restrict immigration on the basis of perceived race. How did this hostile environment affect the establishment of the LSA? At face value, there are reasons to expect that there was more penetration of early twentieth-century racism into the mindsets of those who founded the Society relative to other scholars. On the other hand, there are also reasons to expect linguists to have been less motivated by racist ideologies.

Bringing the discussion up to present-day concerns, she also considers the relevance of the past to an understanding of the LSA's recent 'Statement on Race'. As she puts it: "For the LSA to authentically challenge linguists to resist racism as it relates to language issues requires the Society to first look closely into its own past."

LSA - Invited Plenary Address

6:30 - 7:30pm

Room: Metropolitan East
Track: LSA Plenary

"The LSA: A Past as History, a Present as Dynamic Synchrony with Change in its Future,"
Richard D. Janda (visiting scholar in French and Italian at Indiana University – Bloomington)

The LSA's history began with a Call directed mainly to historical linguists — many adept at diachronic correspondences, but few primarily devoted to studying the hows and whys of linguistic change. That current focus of many linguists grew, paradoxically, partly from the substantial minority, among the Society's founders, of Amerindianists who necessarily concentrated on synchronic description of language structures and sensed the relevance of structure for change. Early issues of Language

reveal exceptional figures in both groups. Aurelio Macedonio Espinosa was a philologically trained scholar who soft-pedaled diachrony in describing his own non-standard dialect of New World Spanish. And, among students of Native American languages, Leonard Bloomfield engaged in detailed reconstruction of Algonquian, while Jaime de Ángulo perceived, among parallel structures across languages of Oaxaca, a case of grammaticalization (now an incessantly-met term). These seeds of work on diversity and change gradually but persistently burgeoned, against the background of an increasing focus by linguists on synchronic structure, until they were reinforced and invigorated by scholarship that began to quantify variation, elucidate acquisition and development, experimentally probe the psychology of language, and instrumentally confirm in detail the articulation and perception of sounds as concrete entities. These are all now recognized as crucial concomitants of linguistic theory in any concerted effort to comprehend language change.

The concentration of many LSA members today — especially native speakers — on language preservation and documentation echoes and addresses the concerns of Amerindianist founders, but the establishment and increasingly straightforward use of massive corpora could not be foreseen in 1924. Yet these and the above factors now enable us to address the nature and mechanisms of linguistic change with once hard-to-imagine insight — by supplementing reconstruction-oriented work, which sometimes involves diachronic correspondences across language states lying centuries apart, with studies involving minimally-distant temporally-adjacent stages about each of which maximally much is known. And this can be achieved by starting with the comprehensive synchronic descriptions and analyses available in 2024 and comparing them, at every temporal step of the way, with data gained from specific predictions concerning subsequent linguistic stages in a succession of very near futures. Thus, an organization whose post-Call future grew out of a historical linguistics strongly committed to reconstruction and remote language-states has now become an LSA whose future gives promise of breakthroughs in the understanding of language change, especially because diachrony is arguably best viewed as essentially a succession of synchronies.

For example, the predicted shift by 2100 of English comparatives from, say, clearer to more clearer to more clear is supported by a vast corpus that includes a 1990s spoken-language gem combining those variants: "more quicker, and easier, and more effective". Reflecting on the growing diversity of the LSA's members over the past century, and their protean ability to start from history (but not so much from change), next to shift their favor to synchrony, and then to add back history as change, we may ask: where might there be another organization with a future that could be more nobler, and classier, and more promising?

ADS - Word of the Year Nominations
6:30 - 7:30pm

Room: Sugar Hill, Lower Level
Track: **ADS**

LSA - Special Movie Screening: "Talking Black in America: Social Justice A film premiere"
7:30 - 10:30pm

Room: Metropolitan East
Type: Film screening
Organizer: Dr. Walt Wolfram (NC State University, Raleigh, NC)
Track: **LSA Organized Session**

7:30   Introduction to Documentary, Executive Producer Walt Wolfram (North Carolina State University, Raleigh, NC)
7:35   Screening of "Talking Black in America: Social Justice"

8:35	Panel Presentation: Dr. Renee Blake, Danica Cullinan, Neal Hutcheson, and Lydia Elrod
8:50	Audience Q & A: 15 minutes

Friday, January 5 – Morning

ADS Session 2: Linguistic Atlas/Dictionary Studies

8:00 - 10:00am

Room: Sugar Hill, Lower Level
Type: General Session
Chair: Betsy Evans
Track: **ADS**

8:00   "Usage citations in the digital era: "hooker" as a case study," David Wilton (Institute for Advanced Study)
8:30   "The (slow) burning of the library of Alexandria: Data degradation in the Linguistic Atlas of the Gulf States, a case study," John Winstead (University of Kentucky)
9:00   "A linguistic atlas for the 21st century: We'll keep the baby, the bathwater, and more, thanks," Allison Burkette (University of Kentucky), Dennis Preston (University of Kentucky)
9:30   "Black Boston Speaks: A phonological atlas of English in Boston's Black community," Monica Nesbitt (Indiana University), Amalia L. Robinson (Indiana University), Joel Jenkins (Indiana University)

LSA - Psycholinguistics: Sentence Processing

9:00 - 10:30am

Room: Bowery, Lower Level
Chair: Elaine Francis
Track: **LSA Abstract**

9:00   "Revisiting the NPI Illusion Effect: Exploring the Influence of Distance and Licensor Types," So Young Lee1, Mai Ha Vu2 (1Miami University, USA. 2University of Oslo, Norway)
9:30   "Effects of classifier (mis-)match on filler-gap dependencies in Mandarin," Xiaoyi Tang, Peter Nelson, Rebecca Tollan (University of Delaware, USA)
10:00   A gamified speeded cloze paradigm reveals a shared mechanism in adult and child predictive processing, Eun-Kyoung Rosa Lee, Katherine Howitt, London Dixon, Tal Ness, Masato Nakamura, Colin Phillips (University of Maryland, USA)

LSA - Securing an internship, contract work and part-time jobs during your degree program: A practical guide for linguistics students & faculty advisors

9:00 - 10:30am

Room: Chelsea, Lower Level
Type: Tutorial
Organizer: Marina Zhukova (University of California Santa Barbara, Santa Barbara, CA)
               Dr Alexandra Johnson (Georgetown University, Washington, DC), Moderator
Panelists: Danielle Dionne (Learning Scientist Intern, Duolingo)
               Dóra Kata Takács (Linguistic Engineer Intern, Meta, Massachusetts Institute of Technology, Cambridge, MA)
               Ian Rigby (Linguist Intern, Google, University of Southern California, Los Angeles, CA)
               Marina Zhukova (Knowledge Engineer Intern, Amazon Alexa)
               Aine McAlinden (Dialogue Designer, poly.ai., Georgetown University (MA 2022), Washington, DC)
Sponsor: Linguistics Beyond Academia Special Interest Group
Track: **LSA Organized Session**

9:00	Welcome and introductions (5 minutes)
9:05	Opportunities for Linguistics Students (15 minutes)
9:20	Panel Discussion: Insights from Internship Experiences (40 minutes)
10:00	Q&A (20 minutes)
10:20	Key Takeaways and Learning Outcomes (5 minutes)
10:25	Closing Remarks (5 minutes)

LSA - Semantics & Variation

9:00 - 10:30am

Room:	Empire East, 2nd Floor
Chair:	Lelia Glass
Track:	**LSA Abstract**

9:00	"Anymore, this feature varies: An experimental study of non-polarity ("positive") anymore," Frances Blanchette, Valerie Keppenne (Penn State, USA)
9:30	"Comparing reflexive and personal pronouns in Chinese locative prepositional phrases," Jiaxing Yu, Shannon Bryant (Rutgers University, USA)
10:00	"Gender Interpretation and Allosemy in Greek," Luke Adamson (Leibniz-Zentrum Allgemeine Sprachwissenschaft, Germany)

LSA - Syntax: Nominals

9:00 - 10:30am

Room:	Empire West, 2nd Floor
Chair:	John Bundschuh
Track:	**LSA Abstract**

9:00	"Tense-associated nominalization in Oshiwambo," Soo-Hwan Lee, Olivia Ndapo (New York University, USA)
9:30	"Functions of Full Nominal Reduplication in Jakarta Indonesian," Evelyn E Fettes (Cornell, USA)
10:00	"Referential vs Impersonal you," Milena Šereikaitė[1], Raffaella Zanuttini[2] (1Princeton University, USA. 2Yale University, USA)

LSA - Speech Perception

9:00 - 10:30am

Room:	Flatiron, Lower Level
Chair:	Yunting Gu
Track:	**LSA Abstract**

9:00	"The perception of vowelless words in Tashlhiyt: Implications for Phonological Typology," Georgia Zellou[1], Mohamed Lahrouchi[2], Karim Bensoukas[3] (1UC Davis, USA. 2CNRS/Paris 8, France. 3Mohammed V University, Morocco)
9:30	"The role of visible articulatory variation in the Mandarin sibilant contrast and merger," Baichen Du[1,2], Alexandra Pfiffner[1], Keith Johnson[1] (1University of California, Berkeley, USA. 2University of Hong Kong, Hong Kong)
10:00	"Dialect attitudes influence perceptions of intelligibility in varieties of French," Kaitlyn Owens, Monica Nesbitt, Jeffrey Lamontagne (Indiana University - Bloomington, USA)

LSA - Creolistics & Contact

9:00 - 10:30am

Room:	Gramercy, Lower Level
Chair:	Tometro Hopkins

Track:	**LSA Abstract**

9:00   "The preserve of the rural elderly, or a language for modern life? Authenticity, anonymity and indexical ambiguity in Martinican Creole," Chiara Ardoino[1], Noémie François-Haugrin[2], Stéphane Térosier[3] (1Queen Mary University of London, United Kingdom. 2Université des Antilles, Martinique. 3Leiden University, Netherlands)

9:30   "Compensatory Strategies in Child First Language Attrition within an Atlantic Creole," Trecel J Messam (The University of the West Indies, Mona, Jamaica)

10:00   "You switch I switch, Jack: On the role of interaction in Cabo Verdean language mixing," Sophia Eakins (University of Michigan, Ann Arbor, USA)

LSA - Prosody I

9:00 - 10:30am

Room:	Lenox, 2nd Floor
Chair:	Hongchen Wu
Track:	**LSA Abstract**

9:00   "Focus identification in a pitch accenting language with flexible constituent order: the case of Russian," Tatiana Luchkina[1], Tania Ionin[2], Maria Goldshtein[3] (1Stony Brook University, USA. 2University of Illinois at Urbana-Champaign, USA. 3Arizona State University, USA)

9:30   "A focus-controlled acoustic analysis of phrase- and word-level prosody in Amharic," Jackson Kellogg (Boston University, USA)

10:00   "What prosody does when morphosyntax is absent: the case of Korean relative clauses," Jinyoung Jo[1], Juyeon Cho[2], Sanghee Kim[3], Sun-Ah Jun[1] (1University of California, Los Angeles, USA. 2University of Delaware, USA. 3University of Chicago, USA)

LSA - Pushing against essentialist characterizations of language in Linguistics: Setting priorities in research, teaching, and advocacy

9:00 - 10:30am

Room:	New York East, 3rd Floor
Type:	Symposium/Workshop
Organizer:	Dr Ethan Kutlu (University of Iowa, Iowa City, Iowa), Discussant
	Dr Savithry Namboodiripad (University of Michigan, Ann Arbor, Michigan), Discussant
Speakers:	Dr Savithry Namboodiripad, (University of Michigan, Ann Arbor, MI)
	Dr Ethan Kutlu (University of Iowa)
	Dr Anne Therese Frederiksen (Brooklyn College)
	Dr Rachel Hayes-Harb (University of Utah)
	Samantha Barlow (University of Utah)
	Emma Farnsworth (University of Utah)
	Dr Melissa Baese-Berk (University of Oregon)
	Teresa Blumenthal (UT Austin)
	Abby Almas (University of Utah)
Sponsor:	CEDL
Track:	**LSA Organized Session**

P1   "The native signer in sign language linguistics"

P2   "Specifying the unspecified: Clarifying "native" and "non-native" terms to aid in the robustness of replication research."

P3   "The "native" listening subject: Shifting the burden from speakers to perceivers"

P4   "Rejecting nativeness in pedagogical research for language courses: Advantages for Heritage Language instruction"

P5   "An undergraduate perspective on how linguists categorize multilinguals"

P6   Structured discussion

LSA - What is Special about L3 Research? The Contributions of L3 to Language Acquisition

9:00 - 10:30am

Room: New York West, 3rd Floor
Type: Symposium
Organizer: Megan Brown (Boston University, Boston, MA)
Speakers: Dr. Éva Fernández-Berkes (University of Applied Science Burgenland, Austria)
                Dr. Suzanne Flynn (Massachusetts Institute of Technology, Cambridge, MA)
                Megan Brown (Boston University, Boston, MA)
                Dr Kamil Długosz (Adam Mickiewicz University, Poland
                Dr. Eloi Puig-Mayenco (King's College London, United Kingdom)
Track: **LSA Organized Session**

P1   "The importance of L3 acquisition research: Why is its study unique in establishing a comprehensive model of language acquisition?"
P2   "Gender agreement in third and additional language acquisition: Evidence from grammaticality judgments"
P3   "Exploring L3 developing grammars: design, methods and some data"

LSA - Grammatical Variation

9:00 - 10:30am

Room: Riverside BR, 3rd Floor
Track: **LSA Abstract**

9:00   "Beyond anaphora: Backward-oriented similative demonstratives in Central Tibetan and Cantonese conversation," Ryan Ka Yau Lai, Yuting Jiang (University of California, Santa Barbara, USA)
9:30   "Nubri dialectal case variation as a result of social and contact factors," Cathryn Donohue (The Hong Kong Polytechnic University, Hong Kong)
10:00   "Syntactic motivations underlie sociolinguistic change in French question formation," Corentin Mazet, Jeffrey Lamontagne (Indiana University Bloomington, USA)

LSA - Toward the Future of the Institute on Collaborative Language Research (CoLang): Sharing our Multidimensional Experiences

9:00 - 10:30am

Room: Sutton Place, Lower Lobby
Type: Symposium. Note that supplemental posters from this organized session will be displayed during the Plenary Poster Session immediately following at 10:30am
Organizer: Mizuki Miyashita (University of Montana), Moderator
                Joe Dupris, Klamath-Modoc (University of Colorado), Moderator
                Martin Renard (University of Toronto, Canada), Moderator
Speaker: Carol Genetti (NYU Abu Dhabi)
                Spike Gildea (University of Oregon)
                Carlos Nash (University of California – Santa Barbara)
                Adrienne Tsikewa (Zuni Pueblo, University of California – Santa Barbara)
                Carly Tex (Western Mono, Advocates for Indigenous California Language Survival)
                Sean Chandler (Aaniiih; Aaniiih Nakoda College)
                Samantha Prins (University of Arizona)
                Luis Barragan (Salt River Pima-Maricopa Indian Community), Discussant
                Tyler Peterson (Arizona State University)
                Arienne Dwyer (University of Kansas/ University of Washington)

Samantha Cornelius (Division of Language Preservation, Chickasaw Nation)
Colleen Fitzgerald (North Dakota State University)
Aaron Broadwell (University of Florida – Gainesville)
Carolyn O'Meara (Universidad Nacional Autónoma de México, Mexico)
Jean-Luc Pierite (Tunica-Biloxi Tribe of Louisiana; Massachusetts Institute of
 Technology/North American Indian Center of Boston)
Richard Littlebear (Northern Cheyenne)
Madeleine Shek (University of Montana)
Ewa Czaykowska-Higgins (University of Victoria)
Susan Kung (AILLA, University of Texas at Austin)

Sponsor:	CELP; SSILA, CoLang 2022 (funded by NSF BCS-1836602)
Track:	**LSA Organized Session**

I	"Introductory presentation: "Passing the torch of the CoLang Spirit""
P1	(Host perspective) "InField 2008 and 2010: Laying the foundation for a valuable institution"
P2	(AC co-convenor perspective) "Cultivating Academic Leadership at CoLang Through Capacity Building"
P3	(Indigenous community perspective) "CoLang Experiences on the Next Generation of White Clay Immersion School Leadership"
P4	(Student perspective) "Learning Directly from Practitioners: The CoLang Experience Through a Student Lens"
Poster 1	CoLang 2012: Innovative community involvement in the searing heat of the Kansas plains
Poster 2	Institute on Collaborative Language Research (CoLang) 2014
Poster 3	Institute on Collaborative Language Research (CoLang) 2018
Poster 4	CoLang 2020 Web Series: Keeping the community connected during the pandemic
Poster 5	CoLang 2022: Increased Indigenous Representation

SSILA - Sociolinguistics

9:00 - 10:30am

Room:	Liberty 3, 3rd Floor
Track:	**SSILA**

9:00	"Linguistic Perspectives from Native Amazonian Kichwa Speakers," Max Jensen (Brigham Young University)
9:30	"Language Use by Copala Triqui speakers living in Diaspora," Lauren Clemens (University at Albany, State University of New York), Jamilläh Rodriguez (University of North Carolina at Chapel Hill), Douglas A. Kowalewski (University at Albany, State University of New York) & Ronald S. Friedman (University at Albany, State University of New York)
10:00	"Variation and change in Dene Suline verbs," Olga Lovick (University of Saskatchewan), Dagmar Jung (University of Zurich), Allison Lemaigre (Clearwater River Dene Nation), Olga Kriukova (University of Saskatchewan) & Barbara Hannah (Clearwater River Dene Nation)

SSILA - Syntax 1

9:00 - 10:30am

Room:	Liberty 4, 3rd Floor
Track:	**SSILA**

9:00	"Movement of Obliques in San Juan Ostuncalco Mam," Colin Brown (University of California Los Angeles), Noah Elkins (Haverford College) & Harold Torrence (University of California Los Angeles)

9:30	"Relative clause formation in Guarani," Hunter Johnson (University of California Los Angeles)
10:00	"Word Order Patterns in Wampis Narrative Discourse," Jaime Peña (Pontificia Universidad Católica del Perú)

LSA - First-timers Meeting

9:00 - 10:30am

Room: Liberty 5, 3rd Floor

NAAHoLS - Linguistic Backgrounds and Origins

9:00 - 10:30am

Room: Madison Square, Lower Lobby
Track: **NAAHoLS**

9:00	"Exploring modern linguistic thoughts in Dante's De vulgari eloquentia," Matteo Fiorini (University of Utah)
9:30	"Silence as language: L'Art de se taire de l' abbé Dinouart," Danilo Marcondes (Universidade Federal Fluminense, Niterói, Rio de Janeiro)
10:00	"The grand tug-of-war: Informativity vs. economy, the first 2300 years," Laurence R. Horn (Yale University)

LSA - Editors of Linguistic Journals

9:00 - 10:30am

Room: Park 1, 5th Floor
Type: All editors of linguistics journals, including book review editors and associate editors, are invited to attend this meeting.
Organizer: John Beavers
Track: **LSA Committee/SIG**

LSA - Committee on Ethnic Diversity in Linguistics (CEDL)

9:00 - 10:30am

Room: Park 2, 5th Floor
Type: You are invited to the meeting of the LSA Committee on Ethnic Diversity in Linguistics
Organizer: Rafael Orozco
Track: LSA Committee/SIG

LSA - Round Table for Department Chairs

9:00 - 10:00am

Room: Park 3, 5th Floor
Organizer: Margaret Vitullo

ADS - Session 3: Panel 1 - Movement, Economy, Orientation: 20th Century Shifts in North American Language

10:15am - 12:05pm

Room: Sugar Hill, Lower Level
Track: **ADS**

10:15	"Introductory Remarks," Monica Nesbitt, Joey Stanley, and Peggy Renwick

10:25	"Changes in dialect and dialect perception in Cooperstown, New York," Aaron Dinkin (San Diego State University)
10:45	"Mass migration and the proliferation of AIN'T for DIDN'T in Philadelphia," Sabriya Fisher (Wellesley College)
11:05	"Demographics, migration, and the African American vowel system in Georgia," Jon Forrest (University of Georgia), Margaret E. L. Renwick (University of Georgia), Joseph A. Stanley (Brigham Young University), Lelia Glass (Georgia Institute of Technology)
11:25	"Warshing away Missoura: Stigmatization as a catalyst for sound change," Matthew Gordon (University of Missouri), Christopher Strelluf (University of Warwick)
11:45	Q&A session

LSA - Poster Plenary Session 1

10:30am - 12:00pm

Room: Central Park East & West, 2nd Floor
Chair: Kristine Yu
Track: **LSA Poster Hall**

P1-1	"MAKING CONTACT: The Importance of Verbal Gestures and Intimate Interaction for Understanding the Conditions of Language Change in West Africa," Promise McEntire (University of Michigan, USA)
P1-2	"Assessing potential language attrition: The Supplemental Language Attrition Questionnaire," Kelly Kendro, Scott Jarvis (Northern Arizona University, USA)
P1-3	"Receptive Language Switching Costs in Urdu-English Bilinguals: A Partial Replication Study," Ranjeeta Mahraj, Lauren Covey (Montclair State University, USA)
P1-4	"Bilingual knowledge of wh-in-situ and Island Violations," Yourdanis Sedarous, Acrisio Pires (University of Michigan, USA)
P1-5	"Examining inflectional morphology in aphasic Spanish-English bilinguals: An exploratory case study," Andrew P Collins[1], Nichol Castro[2] ([1]University of Kansas, USA. [2]University at Buffalo, USA)
P1-6	"Applying Quantitative Methods for Detecting Russian Borrowings to the Nakh-Daghestanian Language Family," Eleanor Wren-Hardin (University of Kentucky, USA)
P1-7	"Evidentiality in Herodotus' *Histories*: 'hearsay' vs. all the rest," Chiara Zanchi (University of Pavia, Italy)
P1-8	"Forward reconstructing Albanian diachronic phonology," Clayton G.S. Marr, Rosa Jones (The Ohio State University, USA)
P1-9	"Rampant analogy: The untold scope of analogical change from Latin to Romance," Matthew L. Juge (Texas State University, USA)
P1-10	"Categorizing intransitive verbs in child Mandarin: meaning versus syntax," Kaiying Lin, Kaiml Deen (University of Hawai'i, USA)
P1-11	"Three-year-olds generalize verb meanings across syntactic frames in cross-situational verb learning," Yiran Chen, Alexander LaTourrette, John Trueswell (University of Pennsylvania, USA)
P1-12	"Linguistic transfer in L3 acquisition of Spanish variable anaphoric direct objects by L1 Mandarin, L2 English speakers," Jingyi Guo (Indiana University Bloomington, USA)
P1-13	"Piipaash negation," Saki Gejo (Arizona State University, USA)
P1-14	"Working in a Language-as-Problem Framework: Flexibility in Minority Language Education," Quynh-Giang Dang (Emory University, USA)
P1-15	"Kincretism in crosslinguistic perspective," Tran Truong, Nathan Thompson (Pennsylvania State University, USA)
P1-16	"Subanen Symmetrical Voice (SV) Patterns and Its Implications for SV Typology," Sharon Bulalang (De La Salle University Manila, Philippines)
P1-17	"Quirky features of first person non-singular in Sora," Gregory DS Anderson (Living Tongues Institute for Endangered Languages, USA. UNISA, South Africa)

P1-18   "Evaluating a Novel Color Script," Charlotte LS Michaluk (HVRSD, USA)

P1-19   "Individual differences in phonetic convergence to raw versus normalized targets: Evidence from English sibilants," Ivy Hauser, Emily Graham, Xinwen Zhang (University of Texas at Arlington, USA)

P1-20   "The Taishanese [ɬ] : Acoustic Features, Lateralization from Cantonese /s/, & Heritage vs. Native Speakers," Vicki Li (CUNY - Graduate Center, USA)

P1-21   "Pharyngeal consonants and laryngeal articulation in Modern Standard Arabic," Benjamin Lang[1,2], Zainab Hermes[3], Samantha Wray[4,2], Haidee Paterson[5], Osama Abdullah[5], Alec Marantz[2,5] ([1]University of California, San Diego, USA. [2]New York University, USA. [3]The University of Chicago, USA. [4]Dartmouth College, USA. [5]New York University Abu Dhabi, UAE)

P1-22   "Mid-vowel alternation in Parisian French: an analysis through Verlan," Corentin Mazet (Indiana University, USA)

P1-23   "Individual Segments Carry Lexical Stress in Abkhaz," Samuel Andersson (Yale University, USA)

P1-25   "Representing Exceptions to Turkish Vowel Harmony," Jae Weller, Eric Raimy (University of Wisconsin - Madison, USA)

P1-26   "Multiple Pathways to Geminate Formation in Passamaquoddy-Maliseet," Margaret R. Matte (City University of New York, Graduate Center, USA)

P1-27   "Learnability of tonal patterns with amodal phonation cues: An artificial grammar learning experiment," Tran Ta-Tran, Alex Hong-Lun Yeung (University of Delaware, USA)

P1-29   "Predicting Māori Passive Forms," Selin Alkan (CUNY Graduate Center, USA)

P1-30   ""It's not as much of a struggle right now:" Metaphor use by women with chronic conditions," Hann Bingham Brunner (Oklahoma State University, USA)

P1-31   "Left dominant or right dominant? Problematic sandhi types in Jinshan," Tianle Yang[1], Phil Rose[2] ([1]University at Buffalo, USA. [2]Australian National University Emeritus Faculty, Australia)

P1-32   "Ethnicity-specific and -independent learning: Effects of guise on adaptation to novel foreign-accented talkers," Nicholas Aoki, Georgia Zellou (University of California, Davis, USA)

P1-33   "How Do GenZ Speakers Use and Process Emoji in Chatbot Conversations: An Eye-Tracking Study," Marina Zhukova, Laurel Brehm (University of California Santa Barbara, USA)

P1-34   "More linguists have been to LSA than I have: Explaining the comparative illusion from a noisy-channel perspective," Yuhan Zhang[1], Carina Kauf[2], Edward Gibson[2] ([1]Harvard University, USA. [2]Massachusetts Institute of Technology, USA)

P1-35   "Gender inclusivity in Italian: Can gender neutrality be reached in a gendered language? Difficulties, proposals and perception of the phenomenon," Gaia Prunotto[1], Adrienne R. Washington[2] ([1]University of Pittsburgh, USA. [2]West Virginia University, USA)

P1-36   "Students exploring language structure – an inquiry-based approach to grammar," Mari Nygård (NTNU, Norway)

P1-37   "Causality and modality: a case study on Teochew periphrastic causatives," Zhuosi Luo (Georgetown University, USA)

P1-38   "Derive the biased reading of A-not-A questions in Mandarin Chinese," Yaxuan Wang (Michigan State University, USA)

P1-39   "What Can the Taxonomy of Predicative Possession Tell Us? An Investigation of Malwai Punjabi," Xiaolong Lu (University of Arizona, USA)

P1-40   ""the" does not encode an anaphoric index: Evidence from kind uses," Sadhwi Srinivas (College of William & Mary, USA)

P1-41   "A stereotype-based semantics for slurs," Katie Martin (Massachusetts Institute of Technology, USA)

P1-42   "Intralinguistic variation in the descriptions of changes of state: Typlology and animacy in Japanese," Yo Matsumoto, Keigo Ujiie (NINJAL, Japan)

P1-43   "To drop or not to drop: Weak Hand Drop and social identity in ASL," Kate Henninger (The University of Chicago, USA)

P1-44   "SPE in Philadelphia Spanish: Multiculturalism and Bilingualism in Language Variation and Change," Camila Franco (Temple University, USA)

P1-45   "Exploring VOT Convergence Patterns among Mandarin L2 Speakers of English Across Audiences," Ke Lin (Georgetown University, USA)

P1-46   "A Comparative Study of Language Policies in the Era of Globalization and Multiculturalism between South Korea and China," Xueying Lan, Taerin Cho (Yonsei University, Korea, Republic of)

P1-47   "A San Diegan Debate: Take 8 or Take the 8 Investigating the determiner "the" before numeric freeways in San Diego," Brianna O'Boyle (San Diego State University, USA)

P1-48   "Comparison of geolinguistic criteria to reveal heterogeneity in the language regard of Michiganders' mental maps for the US "Core" South," Kin Ma, Wil Rankinen, Avery Koan (Grand Valley State University, USA)

P1-49   "English, Neoliberalism, and Institutional Tensions in the South Korean Workplace," Altyn Hallayeva (University of South Carolina, Turkmenistan)

P1-50   "The Influence of Guarani on Gender Agreement in Paraguayan and Correntino Spanish: A Contrastive Analysis," Elizabeth Dudek[1], Justin Pinta[2] ([1]D'Youville University, USA. [2]Mississippi State University, USA)

P1-51   "It's All Relative – Extraction out of Relative Clause Islands in Mende," Jason D Smith[1], Harold Torrence[2] ([1]Michigan State University, USA. [2]UCLA, USA)

P1-52   "Mỹky interlocutor exponence and the syntax of the speech act," Bernat Bardagil (Ghent University, Belgium)

P1-53   "The distribution of the copula shi in Mandarin embedded and matrix sluicing," Jiayuan Chen (Rutgers University, USA)

P1-54   "Locating Agreement in the Grammar: Are We There Yet?," Aya Halabi (University of Michigan, USA)

P1-55   "Syntactic variation of the existential there construction in English: An acceptability judgment task," Vatcharit Chantajinda (University of Wisconsin-Madison, USA)

P1-56   "The apparent optionality of two types of Agents in ASL Motion Predicates: Numeration and subeventive structure," Elena E Benedicto (Purdue University, USA)

P1-57   "Interpreting causatives: The case of *faire se* in French and Italian," Yining Nie[1], Fabienne Martin[2], Chiara Dal Farra[3], Silvia Silleresi[3] ([1]San José State University, USA. [2]Utrecht University, Netherlands. [3]Università degli Studi di Milano Bicocca, Italy)

P1-58   "Tone, Viewpoint Aspect, and Imperative Mood," Ronald P. Schaefer[1], Francis O. Egbokhare[2] ([1]Southern Illinois University Edwardsville, USA. [2]University of Ibadan, Nigeria)

P1-59   "Tough-constructions as Complex Constituents," Aliaksei Akimenka (University of Michigan, Ann Arbor, USA)

P1-60   "Distinguishing Tibetan light verb constructions from other N-V combinations: An information-theoretic approach," Ryan Ka Yau Lai (University of California, Santa Barbara, USA)

P1-61   "A typology of disanaphor morphemes: universality and variation," Iara Mantenuto, Isabelle B Hutchins (California State University, Dominguez Hills, USA)

P1-62   "Types of classifier systems," Marcin Kilarski[1], Marc Allassonnière-Tang[2,3,4] ([1]Adam Mickiewicz University, Poland. [2]Muséum national d'histoire naturelle, France. [3]Université Paris Cité, France. [4]Centre national de la recherche scientifique, France)

P1- A (63)   "CoLang 2012: Innovative community involvement in the searing heat of the Kansas plains," Arienne M Dwyer (University of Kansas/ University of Washington, USA)

P1-B (64)   "Institute on Collaborative Language Research (CoLang) 2014," Samantha Cornelius[1], Colleen Fitzgerald[2] ([1]Division of Language Preservation, Chickasaw Nation, USA. [2]North Dakota State University, USA)

P1-C (65)   "Institute on Collaborative Language Research (CoLang) 2018," Aaron Broadwell (University of Florida – Gainesville, USA)

P1-D (66)   "CoLang 2020 Web Series: Keeping the community connected during the pandemic," <u>Carolyn O'Meara</u>[1], Jean-Luc Pierite[2,3,4], Samantha Prins[5] ([1]Universidad Nacional Autónoma de México, Mexico. [2]Tunica-Biloxi Tribe of Louisiana, USA. [3]Massachusetts Institute of Technology, USA. [4]North American Indian Center of Boston, USA. [5]University of Arizona, USA)

P1-E (67)   "CoLang 2022: Increased Indigenous Representation," Richard Littlebear[1], Madeleine Shek[2] ([1]Northern Cheyenne, USA. [2]University of Montana, USA)

P1-F (68)   "CoLang Signature Workshop: Blurring the Lines - Balancing needs, interests, and world views," <u>Ewa Czaykowska-Higgins</u>[1], Jean-Luc Pierite[2,3,4] ([1]University of Victoria, Canada. [2]Tunica-Biloxi Tribe of Louisiana, USA. [3]Massachusetts Institute of Technology, USA. [4]North American Indian Center of Boston, USA)

P1-G (69)   "CoLang Signature Workshops: Archiving and Intellectual Property," Susan Kung (AILLA, University of Texas at Austin, USA)

P1-H (70)   "CoLang 2024 Arizona: Creating Partnerships, Honoring Neighbors, Building Capacity," Luis Barragan[1], Tyler Peterson[2] ([1]Salt River Pima-Maricopa Indian Community, USA. [2]Arizona State University, USA)

SSILA - Morphology 1

10:30am - 12:00pm

Room: Liberty 3, 3rd Floor
Track: **SSILA**

10:30   "Reconstruction of the Proto-Yuman person indexation system," Ivette Gonzalez (University of New Mexico)

11:00   "A Cross-Linguistic Survey of a Class of Derivational Affixes in the Muskogean Family," Seth Katenkamp (Yale University)

11:30   "Lean on Me: Complex Clitic Cluster Construction in Two Languages of the PNW," Jordan Douglas-Tavani (University of California, Santa Barbara)

SSILA - Nasality

10:30am - 12:00pm

Room: Liberty 4, 3rd Floor
Track: **SSILA**

10:30   "An acoustic investigation of nasal phenomena in Wao Terero," Alexia Fawcett (University of California, Santa Barbara) & Martin Kohlberger (University of Saskatchewan)

11:00   "Suffix independence in Paraguayan Guarani nasal harmony," Marisabel Cabrera (University of California Los Angeles)

11:30   "Diachronic effects of nasalization in Cherokee," Jeffrey Bourns (Northeastern University)

Friday, January 5 – Afternoon

SSILA - Language Revitalization 1

12:00 - 1:00pm

Room: Liberty 3, 3rd Floor
Track: **SSILA**

12:00	"Chikashsha Asilhlha: documenting and describing Chikashshanompa' positional verbs," Juliet Morgan (Chickasaw Nation) & Lokosh (Joshua D. Hinston) (Chickasaw Nation)
12:30	"Bodwéwadmimwen Ėthë ték, Inc.'s Potawatomi Digital Language Archive," Robert Lewis (BODWEWADMIMWEN ETHE TEK, INC.)

SSILA - Syntax 2

12:00 - 1:00pm

Room: Liberty 4, 3rd Floor
Track: **SSILA**

12:00	"Existential questions and verb doubling in San Cristóbal Lachirioag Zapotec," Kalen Chang (University of California Los Angeles)
12:30	"Wh-question formation strategies in Paraguayan Guaraní," Hunter Johnson (University of California Los Angeles) & Marisabel Cabrera (University of California Los Angeles)

NARNiHS - Session 3

12:00 - 1:30pm

Room: Murray Hill, Lower Level
Chair: Israel Sanz-Sánchez
Track: **NARNiHS**

12:00	""The brogue is common everywhere in Ireland, but you are taught to avoid it in reading": notions of correctness and speakers' attitudes in nineteenth century Ireland," Carolina Amador Moreno (University of Extremadura and University of Bergen)
12:30	"Uncovering agents of implementation in Chile: the role of primary school supervisors in the negotiation of a standard language regime between 1852-1861," Tania Avilés Vergara (Universidad Católica de Temuco / ANID - Fondecyt Iniciación 11230628)
1:00	""Ai miei bravi soldati": Linguistic Ideologies and Colonial Pedagogies in Italian-occupied East Africa (1885-1947)," Kevin Martín (University of California, Berkeley)

LSA - Invited Plenary Address

12:30 - 1:30pm

Room: Metropolitan East
Track: **LSA Plenary**

"Engaging Native American Protocols for Teaching Linguistics,"
Wesley Y. Leonard, PhD (associate professor of Native American Studies in the Ethnic Studies department at the University of California, Riverside)

There is a longstanding phenomenon in Linguistics of extracting language knowledge from Native American communities and packaging that knowledge in ways that are incongruent – at times also offensive or even violent – to the values held by members of those communities about what language is and how language should be engaged. Not surprisingly, despite increasing efforts toward supporting justice, equity, diversity, and inclusion across the discipline, members of Native American and other Indigenous communities remain severely underrepresented in disciplinary spaces, and frequently report negative experiences when they have sought linguistics training. But it does not have to be this way.

What changes when Native American and other Indigenous worldviews and protocols serve as the baseline from which linguistics training is imagined and put into practice? In this presentation I

explore this broader question through the specific context of teaching linguistics, especially as it occurs in academic spaces such as university courses. As a start to answering the question and modeling how it can be engaged, I draw upon ideas of Native American and other Indigenous scholars and focus on the application of two interrelated values that are foundational in my own Miami community and in many other Indigenous communities. One is relationality, a worldview that centers how everything is interrelated and interdependent. The other is the ensuing notion of relational accountability, which calls for recognizing and honoring these relationships – for example, when using language data, to paying special attention to the source(s) of the data and the associated networks of people, places, and ideas. Using examples that widely come into play when teaching linguistics, such as making decisions about course content and how to present it, I show how centering relationality and relational accountability, alongside other Indigenous values, can both improve linguistics pedagogy and also address the injustices referenced above.

ADS - Session 4: Regional Phonological Variation

1:30 - 3:30pm Friday

Room:	Sugar Hill, Lower Level
Chair:	Nicole Rosen
Track:	**ADS**

1:30	"Phonetic diffusion in the Niagara border region," Claire Henderson (McGill University)
2:00	"The actuation problem: Identifying phonetic precursors of phonological /aɪ/ raising," Marie Bissell (The Ohio State University), Kelly Berkson (Indiana University), Irina Shport (Louisiana State University), Stuart Davis (Indiana University)
2:30	"Exploring the vowel space in Minnes[o]ta across apparent time," Alexandra Pfiffner (University of California, Berkeley)
3:00	"Final stop aspiration: A Norwegian-English feature in Wisconsin English?" Laura Moquin (University of Wisconsin-Madison)

LSA - Psycholinguistics: Sentence Production

1:45 - 3:15pm

Room:	Bowery, Lower Level
Track:	**LSA Abstract**

1:45	"Conceptual and language-specific syntactic influences on the description of instrument events in Turkish and English," Christiana Moser[1], Bahar Tarakçı[2], Ercenur Ünal[2], Myrto Grigoroglou[1] ([1]University of Toronto, Canada. [2]Özyeğin University, Turkey)
2:15	"Optionality in a Highly Ergative Language: Sentence Planning in Shipibo-Konibo," Caroline Andrews[1], Sebastian Sauppe[1], Roberto Zariquiey[2], Balthasar Bickel[1] ([1]University of Zurich, Switzerland. [2]Pontificia Universidad Católica del Perú, Peru)
2:45	"A cross-linguistic investigation of sentence planning," Jeonghwa Cho[1], Julie Boland[2] ([1]University of Michigan, USA. [2]University of Michian, USA)

LSA - Phonology

1:45 - 3:15pm

Room:	Chelsea, Lower Level
Chair:	Ellen Kaisse
Track:	**LSA Abstract**

1:45	"Learnability of a counting-involved alternation," Hailang Jiang (University College London, United Kingdom)

2:15	"A phonotactic/tonotactic grammar for Tokyo Japanese that clusters by lexical strata does not overfit," Satoru Ozaki (University of Massachusetts, Amherst, USA)
2:45	"The Phonology of Emoji: An Analysis of the B Button Emoji," M Angel (University of Chicago, USA)

LSA -Teaching Linguistics: A Glimpse into the Future

1:45 - 5:00pm

Room:	Empire East, 2nd Floor
Type:	Symposium
Organizer:	Ann Bunger (Indiana University)
	Jon Bakos (Indiana State University)
	Lynn Burley (University of Central Arkansas)
	Kazuko Hiramatsu (University of Michigan)
	Miranda McCarvel (Smith College)
	Maura O'Leary (Swarthmore College)
	Elizabeth Riddle (Ball State University)
	Sean Stalley (University of South Alabama)
	Michal Temkin Martinez (Boise State University), Moderator
Speaker:	Kirby Conrod (Swarthmore College)
	Philip Duncan (University of Kansas)
	Jessi Grieser (University of Michigan)
	Jamie Thomas (Santa Monica College and California State University Dominguez Hills)
Sponsor:	Special Interest Group on Scholarly Teaching in Linguistics
Track:	**LSA Organized Session**

1:45	Introduction: Teaching Linguistics, 10 minutes
1:55	Lightning Presentations: 90 minutes
3:25	Panel Discussion: 40 minutes
4:05	Audience Reflection and Discussion: 40 minutes

LSA - Syntax: Argument Structure I

1:45 - 3:15pm

Room:	Empire West, 2nd Floor
Chair:	Michael Barrie
Track:	**LSA Abstract**

1:45	"Reflexivization via Movement: Evidence from Turkish verbal reflexives," <u>Faruk Akkuş</u>[1], Lefteris Paparounas[2] ([1]University of Massachusetts Amherst, USA. [2]University of Pennsylvania, USA)
2:15	"Involvee causative constructions in Turkish," Eva Neu, Faruk Akkus (University of Massachusetts Amherst, USA)
2:45	"Theme maximalization encoded by verbal classifiers: bian in Mandarin Chinese," Yiyang Guo (University of Cambridge, United Kingdom)

LSA - Language Change

1:45 - 3:15pm

Room:	Flatiron, Lower Level
Chair:	Danielle Dionne
Track:	**LSA Abstract**

1:45	"Comparing two vowel mergers in Toronto vs. Hong Kong Cantonese in terms of functional load," Holman Tse (St. Catherine University, USA)

2:15 "Preserving and promoting regularity: Perfect constructions in Spanish and Portuguese," Kendra V. Dickinson (Rutgers University, USA)

2:45 "Riding the Waves of Salience: Exploring Spanish Liquid Variation among Boston Spanish speakers," Lee-Ann M Vidal Covas (Boston University, USA)

LSA - Acquisition & Learnability I

1:45 - 3:15pm

Room: Gramercy, Lower Level
Chair: Hongchen Wu
Track: **LSA Abstract**

1:45 "Modelling the distributional learning of verb argument structure," Daoxin Li (University of Pennsylvania, USA)

2:15 "Syntactic and referential cues independently inform verb meaning but referential cues trump syntax when in conflict," Yiran Chen, Alexander LaTourrette, John Tureswell (University of Pennsylvania, USA)

2:45 "Assessing the feasibility of bootstrapping factivity through syntax and pragmatics," Serene Siow, Nick Huang (National University of Singapore, Singapore)

LSA - Stress & Accent

1:45 - 3:15pm

Room: Lenox, 2nd Floor
Chair: Canaan Breiss
Track: **LSA Abstract**

1:45 "Regional differences (or lack thereof) in rendaku in Japanese surnames," Yu Tanaka (Doshisha University, Japan)

2:15 "Stress clash avoidance in Russian comparatives: A corpus study," Anton Kukhto[1], Alexander Piperski[2,3] ([1]MIT, USA. [2]University of Erlangen-Nuremberg, Germany. [3]Stockholm University, Sweden)

2:45 "Acoustic correlates distinguish multiple levels of stress in ʻōlelo Hawaiʻi," Thomas Kettig[1], Lisa Davidson[2] ([1]York University, Canada. [2]New York University, USA)

LSA - Talking Liberation: Decolonization and Inclusion in Linguistics Research, Teaching, & Faculty Life

1:45 - 5:00pm

Room: New York East, 3rd Floor
Type: Datablitz + Workshop
Organizer: Dr. Aris Clemons (University of Tennessee, Knoxville, Knoxville, Tennessee)
  Dr. Joy Peltier (University of South Carolina, Columbia, Columbia, SC)
Speaker: Dr Aris Clemons (University of Tennessee, Knoxville), Moderator
  Dr. Joy Peltier (University of South Carolina, Columbia), Moderator
  Dr. Christine Mallinson (University of Maryland, Baltimore County) Discussant
  Dr. Ignacio Montoya (University of Nevada, Reno)
  Dr. Megan Figueroa (University of Arizona)
  Dr. Claire Bowern (Yale University)
  Dr. Rikker Dockum (Swarthmore College)
  Dr. Nicté Fuller Medina (Swarthmore College)
  Dr. Kendra Calhoun (UCLA)
  Dr. Kahdeidra Martin (Stanford University)
Sponsor: None (The proposers of this Session hope that it will demonstrate the need for more SIGs that promote a liberatory, inclusive, and decolonized linguistics, such as a Black Language & Culture SIG.)

Track:	**LSA Organized Session**

P1	"Manifestations of Colonialism in Linguistics and Opportunities for Decolonization Through Refusal"
P2	"Decolonizing (Psycho)linguistics Means Dropping the "Language Gap" Rhetoric"
P3	"Decolonizing Historical Linguistics in the Classroom and Beyond"
P4	The Whole Scholar as Disruptor of Default Colonial Practices in Linguistics
P5	Solidarity and Collectivity in Decolonizing Linguistics: A Black Diasporic Perspective
P6	Talking Faculty Workshop

LSA - Bridging Child Language Research to Practice for Language Revitalization

1:45 - 5:00pm

Room:	New York West, 3rd Floor
Type:	Symposium
Organizer:	Melvatha R. Chee (University of New Mexico)
	Ryan E. Henke (University of Wisconsin–Madison)
	Sophie Pierson (University of Texas at Austin)
	Amalia Skilton (Cornell University)
	Tamera Yazzie (University of New Mexico)
Speakers:	Ryan E. Henke (University of Wisconsin–Madison)
	Šišóka Dúta (Dakhódiapi Wahóȟpi)
	Justis Brokenrope (Dakhódiapi Wahóȟpi)
	Pedro Mateo Pedro (University of Toronto)
	Sophie Pierson (University of Texas at Austin)
	Melissa E. Lewis (University of Missouri School of Medicine)
	Phyllis Sixkiller (Little Cherokee Seeds Program)
	Amalia Skilton (Cornell University)
	Warlance Chee (Saad K'idilyé Diné Language Nest)
	Cheryl Yazzie (Saad K'idilyé Diné Language Nest)
	Melvatha R. Chee (University of New Mexico)
	Tamera Yazzie (University of New Mexico)
Sponsor	SSILA
Track:	**LSA Organized Session**

P1	"A further look at properties of verbs in Northern East Cree child-directed speech"
P2	"Dakhód'iapi Wahóȟpi—Dakhota Language Nest"
P3	"Child language acquisition and language revitalization in Mayan languages"
P4	"Variation sets as a means to bolster the acquisition of verbal morphology in Ayöök"
P5	"Growing speakers: The Little Cherokee Seeds program"
P6	"Interactional functions of prompting in Ticuna (tca)"
P7	Diné child language revitalization and research at the Saad K'idilyé Diné Language Nest
P8	Comparing child-produced verbs to the adult input: Simplicity, productivity, and frequency of Navajo third person verb constructions

LSA - Semantics & Pragmatics

1:45 - 3:15pm

Room:	Riverside BR, 3rd Floor
Chair:	Ratna Kandala
Track:	**LSA Abstract**

1:45	"Rhetoric in conditional questions," Ahmad Jabbar (Stanford University, USA)

2:15   "The Semantics and Pragmatics of English Rising Declaratives," Junseon Hong
        (Seoul National University, Korea, Republic of)
2:45   "How good is a decent pizza? The grammar of mild evaluativity," Andrea Beltrama
        (University of Pennsylvania, USA)

LSA - Methodological Intersections on Identity

1:45 - 3:15pm

Room: Sutton Place, Lower Lobby
Track: **LSA Abstract**

1:45   "Processing gender-related stereotypical violations in spoken sentences of Mandarin
        Chinese," Jennifer Lewendon[1], Chenxi Xu[2], Tianqi Ju[2], Caiyi Li[2], Shiyue Li[2], Yao Yao[2]
        ([1]New York University Abu Dhabi, UAE. [2]The Hong Kong Polytechnic University,
        Hong Kong)
2:15   "Enregisterment and Indexicality: Identity Within Mystic Persian Poetry Classes in
        Los Angeles," Zia Khoshsirat (UCLA, USA)
2:45   "How Revolution and Gender Dynamics Affected Nepali 3rd-Person Honorification
        from the 1990s to the 2010s: a Corpus Analysis," Subhekshya Shrestha (University of
        Chicago, USA)

SSILA - Language Documentation

1:45 - 3:15pm

Room: Liberty 3, 3rd Floor
Track: **SSILA**

1:45   "Los efectos inesperados de la documentación: responsabilidad política, cambio
        social y métodos de comunicación," Uboye Gaba (Nacionalidad Waorani del
        Ecuador)
2:15   "Documenting Chickasaw Conversation: Our Implementation," Kimberly Johnson
        (Chickasaw Nation), Samantha Cornelius (Chickasaw Nation), Juliet Morgan
        (Chickasaw Nation) & Joshua D. Hinson (Chickasaw Nation)
2:45   "Alfred Kroeber's documentation of Inuktun (Polar Inuit)," Andrew Garrett (University
        of California, Berkeley)

SSILA - Morphology 2

1:45 - 3:15pm

Room: Liberty 4, 3rd Floor

Track: SSILA

1:45   "Non-verbal predication of property concepts in Central Pame [pbs]," Jennifer
        Brunner (University of Graz)
2:15   "Garifuna Men's Speech," Pamela Munro (University of California Los Angeles)
2:45   "Kanien'kéha Noun Incorporation: A Categorization and Excorporation Reanalysis,"
        Martin Renard (University of Toronto)

LSA - CoLang 2024 Information Session

1:45 - 3:15pm

Room: Liberty 5, 3rd Floor
Type: The CoLang 2024 organizers invite anyone interested in learning more about
        CoLang to join us for an information session on the upcoming institute. The session

will consist of a presentation by the co-directors of CoLang 2024, including an overview of the institute, workshop and practica offerings, other programming, and registration information.

NAAHoLS - Resources for the History of Linguistics

1:45 - 3:15pm

Room: Madison Square, Lower Lobby
Chair: Marc Pierce
Track: **NAAHoLS**

1:45   "Etymology, historiography, and The Economist's Johnson column," David Boe (Northern Michigan University)
2:15   "Synonymy: From early conceptualizations to its relevance for language resource construction," Chiara Zanchi (University of Pavia) Silvia Luraghi (University of Pavia)
2:45   "Pedagogy in the history of the Linguistic Society of America, Hope C. Dawson (The Ohio State University), Brian D. Joseph (The Ohio State University)

NARNiHS - Session 4

1:45 - 3:15pm Friday

Room: Murray Hill, Lower Level
Chair: Sandrine Tailleur
Track: **NARNiHS**

1:45   "The Verticalization of African American Sociolinguistic Labor," Kelly Elizabeth Wright (Virginia Polytechnic University)
2:15   ""The actual words of the witness were not included": credibility, accuracy, and verbatimness in 18th and 19th century Flemish courtroom records,"Magda Serwadczak, Rik Vosters, Mieke Vandenbroucke (Vrije Universiteit Brussel & Antwerp University)
2:45   "« Ça va venir découragez-vous pas » : La Bolduc singer, from textual to oral sources," France Martineau and Nikita Kamblé-Bagal (University of Ottawa)

LSA - Linguistics Beyond Academia Special Interest Group

1:45 - 3:15pm

Room: Park 2, 5th Floor
Chair: Alexandra Johnston
Track: **LSA Committee/SIG**

You are invited to join the Linguistics Beyond Academia Special Interest Group meeting.

NSF - Office hours with Program Director from the U.S. National Science Foundation

1:45 - 3:15pm

Room: Park 3, 5th Floor
Track: **NSF**

In this session, Dr. Rachel M. Theodore, Program Director for the Linguistics and Dynamic Language Infrastructure (DLI) programs at the U.S. National Science Foundation (NSF), will hold open office hours. Please stop by to have an informal chat about funding opportunities available at the NSF, which include dissertation, conference, and standard awards, and opportunities from the Linguistics program and the joint NSF DLI – National Endowment for the Humanities (NEH) Documenting Endangered Languages (DEL) program. You are encouraged to bring your questions about NSF, the Linguistics and DLI-DEL programs, or any aspect of the

funding process. This time doesn't work for you? Have in-depth questions about a specific proposal? Feel free to sign up for a one-on-one session with Rachel at tinyurl.com/MeetWithPDs

LSA - Morpho-Syntax I

3:30 - 5:00pm Friday

Room:	Bowery, Lower Level
Chair:	Susan Steele
Track:	**LSA Abstract**

3:30	"A Parallel Corpus-Based Exploration of Deflected Agreement in Arabic Varieties," Connor C Rouillier (Ohio State University, USA)
4:00	"Albanian nyja e përparme: a tangle of two knots," Clayton G.S. Marr (The Ohio State University, USA)
4:30	"Is the Lexicalist Hypothesis wrong and superfluous? Another look at phrasal compounds," Adolfo Ausin (Michigan State University, USA)

LSA - Phonetic Variation

3:30 - 5:00pm

Room:	Chelsea, Lower Level
Chair:	Brian Jose
Track:	**LSA Abstract**

3:30	"English Coronal Stop Deletion Is Categorical Not Gradient," Yunting Gu, Ryan Peters (Michigan State University, USA)
4:00	(Canceled) "Lateral palatalization in the Greek of Greek-Canadians," Panayiotis A Pappas[1], Dimitris Papazachariou[2] ([1]Simon Fraser University, Canada. [2]University of Patras, Greece)
4:30	"Realizations of [j] vs. hiatus in different vocalic contexts," Anya Hogobooom (William & Mary, USA)

LSA - Pronouns & Gendered Language

3:30 - 5:00pm

Room:	Empire West, 2nd Floor
Chair:	Kendra V. Dickinson
Track:	**LSA Abstract**

3:30	"Variation and change in the acceptability of singular they in Singapore English," Alamelu Venkatachalam, Rebecca L Starr (National University of Singapore, Singapore)
4:00	"Comparative analysis of advocacy strategies in justifications for gender-neutral English," Ell C Rose, Max Winig (Swarthmore College, USA)
4:30	"Grammaticality of nonbinary language in a multilingual context: Maltese and Maltese English," Evan D Bradley (Penn State Brandywine, USA)

LSA - Psycholinguistics: Phonology/Lexicon

3:30 - 5:00pm

Room:	Flatiron, Lower Level
Chair:	Enes Avcu
Track:	**LSA Abstract**

3:30 "Dynamic neural field model of lexical meaning predicts contextual modulation during real-time comprehension," Michael C. Stern, Maria Mercedes Piñango (Yale University, USA)

4:00 "Phonological variant priming decays but may not be sensitive to lexical repetition," Aini Li (University of Pennsylvania, USA)

4:30 "Mechanisms behind phonological acceptability judgments: Evidence from effective connectivity analyses," Enes Avcu, Seppo Ahlfors, David Gow (Massachusetts General Hospital / Harvard Medical School, USA)

LSA - Bilingualism

3:30 - 5:00pm

Room: Gramercy, Lower Level
Chair: Aylin Coskun Kunduz
Track: LSA Abstract

3:30 "The simultaneous production of two grammars: Evidence from bimodal bilinguals of Khuzestani Arabic and an emerging sign language," Seyyed Hatam Tamimi Sa'd, Ronnie B. Wilbur (Purdue University, USA)

4:00 "Inhibition Abilities and Vocabulary as Predictors of Implicature Generation in Spanish/English-speaking Children: The Bilingual Advantage," Pedro Antonio Ortiz Ramírez1, John Grinstead1, Gabriela Cuautle1, Guadalupe Michell Zúñiga Espinosa2 (1The Ohio State University, USA. 2Universidad Nacional Autónoma de México, Mexico)

4:30 "On optimization strategies in Egyptian Arabic/English dominant bilinguals," Yourdanis Sedarous1, Marlyse Baptista2 (1University of Michigan, USA. 2University of Pennsylvania, USA)

LSA - Tone

3:30 - 5:00pm Friday, 5th January, 2024

Room: Lenox, 2nd Floor
Chair: Michael Cahill
Track: LSA Abstract

3:30 "Advantageous transfer of L1 pitch perception," Seth J. Goss1, Seth Wiener2 (1Emory University, USA. 2Carnegie Mellon University, USA)

4:00 "Strategies for Resolving Sandhi-induced Tonal Ambiguity in Interaction," Yuka Tatsumi, Eric Pelzl, Annie J Olmstead, Navin Viswanathan (Pennsylvania State University, USA)

4:30 "Tonal identification in whispered speech," Ruyue Agnes Bi (Massachusetts Institute of Technology, USA)

LSA - Historical Linguistics

3:30 - 5:00pm

Room: Riverside BR, 3rd Floor
Chair: Terry Langendoen
Track: LSA Abstract

3:30 "A Diachronic Study of Cantonese Neutral Question Forms," Margaret Lei, Ivy Kwan (The Chinese University of Hong Kong, Hong Kong)

4:00 "Spanish Strong Verbs and Morphomic Theory: A Corpus-based Linguistic Analysis," Joseph F Beckwith (University of Illinois at Urbana-Champaign, USA)

4:30 "Historical Development of Relative Clauses in Enggano," Charlotte Hemmings, Mary Dalrymple (University of Oxford, United Kingdom)

LSA - The North American Computational Linguistics Open Competition: Contributions, Opportunities, and Future Directions

3:30 - 5:00pm

Room:	Sutton Place, Lower Lobby
Type:	Panel
Organizer:	Aleka Blackwell (Middle Tennessee State University, Murfreesboro, TN, USA)
	Lori Levin (CMU, Pittsburgh, PA)
Speaker:	Lori Levin (Carnegie Mellon University, Pittsburgh, PA)
	Aleka Blackwell (Middle Tennessee State University, Murfreesboro, TN)
	Jeffrey Heinz (Stony Brook University, Stony Brook, NY)
	Richard Larson (Stony Brook University, Stony Brook, NY)
	Lori Repetti (Stony Brook University, Stony Brook, NY)
	Daniel Lovsted (University of Ottawa, Ottawa, Ontario, Canada)
	Alexa Little (Independent Researcher, Boston, MA)
	Aleka Blackwell, (Middle Tennessee State University, Murfreesboro, TN)
	Lori Levin (Carnegie Mellon University, Pittsburgh, PA)
	Jeffrey Heinz (Stony Brook University, Stony Brook, NY)
	Daniel Lovsted (University of Ottawa, Ottawa, Ontario)
Sponsor:	North American Computational Linguistics Open competition (NACLO)
Track:	**LSA Organized Session**

P1	NACLO: A 17-Year Retrospective
P2	Career Advancement Opportunities Afforded to NACLO Committee Members
P3	Computational Linguistics Outreach at Stony Brook University
P4	The Benefits of NACLO for its High-School Participants
P5	NACLO as a Gateway to a Career in Linguistics
P6	Question/Answer Period

SSILA - Phonetics/Phonology of Stops

3:30 - 5:00pm

Room:	Liberty 3, 3rd Floor
Track:	**SSILA**

3:30	"Voiceless Stops and their Variants: a Lenition Continuum in Pastaza Quichua?," Sydney Ludlow (University of Hawai'i at Mānoa)
4:00	"Phonology and morphology of prenasalized stops in Sà'án Sàvǐ ñà ñuù Xnúvíkó (Mixtepec Mixtec)," Guillem Belmar (University of California, Santa Barbara), Eric W. Campbell (University of California, Santa Barbara) & Jeremías Salazar (University of California, Santa Barbara)
4:30	"Morphological, prosodic and individual variation in South Bolivian Quechua /q/," Gillian Gallagher (New York University) & Noemy Condori Arias (University of California, Santa Barbara)

SSILA - Semantics

3:30 - 5:00pm

Liberty 4, 3rd Floor
Track SSILA

3:30	"Voiceless Stops and their Variants: a Lenition Continuum in Pastaza Quichua?" Sydney Ludlow (University of Hawai'i at Mānoa)
4:00	"Phonology and morphology of prenasalized stops in Sà'án Sàvǐ ñà ñuù Xnúvíkó (Mixtepec Mixtec)," Guillem Belmar (University of California, Santa Barbara), Eric W.

Campbell (University of California, Santa Barbara) & Jeremías Salazar (University of California, Santa Barbara)
4:30   "Morphological, prosodic and individual variation in South Bolivian Quechua /q/," Gillian Gallagher (New York University) & Noemy Condori Arias (University of California, Santa Barbara)

NAAHoLS - Language Description and Classification

3:30 - 5:00pm

Room: Madison Square, Lower Lobby
Chair: Joseph L. Subbiondo
Track: **NAAHoLS**

3:30   "On the 400th anniversary of Gabriel Sagard's stay among the Huron," Marcin Kilarski (Adam Mickiewicz University, Poznań)
4:00   "Sagard's portrayal of Wendat: Studying early attitudes to American languages through early modern travelogues," Luz Van den Bruel (KU Leuven)
4:30   "The undead nature of the term "Hamito-Semitic"," Paul D. Fallon (University of Mary Washington)

NARNiHS - Session 5

3:30 - 5:00pm

Room: Murray Hill, Lower Level
Chair: Carolina Amador-Moreno
Track: **NARNiHS**

3:30   ""'Oh, because.' That's a girl's reason, and it's a funny one." (Brooks 1911) Gender, power relations, and stand-alone because. in late Modern English," Alexander Bergs (Osnabrueck University)
4:00   Concluding remarks and NARNiHS General Meeting, Sandrine Tailleur, University of Québec in Chicoutimi

NSF - Funding at the U.S. National Science Foundation

3:30 - 5:00pm

Room: Park 1, 5th Floor
Track: **NSF**

In this session, Program Directors from the U.S. National Science Foundation (NSF) will provide insight into the funding process. The session will consist of a presentation followed by an extended question and answer period. We will present information geared towards the LSA community, including current funding opportunities, NSF merit review criteria, and the review process. Specific topics will include (1) how to find the appropriate program for your work, (2) how to apply for NSF funding, (3) the proposal cycle, (4) tips for writing successful proposals, and (5) hot topics/priorities. Program Directors will also be available for in-person and virtual one-on-one meetings during the LSA Annual Meeting; you can sign up here: tinyurl.com/MeetWithPDs

LSA - Committee on LGBTQ+ Issues in Linguistics (COZIL)

3:30 - 5:00pm

Room: Park 2, 5th Floor
Track: **LSA Committee/SIG**

You are invited to the Committee on LGBTQ+ Issues in Linguistics (COZIL) meeting.

ADS - Session 5: Grammatical Variation

3:45 - 5:45pm

Room: Sugar Hill, Lower Level
Chair: Valerie Fridland
Track: **ADS**

3:45   "Copula absence variation in child and adult corpus speech," Jordyn Martin
              (University of Chicago)
4:15   "The evolution of present tense copula and auxiliary negation in 20th century African
              American English," Patricia Cukor-Avila (University of North Texas), Guy Bailey
              (University of Texas Rio Grande Valley)
4:45   "What's the BIG deal? It's HUGE! The adjectives of largeness in North American
              English," Sali A. Tagliamonte (University of Toronto), Bridget L. Jankowski (University
              of Toronto)
5:15   "Untangling the diachrony of variable 'used to': How many directions of change?,"
              Marisa Brook (University of Essex)

Friday, January 5 – Evening

SSILA - Tone and Intonation

5:00 - 6:30pm

Room: Liberty 3, 3rd Floor
Track: **SSILA**

5:00   "The role of phonation and tone in TAM in Yateé Zapotec," Yuan Chai (University of
              California Los Angeles), Adrián Fernández & Briseida Mendez
5:30   "Towards a transcription system of Patwin intonation (PaToBI)," Anna Björklund
              (University of California, Berkeley)
6:00   "The predictability of grammatical tone in Copala Triqui," Jamilläh Rodriguez
              (University of North Carolina at Chapel Hill)

SSILA - Grammaticalization and Change

5:00 - 6:30pm

Room: Liberty 4, 3rd Floor
Track SSILA

5:00   "The grammaticalization of speech reports as purpose clauses in Northern Pastaza
              Kichwa," Alexander Rice (University of Alberta)
5:30   "Internal and external pressures in Northern Jê morphosyntactic change," Bernat
              Bardagil (Ghent University)
6:00   "Purpose clauses with 'saying' in Piaroa (Jodï-Sáliban)," Jorge Emilio Rosés Labrada
              (University of Alberta)

LSA - Annual Business Meeting

6:00 - 7:00pm

Room: Metropolitan East
Track: **LSA Plenary**

LSA members are invited to attend the annual LSA Business Meeting to learn about the society's
activities over the past year. In addition, members will have an opportunity to express their views on

key questions being explored by the Committee on the Future of the Annual Meeting during a structured interactive portion of the meeting.

LSA - Student Mixer

6:00 - 7:30pm

Room: New York East, 3rd Floor

NEH - National Endowment for the Humanities office hours

6:00 - 7:00pm

Room: Park 1, 5th Floor
Presenter: Suha Kudsieh

Scholars interested in applying for fellowships and collaborative research grants (I.e., institutional grants) offered by the National Endowment for the Humanities (NEH) are welcome to drop by room *Park 1 room from 6pm to 7pm on January 5* to discuss their projects with Suha Kudsieh, a program officer from the Division of Research. She will be happy to help you identify the funding programs that best suit your project at NEH and can give you quick pointers on how to prepare your application. Since meeting times are short and she is eager to help as many members as possible, it would be greatly appreciated if you could e-mail her half a page (300-400 words) in advance at skudsieh@neh.gov; however, this is optional and you're welcome to drop by for a quick chat. You are also welcome to book an appointment to discuss your project with her either before or after LSA's annual meeting. The fellowships and grants programs that might be of interest to LSA members are:

ADS - Word of the Year

7:30 - 9:00pm

Room: Metropolitan East
Track: **LSA Plenary**

Since 1990, the American Dialect Society has selected Words of the Year to highlight how language change is normal, ongoing, and entertaining. The vote is the longest-running such vote anywhere, the only one not tied to commercial interests, and the Word of the Year event up to which all others lead. Members of the LSA and its sister societies are welcome to join the ADS as we engage in a lively discussion of the nominees for 2023. Voting will take place to select an overall Word of the Year as well as winners in other categories such as Most Useful and Most Likely to Succeed.

LSA - Five-Minute Linguist

9:15 - 10:45pm

Room: Metropolitan East
Track: **LSA Plenary**

The Five-Minute Linguist (5ML) is an annual, high-profile event during which selected speakers give lively and engaging presentations about their research in a manner accessible to the general public. No notes, no podium, and an actual timer. These five-minute presentations are judged by a panel of journalists as well as the audience itself, and a winner is chosen at the end of the event. The goal of this event is to encourage LSA members to practice presenting their work to a broad audience and to showcase outstanding examples of members who can explain their research in an accessible way.

Presenters make real, innovative linguistics research accessible both to the field as a whole and to the public more generally.

P1 "Reduction as a secret side-channel in human speech: When less clear is more positive," Nigel G. Ward, Carlos A Ortega (University of Texas at El Paso, USA)

P2 "What songs can tell us about language: rhythms in Filipino pop music," Kie Zuraw, Paolo Roca (University of California, Los Angeles, USA)

P3 "Korop morphological shift and population resettlement," Delphine Efa Eret[1], Vincent Ambe Tanda[2], Sammy Beban Chumbow[3] ([1]Uniiversity of Buea, Cameroon. [2]Ecolè Normale Bambili, Bamenda, Cameroon. [3]University of Yaounde, Cameroon)

P4 "Lingusitc feminization of Arabic varieties: say bye to the masculine generics!" Soubeika Bahri (University of Colorado Denver, USA)

P5 "How does our brain juggle free word order in sentence processing?" Ratna Nirupama (IIT Hyderabad, India)

Saturday, January 6 – Morning

LSA - Committee on Endangered Languages and Their Preservation (CELP)
7:45 - 8:45am

Room: Park 1, 5th Floor
Chair: Mizuki Miyashita
Track: **LSA Committee/SIG**

You are invited to the meeting of the LSA Committee on Endangered Languages and Their Preservation (CELP).

ADS - Breakfast/President Address/Awards
8:30 - 10:15am

Room: Sugar Hill, Lower Level
Organizer: Julie Roberts
Track: **ADS**

LSA - Prosody & Sociodialectal Variation
9:00 - 10:30am

Room: Bowery, Lower Level
Chair: Sreeparna Sarkar
Track: **LSA Abstract**

9:00   "Pitch variability cues perceptions of Singlish: A perceptually-guided approach to sociophonetic variation," Yin Lin Tan[1,2], Ting Lin[1], Robert Podesva[1], Meghan Sumner[1] ([1]Stanford University, USA. [2]National University of Singapore, Singapore)
9:30   "Revealing differences between two types of "BIN" utterances in AAE using f0 shape measurements," Alessa Farinella, Kristine M. Yu, Lisa Green (University of Massachusetts, Amherst, USA)
10:00   "Bitonal Pitch Accents Index Gayness in American English," Reis White[1], Byron Ahn[2] ([1]Independent Scholar, USA. [2]Princeton University, USA)

LSA - How to publish a pop linguistics book: An industry Q&A
9:00 - 10:30am

Room: Chelsea, Lower Level
Type: Q&A
Organizer: Gretchen McCulloch (Lingthusiasm, Montreal, Canada), Moderator
Speaker: Julia Steer (Oxford University Press)
               Kate McKean (Howard Morheim Literary Agency, New York, NY)

Sponsor: LSA Public Relations Committee
Track: LSA Organized Session

P1   "What editors look for in a trade book," Julia Steer
P2   "How agents pitch books by academics to trade publishers," Kate McKean

LSA - Identifying, understanding, and supporting diverse first-generation scholars in linguistics

9:00 - 10:30am

Room:	Empire East, 2nd Floor
Type:	Workshop
Organizer:	Luis Gaytan (University of Illinois at Urbana-Champaign, Urbana, IL)
	Dr. Miranda McCarvel (Smith College, Northampton, MA)
	Dr. Iara Mantenuto (California State University Dominguez Hills, Carson, CA)
	Joshua Dees (University of Illinois at Urbana-Champaign, Urbana, IL)
	Dr. David Bowie (University of Alaska, Anchorage, Anchorage, AL)
	Dr. Tran Truong (Pennsylvania State University, State College, PA)
Speaker:	Luis Gaytan (University of Illinois at Urbana-Champaign, Urbana, IL)
	Joshua Dees (University of Illinois at Urbana-Champaign, Urbana, IL)
	Miranda McCarvel (Smith College, Northampton, MA)
	Dr. David Bowie (University of Alaska, Anchorage, Anchorage, AL)
	Dr. Iara Mantenuto (California State University Dominguez Hills, Carson, CA)
	Dr. Tran Truong (Pennsylvania State University, State College, PA), Moderator
Sponsor:	The First Generation Access and Equity Subcommittee
Track:	**LSA Organized Session**

LSA - Institutional Critiques

9:00 - 10:30am

Room:	Empire West, 2nd Floor
Track:	**LSA Abstract**

9:00	"The history of SIL in Oklahoma and implications for linguistics now," Carol Rose Little (University of Oklahoma, USA)
9:30	"Current norms and best practices for collecting and representing sex/gender in linguistics: Towards ethical and inclusive methodologies," Cooper Bedin[1], Montreal Benesch[2], Marina Zhukova[1], Lal Zimman[1] ([1]University of California, Santa Barbara, USA. [2]Independent scholar, USA)
10:00	""Very intelligent considering his background": Language ideologies and fieldworker judgments in the character sketches of the Linguistic Atlas Project," Nicholas A. Passarelli, Allison Burkette (University of Kentucky, USA)

LSA - Consonant Articulation

9:00 - 10:30am

Room:	Flatiron, Lower Level
Chair:	Yunting Gu
Track:	**LSA Abstract**

9:00	"Laryngeal timing variability in Sevillian Spanish metathesis," Madeline Gilbert (Laboratoire de Phonétique et Phonologie (UMR7018, CNRS/Sorbonne Nouvelle), France)
9:30	"The role of articulatory pressure in lenition," Karee Garvin (Harvard University, USA. University of California, Berkeley, USA)
10:00	"Articulatory correlates of perceptual and typological asymmetries in palatalization: an ultrasound study of Irish," Ryan Bennett[1], Jaye Padgett[1], Grant McGuire[1], Máire Ní Chiosáin[2], Jenny Bellik[1] ([1]UC Santa Cruz, USA. [2]University College Dublin, Ireland)

LSA - Motion/Space: Acquisition & Psycholinguistics

9:00 - 10:30am

Room:	Gramercy, Lower Level
Chair:	Ratna Kandala
Track:	**LSA Abstract**

9:00	"Acquisition of Verb Lexicalization Biases across Spontaneous and Caused Motion," Sarah Hye-yeon Lee, Anna Papafragou (University of Pennsylvania, USA)
9:30	"Embodied Idiom Comprehension," Kathryn S Conger (University of Colorado Boulder, USA)
10:00	"A Matter Space: The Acquisition of Motion Lexicalization Patterns by English-Portuguese Late Bilinguals," Jean Costa-Silva, Vera Lee-Schoenfeld, Shulin Zhang (University of Georgia, USA)

LSA - Pragmatics

9:00 - 10:30am

Room:	Lenox, 2nd Floor
Track:	**LSA Abstract**

9:00	"Scalar implicatures from "some" to "not all" are highly variable and context-dependent," Judith Degen, Madelaine Brown (Stanford, USA)
9:30	"Game of Pronouns: a Social Meaning Game approach to pronoun-switching," Kirby Conrod (Swarthmore College, USA)
10:00	"Proleptic correlatives and dynamic construction formation in Hittite," Thomas Motter (California State University, Long Beach, USA)

LSA - Documenting Languages in the Urban Diaspora: Lessons from a New York Non-Profit

9:00 - 10:30am

Room:	New York East, 3rd Floor
Type:	Workshop
Organizer:	Dr. Ross Perlin (Endangered Language Alliance / Columbia University, New York, NY)
Sponsor:	Endangered Language Alliance
Speaker:	Dr. Ross Perlin (Endangered Language Alliance and Columbia University, New York, New York), Moderator
	Dr. Daniel Kaufman (Queens College and Endangered Language Alliance)
	Shweta Akolkar (University of California Berkeley and Endangered Language Alliance, Berkeley, California)
	Husniya Khujamyorova (Endangered Language Alliance, New York, New York)
	Matthew Malone (CUNY Graduate Center and Endangered Language Alliance, New York, New York)
Track:	**LSA Organized Session**

P1	Documenting Languages in the Urban Diaspora: Lessons from a New York Non-Profit

LSA - Collaborative Efforts in Linguistics: Partnerships Between and Among Secondary and Higher Education Institutions

9:00 - 10:30am

Room:	New York West, 3rd Floor
Type:	Symposium
Organizer:	Cristina Procaccino (Fairfax County Public Schools, Fairfax, Virginia)
Speaker:	Michelle Devereaux (Kennesaw State University, Kennesaw, Georgia)
	Chris C. Palmer (Kennesaw State University, Kennesaw, Georgia)
	Laura Ruth-Hirrel (California State University, Northridge, Northridge, CA)

Ana Sánchez-Muñoz (California State University, Northridge, Northridge, CA)
Amy Plackowski (Hudson High School, Hudson, MA)
Maya Honda (Massachusetts Institute of Technology, Cambridge, MA)
Jason Meilands (Lyons Community School, Brooklyn, NY)
Hongchen Wu (Georgia Institute of Technology, Atlanta, GA)
Cristina Procaccino (Fairfax County Public Schools, Fairfax, VA), Moderator

Sponsor:	Linguistics in the School Curriculum Committee (LiSC)
Track:	**LSA Organized Session**

P1	Linguists and Teachers Collaborating in an ELA Classroom: Teaching Around the Test
P2	Advancing Sociolinguistic Justice en Comunidad
P3	By Teachers, For Teachers: Professional Development in Linguistics for K-12 Educators
P4	Preparing linguistics graduate students to teach linguistics in schools: The role of collaboration
P5	Original Research in High School Linguistics: Building a Network of Teacher Support
P6	Introducing linguistics to Atlanta high school students by opening linguistics talks through Zoom for everyone

LSA - Syntax/Morphology

9:00 - 10:30am

Room:	Riverside BR, 3rd Floor
Chair:	Sharon Bulalang
Track:	**LSA Abstract**

9:00	"Reassessing Oehrle effects: evidence from Celtic," Gary S Thoms (New York University, USA)
9:30	"Resultative bipartite verbs in Wá·šiw," Emily A. Hanink[1], Andrew Koontz-Garboden[2] ([1]Indiana University, USA. [2]University of Manchester, United Kingdom)
10:00	"Cyclic Segment-based Agree," Squid Tamar-Mattis (Yale University, USA)

LSA - Computational learning and child phonology: What can or should we learn from each other?

9:00 - 10:30am

Room:	Riverside Suite, 3rd Floor
Type:	Symposium
Organizer:	Anne-Michelle Tessier (UBC, Canada)
Speaker:	Kie Zuraw (UCLA)
	Karen Jesney (Carleton University, Canada)
	Adam Albright (MIT)
	Mits Ota (University of Edinburgh, United Kingdom)
	Tara McAllister (NYU Steinhardt)
	Jane Chandlee (Haverford College)
	Joe Pater (UMass Amherst), Moderator
	Anne-Michelle Tessier (University of British Columbia, Canada) Moderator
Track:	**LSA Organized Session**

P1	A toy simulation of the child perception/production gap
P2	Acquisition sequence and rate of change: Predictions from learning simulations and data from child corpora
P3	Child phonology as a testbed for computational models of variation
P4	A role for computational modeling of children's earliest phonological development
P5	Toward a grammar of articulatory complexity through computational models of speech-motor control

P6   What can formal language theory tell us about acquisition?

LSA - Discourse Analysis

9:00 - 10:30am

Room: Sutton Place, Lower Lobby
Track: **LSA Abstract**

9:00   "The Time Course of the Rate of Speaker Transitions in Conversation," David W. Edwards (University of Texas at Arlington, USA)
9:30   "News as a register in the digital age: Linguistic features and the impact of online news writing," Difei Zhang (University of Wisconsin - Madison, USA)
10:00   "Teaching how to analyze natural conversation using a computational visualization tool," John W DuBois, Ryan Ka Yau Lai, Cedar Brown (University of California, Santa Barbara, USA)

LSA - Sign Linguistics I

9:00 - 10:30am

Room: Liberty 1-2, 3rd Floor
Track: **LSA Abstract**

12:00   "Simultaneity and Certainty in Turkish Sign Language (TİD)," Serpil Karabuklu (University of Chicago, USA)
12:30   "Interaction between iconicity and weak drop in Shanghai Sign Language," Shengyun Gu (University of Connecticut, USA)
1:00   "A crosslinguistic study of signers' accommodations to atypicality: Effects of simultaneity," Serpil Karabuklu, Diane K Brentari, Emre Hakguder (University of Chicago, USA)

SSILA - Language Resources

9:00 - 10:30am

Room: Liberty 3, 3rd Floor
Track: **SSILA**

9:00   "Hul'q'umi'num' listening quizzes: Blending research and pedagogy," Sonya Bird (University of Victoria), Maida Percival (University of Toronto), Randeana Peter (Simon Fraser University) & Henny Yeung (Simon Fraser University)
9:30   "A case study in digital language resource development: 15 years of the Coeur d'Alene Online Language Resource Center," Shannon Biscoff (Purdue University Fort Wayne), Amy Fountain (University of Arizona), John Ivens (University of Arizona) & Audra Vincent (Coeur d'Alene Tribe)
10:00   "Digital Tool for Revitalization of the Oneida Language: Verb Conjugator," Yanfei Lu (University of Toronto)

SSILA - Organized Session: An areal exploration of plural systems of the Indigenous languages of Northwest Mexico and the Southwest United States

9:00 - 11:55am

Room: Liberty 4, 3rd Floor
Organizer: Jérémy Pasquereau, Heidi Harley, Robert Henderson
Track: **SSILA**

9:00   "Morphology of Piipaash (Yuman) Number, Part III," John W.W. Powell (University of Arizona)

9:25	"Number-neutral nouns and a preliminary semanitics for bare numerals in Neji Tiipay," Ella Hannon (University of British Columbia)
9:50	"The grammaticalization of nominal plurality morphology in Taracahitan languages (Uto-Aztecan, Northwestern Mexico)," Albert Álvarez González (University of Sonora)
10:15	"Kinetic body part counting in numeral etymologies in Hiaki," Heidi Harley (University of Arizona) & Meg Harvey (University of Arizona)
10:40	"Verbal number and argument marking in Salinan," Matthew Baerman (University of Surrey)
11:05	"Plural participants and verbal class allomorphy in San José de la Zorra Kumiay," Carlos Ivanhoe Gil Burgoin (Universidad Autónoma de Baja California)
11:30	"Pluralia tantum nouns in Seri," Robert Henderson (University of Arizona) & Jérémy Pasquereau (CNRS – Nantes Université)

NAAHoLS - Perspectives on the History of Linguistics

9:00 - 10:30am

Room:	Madison Square, Lower Lobby
Organizer:	David Boe
Track:	**NAAHoLS**

9:00	"The Russification language policy in Georgia (According to the Press of the Georgian emigrants of the first half of 20th century)," Irine Chachanidze (Akaki Tsereteli State University) Tamar Guchua (Akaki Tsereteli State University)
9:30	"The Lehmann files," Marc Pierce (University of Texas at Austin) Danny Law (University of Texas at Austin)
10:00	"Pirahã syntax and the Everett controversy," Geoffrey K. Pullum (University of Edinburgh and George Mason University)

LSA - Committee on Gender Equity in Linguistics (COGEL)

9:00 - 10:30am

Room:	Park 1, 5th Floor
Type:	Committee Meeting
Chair:	Paola Cepeda
Track:	**LSA Committee/SIG**

You are invited to the Committee on Gender Equity in Linguistics (COGEL) meeting.

LSA - Language Editors Office Hours

9:00 - 10:30am

Room:	Park 3, 5th Floor

Poster Plenary Session 2

10:30am - 12:00pm

Room:	Central Park East & West, 2nd Floor
Chair:	Sarah Murray
Track:	**LSA Poster Hall**

P2-1	"Implementing Student-Centered Language Diversity in Linguistics Classes," Christopher R Green, Amanda Brown (Syracuse University, USA)
P2-2	"Scope assignment in Quantifier-Negation sentences in early Korean-Chinese bilinguals' grammars," Yunchuan Chen, Mac Hester (Duke University, USA)

P2-3	"Word order and prosody in heritage language change: The encoding of information structure in heritage and homeland Russian," Oksana Laleko (SUNY New Paltz, USA)
P2-4	"A diachronic multimodal discourse analysis of "Antifa" news stories on FoxNews.com from 2017-2020," <u>Mark W. Visonà</u>[1,2], Katherine Arnold-Murray[3] ([1]Hofstra University, USA. [2]PennWest University, USA. [3]University of Colorado Boulder, USA)
P2-5	"Where Do Central Cushitic Ejectives Come From?" Paul D. Fallon (University of Mary Washington, USA)
P2-6	"Statistics on Case from Derivational Morphology," Peter M Tarson (Davidson Academy Online, USA)
P2-7	"Thai pronouns in diachronic perspective: Origins, change, and the Prestige Cycle," Rikker Dockum, Qiyou Lu, Kanyarin Boonkongchuen (Swarthmore College, USA)
P2-08	"Sound symbolism and onomatopoeias," <u>Livia Kortvelyessy</u>[1], Pavol Stekauer[2] ([1]P.J. Safarik University in Kosice, Slovakia. [2]Pavol Jozef Safarik University in Kosice, Slovakia)
P2-9	"*The fox wants a big red apple and a yellow one*. Romanian insights into anaphoric reconstruction," Adina Camelia Bleotu[1], Deborah Foucault[2], <u>Tom Roeper</u>[2] ([1]University of Bucharest, Romania. [2]UMass Amherst, USA)
P2-10	"Language Development of Individuals with Down Syndrome in Southern Varieties of American English," <u>Christiana Christodoulou</u>[1], Ianthi Maria Tsimpli[2] ([1]University of Mississippi, USA. [2]University of Cambridge, United Kingdom)
P2-11	"A UG-based exploration of children's article use," Kaitlyn Harrigan, Sadhwi Srinivas, Josie Summers, Chloe Kim (William & Mary, USA)
P2-12	"Numeral Classifiers in Lio," Ammara Mehkri, Grace B. Wivell (Stony Brook University, USA)
P2-13	"Language attitudes and revitalization: a case study of Shanghainese," Nairan Wu (Boston University, USA)
P2-14	"STAMP morphs in Lobi: Morphological and Typological Implications," <u>Chelsea Tang</u>[1,2], Sansan C Hien[1] ([1]University of California, Berkeley, USA. [2]Massachusetts Institute of Technology, USA)
P2-15	"Nominal tendency in the non-native vocabulary of Czech," Magda Sevcikova (Charles University, Prague, Czech Republic)
P2-16	"Modifier interpretation in Ese Ejja Synthetic Compounds," Gabriel Gallinate (The University of Texas at Austin, USA)
P2-17	"Information-theoretic applications to Hupa verbal morphology," Cameron R Duval (University of Alberta, Canada)
P2-18	"The Linguistic Expression of Hate Speech: A Corpus Analysis of Causal Constructions in Hate Speech," Kaelyn J Lamp, Marten van Schijndel (Cornell University, USA)
P2-19	"Alignment of contrastive pitch accents and lexical stress: A production study of native speakers and second language learners of English," Hyunah Baek (Ajou University, Korea, Republic of)
P2-20	"Acoustic properties of bilabial trills in Medumba," Kenneth S. Olson (SIL International, USA)
P2-21	"Investigating "accuracy" of small phonetic corpora: A sampling experiment," Coralie Cram, Claire Bowern (Yale University, USA)
P2-22	"A Vestige-Theory Approach to the Variable Assimilation Pattern in Korean Nasal-Liquid Sequences," Rok Sim, Drew Crosby, D. Eric Holt (University of South Carolina, USA)
P2-23	"Phonological learning is asymmetrical between prefixes and suffixes," Darby M Grachek, Elsi Kaiser (University of Southern California, USA)
P2-24	"Uyghur disharmony without diacritics (or, phonological representations are phonological)," B. Elan Dresher[1], Daniel Currie Hall[2], <u>William Idsardi</u>[3], Eric Raimy[4] ([1]University of Toronto, Canada. [2]St. Mary's University, Canada. [3]University of Maryland, USA. [4]University of Wisconsin–Madison, USA)

P2-25   "Unifying grammatical tone processes across morphosyntactic environments: The case of Copala Triqui," Jamillah Rodriguez (UNC Chapel Hill, USA)

P2-26   "Gesture targets are also dynamic: evidence from incomplete neutralization," <u>Jason A Shaw</u>[1], Sejin Oh[2] ([1]Yale, USA. [2]CNRS, France)

P2-27   "Articulation of tongue dorsum and root in displacement and timing in Seoul Korean velar obstruents," Daejin Kim (University of New Mexico, USA)

P2-28   "Distribution of Neutral Tone and Retroflex Lenition in Beijing Mandarin," Richard WANG (University of California, Santa Cruz, USA)

P2-29   "Individual differences in the pronunciation of Korean stem-final obstruents and their relationship to cognitive traits," Jinyoung Jo (University of California, Los Angeles, USA)

P2-30   "Cross-linguistic evidence for a segmental identity bias in vowel-vowel co-occurrence patterns," Bruno Ferenc Segedin (Brown University, USA)

P2-31   "On Systematic and Unsystematic Acceptability Judgements involving Wager-Verbs," Lisa A. Reed (The Pennsylvania State University, USA)

P2-32   "Does disfluency in robot speech signal unfavorable responses?" Xinyi Chen, Yao Yao (The Hong Kong Polytechnic University, Hong Kong)

P2-33   "The role of prosody in ambiguity resolution in Korean," <u>Yoolim Kim</u>[1], Stephen M Jones[2], Cong Zhang[3] ([1]Wellesley College, USA. [2]University of Groningen, Netherlands. [3]Newcastle University, United Kingdom)

P2-34   "Exploring Variation in English and Italian Relative Clause Attachment: The Role of Coordination," <u>So Young Lee</u>[1], Aniello De Santo[2] ([1]Miami University, USA. [2]University of Utah, USA)

P2-35   "Speeded implicit biases vary across Midwestern and Cuban American listeners depending on perceived accent," Alexia Hernandez, Meghan Sumner (Stanford University, USA)

P2-36   "Animacy drives reanalysis in Korean double nominatives," <u>Kihyo Park</u>[1], Marten van Schijndel[2] ([1]Cornell University, Korea, Republic of. [2]Cornell University, USA)

P2-37   "L1 vs. L2: Persistence of processing cost due to differences in relative clause configuration," Chie Nakamura[1], <u>Suzanne Flynn</u>[2], Katsuo Tamaoka[3] ([1]Waseda University, Japan. [2]Massachusetts Institute of Technology, USA. [3]Nagoya University, Japan)

P2-38   "Irrealis and modality: A view from Lutuv," Thomas Grano, Grayson Ziegler, Amanda Bohnert, Emily Hanink, Kelly Berkson, Shobhana Chelliah, Sui H Par (Indiana University, USA)

P2-39   "Ambiguity of the Japanese negative comparative expression kurabe mono-ni nara-nai 'cannot be compared'," Osamu Sawada (Kobe University, Japan)

P2-40   "Causative generics in Korean: non-agentivity and covert causativization," Se Yeon Park (The University of Texas at Austin, USA)

P2-41   "The at-issue status of ideophones in Akan: Comparing prototypical and non-prototypicalideophone languages," Prince Asiedu[1], <u>Kathryn R Barnes</u>[2], Mavis Boateng Asamoah[1], Reginald Duah[3,1], Cornelia Ebert[2], Kurt Erbach[4,2], Josiah Nii Ashie Neequaye[1], Yvonne Portele[2], Theresa Stender[3] ([1]University of Ghana, Ghana. [2]Goethe University Frankfurt, Germany. [3]Humboldt University Berlin, Germany. [4]Heinrich-Heine-Universität Düsseldorf, Germany)

P2-42   "Semantic evidence for the non-compositional nature of the echo question marker tako in Korean," Seoyeon Jang (University of California San Diego, USA)

P2-43   "'Even' in Comparative Structures," Melissa Cronin (Stanford University, USA)

P2-44   "A Wh Discourse Particle: Dutch Hoezo," Hotze Rullmann, Sander Nederveen (University of British Columbia, Canada)

P2-45   "Indirect Reciprocity in Japanese," Toshiyuki Ogihara (University of Washington, USA)

P2-46   "Mapping metaphors across modalities: L2 comprehension of abstract meaning in ASL," Marjorie Bates, Deanna Gagne (Gallaudet University, USA)

P2-47	"The acquisition of variation in heritage language: the use of Mandarin syllable-initial sibilants by preschool teachers and children," Xinye Zhang (University of California, Davis, USA)
P2-48	"Differences in social perceptions of (ING) across human and device voices," Ashley R Keaton, Georgia Zellou (University of California, Davis, USA)
P2-49	"Overt gender marking as a linguistic variable to highlight gender stereotypes: A case study with "teacher"," Sheng-Fu Wang[1], Pei-Ci Li[2] ([1]Institute of Linguistics, Academia Sinica, Taiwan. [2]University of Lorraine, France)
P2-50	"Social Attribute Rating of Mandarin Accents by Singaporean Listeners," Irene Yi, Grace Wong, Meghan Sumner (Stanford University, USA)
P2-51	"The sociolinguistic enregisterment of local belonging in Boston's mayoral campaigns," Jennifer Sclafani (University of Massachusetts Boston, USA)
P2-52	""What can I do?": Refining relational climate conversations to promote collective action," Julia C Fine (College of Saint Benedict and Saint John's University, USA)
P2-53	"Engaging with the public: Language Attitudes and Ideologies in Finland," Elizabeth Peterson (University of Helsinki, Finland)
P2-54	"Working with high schoolers (K12) to gather linguistic data: a case study in North-West England," Jon Stevenson (University of York, United Kingdom)
P2-55	"Contact-induced peculiarities in Palestinian Arabic," Uri Horesh (Achva Academic College, Palestine. University of Essex, United Kingdom)
P2-56	"Styling the mother: Performing Baltimore's Hon persona," Aidan Malanoski (CUNY Graduate Center, USA)
P2-57	"The Syntax of Mandarin Num-Cl P Num-Cl Constructions," Yan WANG (The Chinese University of Hong Kong, Hong Kong)
P2-58	"Pro-drop and EPP as Form Copy and Minimal Search," Andreas Blümel (University of Göttingen, Germany)
P2-59	"Tenseless in Exceptional Case Marking," Boram Kim (UCLA, USA)
P2-60	"First Conjunct Agreement in Tunisian Arabic is an Illusion," Zeineb Sellami (University of Chicago, USA)
P2-61	"NPI Licensing in the Semi-Transparent Area," Heesun Yeom[1], Dahoon Kim[2], Jungu Kang[2] ([1]Seoul National University, Korea, Republic of. [2]Sogang University, Korea, Republic of)
P2-62	"Modals and negations LF-PF (mis)matches in English and Mandarin," Yaqing Cao (University of California at Santa Cruz, USA)
P2-63	"Copular contrasts in Kinyarwanda and Kinyamulenge," Aron Finholt (University of Kansas, USA)
P2-64	"Unagreement and Modifiers: Implicatures for typologies of pronouns," Ivona Ilic (Humboldt-Universität zu Berlin, Germany)
P2-65	"On the Interaction of Multidominance and Ellipsis," Barbara Citko[1], Martina Gračanin-Yuksek[2] ([1]University of Washington, USA. [2]Middle East Technical University, Turkey)
P2-66	"You don't need a definite article to have a DP: A view from Telugu domain of N and A," Aida Talić (University of Illinois Urbana-Champaign, USA)
P2-67	"Non-discourse-configurationality in Imbabura Kichwa," Chihiro Taguchi, Jefferson Saransig (University of Notre Dame, USA)
P2-68	"Rule ordering is free: a case study of extraction out of ellipsis," Chizuru Nakao1, Miki Obata2 (1University of Tokyo, Japan. 2Hosei University, Japan)
P2-69	"Topic-Based and Minimalist Analysis of Copula Clauses in Polish," Danuta B Allen (University of Michigan, USA)
P2-70	"Neutral and Non-Canonical Questions in Dschang," Colin Brown, Harold Torrence, Blake Lehman (University of California Los Angeles, USA)

SSILA - Orthography

10:30am - 12:00pm

Room: Liberty 3, 3rd Floor

Track:	**SSILA**

10:30	"Orthography development in the Amazonian indigenous context: The case of Panãra," Myriam Lapierre (University of Washington)
11:00	"The historical development of the Colonial Valley Zapotec orthography," George Aaron Broadwell (University of Florida)
11:30	"Spelling in dictionary construction: principles and process for nxaʔamxčín nwwáwlxtnt," nxaʔamxčín Dictionary Team (University of Victoria, Indigenous Education)

ADS - Session 6: Panel 2 - Towards an Inclusive Dialectology: Developing an Agenda for Research on Minoritized Dialects

10:30am - 12:20pm

Room:	Sugar Hill, Lower Level
Chairs:	Erica J. Benson, Robert Bayley
Track:	**ADS**

10:30	"Introductory remarks," Robert Bayley (University of California), Davis; Erica J. Benson (University of Wisconsin, Eau Claire)
10:40	"Bridging structure and social meaning in African American Language," J. Michael Terry (University of North Carolina, Chapel Hill), Lisa J. Green (University of Massachusetts, Amherst)
11:00	"Language in U.S. Latinx communities: Perspectives for inclusive dialectology," Phillip Carter (Florida International University), Lydda López-Valdez (University of Miami)
11:20	"Globalization, localization and minoritized languages in North America," Michael Picone (University of Alabama)
11:40am	"(Socio)linguistics–What is it good for? A case for liberatory linguistics," Anne H. Charity Hudley (Stanford University), Dan Villarreal (University of Pittsburgh), Aris M. Clemons (University of Tennessee)
12:00	Q&A session

LSA - Silent Auction – Benefitting the Centennial Student Fund

11:00am - 5:30pm

Room:	Metropolitan Foyer

Bring your items to donate on Thursday and Friday; bid on treasures donated by others on Saturday. In all cases, you'll be supporting student participation in future LSA meetings.

You don't have to wait for the auction to donate to the Centennial Student Fund! Go to www.linguisticsociety.org/donate **and click on Centennial Student Fund in the drop-down menu.**

LSA - Pop-Up Mentoring Program

11:30am - 12:30pm

Room:	Bowery, Lower Level
Organizer:	Hadas Kotek
Track:	**LSA Committee/SIG**

Saturday, January 5 – Afternoon

LSA - Invited Plenary Address

12:30 - 1:30pm

Room: Metropolitan East
Track: **LSA Plenary**

"What we can do with what we know about how language works,"

Emily M. Bender (Professor of Linguistics and an Adjunct Professor in the School of Computer Science and the Information School, University of Washington)

Linguistics is the study of how language works—as an abstract system and also in face to face conversation, in its acquisition, and in communities. Language, in turn, permeates human experience: we build relationships, communities, and both informal and formal social structures with language. We use language in education, medicine, law, politics, commerce and many many other consequential domains, while language ideologies and linguistic discrimination are also always at play. Together this means that linguists' knowledge of how language works is immediately applicable and valuable in addressing many pressing societal issues. Indeed, there is a long tradition in our field of linguistic advocacy, pushing back against linguistic discrimination, protecting the linguistic rights of deaf children, and leading community-driven language reclamation, among other things.

In my own experience, the applicability of my knowledge of how language works has been particularly salient in both my research on the societal impacts of language technology (and the regulatory implications thereof) and in my work combatting AI hype through public scholarship. In this talk, I will reflect on how I have drawn on my training in syntax, semantics and sociolinguistics in these activities.

I began by working to bring linguistics into natural language processing (NLP), writing textbooks providing actionable information about morphology, syntax, semantics and pragmatics for NLP practitioners. I also advocated for clear statements of what language is under study to de-center English as the default language. Then I moved to theorizing how sociolinguistic variation as well as the symbolic nature of human languages illuminate possible harms associated with the use of language technology—and suggest how they can be mitigated. My work on the AI hype front began with using the conception of language as a system of signs to confront claims that large language models (the technology underlying ChatGPT) "understand" language.

These threads came together in my co-authored paper "On the Dangers of Stochastic Parrots: Can Language Models Be Too Big? 🦜 ", which we wrote in response to the trend, already evident in 2020, of tech companies pursuing ever larger language models. We asked: what are the risks associated with this path? The paper became the subject of intense media coverage when Google fired my co-authors. That experience provided me both with a first-hand lesson in the value of academic freedom and a crash-course in navigating media attention. Both have been instrumental in helping me use my linguist's training to challenge further damaging AI hype following the release of ChatGPT.

Scholarship is inherently political. Embracing that for me has meant using my scholarship on how language works to strive to address the harms of AI hype and to advocate for more conscientious development and regulation of language technology. It has also meant working to hold space for other linguists to build advocacy into their scholarship. What does it mean for you?

SSILA - Language Revitalization 2

1:00 - 2:00pm

Room: Liberty 3, 3rd Floor
Track: **SSILA**

1:00   "Reviving Waccamaw Siouan: Reconciling Ethics, Indigenous Epistemologies, and Colonial Data Archives," Addie Sayers (University of North Carolina Wilmington), Ellie Passmore (University of North Carolina Wilmington) & Julien Bradley (University of North Carolina Wilmington)

1:30   "Interpreting and encoding historical variation in a modern Wendat dictionary," Megan Lukaniec (Huron-Wendat Nation; University of Victoria)

SSILA - Phonetics and Phonology

1:00 - 2:00pm

Room: Liberty 4, 3rd Floor
Track: **SSILA**

1:00   "Phonological Adaptations of Spanish Loanwords in San Cristóbal Lachirioag Zapotec," Michael Galant (California State University Dominguez Hills)

1:30   "Pre-aspiration in Hidatsa is not pre-aspiration," John Boyle (California State University Fresno), Armik Mirzayan (University of Virginia) & Briar Scott (University of Virginia)

ADS - Poster Session

1:00 - 2:00pm

Room: Online in Gather
Track ADS

ADS P1   "I have thoughts pero like I'll keep them to myself": pero like as a resource for stance-taking among heritage Spanish speakers," Kristen Fleckenstein, Coastal Carolina University; Juliet Huynh, University of Wisconsin-Madison

ADS P2   "Which witch?: The merger of /ʍ/ and /w/ over time," Rachyl Hietpas, University of Wisconsin-Madison; Norah Howell, University of Wisconsin-Madison

ADS P3   "From spider to skillet: Diachronic methods applied to the LAP," Nour Kayali, University of Kentucky; Eleanor Wren-Hardin University of Kentucky

ADS P4   "Page 7A: Looking at the hand drawn home layouts in the Linguistic Atlas Project," Catherine Mott, University of Kentucky

ADS P5   "Social proximity and "things like that"," Amanda Payne, Haverford College

ADS P6   "Cross-study reliability of neural network auto-coders for rhoticity," Brandon Prickett, University of Massachusetts, Amherst; Sarah Gupta, AWS AI Labs; Monica Nesbitt, Indiana University; Joe Peter, University of Massachusetts, Amherst; James Stanford, Dartmouth University

ADS P7   "Vowel patterning in four regions of Manitoba, Canada," Nicole Rosen, University of Manitoba; Lisa Sullivan, University of Manitoba

ADS P8   "An American portrait of Italian dialects: A guide to "The White Lotus" season two," Giulio Scivoletto, University of Catania

ADS P9   "There are no dialects in Russian, say native speakers," Alexandra Serbinovskaya, Oklahoma State University

ADS P10   ""For this recipe, you'll need…": The food blog as a mocked register," Eleanor Wren-Hardin, University of Kentucky

ADS P11   "Raising via PRIDE lowering in Michigan," Caroline Zackerman, Michigan State University; Betsy Sneller, Michigan State University

LSA - Sentence Processing/Experimental Syntax

2:00 - 3:30pm

Room: Bowery, Lower Level
Chair: Marten van Schijndel
Track: **LSA Abstract**

2:00   "Processing Turkish case markers: Implications for the Case Containment Hypothesis," Metehan Oğuz, Elsi Kaiser (University of Southern California, USA)
2:30   "Pronominal and reflexive resolution in noncomplementary environments," Lucas Fagen, Ming Xiang (The University of Chicago, USA)
3:00   "Comparing simple and complex Turkish reflexives: Effects of semantic and syntactic factors," Metehan Oğuz, Elsi Kaiser (University of Southern California, USA)

LSA - Morpho-Syntax II

2:00 - 3:30pm

Chelsea, Lower Level
Chair: Sharon Bulalang
Track: **LSA Abstract**

2:00   "Morpheme-specific nasal harmony in Atchan," Katherine Russell (UC Berkeley, USA)
2:30   "Formalizing syntactically conditioned morphological processes over strings," Andrija Petrovic (Stony Brook University, USA)
3:00   "The CΔG and Polish causative/anticausative deadjectival verbs," Joshua Dees, Katie VanDyne, Anna Romaniuk (The University of Illinois Urbana-Champaign, USA)

LSA - First Americans/Nations and the Linguistic Society of America: Past, Present and Future

2:00 - 5:15pm

Room: Empire East, 2nd Floor
Type: Symposium
Organizer: Adrienne Tsikewa (Zuni Pueblo; University of California, Santa Barbara)
             Christina Newhall (Native Village of Unga; University of Arizona)
Speaker: Adrienne Tsikewa (Zuni Pueblo; University of California, Santa Barbara)
             Charlotte Logan (Akwesasne Mohawk; Cornell University)
             Mskwaankwad Rice (Anishinaabe, Wasauksing First Nation; University of Minnesota)
             Christina Newhall (Native Village of Unga; University of Arizona)
             Jaeci Hall (Tututni, Coquille Indian Tribe)
             X̱ʹunei Lance Twitchell (Tlingit; University of Alaska Southeast)
             Megan Lukaniec (Huron-Wendat Nation; University of Victoria)
             Barbra Meek (Comanche; University of Michigan)
             Ofelia Zepeda (Tohono O'odham; University of Arizona), Discussant
Track: **LSA Organized Session**

P1   On Balance in Relationships with Indigenous Language Communities
P2   Deterrents and Supports for Indigenous Students of Linguistics
P3   Challenging Academic Edification Through Indigenous Resiliency
P4   Indigenous Methodology in Linguistics – Success through articulating and respecting end goals
P5   Sharpening the Master's Tools: Indigenizing Education Towards Equity
P6   Looking back and looking forward: Reflections on Wendat language and linguistics
P7   Reflections on being a Comanche linguist, but not a linguist of Uto-Aztecan languages

LSA -Queer Linguistics

2:00 - 3:30pm

Room: Empire West, 2nd Floor
Chair: Uri Horesh
Track: **LSA Abstract**

2:00   ""She coughs like a man": Acoustic cues to gender in non-speech sounds of transgender female voices," Sif Voronova-Baker, Alexandra Pfiffner (University of California, Berkeley, USA)
2:30   "#Bi Twitter: A keyness analysis of bisexual discourses on Twitter," Chloe Willis, Simon Todd (University of California Santa Barbara, USA)
3:00   "Slur reclamation and metalinguistic discourse among LGBTQ speakers," Allison T Casar (University of Illinois at Urbana-Champaign, USA)

LSA - Sound Categories

2:00 - 3:30pm

Room: Flatiron, Lower Level
Chair: Jeff Holliday
Track: **LSA Abstract**

2:00   "Homophones Enhance Cross-dialect Phonological Interference," Wenqi Zeng (University of Iowa, USA)
2:30   "Multi-way assimilation of English vowels by L1 Spanish listeners : Consequences for phonetic category representations," Matthew T Carlson, Eli Anderson (Penn State University, USA)
3:00   "Speech Categorization in Linguistically Diverse Communities," Ethan Kutlu (University of Iowa, USA)

LSA - Acquisition I

2:00 - 3:30pm

Room: Gramercy, Lower Level
Track: **LSA Abstract**

2:00   "Comprehension of Complex Syntactic Structures in Southern Varieties of American English," Christiana Christodoulou (University of Mississippi, USA)
2:30   "Development of small big ideas through scaffolding story contexts: Evidence from set-subset recursive adjectives in child English," Deborah Foucault1, Adina Camelia Bleotu2, Usha Lakshmanan3, Tom Roeper4 (1UMass Amherst, USA. 2University of Bucharest, Romania. 3Southern Illinois University, USA. 4UMass Amherst, United Kingdom)
3:00   "Exploring multimodal approaches teachers used in initiating speak-together activity in K-3 novice Mandarin immersion classrooms," Yifei Wang (University of California, Los Angeles, USA)

LSA - Semantics I

2:00 - 3:30pm

Room: Lenox, 2nd Floor
Track: **LSA Abstract**

2:00   "Wh-reduplication in Korean and Khalkha Mongolian," Seoyeon Jang, Jun Jie Lim (University of California San Diego, USA)

2:30   "*Numerous*-like predicates in bare plural generics," Lorenzo Pinton[1], Janek Guerrini[2] ([1]Massachusetts Institute of Technology, USA. [2]École Normale Supérieure, France)

3:00   "Culmination implicatures are not implicatures: a Salish perspective," Sander Nederveen (University of British Columbia, Canada)

LSA - Advances in the study of signed language phonological change

2:00 - 5:15pm

Room:	New York East, 3rd Floor
Type:	Workshop
Organizer:	Justin Power (University of Texas at Austin, Austin, Texas)
	David Quinto-Pozos (University of Texas at Austin, Austin, Texas)
	Danny Law (University of Texas at Austin, Austin, Texas)
Speaker:	Harry Van der Hulst (University of Connecticut)
	Ted Supalla (Georgetown University)
	Justin Power (University of Texas at Austin)
	David Quinto-Pozos (University of Texas at Austin)
	Danny Law (University of Texas at Austin)
	Hope Morgan (Radboud University)
	Victoria Nyst (Leiden University)
	Diane Brentari (University of Chicago)
	Erin Wilkinson (University of New Mexico)
Track:	**LSA Organized Session**

P1   Why do sign languages lack allomorphy rules?
P2   Reframing historical change: From cognitive constraints to cyclic reanalysis
P3   Sequential structure and diachronic assimilation in monomorphemic signs
P4   Examining synchronic featural differences in phonological variants of signs for clues to diachronic change
P5   Women on the left, men on the right: Artificial signs, diachronic change, and gendered laterality in NGT and VGT

LSA - The ethics of peer review in linguistics

2:00 - 5:15pm

Room:	New York West, 3rd Floor
Type:	Symposium/Tutorial
Organizer:	Joe Salmons (University of Wisconsin, Madison, WI)
Sponsor:	Ethics Committee, Editors of Language
Speaker:	Dr. John Beavers (University of Texas at Austin, Austin, TX)
	Dr. Shelome Gooden (University of Pittsburgh, Pittsburgh, PA)
	Dr. Claire Bowern (Yale University, New Haven, CT)
	Dr. Emily Bender (University of Washington, Seattle, WA)
	Dr. Colleen Fitzgerald (North Dakota State University, Fargo, ND)
	Dr. Alexandra D'Arcy (University of Victoria, Victoria, BC, Canada)
	Dr. Jeff Good (University at Buffalo, Buffalo, NY)
Track:	**LSA Organized Session**

P1   Ethics in peer review for journals
P2   The review process across different kinds of subject areas and publication types
P3   Incorporating ethical considerations directly into the peer review process
P4   Ethical considerations in the peer review of grant proposals
P5   Peer review and access
P6   Ethical issues in review for tenure, promotion, and awards

LSA - Syntax I

2:00 - 3:30pm

Room: Riverside BR, 3rd Floor
Chair: Carol Rose Little
Track: **LSA Abstract**

2:00   "Cyclic movement and copy deletion in Swahili relative clauses," Zhendong Liu (University of Southern California, USA)
2:30   "Mandarin verb echo answers: (remnant) phrasal movement and semantic effects," Zhuo Chen (The Chinese University of Hong Kong, Hong Kong)
3:00   "Pseudo-Sluicing in Hijazi Arabic: A Hybrid Account," Aisha Fuddah[1], Hamid Ouali[2] ([1]University of Wisconsin-Milwaukee, USA. [2]University of Wisconsin-Milwauke, USA)

LSA - Formal Language Theory in Morphology and Phonology

2:00 - 5:15pm

Room: Riverside Suite, 3rd Floor
Type: Symposium
Organizer: Jeffrey Heinz (Stony Brook University)
      Scott Nelson (Stony Brook University)
      Jon Rawski (San Jose State University)
Speaker: Jeffrey Heinz (Stony Brook University)
      Jane Chandlee (Haverford College)
      Adam Jardine (Rutgers University)
      Scott Nelson (Stony Brook University)
      Tatevik Yolyan (Rutgers University)
      Connor Mayer (UC Irvine)
      Andrew Lamont (University College London)
      Yang Wang (UC Los Angeles)
      Magdalena Markowska (Stony Brook University)
      Caleb Belth (University of Utah)
Track: **LSA Organized Session**

P1   Tutorial on Morpho-phonological Analysis with Logic and Model Theory
P2   Weak Determinism and Simultaneous Application via Boolean Monadic Recursive Schemes
P3   One (semi)ring to rule them all: Reconciling categorical and gradient models of phonotactics
P4   Optimality Theory is not computable
P5   What does formal language theory tell us about the nature of reduplication?
P6   Empirical and theoretical arguments for using phonological features for the learning of sequential functions
P7   The Interaction Between Learning Algorithms and Formal Language Theory

LSA - Language Evolution & Typology

2:00 - 3:30pm

Room: Sutton Place, Lower Lobby
Track: **LSA Abstract**

2:00   "Morphosyntactic reconfiguration among younger speakers of Kalaallisut (West Greenlandic)," Jessica Kantarovich (The Ohio State University, USA)
2:30   "Do societies of strangers speak less complex languages?" Olena Shcherbakova[1], Susanne Maria Michaelis[1], Hannah J. Haynie[2], Sam Passmore[3], Volker Gast[4], Russell D. Gray[5,6], Simon J. Greenhill[7,1], Damián E. Blasi[8,1,9], Hedvig Skirgård1

([1]Department of Linguistic and Cultural Evolution, Max Planck Institute for Evolutionary Anthropology, Germany. [2]Department of Linguistics, University of Colorado Boulder, USA. [3]Evolution of Cultural Diversity Initiative, School of Culture, History and Language, College of Asia and the Pacific, The Australian National University, Australia. [4]Department of English and American Studies, Friedrich-Schiller University of Jena, Germany. [5]Max-Planck-Institute for Evolutionary Anthropology, Department of Linguistic and Cultural Evolution, Germany. [6]School of Psychology, University of Auckland, New Zealand. [7]School of Biological Sciences, University of Auckland, New Zealand. [8]Department of Human Evolutionary Biology, Peabody Museum, Harvard University, USA. [9]Human Relations Area Files, Yale University, USA)

3:00   "The Order of OVX and the Argument-Adjunct Distinction," <u>Hisao Tokizaki</u>[1], Yasutomo Kuwana[2] ([1]Sapporo University, Japan. [2]Asahikawa Medical University, Japan)

SSILA - Syntax 3

2:00 - 3:30pm

Room: Liberty 3, 3rd Floor
Track: **SSILA**

2:00   "Analyzing the argument structure of three MVCs in Hul'q'umi'num' Salish," Lauren Schneider (Simon Fraser University) & Rosemary Webb (University of Victoria)
2:30   "Demonstratives in San Cristóbal Lachirioag Zapotec," Hannah Lippard (University of California Los Angeles)
3:00   "Personal Pronoun Distribution in Macuiltianguis Zapotec," John Foreman (University of Texas Rio Grande), Paula Margarita Foreman & Jaquelina Martínez Pérez

SSILA - Morphology 3

2:00 - 3:30pm

Room: Liberty 4, 3rd Floor
Track: **SSILA**

2:00   "On the face of it: A first look at body-part grammar in Me'phaa," Madeleine Stewart (University of Texas at Arlington), Eutropia Rodriguez & Philip Duncan (University of Kansas)
2:30   "Revitalizing the graded past tense system of Southern Hill Nisenan," Skye Anderson (Shingle Springs Band of Miwok Indians Language Department)
3:00   "'Deceased referent' as a grammatical category in languages of Amazonia," Tyler Dickenson (University of Texas at Austin) & Patience Epps (University of Texas at Austin)

NAAHoLS - Linguists and their Contributions

2:00 - 3:30pm

Room: Madison Square, Lower Lobby
Chair: Hope C. Dawson
Track: **NAAHoLS**

2:00   "William Dwight Whitney's theory of the origin of language and its relevance to his study of the nature of language and the science of linguistics," Joseph L. Subbiondo (California Institute of Integral Studies)
2:30   "Deep structure: Past, present, and future," Jared Desjardins (University of Colorado, Boulder)
3:00   "Bliss's Semantography: The creation and crippling of a Utopian auxiliary semasiography," Peter T. Daniels (Independent Scholar, Jersey City, NJ)

ADS - Session 7: Language and the Media and IT

2:00 - 4:30pm

Room: Sugar Hill, Lower Level
Chair: Alexandra Serbinovskaya
Track: **ADS**

2:00   "The path to becoming a public linguist," Valerie Fridland, University of Nevada, Reno
2:30   "The past temporal reference verb forms of broadcast standard American English," Brian José, ((The Center for Language Education Research at) Indiana State University
3:00   "Awebo la vieja skuela: A corpus-driven examination of language contact and alternative orthographies in US-Latin hip hop comments," Matt Garley, York College and the Graduate Center, CUNY.
3:30   "On determining the "Southernness" of vowel orientations: A Southern Vowel Shift Index (SVSI), Ryan Dekker, Arizona State University
4:00   "Mapping the stochastic parrot: ChatGPT as a tool for dialectological inquiry," Ian schneider, The Pennsylvania State University

LSA - Preliminary call for East Asian Languages Interest Group: linguistic research with historical perspective

2:00 - 3:30pm

Room: Park 1, 5th Floor
Chair: Kyoko Sano
Track: **LSA Committee/SIG**

This call is for a new interest group focusing on unique linguistic features of East Asian languages and their historical breadth. This interest group will represent a linguistic research community in LSA to advance knowledge of East Asian languages and their historical development by promoting and supporting linguistic research. All interested scholars of any subfields are welcome to join, learn more about this group, and help us support teaching and learning of East Asian languages. For more information, please contact Kyoko Sano at sano@uw.edu.

P1   Edith Aldridge, Institute of Linguistics, Academia Sinica, Taiwan. TITLE: "Proto-Austronesian morphosyntactic reconstruction"
P2.   John Whitman, Cornell University. TITLE: "Vowel harmony in OJ and Proto-Japonic"
P3.   Zev Handel, University of Washington. TITLE: "Writing systems and script borrowing in East Asia"
P4.   John R. Bentley, Northern Illinois University. TITLE: "The Japanese historical linguistics and its written representation"
P5.   John Bundschuh, Swarthmore College. TITLE: "Shifts in Kundokubun and Japanese Translation"
P6.   Kyoko Sano, University of Washington. TITLE: "Old Japanese emphatic construction"

LSA - Experimental Syntax

3:45 - 5:15pm

Room: Bowery, Lower Level
Chair: Xiaomeng Ma
Track: **LSA Abstract**

3:45   "Perspectives and Chinese reflexives: An experimental investigation," Jun Lyu[1], Elsi Kaiser[2], Hongchen Wu[3] ([1]Peking University, China. [2]University of Southern California, USA. [3]Georgia Institute of Technology, USA)

4:15	"Where word order and object marking intersect: Differential object marking in Copala Triqui," Lauren Clemens[1], Jamilläh Rodriguez[2], Rebecca Tollan[3] ([1]University at Albany, USA. [2]University of North Carolina at Chapel Hill, USA. [3]University of Delaware, USA)
4:45	"Syntax in 300ms?: An EEG study on rapid parallel visual presentation in English," Dustin A Chacón, Donald Dunagan (University of Georgia, USA)

LSA - Acquisition & Learnability II

3:45 - 5:15pm

Room:	Chelsea, Lower Level
Chair:	Anne Michelle Tessier
Track:	**LSA Abstract**

12:00	"Cues for verb-finality in child-directed and adult-directed Dutch," Aleksei I Nazarov (Utrecht University, Netherlands)
12:30	"What Language Models Can Tell Us About Learning Adjectives," Megan Gotowski[1], Forrest Davis[2,1] ([1]MIT, USA. [2]Colgate University, USA)
1:00	"Children's regularization increases when variation resembles speech errors," Yiran Chen, Kathryn Schuler (University of Pennsylvania, USA)

LSA - Diaspora

3:45 - 5:15pm

Room:	Empire West, 2nd Floor
Chair:	Daniel Davis
Track:	**LSA Abstract**

3:45	"Multiple Ways to Do Authenticity: A Case Study of a Diasporic Speaker," Marie Tano (Stanford University, USA)
4:15	"Whose English variety matters?: Intersection of race and ethnicity in negotiating African identity in the US," PraiseGod Akinyele Aminu (University of Pittsburgh, USA)
4:45	"(Canceled) Ethnic visibility and ethnolinguistic repertoires: Dearborn English and the hijab," Iman Sheydaei Baghdadeh (University of Michigan, USA)

LSA - Speech: Computers & Humans

3:45 - 5:15pm

Room:	Flatiron, Lower Level
Chair:	Sreeparna Sarkar
Track:	**LSA Abstract**

3:45	"Real versus imagined addressees: Prosodic differences across human- and device-directed speech," Michelle Cohn[1], Anne Pycha[2], Georgia Zellou[1] ([1]University of California, Davis, USA. [2]University of Wisconsin, Milwaukee, USA)
4:15	"Incorporating Sociolinguistic Insights and Techniques to Enhance AI Based Methods for Audio Deepfake Detection: An Interdisciplinary Approach," Christine Mallinson[1], Vandana Janeja[1], Sara Khanjani[1], Lavon Davis[1], Noshaba Basir Bhalli[1], Chloe Evered[2], Kiffy Nwosu[3] ([1]University of Maryland-Baltimore County, USA. [2]Georgetown University, USA. [3]Rochester Institute of Technology, USA)
4:45	"Do speech models develop human-like perception? A comparison between English stop voicing classification by humans and wav2vec2," Suyuan Liu (University of British Columbia, Canada)

LSA - Acquisition II

3:45 - 5:15pm

Gramercy, Lower Level
Track: LSA Abstract

3:45   "Second Language Acquisition of Cantonese Universal Quantifiers," Margaret Lei (The Chinese University of Hong Kong, Hong Kong)
4:15   "Comparing productive and receptive abilities with Spanish periphrastic and se-passives in second language learners," Erin Mauffray, Victoria Mateu (UCLA, USA)
4:45   "The garden path not taken: Predictive aural processing of Mandarin sentences by L1, L2, and heritage speakers," Vanessa Sheu, Elaine Francis (Purdue University, USA)

LSA - Semantics II

3:45 - 5:15pm

Room: Lenox, 2nd Floor
Chair: Maura O'Leary
Track: **LSA Abstract**

3:45   "The things that we can(not) exclaim!," Maria Esipova (University of Konstanz, Germany)
4:15   "Disjunction in Ket: Another lexicalized scope contrast," Ilsa O'Rollins, Virginia Dawson, Edward Vajda (Western Washington University, USA)
4:45   "Determining the scope of Tagalog clitic adverbs," Henrison Hsieh[1], Michael Yoshitaka Erlewine[2,3] ([1]Hong Kong Polytechnic University, Hong Kong. [2]University of Helsinki, Finland. [3]National University of Singapore, Singapore)

LSA - Syntax: Argument Structure II

3:45 - 5:15pm

Room: Riverside BR, 3rd Floor
Chair: Yining Nie
Track: **LSA Abstract**

3:45   (Canceled) "On the Syntactic Status of Implicit Arguments in UG: Greek as a Case Study," Nikos Angelopoulos[1], Chris Collins[2], Dimitris Michelioudakis[3], Arhonto Terzi[4] ([1]University of Crete, Greece. [2]NYU, USA. [3]Aristotle University of Thessaloniki, Greece. [4]University of Patras, Greece)
4:15   "Two Voices Calling Out as One: A Split Voice Analysis of Javanese Passives," Jian Cui, Jack Isaac Rabinovitch (Harvard University, USA)
4:45   "Voice and the variable position of auxiliaries in colloquial Jakartan Indonesian," Keely New (Massachusetts Institute of Technology, USA)

LSA - Sociolinguistics & Corpus Linguistics

3:45 - 5:15pm Saturday

Room: Sutton Place, Lower Lobby
Chair: Magda Sevcikova
Track: **LSA Abstract**

3:45   "Lexical frequency drives morphosyntactic idiosyncrasy - evidence from Spanish subject pronouns," Dr. Danielle Dionne, Daniel Erker (Boston University, USA)

4:15   "Who will change how they speak? Revisiting future temporal reference in Acadian French," <u>Basile Roussel</u>[1], Jeffrey Lamontagne[2] ([1]Université de Moncton, Canada. [2]Indiana University Bloomington, USA)

4:45   "Corpus evidence that Common Ground shapes attributive versus predicative use of adjectives," <u>Lelia M Glass (</u>Georgia Institute of Technology, USA)

SSILA - Phonology

3:45 - 5:15pm

Room: Liberty 3, 3rd Floor
Track: **SSILA**

3:45   "The Syllable Structures of Santa Ana Zegache Zapotec," Jesús González Franco (University of Arizona, California State University Dominguez Hills)

4:15   "The Phonological Behavior of the Coda /z/ in Copala Triqui," Jessica Holtz (University at Albany, State University of New York)

4:45   "Prosodic Words and Syntactic Clause Boundaries: A Case Study from Choctaw," Jonah Wolf (University of Florida)

SSILA - Historical Linguistics

3:45 - 5:15pm

Room: Liberty 4, 3rd Floor
Track: **SSILA**

3:45   "Pit River Verb Stems and Shastan Prehistory," Bruce Nevin (The Endangered Language Fund)

4:15   "Dialect Evolution in Fort Chipewyan Denesųłiné from 1928 to 2023," Josh Holden (Athabasca Chipewyan First Nation) & Michelle Voyageur (Athabasca Chipewyan First Nation)

4:45   "Testing models of dialect diffusion using legacy language materials" Maziar Toosarvandani (University of California Santa Cruz) & Hannah J. Haynie (University of Colorado Boulder)

NAAHoLS - Business Meeting

3:45 - 5:15pm

Room: Madison Square, Lower Lobby
Track: **NAAHoLS**

LSA - Endangered Language Fund (ELF)

3:45 - 5:15pm

Room: Park 1, 5th Floor
Chair: Mizuki Miyashita
Track: **LSA Committee/SIG**

You are invited to the meeting of the Endangered Language Fund (ELF).

ADS - Session 8: Perceptions/Identity

4:45 - 6:45pm

Room: Sugar Hill, Lower Level

Chair:	Aidan Malanoski
Track:	**ADS**

4:45   "The interplay of dialect and legal profession in the courtroom," Sharese King, University of Chicago; Marisa Casillas Tice, University of Chicago

5:15   "Quantifying features at different levels of variation: the language practices of AAE-speaking high-schoolers" Li-Fang Lai, Pomona College; Gaby Poplawski, Pomona College; Nicole Holliday, Pomona College

5:45   "How do you hear a place?: The effect of indexical strength of place-linked associations on regional US dialect classification," Katie Carmichael, Virginia Tech; Annette D'Onofrio, Northwestern University

6:15   "Enregistering "the North:" Its otherly language, geography, and demeanor according to the American East," Patrick Gehringer, University of Kentucky

Saturday, January 6 – Evening

SSILA - Business Meeting

5:30 - 7:00pm

Room:	Liberty 3, 3rd Floor
Chairs:	Mary S. Linn, Jack B. Martin
Track:	**SSILA**

LSA - Awards Ceremony and Fellows Induction

5:30 - 7:00pm

Room:	Metropolitan East

LSA Presidential Address

7:00 - 8:00pm

Room:	Metropolitan East

"Seeing linguistic systems as intellectual, aesthetic, and expressive achievements," Anthony C. Woodbury (Jesse H. Jones Regents Professorship in Liberal Arts, University of Texas, Austin)

[A]ny language is a supreme achievement of a uniquely human collective genius, as divine and endless a mystery as a living organism. –Michael Krauss (1992: 8)

Linguists in the last century have focused intensely on two complementary questions: What do all lexico-grammatical codes hold in common, due perhaps to their origins in human biology or sociality or environment? And what is the extent and limit of variation across codes, again due, perhaps, to those same conditions? Typologists sometimes frame it more broadly by asking "What's where why?" (Bickel, 2007; see also Nichols 1992). That is, how are linguistic features and differences distributed across the globe and how do these distributions reflect not only universal linguistic design and tendencies, but also geography, language family relationship, and prehistoric and contemporary patterns of contact and communication?

But alongside seeing linguistic systems as instances of the general principles or patterns we may discover, it is also worth looking at the linguistic constitution, the historical trajectory, and the discursive use and evaluation of each actual bundling of linguistic features, seeing it as people's intellectual, aesthetic, and expressive achievement. It is a lot to demonstrate, and remains

incomplete, but I'd like here to take some steps for pursuing this vision through language documentation and description. They include:

Striving for descriptions of linguistic systems 'on their own term,' emphasizing perspicuity and looking for pervasive plan and unique design, what Sapir (1921) and others have called the 'genius of a language';

Exploring the actual historical persistence of putatively "non-canonical" configurations of features of form or of category, whether linked together or separate (e.g., productive, lexically-dense suffixation in Unangan-Yupik-Inuit languages alongside a virtual absence of compounding, and suffixes developing from suffixes, not from words or stems Woodbury 2017);

Understanding creative practices of speech play, verbal art, and other heightened forms of speech that depend on specific lexico-grammatical set-ups; e.g., Hale (1992) on Damin speech in Lardil; Woodbury (1998) on Cup'ik expressive suffixation)

Documenting historically persistent and areally widespread poetic practices and connecting them with features of linguistic systems (e.g., Law & Hull 2019 on the persistence of parallelism in Mayan ritual language over time; Epps 2023 on effects of ritual specialist discourse in Amazonia on lexical diffusion and change);

Documenting and influencing speakers' awareness of grammatical systems (e.g., differential awareness of tone across Laotian languages, Zuckerman & Enfield 2023; Chatino speaker-linguists teaching tonal writing to young speakers as part of linguistic activism and consciousness-raising: de los Santos 2023, Cruz et al. 2023)

I think pursuits like these are valuable in themselves. But I also hope they may get us closer to seeing linguistic systems as human achievements of intellect, expression, and poetry; and documenting how that is so. I think they also respond to our founding disciplinary charter, as a science that accesses and celebrates human intellectual achievement and in so doing contributes to intellectual justice.

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Zuckerman, Charles H. P. & Enfield, N. J. 2023.The limits of thematization. Journal of Linguistic Anthropology. 00 (0):1-30.

LSA - Presidential Reception

8:00 - 9:00pm

Room: Empire East & West, 2nd Floor

Sunday, January 7 – Morning

LSA - Poster Session 3

8:30 - 10:00am

Room: Central Park East & West, 2nd Floor
Chair: Kristine Yu
Track: **LSA Poster Hall**

P3-1   "A case study of written code-switching by Japanese Americans," Ema Goh, Hongchen Wu (Georgia Institute of Technology, USA)

P3-2   "Words are syntactically distributed for efficient use: Evidence from syntactic neighborhood density," Phillip G Rogers (University of Pittsburgh, USA)

P3-3   "Native Language Identification Using Collocations as Features," Haiyin Yang (University of Florida, USA)

P3-5   "Morphosyntactic convergence in Dakkhini Urdu- reanalysis and lexical innovation in the pronominal paradigm," Natasha Thalluri (Harvard University, USA)

P3-6   "Interactive second arguments in Ancient Greek: Evidence for constructional merger," Silvia Luraghi (University of Pavia, Italy)

P3-7   "Turning night into day: Milieus and Semantic Change - or not - in Albanian," Lindon Dedvukaj, Brian D. Joseph (The Ohio State University, USA)

P3-8   "Epistemic Modality and Predicate Nominalization: The Diachrony of Japanese -*aku,*" John Bundschuh (Swarthmore College, USA)

P3-9   "One meaning or two? The role of referential contrast in the learning of homophones and superordinate terms," Daoxin Li, John Trueswell (University of Pennsylvania, USA)

P3-10   "Bootstrapping adjective meaning," Arlen Beyer, Ryan Hale, Grace Pierantoni, Kaitlyn Harrigan (William & Mary, USA)

P3-11   "Comprehension of Negated and Counterfactual Constructions in Children Aged 2 and 3," Maxime A. Tulling[1], Maya Orey[2], Ailís Cournane[2] ([1]Université de Montréal, Canada. [2]New York University, USA)

P3-12   "A Journey within a Journey: Creating an Educational Storybook from an Oral Folktale," Stephanie Bak[1], Sabrynne Lapay Yu[1], Lawrence Ma[1], Michelle Wang[1], Fransiskus X. Mbete[2], Grace B. Wivell[1] ([1]Stony Brook University, USA. [2]N/A, Indonesia)

P3-13   "Modeling the Sustainability of Guam's CHamoru Studies Programs," David Ruskin[1], Jimmy Teria[2] ([1]University of Guam, Guam. [2]Guam Department of Education, Guam)

P3-14   "Alignment of grammatical function and morphological case in the usage of nominative object constructions," Juyeon Cho, Rebecca Tollan (University of Delaware, USA)

P3-15   "Two Domains for Irish Stem-Initial Consonant Changes," Jack Pruett (Georgetown University, USA)

P3-16   "Associations Between Rhythm Perception and Rhythmic Speech Production in School-Aged Children," Janina Boecher, Evan Usler (University of Delaware, USA)

P3-17   "Russian elision as lenition to zero," Liza Sulkin (Boston University, USA)

P3-18   "The *that*s You Say," Evi Judge (University of Colorado Boulder, USA)

P3-19   "Lexical Stress and Lio," Michelle Mayro (Stony Brook University, USA)

P3-20   "Durational measures of palatal stops across Australian languages," Claire Bowern, Coralie Cram, Hannah Morrison (Yale University, USA)

P3-21   "Serial Directional Evaluation of Rhythmic Reversal: Axininca," Kuo-Chiao Lin[1], Sheng-Fu Wang[2] ([1]Learning Center, Kang Chiao International School (Taipei), Taiwan. [2]Institute of Linguistics, Academia Sinica, Taiwan)

P3-22   "Revisit High Vowels and Glides in Mandarin Dialectally and Diachronically," Yexin Qu (Cornell University, USA)

P3-23   "Marginal Sequences are Licit but Unproductive," Sarah Payne (Stony Brook University, USA)

P3-24   "A Phonological Analysis of [ŋ] ↔ [∅] insertion/deletion in Hong Kong Cantonese," Suet-Ying Lam (University of Massachusetts Amherst, USA)

P3-25   "The effect of language proficiency on patterns of epenthesis by Persian learners of English," Noah Khaloo[1], Connor Mayer[2] ([1]University of California, San Diego, USA. [2]University of California, Irvine, USA)

P3-26   "Mohawk, more evidence for gradual syllabification," Andrew Lamont (University College London, United Kingdom)

P3-27   "Weakening of /k/ in Kusaal: An element-based approach," Lawrence Sandow (University of Szeged, Hungary)

P3-28   "Automatic Intonational Contour Clustering in Patwin," Anna Björklund (University of California, Berkeley, USA)

P3-29   "Perception of the question tune in Guanzhong Mandarin," Jiarui Zhang (University of Oxford, United Kingdom)

P3-30   "Integrating social information into pragmatic reasoning in real time," Andrea Beltrama, Florian Schwarz, Joyce He (University of Pennsylvania, USA)

P3-31   "Hindi-Urdu discourse particles in grounding moves," Veda Kanamarlapudi, Ahmad Jabbar (Stanford University, USA)

P3-32   "Stress assignment, focus and contrast in Camuno," Matteo Fiorini (University of Utah, USA)

P3-33   "The timing and function of word-initial pitch gestures in Australian languages," Sarah Babinski (University of Zurich, Switzerland)

P3-34   "Sentence Processing Relies on Expectations Regarding Both Meaning and Structure," Moshe Poliak[1], Saima Malik Moraleda[2,1], Edward Gibson[1] ([1]MIT, USA. [2]Harvard, USA)

P3-35   "Investigating the Role of Case Markers in Honorific Agreement Processing in Korean," So Young Lee[1], Myung Hye Yoo[2] ([1]Miami University, USA. [2]National University of Singapore, Singapore)

P3-36   "Longitudinal Development of L3 Grammatical Gender: A Virtual Eye-Tracking Study," Megan M Brown (Boston University, USA)

P3-37   "Online/offline tense-aspect sensitivity: L1-English and L1-Mandarin L2-English," Amy Y Atiles (University of Illinois at Urbana Champaign, USA)

P3-38   "The (universal) challenges of figurative language for L2 learners of English," Yoolim Kim[1], Ana Werkmann Horvat[2], Marc Allassonnière-Tang[3] ([1]Wellesley College, USA. [2]University of Osijek, Croatia. [3]Muséum National d'Histoire Naturelle (MNHN), France)

P3-39   "Scalar implicatures are sensitive to constraints on presupposition accommodation," Omri Doron, Jad Wehbe (MIT, USA)

P3-40   "Tense and aspect of *since* in New York English," Chiara Repetti-Ludlow, Zhuoye Zhao (New York University, USA)

P3-41   "Cross-linguistic comparisons on distributive universal quantification: *each*/*every* vs. *mei*," Shi-Zhe Huang[1], Tyler Knowlton[2], Florian Schwarz[2] ([1]Haverford College, USA. [2]University of Pennsylvania, USA)

P3-42   "A markedness-based account of Ersu degree constructions: comparatives, equatives and degree questions," Ying Gong (Boston University, USA)

P3-43   "The interruption puzzle with the Persian imperfective," Setayesh Dashti, Daniel Altshuler (University of Oxford, United Kingdom)

P3-44   "The two 'until's in Vietnamese," Nhu-Anh H Nguyen (CUNY Graduate Center, USA)

P3-45   "To be or not to be? An experimental study of ambiguous interpretations of Chinese approximative adverbs Chadian and Jihu," Minghua Wu[1], Hai Hu[2], Jingyan Xie[3], Patricia Amaral[4] ([1]The Hong Kong Polytechnic University, Hong Kong. [2]Shanghai Jiao Tong University, China. [3]Fudan University, China. [4]Indiana University, USA)

P3-46   "Linguistic Patterning of Laughter in Human-Socialbot Interactions," Nynaeve Perkins Booker, Michelle Cohn, Georgia Zellou (University of California, Davis, USA)

P3-47	"The sociophonetic construction of a professional teacher persona," Yunbo Mei (National University of Singapore, Singapore)
P3-48	"Copula and Auxiliary BE Variation in Broadcast Standard American English," Brian José (Indiana State University, USA. The Center for Language Education and Research at Indiana State University, USA)
P3-49	"Neutral Tone, Gender, and Place Orientation in Beijing: An Update on Beijing Professionals," Xiao Dong, Fengming Liu, Monica Nesbitt, Chien-Jer Charles Lin (Indiana University, USA)
P3-50	"Vernacular 'like' in Raleigh: Black and White speakers," Griffin Lowry, Robin Dodsworth (North Carolina State University, USA)
P3-51	"Language Attitudes and Choice in Multilingual Settings: Patterns among Tiriki Speakers," Caroline Topham, Kelvin Alulu (University of Missouri - Columbia, USA)
P3-52	"The children of globalization: Lexical and morphophonological behaviors of Third-Culture Kids," Mechelle Wu (University of Toronto, Canada)
P3-53	"You done did it now, little lady: Variation in Participle Leveling with Perfective done," Kimberley Baxter (New York University, USA)
P3-54	"Regional Variation of /l/-vocalization in African American Language," Anissa D. Gladney (University of California, Los Angeles, USA)
P3-55	"Interpreting causee in a 'permissive' causative: a case study on Teochew," Zhuosi Luo (Georgetown University, USA)
P3-56	"Agent nominalization without *of*-insertion in Setswana," Soo-Hwan Lee (New York University, USA)
P3-57	"Case and agreement in Sorani Kurdish: Evidence from deverbal nouns," Alexander Hamo[1], Saman Meihami[2] ([1]University of Pennsylvania, USA. [2]University of Arizona, USA)
P3-58	"A Reverse Asymmetry in the Applicative Construction of Kawahíva," Wesley Nascimento dos Santos (University of California, Berkeley, USA)
P3-59	"The Malayic verbal phase and Cyclic Linearization," Michael Yoshitaka Erlewine[1,2], Carly J. Sommerlot[2] ([1]University of Helsinki, Finland. [2]National University of Singapore, Singapore)
P3-60	"Reevaluating copulative compounding: the case of German," Björn Köhnlein[1], Dorian Roehrs[2] ([1]The Ohio State University, USA. [2]University of North Texas, USA)
P3-61	"Why Haitian Creole *ye*-tracing is non-verbal predicate resumption," Christopher Gaston Romero Legerme (Massachusetts Institute of Technology, USA)
P3-62	"Eastern Tamang and the NP/DP parameters," Michael Barrie, Dahoon Kim (Sogang University, Korea, Republic of)
P3-63	"Question Imperatives," Michael Donovan (Swarthmore College, USA)
P3-64	"Heterogeneous syntactic structure in Icelandic *-st* figure reflexives," Christiana Moser (University of Toronto, Canada)
P3-65	"A Syntactic Explanation of Preverbal Particle Order Variation in Indonesian Corrective Speech Acts," Andre P Batchelder-Schwab (Boston University, USA)
P3-66	"Strong vs. weak indexicals: implications for indexical shift," Sandhya Sundaresan (Stony Brook University, USA)
P3-67	"Towards a syntactic analysis of Akan familiarity markers," Travis Major[1], Augustina Owusu[2] ([1]USC, USA. [2]Boston College, USA)
P3-68	"Verb raising and licensing of subject honorific marker in Korean: an experimental study," Gyu-Hwan Lee (Seoul National University, Korea, Republic of)
P3-69	"Polarity of suppletive negation in Korean: Evidence from *yes-no* questions," Keunhyung Park (University of South Carolina, USA)
P3-70	"Nuntajɨɨyi non-DP relative clauses," Wendy Liz Arbey Lopez Marquez (UC Berkeley, USA)

ADS - Session 9: Discourse and Identity

8:30 - 10:30am

Room: Sugar Hill, Lower Level

Chairs: Charles Carson
Track: **ADS**

8:30   "Bitch! It's a discourse marker," Bruce McCleary, Rice University
9:00   "Uptalk in bilingual Mexican American narratives," Tyler Méndez Kline, University of California, Davis
9:30   "Is 'they wants' what they want? Contrasting ideologies about singular they and verb agreement on different media sources," Mechelle Wu, University of Toronto
10:00   "Yup↓: Subverting regional stereotypes with pulmonic ingressive discourse particles in Canadian Maritime English," Matt Hunt Gardner, University of Oxford

LSA - Sentence Processing: Pronouns

10:15 - 11:45am

Room: Bowery, Lower Level
Chair: Xiaomeng Ma
Track: **LSA Abstract**

10:15   "Resumptive pronouns in islands show confusability advantage effect," Ruoqing Yao[1], Anya Hogoboom[2] ([1]University of California, Santa Cruz, USA. [2]College of William and Mary, USA)
10:45   "Agreement attraction in pronominal dependencies," Emily Graham, Jeffrey Witzel (University of Texas Arlington, USA)
11:15   "The accessibility of structural and semantic cues in the processing of English weak crossover," Jun Lyu[1], Jiwon Yun[2] ([1]Peking University, China. [2]Stony Brook University, USA)

LSA - Linguistics in Academia

10:15 - 11:45am

Room: Chelsea, Lower Level
Chair: Daniel Ginsberg
Track: **LSA Abstract**

10:15   "Minding the Gap: Length of precarious employment increasing for tenure-track linguists over time," Rikker Dockum[1], Caitlin M. Green[2], Michaela Richter[3], Roma Sarathi[4], Katharine Briggs[4], Savithry Namboodiripad[5] ([1]Swarthmore College, USA. [2]Independent scholar, USA. [3]Haverford College, USA. [4]Bryn Mawr College, USA. [5]University of Michigan, USA)
10:45   "Linguistic alternatives to race in support of college admission for underrepresented groups," John Baugh (Washington University in St. Louis, USA)
11:15   "Using the IPA to encourage interest in the scientific study of language," Ellie Kaiser, Nikole Patson, Laura Wagner (Ohio State University, USA)

LSA - Linguistics in Higher Education: The next 100 years

10:15am - 1:30pm

Room: Empire East, 2nd Floor
Type: Symposium
Organizer: Kristin Denham (Western Washington University)
             Christina Bjorndahl (Carnegie Mellon University)
Sponsor: Linguistics in Higher Education Committee, Committee on Ethnic Diversity in Linguistics
Speaker: Kristin Denham (Western Washington University)
             Christina Bjorndahl (Carnegie Mellon University)
             Ken Levinson (Borough of Manhattan Community College, CUNY)

Shoba Bandi-Rao (Borough of Manhattan Community College, CUNY)
Anne Charity Hudley (Stanford University)
Tracy Conner (Northwestern University)
Kendra Calhoun (University of California, Los Angeles)
Nacole Walker (Sitting Bull College)
Michael Moore (Sitting Bull College)
Audra Vincent (Coeur d'Alene Language Program)
Michelle Clark (Coeur d'Alene Language Program)
Mariah Clark (Coeur d'Alene Language Program)
Cheffrey Sailto (Coeur d'Alene Language Program)
Siri Tuttle (Navajo Technical University)
Franklin Sage (Navajo Technical University)
John Baugh (Washington Univerity in St. Louis)
LiHE and CEDL members (LSA)

Track: **LSA Organized Session**

P1   Contextualizing the presentations: Past to future
P2   Linguistics at Community Colleges: Case study of Borough of Manhattan Community
          College
P3   Linguistics at Historically Black Colleges and Universities (HBCUs)
P4   Linguistics at Tribal Colleges and Universities (TCUs): Case Study of Sitting Bull
          College
P5   Indigenous Language Programs: Case Study of Coeur d'Alene Language Program
P6   PhD in Diné Culture and Language Sustainability at Navajo Technical University
P7   Session Commentary and Synthesis
P8   Open Moderated Discussion

LSA - Pedagogy & Policy

10:15 - 11:45am

Room: Empire West, 2nd Floor
Track: **LSA Abstract**

10:15   "Corporate trans inclusion: Discursive strategies of pronoun commodification online,"
            Cedar E Brown (University of California Santa Barbara, USA)
10:45   "Native-speakerism and the Professional Identity of Chinese English Language
            Teachers: A Discourse Analysis," Yunbo Mei (National University of Singapore,
            Singapore)
11:15   (Canceled) "Translanguaging Pedagogies, Language Ideologies, and Language Shift
            in Rural India," Jessica S. Chandras[1], Sameer Honwad[2], Devayani Tirthali[3]
            ([1]University of North Florida, USA. [2]SUNY Buffalo, USA. [3]Teachers College, NYU,
            USA)

LSA - Semantics III

10:15 - 11:45am

Room: Gramercy, Lower Level
Chair: Michael Yoshitaka Erlewine
Track: **LSA Abstract**

10:15   "Expanding the scope of Cinque's puzzle: Modal flavor and finiteness," Thomas
            Grano (Indiana University, USA)
10:45   "Emphasis, Certainty, and Interdiction: Particles in Gisida Anii," Vincent N. Mariani
            (University of Delaware, USA. Penn State, USA)
11:15   "A first semantics for *at first* and *at last,*" Johanna Alstott (Massachusetts Institute of
            Technology, USA)

LSA - Prosody II

10:15 - 11:45am

Room: Lenox, 2nd Floor
Chair: Yunting Gu
Track: **LSA Abstract**

10:15   "Stress in Filipino text-setting," <u>Kie Zuraw</u>, Paolo Roca (University of California, Los Angeles, USA)
10:45   "VP Constituency in the Phonology: Evidence from Mandar," <u>Daniel D Brodkin</u> (University of California, Santa Cruz, USA)
11:15   "Secondary predication in Irish and the syntax-prosody interface," <u>Anabelle Caso</u>, Oisín Ó Muirthile (Harvard University, USA)

LSA - Historical reflections on graduate training in Linguistics: First-hand accounts from senior scholars

10:15 - 11:45am

Room: New York East, 3rd Floor
Type: Panel discussion
Organizer   Professor Margaret Thomas (Boston College, Chestnut Hill, MA, USA)
               Tracey Weldon (Vice President of Executive Search, Greenwood Asher and Associates, Miramar Beach, FL, USA)
Speaker: Professor William Labov (University of Pennsylvania, Philadelphia, PA, USA)
               Professor Barbara Hall Partee (University of Massachusetts, Amherst, MA, USA)
               Professor Sarah Thomason (University of Michigan, Ann Arbor, MI, USA)
               Professor Arthur Spears (The City College of New York, New York, NY, USA)
               Professor Ofelia Zepeda (University of Arizona, Tucson, AZ, USA)
Sponsor: LSA Centennial Committee
Track: **LSA Organized Session**

P1   William Labov (PhD Columbia, 1955)
P2   Barbara Hall Partee (PhD MIT, 1965)
P3   Sarah Thomason (PhD Yale 1968)
P4   Arthur Spears (PhD U California San Diego 1977)
P5   Ofelia Zepeda (PhD U Arizona, 1984)

LSA - Sign Linguistics II

10:15 - 11:45am

Room: Riverside BR, 3rd Floor
Track: **LSA Abstract**

10:15   "The effects of animacy on the creation of verb agreement: Clues from Lengua de Señas Nicaragüense," <u>Diane Brentari</u>[1], Kathryn Montemurro[1], Susan Goldin-Meadow[1], Ann Senghas[2], Marie Coppola[3] ([1]University of Chicago, USA. [2]Barnard College-Columbia University, USA. [3]University of Connecticut, USA)
10:45   "Implicit beliefs about spoken language contact in American Sign Language (ASL)," <u>Felicia Bisnath</u> (University of Michigan, Ann Arbor, USA)
11:15   "Early Development in ASL Phonology: A Longitudinal Study of Deaf Children with Hearing Parents," <u>Shengyun Gu</u>[1], Diane Lillo-Martin[1], Deborah Chen Pichler[2], Elaine Gale[3] ([1]University of Connecticut, USA. [2]Gallaudet University, USA. [3]Hunter College, CUNY, USA)

ADS - Session 10: Measuring Phonological Variation

10:45am - 12:45pm

Room: Sugar Hill, Lower Level
Chair: Marissa Brook
Track: **ADS**

10:45	"Acoustic cues to TRAP tensing in Rochester, New York: Beyond single-point measures," Julianne Kapner, University of California, Berkeley
11:15	"How dialects vary: Point pattern analysis of phonetic measurements," William A. Kretzschmar, Jr., University of Georgia; Katherine Ireland, University of Georgia; Michael Olsen Southern Illinois University; Rachel Olsen, Southern Illinois University
11:45am	"Social meanings across the vowel chart: Variable co-occurrence in California English," Dan Villarreal, University of Pittsburgh; James Grama, Sociolinguistics Lab, University of Duisburg-Essen
12:15	"A report on /oy/-monophthongization in Baltimore," Aidan Malanoski, CUNY Graduate Center

Sunday January 7 – Afternoon

LSA - Syntax: Case

12:00 - 1:30pm

Room: Empire East, 2nd Floor
Chair: Lauren Clemens
Track: **LSA Abstract**

12:00	"Unbalanced Case and the Syntax of Coordination," Anna Grabovac (University of Maryland, USA)
12:30	"Only two per customer: case-licensing scarcity for postverbal objects in Shona," Mattie Wechsler (University of Chicago, USA)
1:00	"Quotative Inversion as Smuggling: Evidence from Setswana and English," John David Storment (Stony Brook University, USA)

LSA - Language Documentation

12:00 - 1:30pm

Room: Chelsea, Lower Level
Track: **LSA Abstract**

12:00	"Gwama: Introduction to the Language and Sociocultural Aspects," Andargachew Getu Gebeyehu (University of Gondar, Ethiopia)
12:30	"Enriching annotation using hierarchical interlinear glossing to characterize morphemes in Manipuri," Shobhana L Chelliah, Grayson Ziegler, Mary Burke (Indiana University, USA)
1:00	"Neural machine translation in language documentation and revitalization: evaluating efficacy and ethics in Northern Pomo, a dormant indigenous language," Brady A Dailey (Boston University, USA)

LSA - Media

12:00 - 1:30pm

Room: Empire West, 2nd Floor
Chair: Mark Visonà

Track: **LSA Abstract**

12:00   "Perceptions and sociolinguistic evaluations of Mainland Mandarin and Taiwan Mandarin on Bilibili," <u>Yi-An Chen </u>(Indiana University Bloomington, USA)
12:30   "Mainstreaming hate: racist and antisemitic metaphors within the Great Replacement Theory," <u>Margarethe Unger </u>(Ludwig Maximilian University, Germany)
1:00   "Language use in Indigenous-authored television series," Monika Bednarek[1], Samantha Bloomstein[2], Theresa Cerdan[2], Ashley McDermott[2], Barbra A Meek[2], Meredith Randall[2], <u>Anna B Whitney</u>[2] ([1]The University of Sydney, Australia. [2]University of Michigan, USA)

LSA - Semantics/Syntax

12:00 - 1:30pm

Room: Gramercy, Lower Level
Chair: Xiaomeng Ma
Track: **LSA Abstract**

12:00   "The subject of a stative object experiencer verb is an intensional Cause," <u>Youngjin Kim </u>(University College London, United Kingdom)
12:30   "Instrument nominals as predicates of states in Persian," <u>Shahriar Hormozi</u>[1], Ryan Walter Smith[2] ([1]University of Arizona, USA. [2]University of Manchester, United Kingdom)
1:00   "Worried about factivity," <u>Kajsa Djärv</u>[1], Deniz Özyıldız[2] ([1]University of Edinburgh, United Kingdom. [2]Unıversıät Konstanz, Germany)

LSA - Nasals

12:00 - 1:30pm

Room: Lenox, 2nd Floor
Chair: Kristine Yu
Track: **LSA Abstract**

12:00   "Prosodic effects on the phonetic realization of Burmese sonorants," <u>Chiara Repetti-Ludlow </u>(New York University, USA)
12:30   "Variability in the realization of the velar syllabic nasal in Taiwan Southern Min," <u>Sheng-Fu Wang </u>(Institute of Linguistics, Academia Sinica, Taiwan)
1:00   "Vowel nasalization does not cue ambisyllabicity in American English nasal consonants: evidence from nasometry," José Álvarez Retamales[1], Sarah Rose Bellavance[1], Amanda Eads[1], Aidan Katson[2], Alden McCollum[1], Auromita Mitra[1], <u>Lisa Davidson</u>[1] ([1]New York University, USA. [2]UC Santa Cruz, USA)

LSA - 21st-century PhD training meets 21st-century job market: Reflections from recent linguistics PhD graduates working in academia and industry

12:00 - 1:30pm

Room: New York East, 3rd Floor
Type: Workshop. All presentations will be responses to pre-arranged questions delivered by moderator and audience Q&A
Organizer: Dr. Jamaal Muwwakkil (University of California, Santa Barbara, Santa Barbara, CA)
            Dr. Alexandra Johnston (Georgetown University, Washington, DC)
Speaker: Dr Alexandra Johnston (Georgetown University, Washington, DC), Moderator
            Dr Kendra Calhoun (University of Illinois at Urbana-Champaign, Urbana, IL)
            Dr Rachel Weissler (University of Oregon, Eugene, OR)
            Dr Karen Tsai (Amazon, Seattle, WA)

Dr Jamaal Muwwakkil (University of California Los Angeles, Los Angeles, CA), Discussant
Sponsor: LSA Centennial Committee
Track: **LSA Organized Session**

Teaching history of linguistics in the 21st century

12:00 - 1:30pm

Room: New York West, 3rd Floor
Type: Symposium
Organizer: Dr Stanley Dubinsky (University of South Carolina, Columbia, SC)
Speaker: Dr. Stanley Dubinsky (University of South Carolina, Columbia, SC), Moderator
Dr. John Goldsmith (University of Chicago, Chicago, IL)
Dr. John E. Joseph (University of Edinburgh, Edinburgh, United Kingdom)
Dr. Samuel Rosenthall (Oakland University, Oakland, MI)
Dr. Margaret Thomas (Boston College, Boston, MA)
Dr. Heather Newell (L'Université du Québec à Montréal, Montréal, Canada)
Dr. Stephen Anderson (Yale University, New Haven, CT), Discussant
Sponsor: North American Association for the History of the Language Sciences (NAAHoLS)
Track: **LSA Organized Session**

P1 "Bringing the dead back to life: Using graphical representations of cast of characters in the history of linguistics"
P2 ""Presentist, trajectorial and heliocentric approaches to teaching the history of linguistics"
P3 "Goals for teaching history of linguistics"
P4 "The history of linguistics in American college textbooks, 1950–2023"

ABSTRACTS

Linguistic Society of America

Society for the Study of Indigenous Languages of the Americas

North American Association for the History of the Language Sciences

<u>Note:</u>
The American Dialectic Society and the North American Research Network in Historical Sociolinguistics did not submit sessions with abstracts.

LSA Abstracts

Thursday January 4

Reciprocity and Accountability in Collaborative Language Work

Session abstract

For the 100th LSA Annual Meeting in 2024, we (2023 CELP officers) propose a workshop on the theme of "Reciprocity and Accountability in Collaborative Language Work". This will bring in concepts from CoLang 2022, which the LSA supported as a partner by offering the Emmon Bach fellowship and unnamed scholarships. The organizers, Miyashita, Dupris, and Renard have experience with CoLang 2022 by being co-director, plenary speaker, and LSA CoLang scholarship awardee, respectively. As CoLang has always been a training venue for language documentation and revitalization, the proposed workshop relates to the first item stated in the LSA's goals and objectives: "Foster inclusiveness and community among those who share an interest in language". This event will also engage with UNESCO's International Decade of Indigenous Language (IDIL), because the importance of reciprocity and accountability in collaborative language work must be recognized as part of IDIL.

Among the diverse topics presented at CoLang 2022, the proposed workshop will focus on "Data Collection" and "Giving Back", which are understood differently depending on the stakeholders' backgrounds. Language documentation and revitalization practices involve obtaining more knowledge about a language, which is typically referred to as "data collection" by many researchers. As a result of treating the produced language as "data", research "tends to emphasize structural properties at the expense of social practices" (Leonard 2017: 18). This research model, then, is not reciprocal with or accountable for the community of the language researched. As one of the solutions, "[m]any linguists emphasize the importance of 'giving back,' but what actually constitutes a contribution to the community is a complicated issue, and certainly not one that the researcher can resolve on his or her own" (Eckert 2013: 22). In addition, Cornelius (2022: 33) states that "[y]oung researchers who decide to study an indigenous language for their PhD topic can feel unsure how to complete their research agenda while not replicating colonial research methodologies". Since many linguistic analyses on Indigenous languages rely on language documentation, developing an ethical view toward language research is an important goal for linguists today and in the future, including for those who never work with speakers of Indigenous languages (but utilize existing documentation).

The prospective attendees are linguistics students, junior researchers, Indigenous scholars, and members of the local tribal communities. Bringing individuals from diverse backgrounds is a significant component of this workshop, and will allow us to deliver a fruitful and powerful discussion. Through this workshop experience, participants will be able to help collectively work through the nuances of and build capacity for ethical practice with respect to Indigenous language research among the wider academic community. This workshop will also provide nascent researchers with readiness for future academic careers, as well as transferable skills even if they decide to work outside of academia.

We will reach out to LSA committees and special interest groups, such as CEDL, COGEL, Ethics Committee, Linguistics Beyond Academia, Natives4Linguistics, and Scholarly Teaching in Linguistics, in order to make the group as dynamic and diverse as possible.

Presentation abstract 1 - Full title

Workshop Introduction

Presentation abstract 1

The organizers will introduce the theme of the workshop, its structure, and the participants. The workshop theme is "Reciprocity and Accountability in Collaborative Language Work". This introduction will be followed by three sections. The first section is a presentation on language work and relational accountability, which will provide a general overview of ethical concerns in collaborative language work and engage tools for addressing them. The second section is a presentation on "Intellectual merit and broader impacts in grant proposals for language work" and will inform audience members on how a grant proposal should look like, through an example research project. The last section will involve discussing these various issues in small groups.

Presentation abstract 2 - Full title

Ethics in Collaborative Language Work: Relational Accountability as a Tool

Presentation abstract 2

Despite the growing movement to promote ethical praxis in collaborative Indigenous language work, a number of issues continue to be insufficiently addressed. For instance, there are unresolved concerns that institutionalized Ethics elevate dominant metrics and logics over language community protocols, that norms of measuring and attributing "expertise" are colonial or insufficient, and that "the community" as a unit is undertheorized, unknowable, or over-applied. Meanwhile, an ongoing general concern is that language work conducted within the auspices of the academy, even if ostensibly community-based, privileges dominant norms of language sciences in ways that can be alienating or even harmful to language users and learners.

In this presentation, I argue that codified "best practices" in ethics, while often useful and always important to consider, are insufficient for addressing the concerns outlined above. As an alternative, I outline a framework of relational accountability to engage these and other ethical issues in language work.

Presentation abstract 3 - Full title

Intellectual merit and broader impacts in grant proposals for language work

Presentation abstract 3

Yolanda Pushetonequa will discuss her NEH Fellowship project, "Conversations of the Meskwaki People: Today's Voices Recorded and Published with Audio." She will highlight stages from topic choice to application preparation to design and completion. She will discuss authorship, cultural considerations of data, and her approach to collaborative decision making with speakers. She will conclude with what reciprocity requires for a Meskwaki community linguist and how it exists within the context of an NEH award.

Suha Kudsieh will discuss how applicants for NEH DEL fellowships can demonstrate the support of the speaker community for their research, and how to involve the community in their work. She will also discuss handling copyrights, gathering research data, depositing the data responsibly, and sharing the fruits of applicants' research with the community in their applications, and how to ensure the sustainability of digital projects and the data.

Presentation abstract 4 - Full title

Breakout Discussions on Reciprocity and Accountability

Presentation abstract 4

In this breakout session, attendees will work in small groups. The goal of the discussion is to synthesize and integrate the above presentations into their research and/or projects which they may be currently conducting or planning to conduct. Attendees are also expected to share their own experiences and concerns. The attendees will be given a short introductory presentation on "Giving Back", focusing on distinctions between "give vs. take" and "give vs. receive."

Each group will discuss one of five topics: community organization, formal cooperative agreements, research investment in communities, community investment in researchers, and relations in language communities. This workshop will serve as part of capacity building toward the attendees' professionalism, whether they are students, linguists, or community members (or a combination thereof). The workshop will enhance the ways they plan and conduct their future language research in a more ethically sound manner.

Persona & Register

Where prosodic features come together: Phrasal boundary as a critical site for stylistic expression

Robert Xu
Stanford University, USA

Short Abstract

This study examines the prosody of unscripted stylistic performances of character types in Beijing Mandarin. The results demonstrate that phrasal boundary is a critical site where prosodic features such as pitch contour, voice quality, and timing come together to convey conversational positionality and affect. The combination of these features construct dialogical styles that typify specific social interactions and power dynamics. I argue that phrasal boundary is magnetic to these sociolinguistic resources because of its saliency in conversation organization.

Exploring the Effects of Cross-Cultural Variation and Tourism in Utah English

Zoe Eldredge, Joseph A. Stanley
Brigham Young University, USA

Short Abstract

Though Utah has a high concentration of Mormons, the tourist town of Park City has relatively few. We therefore expect Parkites' language to be significantly different from Utahns' from Latter-day Saint–dominant communities. Interviews with Parkites from several cultural backgrounds suggest that they have fewer Utah/Mormon features than other Utahns. When evaluating Parkites and others' voices in a survey, Parkites are more likely to be perceived as sounding more friendly and professional and less Utahn and Mormon. This may indicate that those wishing to index hospitality or congeniality may avoid local features and adopt something perceived as 'neutral'.

The Missionary Voice: Perceptions of an Emerging Register

Joshua Stevenson[1], Joseph A. Stanley[2], Wendy Baker-Smemoe[1]

[1]Brigham Young University, USA. [2]Brigham, USA

Short Abstract

In this study, we analyze "missionary voice", an emerging register within the broader Latter-day Saint (=Mormon) religiolect. Can Mormons accurately identify an actively-serving Mormon missionary by their voice alone? What linguistic cues do they use to make those judgments? 95 listeners evaluated 20 voices (10 missionaries and 10 college-aged Christians). These data suggests that while missionaries themselves cannot readily be identified, missionary voice appears to be both relatively well-defined and identifiable by these Latter-day Saint listeners, even when used by non-missionaries, potentially via more frequent and longer pauses, more uptalk, fewer false starts, and/or a more labiodentalized quality.

The historical role of professional organizations in the emergence of the scientific community of linguists

Session abstract

When a science emerges, a new community of scientists gains autonomy, separating from earlier scientific communities. Scientific organizations and their meetings play an essential role in the emergence of newly formed communities of scientists (Kuhn 1970: 176-179). The Linguistic Society of America has clearly played that role for the discipline of linguistics in North America. Inspired by the LSA centennial in 2024, this panel will examine the contributions of linguistic organizations and institutions (including the LSA) to the construction of our field of study, in North America and beyond. The panelists will look at the emergence of linguistics as an autonomous field, distinct from its 19th-c. (and earlier) roots in philology and ethnography, during the decades that surround the foundation of the LSA. They will examine the ways in which organizations and institutions helped establish the legitimate scope of linguistics' activities and methods, and how they shaped the community of linguists after their creation. The panel will examine, among other issues, which organizations emerged at different times to support research in linguistics, the different intellectual strands that converged to form the discipline of linguistics, and the contribution of individual linguists, as leaders in the field, to shape the institutions that the emergent scientific community needed. The contributions will be presented following a chronological order. Alter discusses how William Dwight Whitney, who had a central role in philological societies before the foundation of the LSA, labored to characterize the study of language as a science in 19th century America. Whitney's work comes up again in Fountain's paper, which looks at the origins of the term linguistics in philology and ethnography at the end of the 19th Century, and the contributions of the leading scholars of the time. Among them was also Franz Boas, who was a member of the LSA and vice-president of the International Congress of Linguists in 1928. A notice that appeared in the third volume of Language (1927) observes that "the reasons for the holding of [the International] Congress [of Linguists] read in part very like those which were advanced for the formation the Linguistic Society of America." Mojet's paper looks at the history of the first ICL, and the role that prominent members of the LSA played there. The institutional changes taking place in American linguistics during the first part of the 20th century, then, were part of a global trend to organize linguists into an international scientific community. But this community was far from homogeneous. As Newmeyer's contribution shows, Philologists/Orientalists and Americanists were represented among the early members of the LSA, but the balance tilted towards descriptive linguistics during the pre-war period. Overall, the panel will present a comprehensive examination of the origins and development of scholarly organizations and institutions as part of a historically contextualized epistemology of linguistics.

 REFERENCES

Kuhn, Thomas S. (1970). The Structure of Scientific Revolutions, 2nd edition. Chicago: The University of Chicago Press.

Language (1927). Notes and Personalia. Language, 3(4): 275-277.

Presentation abstract 1 - Full title

The Organizing of Linguistics as a Science: Anticipations in Nineteenth Century America

Presentation abstract 1

Organizational life and theoretical trends intertwined for nineteenth-century American linguists in ways that partly anticipated, and partly contrasted with, the experiences of twentieth-century LSA members. Common to both periods was the impulse to shape linguistics into a genuine "science," plus to delimit its study to "language itself." Also common has been the problem of increasing sub-disciplinary specialization, making it difficult to define linguistics' core essence. The nineteenth century saw a distinctive challenge, however, in the increasingly restricted definition of the term science at that time, prompting debate over whether linguistics belonged among the natural or social sciences. A central figure in these developments, both organizational and theoretical, was the Sanskrit specialist William Dwight Whitney (1827-1894), a mainstay of the American Oriental Society and the first president of the American Philological Association. Whitney championed a social-science perspective and taught a social-interactionist sociology of language, thus anticipating the founders of 20th-century sociolinguistics.

Presentation abstract 2 - Full title

Linguistics in Anthropology, Ethnology and Philology in the US, 1850-1925

Presentation abstract 2

This study examines how linguistics was defined and described in the United States in the period immediately preceding the founding of the LSA, particularly within the fields of anthropology, ethnology, and philology. Negotiations in terminology and focus can be seen through analysis of the scope and usage of the term "linguistics" in early scholarly journals such as the American Journal of Philology and American Anthropologist, publications from the Bureau of American Ethnology, and the works of scholars including William Dwight Whitney, Daniel Garrison Brinton, Alfred Kroeber and Franz Boas. This analysis helps to clarify how distinct philological and anthropological approaches to the study of language were incorporated into linguistics as it developed into an independent field in the first decades of the 20th century, and the continuing role they have played within our discipline.

Presentation abstract 3 - Full title

Assembling the Discipline of Linguistics at the first International Congress of Linguists (The Hague (NL), 1928)

Presentation abstract 3

At the first International Congress of Linguists, held in The Hague in 1928, linguists from different areas of study and geography gathered to discuss the methods and foundations of their science on an international scale for the first time. The participants included prominent American linguists and LSA members, such as Leonard Bloomfield, Franz Boas, Carl Darling Buck, Roland G. Kent, and Edward Sapir. Studying the discussions at the Congress reveals the historical formation and development of the discipline of general linguistics, in a time when its foundations were still young. What can this Congress, its participants, and the resulting decisions tell us about the early days of linguistics? My contribution to the panel shows how the discussions at the ICL mirrored broader

disciplinary dynamics, such as the foundation of the LSA and the emergence of general linguistics as a discipline, as well as gave rise to interdisciplinary interactions.

Presentation abstract 4 - Full title

The LSA and its role in the transition from philology to descriptive linguistics

Presentation abstract 4

Most of the LSA founders in 1924 (Franz Boas notably excepted) were trained as philologists, focused on the history and evolution of languages with a literary tradition, and of ancient texts, with the objective of examining their language per se. The early issues of Language and the initial annual meetings reflected this interest. However, within twenty years, work on descriptive synchronic linguistics and on Neogrammarian approaches to language change dominated both the journal and the meetings. This presentation documents and attempts to explain the change in the LSA. Several factors were at work: the dogged descriptivism of Edward Sapir and Leonard Bloomfield, the prestige deriving from a successful seemingly 'scientific' approach to language, the declining number of Americans trained in classical languages, the yearly LSA-sponsored summer institutes, the leadership changes in the LSA around 1940, and finally the increased resources for doing descriptive linguistics occasioned by the Second World War.

Syntax/Semantics

A New Type of Specifying Coordination in English

T. Daniel Seely

Eastern Michigan University, USA

Short Abstract

This talk investigates a virtually unexplored type of apposition wherein the referent of the appositive element is not coreferential with but included in that of the associate, as between *big dogs* and *dogs* in *I like dogs, big dogs*. We trace empirical properties, revealing that apposition is more general than previously thought, and argue that it is an instance of what de Vries (2006) calls Specifying Coordination. In short, we provide previously unexplored data and a parsimonious analysis, one that does not introduce stipulative theoretical postulates, but appeals to the well supported (and here expanded), notion of specifying coordination.

Imperative Interpretation and Embedding: Evidence from Hawaiian

David J Medeiros

California State University, Northridge, USA

Short Abstract

According to Medeiros (2015), free embedding of imperative clauses is allowed only in languages with rich imperative inflection; Hawaiian is problematic for this analysis, as Hawaiian does not have person marking in any verbal mood. However, Hawaiian does allow imperatives with 1st and 3rd person subjects. Therefore, I argue that it is not rich inflection per se that is a necessary condition for imperative embedding, but rather imperative compatibility across the person paradigm. The interpretation of Hawaiian embedded imperatives also supports analyses (e.g. Kaufmann 2012, Oikonomou 2022) in which imperatives have a modal meaning, separate from directive force.

Proleptic objects are identificational subjects

John Gluckman

University of Kansas, USA

Short Abstract

We propose an analysis of prolepsis that circumvents the need for an operator in the embedded clause---a known issue in all analyses of proleptic objects. Our proposal makes use of recent work on the semantics of clausal embedding, specifically arguing that proleptic objects are complex-NPs with a null contentful noun. The embedded clause identifies the content of this noun. Our analysis captures the core patterns in prolepsis, and does so without appealing to predicative CPs.

LSA - Psycholinguistics/discourse

When does subordinate discourse structure divide from main discourse structure?

Sanghee J. Kim, Ming Xiang

University of Chicago, USA

Short Abstract

Appositive relative clauses (ARCs) are considered as side-comments and are known to contribute to subordinate discourse whereas restrictive relative clauses (RRCs) are part of the main discourse. While experimental studies have examined how the division of subordinate vs. main is represented in working memory (WM), how early such division is made in WM is underexplored. One hypothesis is that the division happens immediately as the ARC started to be processed (IMMEDIATE DIVISION). The other is that the division is delayed until ARC processing is completed (DELAYED DIVISION). We find evidence from the visual-world paradigm experiment supporting the DELAYED DIVISION hypothesis.

Primary Linguistic Field

Psycholinguistics

Evidence for a Discourse Account of Manner-of-Speaking Islands

Jiayi Lu[1], Dingyi Pan[2], Judith Degen[1]

[1]Stanford University, USA. [2]University of California San Diego, USA

Short Abstract

Syntactic movements out of sentential complements of manner-of-speaking (MoS) verbs (e.g., *whisper*) are degraded, an effect called the "manner-of-speaking (MoS) island effect". The MoS island effect is variably attributed to subjacency, the low frequency of MoS verbs taking sentential complements, or an information-structural constraint that penalizes the extraction of discourse-backgrounded constituents. In three acceptability experiments, we find that the MoS island effect can be modulated by foregrounding/backgrounding the extracted constituent, suggesting a causal relationship between backgroundedness and the MoS island effect. Our findings support the information-structural account, and challenge the syntactic and frequency accounts of the MoS island effect.

The fact that these are opinions: Processing and acceptability patterns of subjective vs. objective information embedded by 'the fact that'

Haley Hsu, Elsi Kaiser

University of Southern California, USA

Short Abstract

Previous linguistic research has examined subjectivity-signaling expressions that seek subjective information. We investigate the possibility of objectivity-signaling by examining the phrase 'the fact that' when embedding objective vs. subjective information (using objective/subjective predicates). We report two psycholinguistic experiments investigating 'the fact that' embedding objective vs. subjective information, which show subjective predicates embedded by 'the fact that' are as acceptable and easy-to-process as objective predicates. This study contributes to the asymmetry between objectivity and subjectivity, as well as presenting questions to the semantics of the phrase 'the fact that,' by examining objective vs. subjective information embedded by 'the fact that.'

LSA - Teaching Linguistics

Rigor and accessibility: attitudes towards syntax pedagogy in higher education

Laura Bailey[1], Bronwyn Bjorkman[2], Kirby Conrod[3], Caitl Light[4]

[1]University of Kent, United Kingdom. [2]Queen's University, Canada. [3]Swarthmore College, USA. [4]Loyola University Chicago, USA

Short Abstract

We report on a study that investigates pedagogical methods used in syntax teaching and how syntax is perceived by both students and instructors, with the aim of determining whether there is an asymmetry between syntax and other subjects in linguistics education (as sometimes observed anecdotally), and potentially informing future best practices for syntax teaching. Results are presented from a pilot study conducted in April–June 2023, and from a subsequent full study to be launched in August 2023 which will survey linguistics programs/departments, instructors, and students across Canada, the UK, and the US.

Scholarly and Inclusive Teaching in an Undergraduate Syntax Course

Kristin E Denham

Western Washington University, USA

Short Abstract

This poster showcases an approach to teaching undergraduate syntax that reduces reliance on native speaker judgments and analysis of English syntax. Although pre-course tasks assumed to evaluate "syntactic abilities" (Simard et al 2017) did correlate with "success" in the class, they also privileged English and privileged unscaffolded syntactic analysis and pattern recognition. Instructor reflection and qualitative feedback on a morphosyntactic analysis project using OER offers a more inclusive, less English-centered approach - inclusive both in terms of recognizing students' varied linguistic and analytical skills, and also in terms of the languages studied and the theoretical approaches used to explain them.

The MULTI Project: Resources for enhancing multi-faceted Creole representation in the linguistics classroom

Danielle Burgess[1], Joy P. G. Peltier[2], Sophia Eakins[1], Wilkinson Gonzales[3], Alicia Stevers[4], Ariana Bancu[5], Felicia Bisnath[1], Moira Saltzman[6], Marlyse Baptista[7]

[1]University of Michigan, USA. [2]University of South Carolina, USA. [3]The Chinese University of Hong Kong, Hong Kong. [4]San Diego State University, USA. [5]Independent Researcher, Netherlands. [6]California State University, Northridge, USA. [7]University of Pennsylvania, USA

Short Abstract

In this presentation, we share a website that features pedagogical resources on Creole languages. We developed these resources after bringing together language experts (i.e., Creole speakers with metalinguistic knowledge of how these languages are used in-community) and linguists together in a workshop to discuss effective integration of Creoles into general linguistics courses. Our working title for the site is Mis/Underrepresented Language Teaching & Inclusion (MULTI), and it will feature short, easy-to-integrate video clips from interviews with Creole language experts, sample problem sets, a facilitation guide and recommended readings list, and an accessible description of the study and research team.

A'-dependencies

Relating the size and the specifier: contrasts in intermediate wh-movement

Katie VanDyne

University of Illinois Urbana-Champaign, USA

Short Abstract

This work examines intermediate wh-movement in free relative (FR) and indirect interrogative (II) structures. Donati (2006) proposes that wh-items in FRs involve head movement while IIs involve phrasal movement. I observe that the possibility to act as a controller into a Voice' adjunct (as in Landau 2021) constitutes another, related difference between these two structures. The control patterns suggest that intermediate wh-movement in FRs and IIs proceeds through different VoiceP specifiers, which I argue results from the size of the moved item: wh-D^0s move through an inner Spec,Voice, allowing control, while wh-DPs move to an outer Spec,Voice.

Ordering preferences in Ukrainian multiple wh-fronting

Ruby Buenrostro, Yining Nie

San José State University, USA

Short Abstract

We present the first systematic study of ordering restrictions in Ukrainian multiple wh-fronting (MWF) constructions, examining the effects of case, grammatical relation, animacy and argumenthood. We find the following effects in sentences with 2 wh-arguments, in decreasing order of strength of preference: case syncretism (flexible ordering) >> subject-first preference > animate-first preference. We also find a strict ordering between wh-adjuncts.

(Canceled) Subjects in Igbo Interrogatives: Evidence for a non-cartographic left periphery

Jasper Jian

McGill University, Canada

Short Abstract

In this paper, I argue that interrogatives in Igbo provide evidence against a cartographic distribution of features in the left periphery. Instead, the obligatory dislocation of subjects in in-situ wh and polar questions reveals that interrogative clause typing is tied to subject licensing. Contrary to previous work (Amaechi, 2020), I propose that these effects can be better modeled within a system where features traditionally associated with T and C can be bundled in a single head, CT (Martinovic, 2022).

I show that this system accounts for both the position of subjects in interrogatives and a complementary distribution of left-peripheral morphemes.

Vowels: Phonetic & Phonological Representation

Phonetic Shortening in Labrador Inuttut

Elan Dresher, Alana Johns

University of Toronto, Canada

Short Abstract

We will report on an optional process of word shortening or contraction in Labrador Inuttut that has heretofore not been mentioned in the literature. This shortening, which takes the form of vowel deletion accompanied by consonant cluster reduction, is interesting because it violates several well-established phonological and phonotactic constraints in the language: it creates surface non-geminate clusters, contrary to Labrador phonotactics; it creates nasal-obstruent clusters, contrary to pan-Inuit phonotactics; and it violates the Labrador Law of Double Consonants. We posit that shortening is a late phonetic process that applies in a post-phonological component in which these constraints no longer hold.

Campidanese Sardinian metaphony is scalar and less opaque than we thought

Jonah Katz

West Virginia University, USA

Short Abstract

This study presents the first detailed phonetic data on Campidanese Sardinian metaphony. It has been described as a binary, allophonic vowel-harmony process that crucially depends on information in abstract underlying representations, which never surface. The study finds instead that Campidanese metaphony patterns are at least ternary, tracking a 3-way height distinction in underlying representations of adjacent vowels. And speakers who show more robust metaphony effects are more likely to phonetically implement putatively abstract UR features on the triggers of metaphony. Therefore, the process may be better viewed as height coarticulation between adjacent vowels than as a change in phonological features.

The feature [ATR] in Avatime: vowel harmony and change in progress

Blake Lehman

UCLA, USA

Short Abstract

The realization of the feature [ATR] has been the subject of extensive research, especially in African languages. This paper presents data from Avatime (avn: Kwa, Volta Region, Ghana) that show that the feature [ATR] need not have a consistent phonetic realization to be active in the phonological grammar. I examine data from four speakers of Avatime, showing high vowels do not always have the same surface contrast for [ATR] observed in mid vowels, but they still exceptionlessly trigger [ATR] harmony on affixes and clitics.

The gender question: Current best practices for asking about sex/gender in linguistic research

Session abstract

In the context of rapidly changing ideas about sex and gender, there is an increasing need for guidance and best practices regarding how to collect and process information about these aspects of identity. This is true not only for linguists focusing on participant pools with diverse gender identities (e.g., transgender, non-binary, and gender non-conforming individuals) but also for linguists who are working with normative populations and wish to take more intentional and grounded approaches to gender (Zimman 2017, 2018; Conrod 2021).

This workshop is part of a larger project aimed at meeting these needs and developing empirically supported, ethically sound, and context-sensitive guidelines for operationalizing sex/gender in linguistics. More specifically, it focuses on practices for data collection when information about participants' sex/gender is elicited, with the goal of offering practical guidance to researchers across a range of linguistic subfields.

The first half of the workshop will consist of a series of short discussions from workshop facilitators on topics related to their expertise. We begin with a discussion of why linguists need to shift norms surrounding the collection of sex/gender-related information, highlighting problems with traditional methods and advocating for alternatives that are motivated by investigators' specific research question(s) [Conrod]. Next, we focus on ways of grappling with the contested notion of biological sex, with a focus on phonetic research and other areas where embodiment is particularly relevant [Zimman]. Finally, we compare different strategies currently in use in linguistic research, including the extent to which those strategies work (or don't work) for non-normatively gendered language users [Benesch]. We ultimately emphasize tactics that work well for participants with a range of identities, including gender normative cisgender women and men. This often requires community-specific knowledge and creative solutions. For example, one method we discuss is how to invite research participants to contribute to the design of questions about gender (Benesch 2022).

The second half of the workshop will offer the opportunity to get feedback – first in small groups and then collectively – on methods for asking about sex/gender. Facilitators [Bedin; Zhukova] will offer one-on-one guidance for participants who are dealing with especially complex contexts, and attendees are invited to submit questions or materials ahead of the conference if they have such a situation they would like to see addressed.

Workshop participants will leave with a better understanding of how sex/gender can be better operationalized within their own research milieux, as well as guidelines they can share with students and colleagues in their institutions.

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Professional careers for linguists outside of academia: The new role of faculty in advising linguistics students

Session abstract

0. Introducing ourselves & the Linguistics Beyond Academia SIG and our ongoing annual career bootcamp project, the Linguistics Career Launch

Alexandra Johnston is a Professor of Practice in Linguistics at Georgetown University; Nancy Frishberg has been a linguist with a career beyond academia for 40+ years. We are two of the 6 active leaders of the Linguistics Career Launch (LCL), a program of the LSA's SIG Linguistics Beyond Academia (LBA).

1. Facts about Tenure Track jobs (academia in general and linguistics specifically)

We begin with scary statistics about recent tenure track jobs in academia (and specifically in linguistics). We acknowledge the proportion of faculty in TT roles vs contingent roles has changed dramatically over the past generation, with 60-70% of faculty roles now precarious ones. We argue that paying attention to the current trends and taking appropriate action is key to linguistics surviving as a viable discipline in the university, attracting and preparing students for careers. We bring evidence that supporting students of all degree levels in their curiosity about non-academic jobs yields full employment and job satisfaction for the graduates of linguistics programs.

2. Strategies & tactics for the new era of linguistics program training and professionalization include:

- Acknowledging that previous practices are damaging to students' mental health, careers and financial outcomes

- Encouraging contact with linguists (especially alumni/ae of your institutions) who've made the transition into business, technology, entrepreneurship, government and non-profits

- Recognizing that appropriate job titles don't necessarily include the term "linguistics" or "linguist"

- Promoting LinkedIn as a research tool and career database as well as a social media and networking device

- Becoming familiar with career ladders, and career transitions outside of academia

- Collaborating with your campus' Careers Office to enable their staff to develop appropriate support for students in linguistics (and related social/behavioral sciences)

- Learning more about specific people's experiences through the growing library of interviews and panel discussions recorded starting in Summer 2021, and since then; available free to all on LCL's YouTube channel

- Tracking outcomes from the Linguistics Career Launch and similar efforts

3. By the end of this session, faculty and students will have gained understanding of the necessity for linguistics departments and programs to include career discernment and training resources for linguistics students at all degree levels. They will have learned about job titles and job families that degree holders in linguistics have in today's market. They will have actionable strategies to include low- and no-cost resources to their professional development offerings to their students. We will also

provide access to free resources on career discernment, career management, and descriptions of job families that leverage a linguistics skill set.

Presentation abstract 1 - Full title

Facts about tenure track jobs in linguistics in the contemporary job market

Presentation abstract 1

In the past two job cycles, less than 5% of PhD graduates in linguistics had the chance to secure a tenure track faculty position. In addition, the proportion of available TT roles vs contingent roles has changed dramatically over the past generation: only 37% of all faculty positions in the US are tenured or tenure track (AAUP 2022). We argue that paying attention to the current trends and taking appropriate action is key to linguistics surviving as a viable discipline in the university. To keep linguistics as a viable discipline for all but those with generational wealth, we need to prepare students for careers outside of academia. We bring evidence that supporting students of all degree levels in their curiosity about non-academic jobs yields full employment and job satisfaction for graduates of linguistics programs.

Presentation abstract 2 - Full title

Strategies & tactics for the new era of advising and mentoring linguistics students

Presentation abstract 2

This session of the tutorial will offer strategies and tactics for linguistics faculty, advisors and administrators which includes:

- Encouraging contact with linguists (especially alumni/ae of your institutions) who've made the transition into business, technology, entrepreneurship, government and non-profits

- Recognizing that appropriate job titles don't necessarily include the term "linguistics" or "linguist"

- Promoting LinkedIn as a research tool and career database as well as a social media and networking device

- Becoming familiar with career ladders, and career transitions outside of academia

- Collaborating with your campus' Careers Office to enable their staff to develop appropriate support for students in linguistics (and related social/behavioral sciences)

- Learning more about specific people's experiences through the growing library of interviews and panel discussions recorded starting in Summer 2021, and since then; available free to all on LCL's YouTube channel

- Tracking outcomes from the Linguistics Career Launch and similar efforts

LSA Invited Plenary Address

'Why a linguistic society?': Foundation of the LSA in the age of scientific racism

Margaret Thomas, PhD, professor of linguistics in the Department of Eastern, Slavic, and German Studies at Boston College

In mid 1920s America, many political and academic leaders openly stigmatized all non-white, non-native born residents, and actively sought to restrict immigration on the basis of perceived race. How did this hostile environment affect the establishment of the LSA? At face value, there are reasons to expect that there was more penetration of early twentieth-century racism into the mindsets of those who founded the Society relative to other scholars. On the other hand, there are also reasons to expect linguists to have been less motivated by racist ideologies.

Bringing the discussion up to present-day concerns, she also considers the relevance of the past to an understanding of the LSA's recent 'Statement on Race'. As she puts it: "For the LSA to authentically challenge linguists to resist racism as it relates to language issues requires the Society to first look closely into its own past."

LSA Invited Plenary Address

The LSA: A Past as History, a Present as Dynamic Synchrony with Change in its Future

Richard D. Janda, visiting scholar in French and Italian at Indiana University – Bloomington

The LSA's history began with a Call directed mainly to historical linguists — many adept at diachronic correspondences, but few primarily devoted to studying the hows and whys of linguistic change. That current focus of many linguists grew, paradoxically, partly from the substantial minority, among the Society's founders, of Amerindianists who necessarily concentrated on synchronic description of language structures and sensed the relevance of structure for change. Early issues of Language reveal exceptional figures in both groups. Aurelio Macedonio Espinosa was a philologically trained scholar who soft-pedaled diachrony in describing his own non-standard dialect of New World Spanish. And, among students of Native American languages, Leonard Bloomfield engaged in detailed reconstruction of Algonquian, while Jaime de Ángulo perceived, among parallel structures across languages of Oaxaca, a case of grammaticalization (now an incessantly-met term). These seeds of work on diversity and change gradually but persistently burgeoned, against the background of an increasing focus by linguists on synchronic structure, until they were reinforced and invigorated by scholarship that began to quantify variation, elucidate acquisition and development, experimentally probe the psychology of language, and instrumentally confirm in detail the articulation and perception of sounds as concrete entities. These are all now recognized as crucial concomitants of linguistic theory in any concerted effort to comprehend language change.

The concentration of many LSA members today — especially native speakers — on language preservation and documentation echoes and addresses the concerns of Amerindianist founders, but the establishment and increasingly straightforward use of massive corpora could not be foreseen in 1924. Yet these and the above factors now enable us to address the nature and mechanisms of linguistic change with once hard-to-imagine insight — by supplementing reconstruction-oriented work, which sometimes involves diachronic correspondences across language states lying centuries apart, with studies involving minimally-distant temporally-adjacent stages about each of which maximally much is known. And this can be achieved by starting with the comprehensive synchronic descriptions and analyses available in 2024 and comparing them, at every temporal step of the way, with data gained from specific predictions concerning subsequent linguistic stages in a succession of very near futures. Thus, an organization whose post-Call future grew out of a historical linguistics strongly committed to reconstruction and remote language-states has now become an LSA whose future gives promise of breakthroughs in the understanding of language change, especially because diachrony is arguably best viewed as essentially a succession of synchronies.

For example, the predicted shift by 2100 of English comparatives from, say, clearer to more clearer to more clear is supported by a vast corpus that includes a 1990s spoken-language gem combining

those variants: "more quicker, and easier, and more effective". Reflecting on the growing diversity of the LSA's members over the past century, and their protean ability to start from history (but not so much from change), next to shift their favor to synchrony, and then to add back history as change, we may ask: where might there be another organization with a future that could be more nobler, and classier, and more promising?

Talking Black in America: Social Justice A film premiere

At recent LSA conferences, the Language & Life Project has screened previous episodes of the mini-series Talking Black in America. These include Talking Black in America, Signing Black in America, Talking Black in America: Roots, and Talking Black in America: Performance Traditions. These documentaries have been popular with LSA audiences, who often integrate them into their teaching and public engagement about language variation. In addition, they have engendered widespread appeal for popular television audiences; All of the episodes produced thus far have received Emmy nominations after being broadcast on television, and so far, one has won the Emmy and two are still pending. While LSA audiences have found these popular documentaries applicable to their programs, the audience comments have provided critical editing feedback for the producers before final editing for television. The Language & Life project has now produced the final episode in this series, titled Talking Black in America: Social Justice.

The final episode follows the format of the previously broadcast documentaries, with original, onsite, illustrative footage of authentic life events from different locations integrated with expert commentary by professional and onsite experts as well as archival media to illustrate the breadth and depth of the impact of the study of language variation on the language issues related to social justice.

Talking Black in America: Social Justice summarizes the impact of African American Language on community life in Black culture, education and social life—from the everyday practice of explicit and implicit sociolinguistic prejudice to the institutional consequences of language differences for the formal assessment and evaluation of language. It further considers cases of linguistic profiling and strategic courtroom testimony in criminal cases where language differences impact witnesses, juries, and judges in courtroom proceedings. At the same time, the documentary demonstrates the positive uses of African American Language in different communities of practice, such as sororities and fraternities, segregated church communities, and other types of social affiliations promoting solidarity within the African American community. It documents how changes in language attitudes are progressing though formal and informal education and how current initiatives, such as the development of the Oxford English Dictionary of African American English and other programs promote the legitimization of the African American Language in the history and development of the English language in the Caribbean and in North America.

The 60-minute documentary will be viewed by the audience, followed by allocated time for brief presentations and a Q & A with the audience. The commentators will include Executive Producer Walt Wolfram, co-producers Danica Cullinan and Neal Hutcheson, Associate Producer Renee Blake, and Assistant Producer Lydia Elrod. The audience will serve as a focus group for finalizing this episode into its final format for television broadcast.

Friday, January 5

Psycholinguistics: Sentence Processing

Revisiting the NPI Illusion Effect: Exploring the Influence of Distance and Licensor Types

So Young Lee[1], Mai Ha Vu[2]

[1]Miami University, USA. [2]University of Oslo, Norway

Short Abstract

Licensing of Negative Polarity Items (NPIs) has received significant attention to unveil fundamental insights into the cognitive mechanisms operative in language processing, particularly focusing on the factors underpinning the illusion effect. Previous studies have shown that the illusion effect can be modulated by licensor types and the distance between NPIs and licensors. However, the distinct types of distance (linear vs. hierarchical) remain underexplored. Additionally, the relationship between licensor types and distance has not been examined. Therefore, this study aims to reexamine these factors on the strength of the NPI illusion effect in English.

Effects of classifier (mis-)match on filler-gap dependencies in Mandarin

Xiaoyi Tang, Peter Nelson, Rebecca Tollan

University of Delaware, USA

Short Abstract

This study investigated the processing differences between SRCs and ORCs in Mandarin. The presence of temporary parsing ambiguities in both types of clauses makes it challenging to isolate the effects of dependency resolution. To address this, a self-paced reading study was conducted, manipulating RC type (SRC vs. ORC) and the presence of a classifier that either mismatched or matched with the adjacent noun. The results showed when the classifier mismatched, ORCs were processed faster than SRCs, indicating an object advantage. These findings highlight the role of linear distance in syntactic processing and offer insights into the Mandarin SRC/ORC asymmetry.

A gamified speeded cloze paradigm reveals a shared mechanism in adult and child predictive processing

Eun-Kyoung Rosa Lee, Katherine Howitt, London Dixon, Tal Ness, Masato Nakamura, Colin Phillips

University of Maryland, USA

Short Abstract

This study uses a speeded cloze paradigm to compare the underlying predictive mechanisms in adults and children. 60 children (ages 4-12) and 152 adults rapidly produced sentence completions. High-cloze responses were faster than low-cloze responses, reflecting a shared race-like predictive mechanism where faster candidates get produced often. High-constraint contexts elicited fast responses in adults but not in children, who had fewer strong candidates due to limited vocabulary. Role-inappropriate responses were rare and slow, indicating rapid use of argument roles in verb prediction, but were affected by the competitive dynamics. Children and adults share the same race-like underlying predictive mechanism.

Securing an internship, contract work and part-time jobs during your degree program: A practical guide for linguistics students & faculty advisors

Session abstract

In today's competitive job market, internships – as well as part-time jobs and contracts – have become crucial for linguistics students seeking to bridge the gap between academic training and industry employment. By offering practical advice and insights, this session aims to equip linguistics students and their faculty advisors with the necessary tools to successfully navigate the process of securing an internship or other part-time role beyond academia as they complete their degree program. Through panel discussion and an interactive Q&A session, attendees will gain valuable guidance from linguistics students with a background in a range of subfields (psycholinguistics, computational linguistics, sociolinguistics, discourse analysis, semantics) who have completed internships in various organizations, enabling attendees to enhance their employment prospects and make informed decisions about their career paths. We believe that this session will provide an essential platform for students and faculty advisors to unlock valuable opportunities and ultimately excel in post-graduate placement. At the end of the session, we will share Linguistics Career Launch resources and guidelines on optional practical training (OPT) and curricular practical training (CPT) for international students to assist in finding relevant information.

Semantics & Variation

Anymore, this feature varies: An experimental study of non-polarity ("positive") anymore

Frances Blanchette, Valerie Keppenne

Penn State, USA

Short Abstract

The non-polarity "positive" anymore construction (NPAM; e.g., I write letters anymore, 'I write letters nowadays') is a vernacular feature found in the Midland dialect region. Analyses have suggested that while its negative polarity counterpart (I don't write letters anymore) is associated with a positive presupposition and a negative assertion, NPAM contributes a negative presupposition and a positive assertion. This paper presents an experiment testing this. The results provide initial support for the negative presupposition—positive assertion analysis of NPAM, but suggest that regional exposure is not necessary to know this feature does not share the same meaning as NPI-anymore.

Comparing reflexive and personal pronouns in Chinese locative prepositional phrases

Jiaxing Yu, Shannon Bryant

Rutgers University, USA

Short Abstract

In many languages, both reflexive and personal pronouns within locative prepositional phrases (LPPs) can be co-construed with a local subject, making LPPs an ideal testing ground for non-syntactic factors influencing pronoun use. Focusing on Chinese, we experimentally tested the extent to which acceptability of reflexives *ziji* and *ta-ziji* and personal pronoun *ta* depends on event type (motion/perception) and relation type (contact/non-contact). We find that effects follow the trend previously reported for English but affect different forms to different degrees. Along with advancing understanding of binding in LPPs, this work contributes to comparisons between *ziji* and *ta-ziji* and the typology of pronouns more broadly.

Gender Interpretation and Allosemy in Greek

Luke Adamson

Leibniz-Zentrum Allgemeine Sprachwissenschaft, Germany

Short Abstract

For Greek, a common view holds that feminine and masculine genders are interpreted on human-denoting nouns, with a markedness relation between the two. Neuter's status, however, is less clear. We propose neuter corresponds to feature absence, and is consequently interpreted as M/F negation via competition, and that masculine is subject to 'allosemy', which correspondingly changes neuter's interpretation: when M is 'animate', then neuter is interpreted as 'inanimate', but when M is interpreted with the more specific alloseme 'male' with particular roots, then neuter is 'agender'. This proposal captures kinship interactions with number; children-denoting nouns; diminutive interpretation; and coordination resolution.

Syntax: Nominals

Tense-associated nominalization in Oshiwambo

Soo-Hwan Lee, Olivia Ndapo

New York University, USA

Short Abstract

Nominalization has been reported to lack tense (see Stowell 1981, 1982, Wiltschko 2003, Rivero 2009, Baker & Vinokurova 2009 among others). Contrary to this standard assumption, this work shows that tense-associated nominalization is possible in Oshiwambo (Bantu). An implication of this work is that the syntactic size of agentive nominals can be more articulated in size than just a verb phrase contrary to what has been reported in the previous literature. The empirical evidence provided in this work adds weight to the claim that parallels can be drawn between the nominal and the clausal syntax.

Functions of Full Nominal Reduplication in Jakarta Indonesian

Evelyn E Fettes

Cornell, USA

Short Abstract

"Functions of Full Nominal Reduplication in Jakarta Indonesian" is a corpus study of Jakarta Indonesian that examines what nominal elements may appear with a fully reduplicated noun and what functions the process of full nominal reduplication performs. Syntactically, it finds that Jakarta Indonesian more closely resembles Betawi Malay than standardized Bahasa Indonesia. Additionally, reduplication may express both plurality and variation of kind, as well as to emphasize certain nouns in an utterance, a function that as of yet has been unmentioned in the standard literature on Indonesian.

Referential vs Impersonal *you*

Milena Šereikaitė[1], Raffaella Zanuttini[2]

[1]Princeton University, USA. [2]Yale University, USA

Short Abstract

The English pronoun *you* can have a referential and an impersonal reading. Referential *you* refers to one or more individuals who are the addressee in the context of utterance. Impersonal *you* is interpreted as referring to anyone who happens to be in a certain situation (similarly to impersonal *one*) . We focus on their syntactic properties and argue that referential *you* is a DP, while impersonal you is a φP. We contribute to the literature on impersonal pronouns by showing that, in addition to dedicated impersonal pronouns like Dutch *men* (Fenger 2018), non-dedicated pronouns with an impersonal reading can also be defective.

The perception of vowelless words in Tashlhiyt: Implications for Phonological Typology

Georgia Zellou[1], Mohamed Lahrouchi[2], Karim Bensoukas[3]

[1]UC Davis, USA. [2]CNRS/Paris 8, France. [3]Mohammed V University, Morocco

Short Abstract

This study examines the perceptual mechanisms involved in the processing of words without vowels, a lexical form that is common in Tashlhiyt but highly dispreferred cross-linguistically. We find that vowelless words containing different types of sonority profiles are generally discriminable by both native and naive listeners. Yet, nonword ratings indicate that native-language experience governs wellformedness of new words. Our results can inform understandings of the relationship between language-specific phonetic variation and phonotactic patterns, as well as how auditory processing mechanisms shape phonological typology.

The role of visible articulatory variation in the Mandarin sibilant contrast and merger

Baichen Du[1,2], Alexandra Pfiffner[1], Keith Johnson[1]

[1]University of California, Berkeley, USA. [2]University of Hong Kong, Hong Kong

Short Abstract

This study examines whether acoustically ambiguous variants maintain or neutralize their visual cues in an ongoing merger when different articulations are possible. Rounded retroflex and alveolar sibilants are neutralizing in Mandarin, and the acoustic neutralization (measured in COG) can be achieved articulatory through tongue shape and/or unrounding. An audiovisual experiment with 30 speakers was conducted, and we found individual differences in lip aperture that corresponded to the amount of merging. More merged speakers had more unrounding, and vice versa. Future ultrasound studies will examine whether and how tradable articulatory gestures are affected to different degrees in sound change.

Dialect attitudes influence perceptions of intelligibility in varieties of French

Kaitlyn Owens, Monica Nesbitt, Jeffrey Lamontagne

Indiana University - Bloomington, USA

Short Abstract

Although recent work suggests attitudes towards other languages do not strongly influence comprehension (Schüppert et al., 2015), asymmetries in perceived intelligibility are hypothesized to reflect attitude asymmetries (e.g. Wolff, 1959). We probe whether attitudes are linked to perceived intelligibility rather than comprehension using two dialects of French: Canadian French and Hexagonal French (France). In this study, 56 participants (20 Canadian; 36 French) completed an aural word-recognition task and a perceptual attitudes task; we analyzed results using mixed-effects regression. Our results suggest: (a) intelligibility and perceived intelligibility are not identical

phenomena and (b) attitudes significantly influence perceived intelligibility without influencing comprehension.

Creolistics & Contact

The preserve of the rural elderly, or a language for modern life? Authenticity, anonymity and indexical ambiguity in Martinican Creole

Chiara Ardoino[1], Noémie François-Haugrin[2], Stéphane Térosier[3]

[1]Queen Mary University of London, United Kingdom. [2]Université des Antilles, Martinique. [3]Leiden University, Netherlands

Short Abstract

This paper investigates the effects of language standardisation on purism and traditional indexicalities in the French department of Martinique, where traditionally stigmatised Creole can now boast a quasi-official orthography and some representation in formal domains like school and the media. By analysing questionnaire data from 123 respondents regarding their (i) exposure to activist/standardised Creole, (ii) attitudes to Creole on the status dimension, (iii) purism and (iv) upholding of traditional Creole indexicalities, we provide empirical evidence for both the presence of purism in under-standardised languages and the persistence of traditional indexicalities in the face of waning diglossia and ongoing standardisation.

Compensatory Strategies in Child First Language Attrition within an Atlantic Creole

Trecel J Messam

The University of the West Indies, Mona, Jamaica

Short Abstract

In this paper, I review compensatory strategies for language attrition, employed in Creole contact in the case of a 13 year-old Jamaican immigrant to Curaçao. This immigrant, a native speaker of Jamaican Creole, had become submerged in the life and the education system of Curaçao, and now primarily communicated in Papiamentu, the mass vernacular of Curaçao. The study finds that instances of compensatory strategies represented in previous studies on lexical attrition are applicable in the case of Creole contact, including lexical borrowing, word coinage, metonymy, conversion and semantic contiguity. There may however be variation in the implementation of these strategies.

You switch I switch, Jack: On the role of interaction in Cabo Verdean language mixing

Sophia Eakins

University of Michigan, Ann Arbor, USA

Short Abstract

How do bilinguals structure language mixing? While some have searched for grammatical models, others observe that the interaction shapes the outcome of bilingual language (Auer 1984a; Wei 2002). The present paper uses both qualitative and quantitative methods to explore the understudied bilingual Cabo Verdean Creole 'Kriolu'-English community in Boston, MA. The driving research questions are: 1) How are bilinguals in interaction influencing each other's language practices? 2) Are there observable contextual factors conditioning these phenomena? Results show bilinguals in interaction are most likely to maintain each other's language practices but will also diverge to convey interactional meaning.

Prosody I

Focus identification in a pitch accenting language with flexible constituent order: the case of Russian

Tatiana Luchkina[1], Tania Ionin[2], Maria Goldshtein[3]

[1]Stony Brook University, USA. [2]University of Illinois at Urbana-Champaign, USA. [3]Arizona State University, USA

Short Abstract

Prosody and variable constituent order interface as means of expressing sentence focus in Russian. The present study reports on three perception experiments showing that non-canonical order is a strong cue to focus assignment in Russian, and overrides prosodic cues. In contrast, the canonical SVO order is compatible with focus on either object or subject, and prosodic cues help determine the discourse structure; word-level prosodic cues facilitating focus assignment under canonical constituent order include relative pitch prominence and availability of perceptible prosodic breaks in the vicinity of the focal word.

A focus-controlled acoustic analysis of phrase- and word-level prosody in Amharic

Jackson Kellogg

Boston University, USA

Short Abstract

Accounts in the literature on lexical stress in Amharic vary greatly. We performed a focus-controlled acoustic analysis, to reduce phrase-level confounds and clarify the manifestation of stress. No support was found for past stress descriptions, but results were consistent with a tonally demarcated Accentual Phrase. There was an asymmetric acoustic raising under focus at the left edge of the word, indicating domain-initial strengthening, and raised pitch on the final syllable, indicating a high boundary tone. This refines the prosodic typology by suggesting Amharic may belong to the likely-underreported class for which phrasal intonation is active but lexical stress is absent.

What prosody does when morphosyntax is absent: the case of Korean relative clauses

Jinyoung Jo[1], Juyeon Cho[2], Sanghee Kim[3], Sun-Ah Jun[1]

[1]University of California, Los Angeles, USA. [2]University of Delaware, USA. [3]University of Chicago, USA

Short Abstract

This study investigates the effect of prosody on comprehension of restrictive relative clauses (RRC) and non-restrictive relative clauses (NRC) in Korean, a language that lacks morphosyntactic markers that distinguish between RRC and NRC. We hypothesized that the narrow focus prosody may be mapped to RRC, while the broad focus prosody to NRC, which we tested in two experiments. Results showed that Korean listeners associate broad focus prosody with NRC and narrow focus prosody with RRC, but such sensitivity to prosody seems to be affected differently depending on the type of task. What causes different sensitivity to prosody will be discussed.

Pushing against essentialist characterizations of language in Linguistics: Setting priorities in research, teaching, and advocacy

Session abstract

Who counts as a "native" speaker or signer of a language? Everyone has intuitions about this concept, and what types of language experience, behavior, and identity might be relevant. However, when we start digging deeper into how this concept is applied, we start finding contradictions and pseudoscientific assumptions (Rajagopalan 1994, Bonfiglio 2010, Hackert 2012, Babel 2014, Cheng et al. 2021, Dewaele et al. 2022). Common ways of categorizing persons according to language experience and identity are based on essentialist assumptions which do not have empirical backing (De Houwer 2023). That is to say, categories like "English speaker" and "native signer" are rooted in abstract, ideologically constructed perspectives on the world – not in objective evaluations of data (Faez 2011, Kutlu 2020, Kutlu et al. 2022, Brown et al. 2023). Apparent correspondences between these categories and linguistic behavior are due to the fact that they can sometimes overlap with true predictors such as language experience and ideologies about speakerhood and belonging (Rothman et al. 2023, Cheng et al. 2022). These top-down categories have a massive impact on the way that language use is classified and evaluated, and structures of oppression such as racism, (trans)misogyny, colonialism, and ableism are implicated in both motivating these assumptions and the harm they produce (Craft et al. 2020, Ortega 2020, Leivada et al. 2023, Namboodiripad & Henner 2023). It is long past time for language researchers to come together to advocate for more humane and accurate characterizations of language users.

This workshop brings together scholars who have been working to push against essentialist characterizations of language use in their research, and who are interested in thinking about how to bring this research into other spheres of their academic practice, including teaching, reviewing, evaluating, and advocating for language rights. Some of these scholars are active participants in the newly established ROLE Collective (https://rolecollective.github.io/). The goals of this workshop are to (a) present to a general linguistics audience how the problem of "nativeness" and related essentialist notions of languagehood have been relevant across disciplines, and (b) to solicit and set priorities from the assembled community of interested linguists as to concrete actions and lines of inquiry.

 Our proposed workshop consists of three sections. First, an introductory talk by the workshop convenors motivates the workshop and briefly discusses some theoretical and practical motivations for moving away from essentialist notions of languagehood. Second, a panel of scholars will give lightning talks which address how the issue of "nativeness" and other essentialist concepts have created harm in their scholarly spaces. These scholars have been selected to represent a range of disciplines, approaches, institutions, and stages of academia. Finally, we will open the floor for structured discussion on this topic, soliciting feedback and advice from the assembled linguists. In the end, we aim to learn more about how this issue has affected linguists, personally and professionally, and to create a concrete list of action items to help manifest a more just and equitable discipline and world.

Presentation abstract 1 - Full title

The native signer in sign language linguistics

Presentation abstract 1

Only around 5% of US deaf children are born to deaf parents (Mitchell & Karchmer, 2004), but most studies of sign languages focus on those individuals. There are good reasons for studying what sign languages look like when they are acquired from birth, including establishing the legitimacy of sign languages and measuring how a lack of sign language exposure affects deaf children. But which kinds of disservice are we doing to our field, the Deaf community as a whole, and the many deaf

individuals who learned a sign language later in life by valorizing the "native signer" and focusing almost exclusively on perceived comparative deficits in other signers? The question of "native" sign language acquisition highlights broader problems with the concept of "nativeness". What are we missing and who are we harming when we study a population mainly from the point of view of a small subset of its members?

Presentation abstract 2 - Full title

Specifying the unspecified: Clarifying "native" and "non-native" terms to aid in the robustness of replication research.

Presentation abstract 2

The vagueness of the terms "native" and "non-native" when characterizing language users undoubtedly leads to inconsistencies among language researchers and research consumers in their interpretations of study participants' backgrounds and behaviors. The problem is particularly noticeable when attempting to compare findings across studies–are the criteria for "native speaker" status the same across studies? In other words, is it safe to assume that "native" speakers of language X in one study are sampled from the same population as participants described the same way in another study? In this talk we discuss the consequences of such vague characterizations of study participants for reproducibility. Is the so-called "replication crisis" due in part to unspecified–and therefore unknown–differences between purportedly similar participant samples? We will explore the role that replication research(ers) can play in encouraging a richer and more respectful characterization of the people who participate in our research.

Presentation abstract 3 - Full title

The "native" listening subject: Shifting the burden from speakers to perceivers

Presentation abstract 3

"Native" speakers of a language have often believed that it is their right to understand other speakers of their language, and that communication barriers are the fault of the other (i.e., "non-native") speakers. In this talk, I address work aimed at examining how "native" listeners can adapt to accents which are unfamiliar to them. This work contains a scientific component, aimed at examining adaptation and linking this adaptation to other types of learning. However, this work also includes an educational component aimed at communicating to a general audience of individuals who often identify as "native speakers" themselves. We ask these audiences to consider how their notions of who is and isn't a fluent speaker of a language may impact their perception and their willingness to communicate.

Presentation abstract 4 - Full title

Rejecting nativeness in pedagogical research for language courses: Advantages for Heritage Language instruction

Presentation abstract 4

Speakers of a heritage language are individuals who speak a language other than the majority language, often speaking the non-majority language at home and with family. In the context of my research, the population of heritage speakers are speakers of Spanish as a heritage language living in the United States. In the Spanish language learning context, SHLs are Spanish heritage language learners (SHLLs) and may be enrolled in a course designed specifically for SHLLs, a course designed for second language learners (L2s), or in a course designed for both SHLLs and L2s enrolled in the same language course. By rejecting nativeness in pedagogical research for language courses,

learners can be appropriately instructed and learn effectively as bi/multilinguals while embracing their forms of knowledge, cultural experiences, and meaningfully communicating using language.

Presentation abstract 5 - Full title

An undergraduate perspective on how linguists categorize multilinguals

Presentation abstract 5

As an undergraduate who is somewhat new to the world of linguistics, it can sometimes be confusing to juggle the various terms regarding levels of language learning and fluency. Before I started taking linguistics courses, I only knew that monolinguals and bilinguals existed. My undergraduate studies have introduced me to terms like "heritage speaker" and "native speaker," but I also see how differently each of these groups (among others) are defined between researchers and the general public, and even between different linguists. By acknowledging these discrepancies and resolving to do what I can to promote unambiguous descriptions of these groups, I hope that we can decrease social stigmas that exist regarding language use and the harm it may cause towards speakers due to inaccurate multilingual population categorization.

Presentation abstract 6 - Full title

Structured discussion

Presentation abstract 6

This discussion will identify priorities and needs of the community by asking the main questions which are also addressed by the panelists in the short talks. The panelists will stay active participants in the discussion as well. A google doc will be created to document and organize the discussion, as well as to increase overall accessibility and participation. At the end, action items will be proposed.

What is Special about L3 Research? The Contributions of L3 to Language Acquisition

Session abstract

For the past several decades, linguistics research has incorporated evidence from language acquisition in developing theoretical models. Issues such as how children construct first language (L1A) grammars based on impoverished environmental evidence, and how second language (L2A) grammars are constrained by universal principals have advanced the field of developmental linguistics. Yet, having focussed on bilingual grammars where we can probe the influence of the L1 on the L2, we are now at the stage where we can probe the globally common phenomenon of multilingualism in the form of third language acquisition (L3A).

This proposed symposium aims to outline the unique questions, goals, and challenges within the relatively new field of L3A research, as well as demonstrate how L3A research can aid in the larger goal of developing a unified theory of human language in a way that L1A and L2A research alone cannot. While highlighting differences between L2A and L3A, we will note fundamental similarities across multiple domains of linguistic development.

Across three talks, we will (1) define the initial state for language acquisition in general and advance a proposal for a unified theory of language development (2) explore how additional factors such as structural similarity and native/non-native status impact the L3A process and (3) discuss

methodological approaches to investigating L3 and key experimental design challenges in L3 research. Descriptions of the individual presentations are provided below:

Presentation abstract 1 - Full title

The importance of L3 acquisition research: Why is its study unique in establishing a comprehensive model of language acquisition?

Presentation abstract 1

In spite of the advances made in our principled understanding of the adult second language (L2) acquisition process (see e.g., Flynn, 1987; White, 2003), essential linguistic questions persist concerning the multilingual mind. Importantly, L3 acquisition research uniquely contributes to the development of a unified theory of the initial state (S0), in general, and in isolating those aspects of prior linguistic knowledge that contribute to L3 learning.

We propose a unified theory for S0 and a theoretical paradigm for modeling development: Grammatical Mapping (Lust 2012). We present arguments from a structural perspective arguing for development of S0 as a state of mind that precedes the construction of a particular target language. Utilizing concrete production data examples, we provide new insights into the development of the multilingual mind by demonstrating how L3 learners engage in linguistic computation of specific linguistic components in the construction of a new target L3.

Presentation abstract 2 - Full title

Gender agreement in third and additional language acquisition: Evidence from grammaticality judgments

Presentation abstract 2

While ample research suggests that L1 affects the acquisition of grammatical gender in L2 at the initial stages and beyond (i.e. Sabourin et. al, 2006; Ellis et al., 2012), less work has been done on L3 gender acquisition. Our talk will discuss data showing cross-linguistic influence (CLI) in the acquisition of gender agreement in L3/Ln.

The first study examines how the native/non-native status of a previously acquired grammatical gender system impacts the development of L3 gender, particularly at early stages of L3 learning. The other study addresses the question of whether knowledge of two gendered languages can confer an additional advantage for L3/Ln learners, and discusses the results in terms of a surface transfer of similar gender agreement marking. All in all, our data point to a facilitative CLI in the acquisition of gender agreement in L3/Ln and highlight two factors that drive that CLI: structural similarity and non-nativeness.

Presentation abstract 3 - Full title

Exploring L3 developing grammars: design, methods and some data

Presentation abstract 3

Recent work suggests that initial stages of transfer will play a significant role in modeling the rate at which the acquisition of an L3 will take place, suggesting that linguistic experience in the initial transferred language modulates the rate at which non-facilitation is overcome (e.g., Cabrelli et al., 2020; Cabrelli & Iverson, 2023). In this presentation, I will focus on exploring how to test such a claim, by first discussing the ideal design to explore L3 developing grammars, as well as providing some key methodological insights. I will further illustrate this with two existing datasets, which will show that L3

developmental trajectories are dynamic and non-uniform, differing at the individual level. I will end the presentation by highlighting differences regarding the extent to which intra- and extralinguistic factors interact at the initial stages of acquisition and subsequent development.

Grammatical Variation

Beyond anaphora: Backward-oriented similative demonstratives in Central Tibetan and Cantonese conversation

Ryan Ka Yau Lai, Yuting Jiang

University of California, Santa Barbara, USA

Short Abstract

We examine the use of similative demonstratives (SDs), including Central Tibetan *de-'dra/'di-'dra* and Cantonese *gam2(joeng2)*, focusing on backward-oriented cases where the target of demonstration (ToD) precedes the SD. Based on conversational data, we find that: (a) SDs' core meaning is better described with the notion of accordance than traditional similarity-based accounts; (b) SDs immediately following a ToD within a TCU are not anaphoric but mark completeness, indicate approximativity, and integrate the ToD into the unfolding clause; (c) Cantonese *gam2* additionally serves as a discourse marker, signaling relationships between (referents and) propositions and prefacing responses to challenges.

Nubri dialectal case variation as a result of social and contact factors

Cathryn Donohue

The Hong Kong Polytechnic University, Hong Kong

Short Abstract

I present field data from several varieties of Nubri, Tibetan and Nepali, to shed light on differential object marking in Nubri. I focus on the dialectal case variation and discuss a possible explanation based on contact. I claim that relative prestige of the Nubri variety influences the likelihood of accommodating and thus the overall receptiveness to contact transfer. I show that this hypothesis also explains the case variation in the diaspora community in Queens NYC. This work contributes to the overall understanding of differential object marking, and of the socially determined contact effects that influence language change.

Syntactic motivations underlie sociolinguistic change in French question formation

Corentin Mazet, Jeffrey Lamontagne

Indiana University Bloomington, USA

Short Abstract

Both partial and total questions in French exhibit a range of structures without movement (intonation questions, tags) or with it (WH raising and subject-verb inversion), with more movement being associated with greater formality. Comparing statistical models predicting surface variants to syntactic operations for 273 spontaneous questions from an oral corpus of speakers in Northern France, we observe that the underlying syntactic mechanisms for change in superficially distinct cases (WH movement, subject-verb inversion) share general trajectories and thereby elucidate how structural changes underway contribute to variation and change in multiple sociolinguistic variables such as the ongoing changes in French question formation.

Toward the Future of the Institute on Collaborative Language Research (CoLang): Sharing our Multidimensional Experiences

Session abstract

The symposium will celebrate and showcase the efforts of the stakeholders at the Institute on Collaborative Language Research (CoLang), looking at how far CoLang has come as well as how it can move forward by carefully revisiting emerging issues and discussing how future institutes may address them. CoLang is a biennial training venue for language documentation and revitalization. The first two were called Institute on Field Linguistics and Language Documentation (InField), and the name was changed to CoLang from 2012 in response to the Institute's goal of emphasizing collaboration. CoLang aims to assist all stakeholders, across the boundaries of speaking communities and academe. It offers two-week-long intensive workshops followed by a practicum to apply the skills learned. CoLang has always encouraged the development of Community-Based Research (Czaykowska-Higgins 2009, Rice 2006, Penfield et al. 2008), and it has been a place for people to meet and connect.

According to Genetti and Nash (2022), "[A] central focus has been on shaping the Institute to be inclusive of … members of speech communities whose languages are endangered or sleeping, and who are actively engaged in the documentation and/or revitalization of those languages" (316). However, this goal has been perceived differently and realized uniquely based on the host institution's geographic characteristics and relationships with local Indigenous communities. Additionally, as Leonard and Haynes (2010) point out, "commonly accepted research practices in field linguistics are often not truly collaborative" (269). Issues like this can be openly discussed at CoLang, enhancing the experience of participants who work in or hope to conduct ethically sound collaborative research.

Language documentation is a shared interest across disciplines in linguistics. While conference presentations are typically given by academics, this symposium will bring together voices from various aspects of documentation work. The first presentation provides an overview of the history of CoLang, including its inception and transformation. The second panel informs about the role of the CoLang Advisory Circle (AC), its relationship to the Institute, and the previous involvement of the current AC co-convenors at CoLangs. The third panel shares an Indigenous community member's experience at CoLang 2022 including its impact on their young Indigenous scholars. The fourth presentation gives a student perspective, describing how their CoLang participation benefited their training and how it is contributing to their academic practice. The panels are preceded by an introductory presentation and followed by commentary which will be given by discussants -- the co-hosts of CoLang 2024. They will summarize the talks, raise issues, and explain how they plan to address them in CoLang 2024. They will also identify themes to guide the open discission. CoLang is a transformative venue where one can receive ethical practice training. To showcase more about CoLang and its history, supplemental posters will follow.

The topic of the proposed session bears social impacts. It raises awareness among the general attendees of LSA 2024 regarding true collaboration (Leonard and Haynes 2010) and reclamation, accountability (Chew and Hinson 2021), and decolonial considerations in field linguistics training (Tsikewa 2021).

Presentation abstract 1 - Full title

Introductory presentation: "Passing the torch of the CoLang Spirit"

Presentation abstract 1

CoLang's stated focus, "to be inclusive of … members of speech communities …, and who are actively engaged in the documentation and/or revitalization" (Genetti & Nash 2022, 316), is what I refer to as the CoLang Spirit. Addressing the CoLang Spirit, CoLang 2022 set a goal to increase Indigenous presence and to enhance Indigenous perspectives throughout the CoLang experience. Indigenous participation at CoLang 2022 increased from previous institutes, representing 56% of attendees (Miyashita et al. 2023) and thereby reaching its initial goal. However, there were other issues: An increase in Indigenous participation alone does not necessarily address the importance of true collaboration or the enhancement of Indigenous perspectives unless experiences are exchanged among participants from various backgrounds. Because CoLang is a transformative training venue that responds to ongoing issues, it is important to revisit its inception and growth to pass on the CoLang Spirit to the future institutes.

Presentation abstract 2 - Full title

Presentation 1 (Host perspective) "InField 2008 and 2010: Laying the foundation for a valuable institution"

Presentation abstract 2

This talk outlines the historical context and the original motivations for the first InField Institute(renamed CoLang in 2012), including significant gatherings that spurred many extraordinary conversations and collaborations, from which emerged an unexpected consensus that shaped the institute and laid the groundwork for its evolution. In 2008, the basic structure of the institute was established: global perspectives provided through Models plenary talks, team-led Workshops for skills, and Practica/field methods for practical application of skills. From its initial concept of offering training in concrete language documentation skills to linguists and community members alike, the institute further evolved with the inclusion of new speech community members and the development of visions for collaborative documentation. The presentation will discuss the core values that emerged; acknowledge the original participants, many of whom went on to become Institute leaders in subsequent iterations; and trace the threads that resulted in greater community voices in future CoLangs.

Presentation abstract 3 - Full title

Presentation 2 (AC co-convenor perspective) "Cultivating Academic Leadership at CoLang Through Capacity Building"

Presentation abstract 3

Linguistics has been noted as beneficial training for insider researchers, a point made by many non-indigenous scholars (Gerdts 2017, Genetti and Siemens 2018), and there are recent efforts to be more inclusive of underrepresented minorities in the language sciences. CoLang has always had the goal of being inclusive of those who identify as Indigenous, Native American, or First Nations, who are engaged in working on, with, and for their ancestral language (Genetti and Nash 2022). While this effort was initially for non-academic participation, it has evolved to include academic leadership. As the Native American women with advanced degrees in linguistics simultaneously serving as co-convenors of the CoLang Advisory Circle (AC), we are examples of this leadership. In this talk, we will discuss the impacts CoLang had on our personal and professional language journeys, areas of concerns we have encountered as participants, co-facilitators, and co-convenors, and our aspirations for future CoLangs.

Presentation abstract 4 - Full title

Presentation 3 (Indigenous community perspective) "CoLang Experiences on the Next Generation of White Clay Immersion School Leadership"

Presentation abstract 4

Empowering the next generation of Aaniiih (White Clay) language speakers, leaders, and advocates has had its inspiration, challenges, and successes. Just when the future of the Aaniiih language seemed bleak, a young group of emerging Aaniiih language leaders appeared to shine a light. One of the encouraging opportunities that they had, was the participation of the Institute on Collaborative Language Research (CoLang) 2022, at which I was also a plenary speaker. The CoLang 2022 experience was an inspiring event for the young leaders, who are stakeholders of the Aaniiih language reclamation. In my presentation, I will (i) give a background on the Aaniiih language, (ii) outline the history of the White Clay Immersion School (WCIS) and its efforts in the restoration of the Aaniiih language, (iii) discuss my experience at CoLang 2022, and (iv) examine the impact of the CoLang experience on three young WCIS interns.

Presentation abstract 5 - Full title

Presentation 4 (Student perspective) "Learning Directly from Practitioners: The CoLang Experience Through a Student Lens"

Presentation abstract 5

My contribution to this panel is to speak about CoLang from my perspective as a linguistics student and future language worker. My first CoLang experience came just as I was beginning to work in the areas of Indigenous language research and revitalization as a master's student in linguistics. The Institute provided me with some of my first opportunities to learn directly from practitioners about the unique and varied needs, goals, and approaches of community language work, and to begin carrying that knowledge from theory into practice. This formative experience motivated me to continue my training in linguistics community-based language work. I am now a doctoral candidate in linguistics, where I continue to work at the intersections of language research and revitalization. In my work I regularly draw upon the knowledge, skills, and relationships that I've developed through CoLang, and will continue to do so throughout my career.

Presentation abstract 6 - Full title

Poster 1 - CoLang 2012: Innovative community involvement in the searing heat of the Kansas plains

Presentation abstract 6

With major NSF funding, the name was changed to CoLang, emphasizing collaboration/community. Innovations: (i) Increased involvement of community members as instructors (30%); (ii) ELF funding for Indigenous students; (iii) First inclusion of sign language; (iv) After two weeks of workshops, 'Practicum' replaced 'Field methods' (4 weeks of apprenticed research with native-speaker instructors); (v) Posting of Practicum findings online. Some 40 workshops were offered, covering documentation, grant & pedagogy writing, and emphasizing community agency, practical partnerships and products. Daily keynote talks added to the richness of the offerings. Excursions included the Kickapoo Powwow, and a large native prairie with baby bison. Practica (Cherokee, Uda, Amazigh) allowed students to experience an immersive apprenticeship mentored by 2-3 native speaker instructors. The Amazigh Practicum emphasized language variation and even had three instructors, each a native speaker of a different dialect. A charter (https://web.archive.org/web/20150424094644/https://idrh.ku.edu/colang-charter) was first developed in CoLang 2012. It is still in effect.

Presentation abstract 7 - Full title

Poster 2 - Institute on Collaborative Language Research (CoLang) 2014

Presentation abstract 7

The fourth Institute on Collaborative Language Research (CoLang) was hosted by the University of Texas at Arlington in June and July 2014. One major goal of CoLang 2014 was to train undergraduate and graduate students and Indigenous community members; over the course of the Institute, ninety-nine students participated and twenty-seven different Indigenous communities from the Americas were represented by at least one attendee. Nearly 60 two-week courses were offered, covering topics such as language documentation methods, hardware and software for language documentation, language pedagogy, and data management and archiving. In addition to the courses in the first two weeks, there were public events aimed at reaching a broader audience beyond CoLang attendees: public talks, language teaching demonstrations, movie screenings with discussions, and sharing nights. Following the two-week courses, there were four four-week practica, which featured three languages of the Americas (Alabama, Innu, Apoala Mixtec) and a language of Africa (Ngambai).

Presentation abstract 8 - Full title

Poster 3 - Institute on Collaborative Language Research (CoLang) 2018

Presentation abstract 8

CoLang 2018 was held in Gainesville, Florida and was the first CoLang to occur on the east cost of the United States. In recognition of the long history of US colonialism in this region, CoLang 2018 was the first to include a practicum in a sleeping language, Timucua, which was the Native language of north Florida. Timucua joined three other language practica (Choctaw, Zapotec, and Nyangbo). This poster focuses on how CoLang 2018 addressed the local historical and linguistic situation of many eastern regions of North America.

Presentation abstract 9 - Full title

Poster 4 - CoLang 2020 Web Series: Keeping the community connected during the pandemic

Presentation abstract 9

In March 2020, the local organizing committee for CoLang at University of Montana carefully considered the rapidly changing public health emergency related to the COVID-19 pandemic. A decision was reached to cancel the Institute. Moving the event online or a hybrid program would not effectively deliver the community building and unique collaborative spirit of the Institute. Instead, a web series was planned for the CoLang community to gather remotely and engage with CoLang topics and offerings. Days one and two focused on uplifting the signature workshops and past participant experiences in practica. A third day specifically focused on COVID-19 impacts on the language documentation and revitalization community. While language communities were disproportionately affected in terms of loss of speakers, the session promoted resilience and response to the global emergency. Furthermore, an additional panel on the Houma Language Project's building of digital language revitalization communities illustrated emergent efforts to continue collaboration.

Presentation abstract 10 - Full title

Poster 5 - CoLang 2022: Increased Indigenous Representation

Presentation abstract 10

The seventh Institute on Collaborative Language Research (CoLang) was co-hosted in 2022 by the University of Montana and Chief Dull Knife College. One of its major goals was to increase Indigenous participation throughout the programming. Two significant decisions were made to accomplish this goal: (i) the term 'instructor' was replaced with 'facilitator,' indicating less distance between participants and those leading workshops, and (ii) each workshop was 'co-facilitated' by a team including at least one Indigenous scholar. Also, the Local Organizing Committee collaborated with the American Indian Language Development Institute (AILDI) and Smithsonian Center for Folklife and Cultural Heritage, and they sponsored two workshops and a movie night, respectively. CoLang 2022 offered 39 workshops and two practica focusing on Cheyenne and South Bolivian Quechua. Additional events included a star story, public talks, and a poetry night. 225 people attended, including both invited and registered participants; 82 Indigenous communities were represented.

Poster Plenary Session 1

P1-1 | MAKING CONTACT: The Importance of Verbal Gestures and Intimate Interaction for Understanding the Conditions of Language Change in West Africa

Promise McEntire

University of Michigan, USA

Short Abstract

How can analysts connect speaker interaction to language change? Focusing on West Africa's multilingual environment, this paper models documentation of translingual "verbal gestures," contending that documenting verbal gestures is essential to (1) understanding their role in discourse coordination and relationship to speaker identity; (2) (re)constructing the sociolinguistic histories of the region(s) where they are used. In highlighting the importance of high-contact settings and loans that are "essentially rooted in conversation," I trouble the narrative that verbal gestures are "marginal" to language and underscore the need for speaker-centered accounts of language change that consider speakers' context-bound communication motives.

P1-2 | Assessing potential language attrition: The Supplemental Language Attrition Questionnaire

Kelly Kendro, Scott Jarvis

Northern Arizona University, USA

Short Abstract

We introduce the Supplemental Language Attrition Questionnaire (SLAQ), intended to complement existing language background surveys to provide a richer, more holistic assessment of individualized language background. The SLAQ, which collects quantitative and qualitative data related to aspects of language context thought to contribute to attrition, can be integrated into existing data collection processes and provides a standardized measure to assess potential language attrition. More broadly, our instrument facilitates a deeper understanding of language attrition while also addressing growing concerns about essentialist and reductive perspectives of language knowledge, especially those perpetrated by the discrete categories typically used in multilingual research.

P1-3 | Receptive Language Switching Costs in Urdu-English Bilinguals: A Partial Replication Study

Ranjeeta Mahraj, Lauren Covey

Montclair State University, USA

Short Abstract

This study examines receptive language switching in bilinguals, measuring the behavioral 'costs' involved in switching between languages. The current study, a partial replication of Struck and Jiang (2022), tested 82 Urdu-English bilinguals living in the US and Pakistan using an online lexical decision task. Results showed a marginal effect of Language, with faster RTs in L2 English as compared to L1 Urdu. We also observed response sequence effects, with faster RTs to response repetition trials. However, we did not replicate previous findings and found no effect of language switching, which may be related to the role of L2 script/literacy.

P1-4 | Bilingual knowledge of wh-in-situ and Island Violations

Yourdanis Sedarous, Acrisio Pires

University of Michigan, USA

Short Abstract

This paper investigates bilinguals' sensitivity of two structures with overlapping word orders, but are licensed under different pragmatic contexts across two languages. We focus on wh-in situ structures in Egyptian Arabic, a language where wh-in situ serves as a canonical wh-question formation structure in out-of-the-blue questions, and English, where (single) wh-in situ structures have been argued to be pragmatically licensed in contexts where common ground requirements are fulfilled. Using data from Egyptian Arabic and English wh-structures, we show that even in situations where the wh-in situ structure is presented without pragmatic licensing, bilinguals recognize them as interrogative.

P1-5 | Examining inflectional morphology in aphasic Spanish-English bilinguals: An exploratory case study

Andrew P Collins[1], Nichol Castro[2]

[1]University of Kansas, USA. [2]University at Buffalo, USA

Short Abstract

Second language (L2) learners and people with aphasia (PWA) struggle with inflectional morphology, yet little is known about agreement behaviors of aphasic bilinguals. We investigated whether aphasic L1-Spanish L2-English bilinguals' noun-adjective agreement appears more like neurotypical native speakers or L2 learners. Participants achieved high accuracy with agreement between one noun and adjective but showed over-use of morphological defaults. For coordinated nouns with an adjective, participants behaved neither like neurotypical native speakers nor L2 learners and strongly preferred agreeing the adjective with only the closest noun. Our findings tentatively suggest that L2 and PWA's errors may stem from computational limitations.

P1-6 | Applying Quantitative Methods for Detecting Russian Borrowings to the Nakh-Daghestanian Language Family

Eleanor Wren-Hardin

University of Kentucky, USA

Short Abstract

This research applies the first stage of a two-stage quantitative and qualitative approach to Russian borrowing detection in the Nakh-Daghestanian language family utilizing LingPy (List & Forkel, 2022) to identify borrowings in 135 concepts each from seven Nakh-Daghestnian languages and Russian. Overall, quantitative approaches for detecting borrowings in wordlists provide a powerful and fast way to examine hundreds of words, and when accompanied by a closer analysis of the output there is the potential to reveal insights into the history of language contact and borrowing in these languages and families.

P1-7 | Evidentiality in Herodotus' *Histories*: 'hearsay' vs. all the rest

Chiara Zanchi

University of Pavia, Italy

Short Abstract

This paper investigates how evidentiality is expressed in Herodotus' Ancient Greek. Through manually annotating Herodotus' *Histories*, it is shown that Herodotus uses discourse particles, parenthetical clauses, complementizer constructions, and functional extensions of Tense-Aspect-Modality paradigms to express evidentiality. Overall, these strategies are not obligatory, can co-occur, and express different values of evidentiality and related categories. Exceptions are certain complementizer constructions and Tense-Aspect-Modality paradigm extensions, exclusively expressing hearsay. Thus, an opposition holds between non-personal (hearsay) and personal evidentiality, consistently with the reliability that direct perception and good reasoning are granted in the Greek culture and the position of hearsay in evidential hierarchies.

P1-8 | Forward reconstructing Albanian diachronic phonology

Clayton G.S. Marr, Rosa Jones

The Ohio State University, USA

Short Abstract

The diachronic phonology of Albanian is critical for pressing questions in the reconstruction of Proto-Albanian, its place in Indo-European and the Balkan sprachbund, and its relation to Balkan Romance. Given the loss of any pre-15th century attestation of Albanian, any other members of its Indo-European branch, and most native vocabulary, Albanian diachrony leans heavily on the outcomes of imperial-era Latin loanwords, but vexing issues remain. This work applies computerized forward reconstruction to a dataset of over 1000 Latin loans in Albanian that will be released publicly, building off baselines derived from two comprehensive relative chronologies of Albanian sound change.

P1-9 | Rampant analogy: The untold scope of analogical change from Latin to Romance

Matthew L. Juge

Texas State University, USA

Short Abstract

Analogical change has played a greater role in historical Romance verb morphology than is commonly recognized. Latin *possum* 'be able' (< *pot-* + *sum* 'be') has only one Spanish reflex derived via regular sound change, *puedes* 'you can'. All other forms result from grammaticalization or analogy. This extent of analogical creation undermines claims that homophony avoidance drives analogy. The lower level of analogy elsewhere in Romance challenges the notion of necessity for the

Spanish changes. Instead, they suggest that, despite this verb's high frequency, speakers replaced nearly all the forms on the basis of one single reflex without eliminating irregularity.

P1-10 | Categorizing intransitive verbs in child Mandarin: meaning versus syntax

Kaiying Lin, Kaiml Deen

University of Hawai'i, USA

Short Abstract

There are two views on how intransitive verbs might be categorized by children into unaccusative and unergative verb classes (Perlmutter, 1978). The Projectionist View (Hale & Keyser, 1993; Levin & Rappaport Havov, 1995; Pinker, 1989; Chomsky 1981) posits that semantic factors determine the categorization. The Constructionist View (Hoekstra, 1992; Borer, 1994; Goldberg, 1995; van Hout, 1996; Ritter & Rosen, 1996) posits the syntactic context in which a verb occurs as being determinant in categoriziation. We investigate this relationship between meaning and constructional environment in the categorization process by children, and find that when both meaning and construction align categorization is the most efficient.

P1-11 | Three-year-olds generalize verb meanings across syntactic frames in cross-situational verb learning

Yiran Chen, Alexander LaTourrette, John Trueswell

University of Pennsylvania, USA

Short Abstract

Previous research suggests children use syntactic frames to learn verb meanings. However, many verbs occur in multiple frames (e.g., "He broke the bowl"/"The bowl broke") in very different contexts. While toddlers can use multiple frames presented in a single dialogue to infer verb meanings, it remains unknown how they integrate frames encountered at different exposures, as children retain limited information about word meanings cross-situationally and struggle to generalize verb meanings across events. Here, using a preferential-looking paradigm, we showed that 3-year-olds successfully generalize verb meanings across syntactic frames presented in different contexts, providing evidence for cross-situational syntactic bootstrapping.

P1-12 | Linguistic transfer in L3 acquisition of Spanish variable anaphoric direct objects by L1 Mandarin, L2 English speakers

Jingyi Guo

Indiana University Bloomington, USA

Short Abstract

While most studies on linguistic transfer in third language acquisition examined categorical linguistic structures, the current study investigates a variable structure, Spanish anaphoric direct objects (ADOs), which can be expressed or omitted. Employing contextualized naturalness judgment tasks in all three languages, the current investigation of a rarely studied language triad (L1 Mandarin, L2 English, L3 Spanish) demonstrates that L3 beginning Spanish learners' usage patterns of Spanish ADOs are more similar to the ADO patterns in their L2 English interlanguage, than those in their L1 Mandarin, suggesting transfer from L2, which is also typologically more similar to L3 Spanish.

P1-13 | Piipaash negation

Saki Gejo

Arizona State University, USA

Short Abstract

This study explores Piipaash negation adapting a Negative Cycle (Jespersen 1917, van Gelderen 2023) and adds new data to previous study (Gordon, 1986). Piipaash is a Native American language which belongs to the Yuman language family. It employs lexical and morphosyntactic processes to form negatives: negative verbs such as kuvar-k 'not exsist' and a double negative morphological structure: waly-agreement marker-verb root-ma-k. Analysis proposes that a Piipaash Negation cycle has been disrupted due to weak phonological and morphological characteristics of waly-, such as distance from the verb root, phonological reduction and optionality that did not allow it to fully develop.

P1-14 | Working in a Language-as-Problem Framework: Flexibility in Minority Language Education

Quynh-Giang Dang

Emory University, USA

Short Abstract

Through a case study of Mông in Vietnam, this paper examines how educators negotiate top-down educational policies for working with minority languages. Working under policies that view Mông either as a problem or an extrinsic resource, educators at a primary school in Sapa view language with significant nuance. Mông is simultaneously viewed as a problem, a resource (both intrinsic and extrinsic), and a right. Highlighting the flexibility of teachers in implementing problem-oriented policies, this study informs future minority language policy-making and advocates for policies that view minority languages as a right and a resource.

P1-15 | Kincretism in crosslinguistic perspective

Tran Truong, Nathan Thompson

Pennsylvania State University, USA

Short Abstract

As a universal of language, kinship systems are highly amenable to crosslinguistic study and comparison. We survey past work done on the typology of kinship (Morgan 1871, Greenberg 2020) and demonstrate that the six major kinship patterns of classical anthropology--Iroquois, Crow, Omaha, Inuit, Hawaiian, and Sudanese--exemplify an *ABA domain with respect to possible and impossible patterns of absolute syncretism. We also provide a broader overview of kinship syncretisms, or kincretisms, in a genealogically diverse sample of languages, including Faroese, Ingush, Pengo, Kotiria, South Efate, Mian, Sierra Popoluca, Aguarana, Kuuk Thaayorre, Tariana, *inter alia*.

P1-16 | Subanen Symmetrical Voice (SV) Patterns and Its Implications for SV Typology

Sharon Bulalang

De La Salle University Manila, Philippines

Short Abstract

Previous study on symmetrical voice in Western Subanon shows that there are two sub-types of voice system – mood-based and aspect-based – and case markers and verbal affixes work together to highlight the prominent argument. The purpose of this study is to determine if these findings hold for other Subanen languages – Northern Subanen, Southern Subanen, Tələt, and Ginsalugen. The investigation shows that these languages also exhibit the two sub-types of symmetrical voice. However, they vary in case marking their arguments revealing that there are differences in the way symmetrical voice is exhibited even by languages belonging to the same language family.

P1-17 | Quirky features of first person non-singular in Sora

Gregory DS Anderson

Living Tongues Institute for Endangered Languages, USA. UNISA, South Africa

Short Abstract

There are significant mismatches between pronominal categories with overt lexicalization and the categories expressed in various sub-domains inflectionally, but with no consistency across the five conjugational subtypes in Sora, an Austroasiatic language of India. Sora is a mildly polysynthetic language with a mixed head- and dependent-marked system of encoding grammatical relations. Subject is marked by affixation on the verb and by pronouns if relevant. Objects are encoded by affixation and optionally by case marking. Pronouns only distinguish singular vs. plural, but inflectional categories may encode (in)clusivity or dual, but different conjugations show different patterns. Data come from field notes.

P1-18 | Evaluating a Novel Color Script

Charlotte LS Michaluk

HVRSD, USA

Short Abstract

A novel 23 character alphabetic color script was evaluated. The idea of a constructed writing system developed for a specific purpose is well-established, with examples like Pitman shorthand for speed, and Deseret and Shavian for phonetic consistency. The script is designed for use in art across a range of media, such as beading, weaving, and painting. The meaning is communicated through color categories defined only by hue, leaving the chroma and value reserved for artistic expression. This color script shows potential for enhancing communication of art.

P1-19 | Individual differences in phonetic convergence to raw versus normalized targets: Evidence from English sibilants

Ivy Hauser, Emily Graham, Xinwen Zhang

University of Texas at Arlington, USA

Short Abstract

Convergence occurs when talkers alter their production towards speech they hear and can occur in lab settings without instruction to imitate. It is not clear how convergence interacts with perceptual normalization – do speakers converge towards an abstract normalized pattern (*how* the talker is speaking) or the raw acoustic properties of the voice? This study presents a test case using English /s/ where participants are presented with competing raw and normalized targets. Most people converge towards raw acoustics and diverge from the abstract pattern, but there are some individuals

who converge to the abstract pattern.

P1-20 | The Taishanese [ɬ] : Acoustic Features, Lateralization from Cantonese /s/, & Heritage vs. Native Speakers

Vicki Li

CUNY - Graduate Center, USA

Short Abstract

Despite its history as the original lingua franca of Chinese-U.S. immigrants, Taishanese (a variant of Cantonese) is understudied, particularly in phonology and phonetics. For example, the voiceless lateral fricative [ɬ], or the belted l, is a Taishanese identity-marking feature that is also rare in the world's sound inventories. This sociophonetic study addresses these gaps through documentation of the spectral moments of the Taishanese [ɬ], while applying these measures to investigate the possibility of an acoustic cline from its Cantonese counterpart (/s/) and incorporating an additional factor of heritage and native speaker status differences.

P1-21 | Pharyngeal consonants and laryngeal articulation in Modern Standard Arabic

Benjamin Lang[1,2], Zainab Hermes[3], Samantha Wray[4,2], Haidee Paterson[5], Osama Abdullah[5], Alec Marantz[2,5]

[1]University of California, San Diego, USA. [2]New York University, USA. [3]The University of Chicago, USA. [4]Dartmouth College, USA. [5]New York University Abu Dhabi, UAE

Short Abstract

The standard view of pharyngeal sounds in Arabic focuses on constriction between the tongue root and the pharynx while the Laryngeal Articulator Model proposes that pharyngeal sounds originate from an epiglottal constriction as part of a primarily laryngeal articulation. In this study, real-time MRI is used to examine the pharyngeal and laryngeal regions during the production of pharyngeal consonants in multiple varieties of Arabic. Results indicate both the pharynx and the larynx are utilized in the production of pharyngeal sounds.

P1-22 | Mid-vowel alternation in Parisian French: an analysis through Verlan

Corentin Mazet

Indiana University, USA

Short Abstract

French mid-vowel alternation of the pairs /e/-/ɛ/, /ø/-/œ/, and /o/-/ɔ/ is commonly analyzed through the *Loi de Position* syllabic analysis (closed syllables favor the lax version, open syllables favor the tense version), but has not been sufficiently supported so far. In this work, I use *Verlan* words, which are words created through reorganization of syllable structure, to analyze the alternation. I find that the syllabic analysis works for the overwhelming majority of *Verlan* words, including cases of perfect alternation in mid-vowels (/site/ 'hood' -> [te.ci] or [tɛs]). This supports the existence of a *Loi de Position* in French.

P1-23 | Individual Segments Carry Lexical Stress in Abkhaz

Samuel Andersson

Yale University, USA

Short Abstract

In the lexical stress system of Abkhaz, stress assignment is sensitive to small units: CV or even just C. Previous work attempts to understand such units prosodically, e.g. as moras (Kathman 1992). I report on stress alternations in 1,016 Abkhaz nominals and verbs, arguing that moraic analyses are inadequate. I propose a segmental theory where consonants and vowels carry stress. Independently needed rules predict why a C and following V apparently behave as a unit, so that CV units from previous work are only apparent. Abkhaz shows that even for phenomena like stress, "segmental" and "prosodic" are difficult to disentangle.

P1-25 | Representing Exceptions to Turkish Vowel Harmony

Jae Weller, Eric Raimy

University of Wisconsin - Madison, USA

Short Abstract

Turkish is well-known for vowel harmony wherein vowels match the leftmost vowel of a word in terms of rounding (high vowels only) and backness. Words can also be disharmonic. Precedence and Relation Oriented Phonology (Papillon 2020) provides the representations to analyze Turkish vowel harmony that captures both harmonic (i.e., 'regular') and disharmonic (i.e., 'exceptional') morphemes without resorting to non-phonological diacritics. Harmonic forms have single spans of features for backness and rounding. Disharmonic forms have nested spans of alternating back/nonback or round/nonround features. Alternating forms are unspecified for the relevant features and thus receive the feature from the base.

P1-26 | Multiple Pathways to Geminate Formation in Passamaquoddy-Maliseet

Margaret R. Matte

City University of New York, Graduate Center, USA

Short Abstract

Proto-Algonquian and Proto-Eastern Algonquian reconstructions lack long consonants (Bloomfield 1946; Goddard 1982; Hewson 1993; Warne 1975), but these exist in some daughter languages, including Passamaquoddy-Maliseet (LeSourd 1988/1993), an endangered Eastern Algonquian language. If geminates were not inherited from Proto-Algonquian, the question is how the consonant length contrast developed. This paper identifies five ways in which geminates do or have formed in Passamaquoddy-Maliseet, using the evolutionary pathways established in Blevins 2004 as a guide: (i) assimilation in consonant clusters; (ii) assimilation between a consonant and vowel; (iii) concatenation; (iv) syncope between identical segments; and (v) expressive lengthening.

P1-27 | Learnability of tonal patterns with amodal phonation cues: An artificial grammar learning experiment

Tran Ta-Tran, Alex Hong-Lun Yeung

University of Delaware, USA

Short Abstract

This project investigates the use of amodal phonation types (e.g, creakiness, breathiness) as contrastive cues in tone languages and whether the presence of these amodal cues affect learnability.

P1-29 | Predicting Māori Passive Forms

Selin Alkan

CUNY Graduate Center, USA

Short Abstract

Māori is perhaps best known for its passive verb forms in the context of modern linguistic studies. As many as seventeen distinct suffixes have been associated with the active/passive paradigm, with many linguists attempting to determine the most appropriate way to describe and analyze the status of the "thematic consonant" present in the passive form, but absent in the active (Williams 1957, Biggs 1961; Hale 1973; Ryan 1989; Blevins 1994). This study offers clearer look at the phenomenon via diachronic and computer-mediated synchronic linguistic analysis as well as a neural network model investigating the subregularities among verbs in Māori.

P1-30 | "It's not as much of a struggle right now:" Metaphor use by women with chronic conditions

Hann Bingham Brunner

Oklahoma State University, USA

Short Abstract

Conceptual metaphors (Lakoff and Johnson, 1980, 1999) are one of the most useful linguistic tools for expression, whether for physical or emotional illness or pain. While much has been done to investigate the conventional conceptual metaphors used with cancer, much less has been done regarding metaphors of chronic conditions. This study found that participants use CYCLE, not JOURNEY, metaphors to talk about their everyday lived experience with chronic conditions. This research has implications for future metaphor research into the CYCLE metaphor, as well as for doctors and patients, particularly with regard to time to diagnosis and illness management.

P1-31 | Left dominant or right dominant? Problematic sandhi types in Jinshan

Tianle Yang[1], Phil Rose[2]

[1]University at Buffalo, USA. [2]Australian National University Emeritus Faculty, Australia

Short Abstract

The notion of dominance plays an important role in typologizing the tone sandhi behavior in Sinitic languages as either right- or left-dominant (Ballard, 1984; Hashimoto, 1987; Zhang, 2007). Our paper examines the diagnostic criteria for dominance in greater depth using acoustic citation tone and sandhi data from the Chinese Wu dialect of Jinshan (Rose & Yang, 2022), a variety described as displaying the "complex" tone sandhi type (Qian, 1992). We show some of the problems in applying the concept of dominance to Jinshan and argue that the current criteria for deciding the dominance of tone sandhi require refinement.

P1-32 | Ethnicity-specific and -independent learning: Effects of guise on adaptation to novel foreign-accented talkers

Nicholas Aoki, Georgia Zellou

University of California, Davis, USA

Short Abstract

How do listeners adapt to foreign-accented talkers? Prior work provides evidence for *accent-specific learning* (hearing Mandarin-accented speakers enhances comprehension for novel Mandarin-accented talkers) and *accent-independent learning* (hearing multiple speakers from different language backgrounds increases comprehension for novel-accented talkers).

We exposed listeners to multiple Mandarin-accented talkers and tested whether *top-down cues* affect comprehension of a novel Mandarin-accented talker. Viewing same-ethnicity faces in exposure induced *ethnicity-specific learning*: comprehension only improved with matching test talker ethnicity. Seeing faces with multiple different ethnicities led to *ethnicity-independent learning*: improved accuracy for a novel-ethnicity talker. These results highlight the importance of social expectations in perceptual learning.

P1-33 | How Do GenZ Speakers Use and Process Emoji in Chatbot Conversations: An Eye-Tracking Study

Marina Zhukova, Laurel Brehm

University of California Santa Barbara, USA

Short Abstract

This study investigates use and processing of emoji in chatbot conversations. 32 GenZ participants engaged in semi-naturalistic chats in an eye-tracker for ten minutes with a ChatGPT bot that used specific emoji from two personas (GenZ and Millennial). Eye-tracking and sentiment analysis revealed that the GenZ bot was typically positively perceived, while the Millennial bot showed one of two patterns: adaptation or hyperfocus on the 'wrong' emoji. The study sheds light on how emoji are used compared to words and their impact on AI assistant communication styles. The findings offer insights for studying open-ended conversations and linguistic patterns using ChatGPT.

P1-34 | More linguists have been to LSA than I have: Explaining the comparative illusion from a noisy-channel perspective

Yuhan Zhang[1], Carina Kauf[2], Edward Gibson[2]

[1]Harvard University, USA. [2]Massachusetts Institute of Technology, USA

Short Abstract

The comparative illusion sentence, "More students have been to Russia than I have", is acceptable on first reading, but upon closer examination, its meaning becomes hard to discern. Previous research has identified several factors that affect the illusion degree and here we propose a noisy-channel explanation to account for how the illusion arises. This study provides another linguistic phenomenon supporting the rational aspect of human language processing.

P1-35 | Gender inclusivity in Italian: Can gender neutrality be reached in a gendered language? Difficulties, proposals and perception of the phenomenon

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Short Abstract

As a gendered language, reference to grammatical gender in Italian is constant and inevitable. As language reflects and shapes society, grammatical gender reinforces binary views of gender and the

invizibilization of non-binary identities. This research explores gender-neutral forms in Italian and public perceptions of these innovations, elucidating usage of linguistic strategies for gender neutrality and advancing our understanding of acceptance or resistance to them. In this way, it enriches the scholarship on gender inclusivity and neutralization strategies in gendered languages, providing a foundation for further research on their implementation in spoken language and their potential application in world language classrooms.

P1-36 | Students exploring language structure – an inquiry-based approach to grammar

Mari Nygård

NTNU, Norway

Short Abstract

What linguistic insights do a group of high school students demonstrate when they explore issues of language structure through inquiry-based methods? Together with two language teachers, we design and implement teaching modules about language structure and variation, applying variants of inquiry-based methodology. A main goal in the teaching design is to take the students' own linguistic intuitions and their linguistic environments as an outset for inquiry, and to build linguistic awareness and knowledge from this fundament. We present two selected teaching sequences, about (a) structural ambiguities and (b) morphology in language mixing.

P1-37 | Causality and modality: a case study on Teochew periphrastic causatives

Zhuosi Luo

Georgetown University, USA

Short Abstract

This study explores the causality notions encoded in periphrastic causatives in Teochew (an understudied variety of Southern Min, Sinitic). I argue that the causality notions denoted by five causative verbs in Teochew differ in at least four dimensions, i.e., (i) (in)directness (temporality, space and mediation), (ii) the actuality entailment of the caused event, (iii) (not) bearing speaker attitude and (iv) (not) encoding social relation. Together, these show that the widely-adopted CAUSE(e1, e2) is not sophisticated enough to capture the complex causalities notions encoded in human languages. Instead, a sublexical modal analysis paired with event semantics is superior.

P1-38 | Derive the biased reading of A-not-A questions in Mandarin Chinese

Yaxuan Wang

Michigan State University, USA

Short Abstract

The current study provides a unified account for the biased A-not-A questions in Mandarin by arguing 'A' must be substituted by epistemic modals which is the overt realization of Goodhue's (2019) doxastic operator. The biased reading is derived from the resulting unbalanced partition and the questioner's Gain information strategy. The analysis provides new evidence from the semantic aspect for the argument that the first A has reality only in PF. Additionally, the data lend evidence to Goodhue's argument that there exists a doxastic speech operator between NegP and TP in high negation questions and this structure is not ambiguous.

P1-39 | What Can the Taxonomy of Predicative Possession Tell Us? An Investigation of Malwai Punjabi

Xiaolong Lu

University of Arizona, USA

Short Abstract

The study examined the syntactic and semantic behaviors of predicative possession in Malwai Punjabi, an underdocumented dialect spoken in the Malwa region of Punjab, Haryana, and Rajasthan. Data was collected from longitudinal online interviews with native speakers as consultants, with audio recordings for transcribed target sentences. The result revealed that all the alienable possession could be marked by the postposition koḷ 'near/with', whereas inalienable possession, such as whole-part relation and kinship, could not be encoded using koḷ. The case study provides a typological evidence to evidence the existence of split possession in the Indo-Aryan language family.

P1-40 | "the" does not encode an anaphoric index: Evidence from kind uses

Sadhwi Srinivas

College of William & Mary, USA

Short Abstract

Two types of semantic theories for English definite article "the" have historically held sway: (1) "the" enables (unique) access to a referent within some contextually-restricted domain, and (2) "the" picks out a previously mentioned referent, implemented using anaphoric indices. Here, we focus on an empirical observation from Reed (2016) concerning the definite article's limited anaphoric potential with kind-level referents. We argue that these data adjudicate in favor of an analysis for "the" more akin to (1) – crucially involving domain restriction, rather than (2) – involving anaphoric indices.

P1-41 | A stereotype-based semantics for slurs

Katie Martin

Massachusetts Institute of Technology, USA

Short Abstract

I propose a new analysis of the semantics of slurs wherein they denote a set of individuals who conform to stereotypes of a certain group, rather than simply denoting all members of that group. Meanwhile, the derogation associated with the slur is conveyed not in the asserted content, but as a presupposition. This approach addresses flaws in previous analyses of slurs raised by Falbo (2021) and Lo Guercio (2021), while accounting for a larger set of data.

P1-42 | Intralinguistic variation in the descriptions of changes of state: Typlology and animacy in Japanese

Yo Matsumoto, Keigo Ujiie

NINJAL, Japan

Short Abstract

The intralinguistic variation in the linguistic representations of changes of state (e.g., dying, becoming clean) is discussed based on the corpus study of 12 different changes in Japanese. 10,044 sentences describing them and randomly sampled from the corpus were classified according to their change-encoding syntactic positions. The predominant position for indicating a change is the main verb (rather than result phrases). However, the positions vary considerably according to particular changes, with animacy playing an important role. This finding is discussed from typological perspectives. It is suggested that the verb preference for animate changes is a tendency worth examining crosslinguistically.

P1-43 | To drop or not to drop: Weak Hand Drop and social identity in ASL

Kate Henninger

The University of Chicago, USA

Short Abstract

Stylistic variation has been a growing part of third wave variationism; however, most work has focused on spoken languages. The current study offers a starting point for third wave variationism research on sign languages by investigating the social meaning of the phonological phenomenon Weak Hand Drop (WHD) within a unique sign language community. Using data from Netflix's reality TV series "Deaf U", we analyzed signers' WHD production in multiple contexts. Findings indicate signers use an awareness of their interlocutor's status in the community as well as their own individual social identity to adjust their signing production of WHD.

P1-44 | SPE in Philadelphia Spanish: Multiculturalism and Bilingualism in Language Variation and Change

Camila Franco

Temple University, USA

Short Abstract

Subject pronoun expression (SPE) in Spanish (overt "Yo soy" vs. null "Ø Soy") is influenced by social and internal linguistics factors. One key characteristic of SPE is its geolectal distribution. However, the SPE distribution in U.S. Spanish is disrupted showing a shift towards a leveled rate of overt SPE (50%-60%). This study aims to contribute to the existing literature on U.S. Spanish using an interdisciplinary approach consisting of methods from sociolinguistics and psycholinguistics to identify predictors of variation and change in the Spanish spoken in Philadelphia.

P1-45 | Exploring VOT Convergence Patterns among Mandarin L2 Speakers of English Across Audiences

Ke Lin

Georgetown University, USA

Short Abstract

The present study uses Voice Onset Time (VOT) to investigate convergence in L2 English speech by native speakers of Mandarin. In particular, we explore the effect of participants' beliefs about an interlocutor's L1 status on the degree of VOT convergence using a contextualized, computer-mediated shadowing task. Our results found that participants in the L2 interlocutor condition exhibited greater convergence than those in the L1 interlocutor condition. This study reveals a novel pattern in L2 speakers' phonetic convergence as prompted by the perception of their interlocutor's native language status.

P1-46 | A Comparative Study of Language Policies in the Era of Globalization and Multiculturalism between South Korea and China

Xueying Lan, Taerin Cho

Yonsei University, Korea, Republic of

Short Abstract

This study critically analyzes South Korea and China's language policies amidst globalization and multiculturalism, focusing on the interplay between national ideology and national identity. Despite existing research, a deep investigation into the relationship between national ideologies mirrored in language policies and national identity remains under-explored. By employing Teun A. van Dijk's sociocognitive approach from Critical Discourse Studies, this study aims to offer a thorough

understanding of these countries' language policies and suggest adaptive measures for the era of globalization and multiculturalism.

P1-47 | A San Diegan Debate: Take 8 or Take the 8 Investigating the determiner "the" before numeric freeways in San Diego

Brianna O'Boyle

San Diego State University, USA

Short Abstract

In seeking to understand the second dialect acquisition of transplants to San Diego, in the lens of usage of the determiner "the" before numeric freeways, it was discovered that this linguistic feature is likely to have diffused from Los Angeles to San Diego in the 1980s.

P1-48 | Comparison of geolinguistic criteria to reveal heterogeneity in the language regard of Michiganders' mental maps for the US "Core" South

Kin Ma, Wil Rankinen, Avery Koan

Grand Valley State University, USA

Short Abstract

This talk offers a geolinguistic criteria-based approach to compare the language regard of mental maps for different intra-community groups of a speech community. Data elicited from hand-drawn maps as part of a 148-speaker Michigan corpus stratified by region, i.e., Upper Peninsula (UP), n=91; Lower Peninsula (LP), n=57. Maps digitized, processed, and analyzed using ArcGIS 10.7. All polygons with an attribute describing the US "Core" South were joined by region. Four thresholds of consensus based on the percentage of overlapping polygons among respondents are compared (i.e., 50%/75%/85%/95%). Each threshold independently examined to determine the geographic coverage based on a geopolitical boundary.

P1-49 | English, Neoliberalism, and Institutional Tensions in the South Korean Workplace

Altyn Hallayeva

University of South Carolina, Turkmenistan

Short Abstract

The nationwide shift toward globalization and neoliberalism restructured the South Korean workplace. This led to a shift in values in the workplace: individual competitiveness over collectivism, yearly contracts over lifetime employment, and an expectation of constant self-improvement of employees. This case study seeks to understand the place of English within the transformed South Korean workplace. In-depth interviews with five employees of a huge South Korean conglomerate suggest that such a shift created tensions as a result of incongruencies between the global ideologies that commodify English and local language ideologies that resist the place of English within the South Korean society.

P1-50 | The Influence of Guarani on Gender Agreement in Paraguayan and Correntino Spanish: A Contrastive Analysis

Elizabeth Dudek[1], Justin Pinta[2]

[1]D'Youville University, USA. [2]Mississippi State University, USA

Short Abstract

This study illustrates how highly similar language contact situations can produce differing linguistic outcomes through the analysis of grammatical gender in Paraguayan and Correntino Spanish. Normative Spanish grammatical gender agreement does not allow feminine nouns to be modified by adjectives and determiners with masculine morphology. In contrast, Correntino and Paraguayan Spanish demonstrate this combination of feminine nouns + masculine modifiers as part of the variable grammatical gender system. Unlike both Normative Spanish and Correntino Spanish, however, Paraguayan Spanish also allows for masculine noun + feminine modifiers, a combination that is not attested in either of the other varieties examined.

P1-51 | Its All Relative – Extraction out of Relative Clause Islands in Mende

Jason D Smith[1], Harold Torrence[2]

[1]Michigan State University, USA. [2]UCLA, USA

Short Abstract

This talk investigates island violations in Mende, a Mande language of Sierra Leone. Recent research on African languages shows that they do not fit neatly within the standard categories of islandhood (Wolof: Torrence 2005, 2012, Krachi: Torrence and Kandybowicz 2014, Asante Twi: Hein and Georgi 2020, Igbo: Georgi and Amaechi 2020). In this paper we show that there is an asymmetry regarding extraction out of RCs in Mende. Extraction out of subject-modifying RCs is permitted, while extraction out of object-modifying RCs is blocked.

P1-52 | Mỹky interlocutor exponence and the syntax of the speech act

Bernat Bardagil

Ghent University, Belgium

Short Abstract

Mỹky is an isolated language spoken in southern Amazonia, in the western area of the Brazilian state of Mato Grosso (Monserrat 2000, 2010; Bardagil 2023). Mỹky uses an interlocutor indexing system like sex indexicality, also extended to other categories that characterize the interlocutors. My proposal is to export Agree from the INFL level, interacting with clausal participants, into the Speech Act level, interacting with locuphoric participants. This results in a successful empirical coverage for languages with a grammaticalized encoding of SAPs, such as Mỹky interlocutor indexation.

P1-53 | The distribution of the copula *shi* in Mandarin embedded and matrix sluicing

Jiayuan Chen

Rutgers University, USA

Short Abstract

In Mandarin sluicing, the copula *shi* may precede the *wh*-phrase and it's sometimes optional. This study investigates experimentally exactly when *shi* is optional. Many existing analyses claim that *shi* is optional only when the *wh*-phrase is complex. I present 2 naturalness rating experiments showing that *shi* is only optional in matrix sluicing, regardless of the *wh*-phrase. I argue that a general preference for complex *wh*-phrases gave the illusion that *shi* can be optional when the *wh*-phrase is complex. These findings challenge the assumptions existing analyses make about when *shi* is optional, thereby questioning their explanations for why *shi* is optional.

P1-54 | Locating Agreement in the Grammar: Are We There Yet?

Aya Halabi

University of Michigan, USA

Short Abstract

Theorists have disputed whether agreement is syntactic (e.g., Chomsky 2001) or post-syntactic (Bobaljik 2008). This paper proposes a morphology-dependent agreement theory, where agreement is viewed as the output of two operations computed in two different components of grammar (cf. Arregi & Nevins 2012). The first operation is Agree-Match, which is a syntactic operation that establishes abstract agreement links between the Goal and the Probe based on locality constraints. The values of φ-features are copied on the Probe post-syntactically during Agree-Value, which applies after other morphological operations (e.g., Fusion or Impoverishment) take place assuming Distributed Morphology (Halle & Marantz 1993 et seq.).

P1-55 | Syntactic variation of the existential *there* construction in English: An acceptability judgment task

Vatcharit Chantajinda

University of Wisconsin-Madison, USA

Short Abstract

This study examines agreement variants of the existential "*there*" construction, including "*there are*", "*there're*", "*there is*", and "*there's*" followed by a plural NP. Twenty native speakers of English completed a 2x2x2 acceptability judgment task with *Copula realization* (full vs. cliticized), *Quantifier* (bare vs. a lot of), and *Agreement* (agree vs. non-agree). A linear mixed-effects model revealed no *Quantifier* effects but showed an interaction between *Agreement* and *Copula realization*. "*There are*" scored higher than "*there're*" while "*there is*" scored lower than "*there's*". Despite the high frequency of "*there's*", the two agree forms were still more acceptable.

P1-56 | The apparent optionality of two types of Agents in ASL Motion Predicates: Numeration and subeventive structure.

Elena E Benedicto

Purdue University, USA

Short Abstract

We analyze data from ASL motion predicates that support a syntactic approach for transitive/intransitive alternations, with one particular dedicated distinct head introducing the Agent (not causer) argument. We show there exist two different agentive interpretations [continuous (take the ball to the basket-type) vs non-continuous (kick the ball into the hole-type) contact; originally, Hale-Keyser2001] and claim that syntax derives them via a specific head-movement operation. Further we claim that the apparent optionality in morphosyntactic patterns for continuous agents arises out of the particular Numeration selected and the syntactic operations taking place in a derivation with subeventive structure represented syntactically.

P1-57 | Interpreting causatives: The case of *faire se* in French and Italian

Yining Nie[1], Fabienne Martin[2], Chiara Dal Farra[3], Silvia Silleresi[3]

[1]San José State University, USA. [2]Utrecht University, Netherlands. [3]Università degli Studi di Milano Bicocca, Italy

Short Abstract

Periphrastic *faire/fare* causatives in French and Italian differ as to whether the embedded verb can be marked with reflexive *se/si* morphology. Reflexive marking is available on the embedded verb in

French (e.g. *Silvia a fait (s')allumer la lampe* 'Silvia made (REFL) turn on the lamp'), but not in Italian (e.g. *Silvia ha fatto accender(e/*si) la lampada*). Zubizarreta (1985) has suggested that this difference in the ban on *fare *si* results in argument structure ambiguity of the embedded verb in Italian; we test this claim using a truth value judgment task.

P1-58 | Tone, Viewpoint Aspect, and Imperative Mood

Ronald P. Schaefer[1], Francis O. Egbokhare[2]

[1]Southern Illinois University Edwardsville, USA. [2]University of Ibadan, Nigeria

Short Abstract

We examine interaction between viewpoint aspect and imperative mood in an under described and endangered Edoid language of West Africa. In Emai, tone functions both lexically and grammatically, bisyllabic verbs in citation form being toneless. In declarative mood Emai distinguishes perfective from imperfective, perfective assigning high tone to a verb and imperfective assigning low. Imperative mood favors perfective aspect. In one context, verb tone is low high. The initial low appears conditioned by a boundary between subject with high tone and verb. Across this boundary, consecutive high tones, as they would have occurred, are prohibited. The verb initial high lowers.

P1-59 | Tough-constructions as Complex Constituents

Aliaksei Akimenka

University of Michigan, Ann Arbor, USA

Short Abstract

There have been two major approaches to analyzing *tough*-constructions (TCs) in English: the *base-generation account* and the *long-movement* account. Reconciling the tension between these approaches is a challenging task since arguments exist in favor of each of them. Following Zwart's (2012) insight that the infinitive in TCs functions as a passive, I propose a complex predicate account of (plain) TCs that accommodates the conflicting evidence. The proposed account also offers an explanation for other constraints associated with TCs (e.g., unavailability of subject gaps) which have not yet received an established account in the literature.

P1-60 | Distinguishing Tibetan light verb constructions from other N-V combinations: An information-theoretic approach

Ryan Ka Yau Lai

University of California, Santa Barbara, USA

Short Abstract

Light verb constructions (LVCs) are pervasive yet understudied in Tibetan, specifically how their statistical properties differ from other conventionalised noun-verb combinations. In this study, I extracted highly frequent noun-verb combinations from a corpus and find that unidirectional association measures work well: Compared to non-LVCs, LVC verbs showed lower surprisal given the noun, nouns had higher surprisal given the verb, and the KLD-based measure of the noun's attraction to the verb is lower. Previously proposed measures like context entropy and PMI do not clearly distinguish LVCs from non-LVCs, highlighting the importance of unidirectional association measures for LVC identification.

P1-61 | A typology of disanaphor morphemes: universality and variation

Iara Mantenuto, Isabelle B Hutchins

California State University, Dominguez Hills, USA

Short Abstract

Through a study of Tagalog disanaphor morphemes, this presentation expands the universal characteristics of disanaphor morphemes (adding to Mantenuto 2020), but it also proposes the need for a theory of variation. In Tagalog, one important distinction from Mixtec is the different antecedent that the disanaphor morpheme takes. In Tagalog the antecedent needs to be the same element as the one in the DP containing the disanaphor morpheme, while in the other languages analyzed so far, the element needs to share some characteristics but need not be the same. The mismatch present in Tagalog limits the context dependent readings available.

P1-62 | Types of classifier systems

Marcin Kilarski[1], Marc Allassonnière-Tang[2,3,4]

[1]Adam Mickiewicz University, Poland. [2]Muséum national d'histoire naturelle, France. [3]Université Paris Cité, France. [4]Centre national de la recherche scientifique, France

Short Abstract

Although classifiers constitute one of the prototypical illustrations of linguistic diversity, our knowledge of their expression is constrained by the absence of data. We report on the preliminary findings of an ongoing project that aims to determine the distribution of classifier types and their semantic categories based on a database of 3000+ languages (Virk et al. 2020). An analysis with Gramfinder based on a reduced sample of grammars of 986 languages shows that the use of available sources as corpora combined with NLP methods is a suitable tool with high potential for identifying classifier types in the world's languages.

P1- A (63) | CoLang 2012: Innovative community involvement in the searing heat of the Kansas plains

Arienne M Dwyer

University of Kansas/ University of Washington, USA

Short Abstract

With major NSF funding, the name was changed to CoLang, emphasizing collaboration/community. Innovations: (i) Increased involvement of community members as instructors (30%); (ii) ELF funding for Indigenous students; (iii) First inclusion of sign language; (iv) After two weeks of workshops, 'Practicum' replaced 'Field methods' (4 weeks of apprenticed research with native-speaker instructors); (v) Posting of Practicum findings online. Some 40 workshops were offered, covering documentation, grant & pedagogy writing, and emphasizing community agency, practical partnerships and products. Daily keynote talks added to the richness of the offerings. Excursions included the Kickapoo Powwow, and a large native prairie with baby bison. Practica (Cherokee, Uda, Amazigh) allowed students to experience an immersive apprenticeship mentored by 2-3 native speaker instructors. The Amazigh Practicum emphasized language variation and even had three instructors, each a native speaker of a different dialect. A charter (https://web.archive.org/web/20150424094644/https://idrh.ku.edu/colang-charter) was first developed in CoLang 2012. It is still in effect.

P1-B (64) | Institute on Collaborative Language Research (CoLang) 2014

Samantha Cornelius[1], Colleen Fitzgerald[2]

[1]Division of Language Preservation, Chickasaw Nation, USA. [2]North Dakota State University, USA

Short Abstract

The fourth Institute on Collaborative Language Research (CoLang) was hosted by the University of Texas at Arlington in June and July 2014. One major goal of CoLang 2014 was to train

undergraduate and graduate students and Indigenous community members; over the course of the Institute, ninety-nine students participated and twenty-seven different Indigenous communities from the Americas were represented by at least one attendee. Nearly 60 two-week courses were offered, covering topics such as language documentation methods, hardware and software for language documentation, language pedagogy, and data management and archiving. In addition to the courses in the first two weeks, there were public events aimed at reaching a broader audience beyond CoLang attendees: public talks, language teaching demonstrations, movie screenings with discussions, and sharing nights. Following the two-week courses, there were four four-week practica, which featured three languages of the Americas (Alabama, Innu, Apoala Mixtec) and a language of Africa (Ngambai).

P1-C (65) | Institute on Collaborative Language Research (CoLang) 2018

Aaron Broadwell

University of Florida – Gainesville, USA

Short Abstract

CoLang 2018 was held in Gainesville, Florida and was the first CoLang to occur on the east cost of the United States. In recognition of the long history of US colonialism in this region, CoLang 2018 was the first to include a practicum in a sleeping language, Timucua, which was the Native language of north Florida. Timucua joined three other language practica (Choctaw, Zapotec, and Nyangbo). This poster focuses on how CoLang 2018 addressed the local historical and linguistic situation of many eastern regions of North America.

P1-D (66) | CoLang 2020 Web Series: Keeping the community connected during the pandemic

Carolyn O'Meara[1], Jean-Luc Pierite[2,3,4], Samantha Prins[5]

[1]Universidad Nacional Autónoma de México, Mexico. [2]Tunica-Biloxi Tribe of Louisiana, USA. [3]Massachusetts Institute of Technology, USA. [4]North American Indian Center of Boston, USA. [5]University of Arizona, USA

Short Abstract

In March 2020, the local organizing committee for CoLang at University of Montana carefully considered the rapidly changing public health emergency related to the COVID-19 pandemic. A decision was reached to cancel the Institute. Moving the event online or a hybrid program would not effectively deliver the community building and unique collaborative spirit of the Institute. Instead, a web series was planned for the CoLang community to gather remotely and engage with CoLang topics and offerings. Days one and two focused on uplifting the signature workshops and past participant experiences in practica. A third day focused on COVID-19 impacts on the language documentation and revitalization community. While language communities were disproportionately affected in terms of loss of speakers, the session promoted resilience and response to the global emergency. Furthermore, an additional panel on the Houma Language Project's building of digital language revitalization communities illustrated emergent efforts to continue collaboration.

P1-E (67) | CoLang 2022: Increased Indigenous Representation

Richard Littlebear[1], Madeleine Shek[2]

[1]Northern Cheyenne, USA. [2]University of Montana, USA

Short Abstract

The seventh Institute on Collaborative Language Research (CoLang) was co-hosted in 2022 by the University of Montana and Chief Dull Knife College. One of its major goals was to increase Indigenous participation throughout the programming. Two significant decisions were made to accomplish this goal: (i) the term 'instructor' was replaced with 'facilitator,' indicating less distance

between participants and those leading workshops, and (ii) each workshop was 'co-facilitated' by a team including at least one Indigenous scholar. Also, the Local Organizing Committee collaborated with the American Indian Language Development Institute (AILDI) and Smithsonian Center for Folklife and Cultural Heritage, and they sponsored two workshops and a movie night, respectively. CoLang 2022 offered 39 workshops and two practica focusing on Cheyenne and South Bolivian Quechua. Additional events included a star story, public talks, and a poetry night. 225 people attended, including both invited and registered participants; 82 Indigenous communities were represented.

P1-F (68) | CoLang Signature Workshop: Blurring the Lines - Balancing needs, interests, and world views

Ewa Czaykowska-Higgins[1], Jean-Luc Pierite[2,3,4]

[1]University of Victoria, Canada. [2]Tunica-Biloxi Tribe of Louisiana, USA. [3]Massachusetts Institute of Technology, USA. [4]North American Indian Center of Boston, USA

Short Abstract

Blurring the Lines has been a core workshop at most CoLang Institutes since 2008. Recent workshops, developed together with Lil'watul scholar Dr. Lorna Wanosts'a7, explore how to "do" collaboration, balancing and considering the needs and interests of language revitalization communities and research linguists. Through readings and dialogue, the workshop addresses collaboration by drawing on principles of Indigenous research: respect, responsibility, reciprocity, relevance, and relational accountability. Topics include how to "map the terrains" of language work, including understanding the harmful legacies of colonization and oppression; how to draw on the strengths and knowledges of communities; how to build relationships founded on trust and respect; how to define expertise and research roles that value all forms of expertise; what roles are played by power dynamics in language work, including in addressing consent and compensation; and the relationships between community language work and the academic world of Indigenous and Indigenist research.

P1-G (69) | CoLang Signature Workshops: Archiving and Intellectual Property

Susan Kung

AILLA, University of Texas at Austin, USA

Short Abstract

The two CoLang workshops described in this poster were developed in response to the need for training in both archiving and intellectual property resulting from increased funder requirements for data archiving and OA publishing. The goal of the first workshop, "Navigating Consent, Copyright, and Intellectual Property" (CoLang 2016, 2018, 2022), is to help language workers and researchers better understand and navigate the related, yet sometimes conflicting, concepts of consent, permission, intellectual property, cultural property, traditional knowledge, copyright, and open licensing. The goal of the second workshop, "Archiving for the Future: Simple Steps for Archiving Language Documentation Collections" (CoLang 2022), is to teach language workers and researchers how to organize digital language materials and associated metadata for deposit into any digital repository or language archive for long-term preservation and access; a pilot version of this workshop, "How to Archive Your Materials and Data for Language Archiving," was offered at CoLang 2018.

P1-H (70) | CoLang 2024 Arizona: Creating Partnerships, Honoring Neighbors, Building Capacity

Luis Barragan[1], Tyler Peterson[2]

[1]Salt River Pima-Maricopa Indian Community, USA. [2]Arizona State University, USA

Short Abstract

Arizona State University and the O'odham-Piipaash Language Program of the Salt River Pima Maricopa Indian Community have joined forces to cohost CoLang 2024. To our knowledge, this will be the first co-equal partnership between a university and tribal organization in the conceiving, planning, funding, and hosting of CoLang. The theme is "Creating Partnerships, Honoring Neighbors, Building Capacity," can be seen as a step in its evolution, whereby educators, and indigenous community language scholars and activists meet and build their capacities in a setting shaped by a truly collaborative vision between a traditional institution of higher learning and a tribal-run language program. Both organizations bring unique resources, scholars, expertise, and opportunities to the Institute that will make for a special learning experience. An important aspiration of CoLang 2024 is to serve as a model for how such a co-equal enterprise can lead to a productive and sustainable partnership between neighbors.

LSA Invited Plenary Address

Engaging Native American Protocols for Teaching Linguistics

Wesley Y. Leonard, PhD, associate professor of Native American Studies in the Ethnic Studies department at the University of California, Riverside

There is a longstanding phenomenon in Linguistics of extracting language knowledge from Native American communities and packaging that knowledge in ways that are incongruent – at times also offensive or even violent – to the values held by members of those communities about what language is and how language should be engaged. Not surprisingly, despite increasing efforts toward supporting justice, equity, diversity, and inclusion across the discipline, members of Native American and other Indigenous communities remain severely underrepresented in disciplinary spaces, and frequently report negative experiences when they have sought linguistics training. But it does not have to be this way.

What changes when Native American and other Indigenous worldviews and protocols serve as the baseline from which linguistics training is imagined and put into practice? In this presentation I explore this broader question through the specific context of teaching linguistics, especially as it occurs in academic spaces such as university courses. As a start to answering the question and modeling how it can be engaged, I draw upon ideas of Native American and other Indigenous scholars and focus on the application of two interrelated values that are foundational in my own Miami community and in many other Indigenous communities. One is relationality, a worldview that centers how everything is interrelated and interdependent. The other is the ensuing notion of relational accountability, which calls for recognizing and honoring these relationships – for example, when using language data, to paying special attention to the source(s) of the data and the associated networks of people, places, and ideas. Using examples that widely come into play when teaching linguistics, such as making decisions about course content and how to present it, I show how centering relationality and relational accountability, alongside other Indigenous values, can both improve linguistics pedagogy and also address the injustices referenced above.

Psycholinguistics: Sentence Production

Conceptual and language-specific syntactic influences on the description of instrument events in Turkish and English

Christiana Moser[1], Bahar Tarakçı[2], Ercenur Ünal[2], Myrto Grigoroglou[1]

[1]University of Toronto, Canada. [2]Özyeğin University, Turkey

Short Abstract

Daily experiences are conceptualized as events, involving multiple participants (thematic roles). However, when communicating about events, speakers often do not include all thematic roles. Here, we investigate how speakers of two typologically distinct languages (English, Turkish) describe events involving more peripheral event participants (instruments), that often get omitted. We manipulated the conceptual status of event participants, including events that conceptually 'require' or 'allow' instruments. Results indicate that mention of highly optional event participants (allowed instruments) was affected by the way each language encodes instruments. We conclude that speech planning involves a complex interplay between conceptual prominence and language-specific encoding options.

Optionality in a Highly Ergative Language: Sentence Planning in Shipibo-Konibo

Caroline Andrews[1], Sebastian Sauppe[1], Roberto Zariquiey[2], Balthasar Bickel[1]

[1]University of Zurich, Switzerland. [2]Pontificia Universidad Católica del Perú, Peru

Short Abstract

We explore the role of visual attention during sentence planning in ergative variability via Shipibo-Konibo (Panoan, ISO: shp). We found new features of Shipibo grammar: constructions which were claimed not to allow ergative instead permit ergative or absolutive marking, partly conditioned on patient animacy. Additionally, unlike previous studies, ergative sentences did not bias visual attention to the patient. Instead, when ergative was optional, early visual attention to the patient predicted absolutive marking. The openness of sentence planning to extra-grammatical factors like visual attention may contribute to the variability of ergative marking, but only when a degree of optionality already exists.

A cross-linguistic investigation of sentence planning

Jeonghwa Cho[1], Julie Boland[2]

[1]University of Michigan, USA. [2]University of Michian, USA

Short Abstract

This study examines the time course of sentence planning in English and Korean. Participants produced transitive and unergative sentences while looking at images representing a subject, a verb, and an object presented in one of six different orders. Both groups did not start overt production as soon as they saw the subject image, but relied on the subject for sentence planning. They also looked more at the transitive verb image, indicating they also attended to argument structure before speech onset. Gazes to the verb and the object suggest different weights of object and verb information for the two groups.

Phonology

Learnability of a counting-involved alternation

Hailang Jiang

University College London, United Kingdom

Short Abstract

Breiss et al. (2022) argue that the mora count can partially account for the variation observed in the g/ŋ alternation in Japanese compounds. It is considered typologically peculiar as it entails counting up to 7, and the present study demonstrates that native Japanese speakers do not internalize this mora-counting pattern in some experiments.

A phonotactic/tonotactic grammar for Tokyo Japanese that clusters by lexical strata does not overfit

Satoru Ozaki

University of Massachusetts, Amherst, USA

Short Abstract

Tokyo Japanese consists of at least three etymologically defined lexical strata: native Japanese words, Sino-Japanese words (loanwords from Chinese) and *gairaigo* words (loanwords from other languages). These strata are known to have phonotactic and tonotactic differences (Kubozono 2006, 2011). Should one analyze Japanese with a non-clustering grammar that treats all strata equally, or with a clustering grammar that can treat the strata differently? In this paper, I compare MaxEnt grammars trained to predict the phonotactic and tonotactic distributions of Japanese nouns, and show that clustering grammars offer a better trade-off between model size and likelihood, i.e. they do not overfit.

The Phonology of Emoji: An Analysis of the B Button Emoji

M Angel

University of Chicago, USA

Short Abstract

The B button emoji (🅱) is linguistically anomalous in both usage and phonological realization compared to other emojis by replacing non-<b> graphemes and seemingly having unique phonetic content attached to it. The possibility of a novel phonological component was investigated by a tweet corpus analysis and assessing 24 participants with phonetic elicitations. Tweet analysis revealed the emoji follows a grammar of phonological rules. The phonetic elicitation showed the emoji differs from [b] in VOT, burst pressure, and intensity, showing it does not surface as a [b], but rather a strong articulation voiced bilabial plosive, proving a novel phonological component.

Teaching Linguistics: A Glimpse into the Future

Session abstract

Just as the field of Linguistics has changed over the past 100 years, so has the teaching of linguistics, and it will continue to change to reflect changes in student populations, technology, higher education, and the field as a whole. The survival of our field depends on teaching, and teaching well. This symposium offers a glimpse into current practices and possible future trends in teaching linguistics and makes a case for adaptable teaching strategies that are grounded in the Scholarship of Teaching and Learning.

One important factor that will drive future trends is the people in our courses: Who is doing the teaching and to whom? Both groups are likely to be increasingly diverse in terms of their

backgrounds, career goals, and approaches to language and communication. This increasing diversity will, in turn, affect the teaching strategies that are most successful.

More students (and eventually faculty) will be the first in their family to attend college, and our programs will need to respond to increases in ethnic and linguistic diversity. Collaborations between linguists and researchers in other fields have already led to rich interdisciplinary insights and cultural understandings about language. As linguistics spreads to more kinds of institutions (e.g., community colleges, Historically Black Colleges and Universities, Tribal Colleges and Universities), expectations about how language is studied and who is assumed to have expertise about it will need to shift accordingly.

Another factor that will impact the future of linguistics teaching is the varied career goals of our students, across non-credit, undergraduate, and graduate levels. It will be critical for instructors to reflect on and be able to articulate the value and relevance of the study of linguistics for many different career goals and to engage in ongoing professional development of their own. As career paths for faculty in higher education similarly diversify, linguists will need to reconsider how we evaluate both teaching and public and educational outreach for hiring, promotion and tenure.

To shed light on how these many factors will influence the future of teaching linguistics and how we can maintain a human-centered pedagogical focus, this symposium brings together lightning presentations on scholarly teaching practices, a panel discussion on trends in teaching linguistics, and opportunities for audience reflection on their own experiences. Teaching practices grounded in scholarship help us understand how to best provide positive classroom experiences that can lead to increases in the number of majors, and ultimately the number of linguists.

Syntax: Argument Structure I

Reflexivization via Movement: Evidence from Turkish verbal reflexives

Faruk Akkuş[1], Lefteris Paparounas[2]

[1]University of Massachusetts Amherst, USA. [2]University of Pennsylvania, USA

Short Abstract

We provide the first comprehensive discussion of the argument structure of Turkish verbal reflexives, and argue for a movement-based approach as an answer to the question of how a single argument becomes associated with two theta-roles. We demonstrate using a range of diagnostics that i) Turkish verbal reflexives possess a single syntactic argument; ii) this argument originates in the internal argument position; and iii) it undergoes an intermediate step of A-movement to the external argument position to receive the agent role. The results support the movement-based approach to construal (e.g. Hornstein 2001, Deal 2013), in tension with the UTAH.

Involvee causative constructions in Turkish

Eva Neu, Faruk Akkus

University of Massachusetts Amherst, USA

Short Abstract

This study investigates a hitherto unnoticed construction in Turkish which is morphologically identical to a direct or indirect causative but receives a non-causative reading. Concretely, the external argument can be interpreted not only as a causer but also as a participant who is involved in or experiences the event. We argue that these constructions cannot be analyzed as high or low applicatives but project a transitive structure in which the involvee argument is introduced by a non-

agentive but thematic Voice head. Crucially, such Involvee Causatives thus demonstrate that causative morphology does not need to be associated with causative semantics.

Theme maximalization encoded by verbal classifiers: bian in Mandarin Chinese

Yiyang Guo

University of Cambridge, United Kingdom

Short Abstract

Maximalization strategies and their syntactic representations are at the centre of a long debate (Filip and Rothstein 2006; a.o.). Semantically, events can be maximalized with respect to theme, path, degree, etc., and thus maximalization features several types. Syntactically, maximalization has been argued to be exerted by a verb or an argument. This research offers a novel observation: elements in modifier positions can also give rise to maximalization effects. In particular, we propose that bian, a verbal classifier in Mandarin, is a theme-maximalizing element situated inside a modifier. We further provide a compositional analysis within the framework of neo-Davidsonian event semantics.

Language Change

Comparing two vowel mergers in Toronto vs. Hong Kong Cantonese in terms of functional load

Holman Tse

St. Catherine University, USA

Short Abstract

The Functional Load Hypothesis states that phonemes with fewer contrasting minimal pairs are more likely to merge over time. A recent study of Toronto Cantonese /y/~/u/ has suggested that in a heritage language context, low functional load may have an even stronger effect than in monolingual settings by leading to sound changes that have not previously developed in the Homeland variety. The current study shows that in the case of an ongoing Homeland sound change with even lower functional load (pre-labial /ɐ/~/o/ merger in Hong Kong Cantonese), second-generation heritage speakers merge at even higher rates than Homeland speakers.

Preserving and promoting regularity: Perfect constructions in Spanish and Portuguese

Kendra V. Dickinson

Rutgers University, USA

Short Abstract

This project explores variation between irregular, regularized, and innovated participle forms across grammatical contexts in Spanish and Brazilian Portuguese (BP), relying on data from the Sketch Engine family of corpora (Kilgarriff & Renau 2013). Spanish results show that regularization is conditioning by grammatical context and contextual probabilities. In BP, perfect constructions promote regularization in the case of Latin irregulars, and conserve regularity in the face of innovation. These results highlight the schematic nature of perfect constructions in both languages, as well as the roles of grammatical context and paradigmatic relationships in language variation.

Riding the Waves of Salience: Exploring Spanish Liquid Variation among Boston Spanish speakers

Lee-Ann M Vidal Covas

Boston University, USA

Short Abstract

This study explores liquid variation in Spanish dialectal variation and its relationship with other variables. It investigates the covariation and influence of salience on variable usage. Previous research demonstrates structural convergence among non-salient features, while salient features exhibit persistence. Preliminary results indicate a tendency for dialectal persistence for liquids by way of neutralization. The findings emphasize the importance of considering salience and covariation in sociolinguistic research for understanding variable linguistic coherence in dialectal and linguistic contact contexts. This study contributes to understanding the complexity of variable linguistic coherence within Spanish dialectal variation, specifically in contact situations.

Acquisition & Learnability I

Modelling the distributional learning of verb argument structure

Daoxin Li

University of Pennsylvania, USA

Short Abstract

Linguists agree there are systematic mappings between the syntax and semantics of verbs, and it is evident that children know these mapping rules from a young age. This knowledge is unlikely entirely universal or innate given the considerable variabilities across languages and idiosyncrasies within. In this work, we argue these mappings are learnable without assuming any prior associations. We present a computational model that automatically learns productive rules between syntax and semantics based on the Tolerance/Sufficiency Principle (TSP). The model successfully learn well-documented syntax-semantics mapping rules from realistic input data, reducing the need for innate knowledge of argument structure.

Syntactic and referential cues independently inform verb meaning but referential cues trump syntax when in conflict

Yiran Chen, Alexander LaTourrette, John Tureswell

University of Pennsylvania, USA

Short Abstract

While a verb's syntax can help identify its referent, learners still need to contend with the temporal and spatial misalignment between the two. Although the effect of syntax has been found to manifest at a delay in the absence of referent, it remains unclear whether 1) learners retain syntactic constraint when initial referent is incorrect and 2) what role syntax plays when a referent is present. Across three verb-learning experiments, learners made syntax-compatible guesses on subsequent exposures when initial referent was not available. While syntax independently informed verb meanings, it didn't constrain subsequent mappings when a referent was present.

Assessing the feasibility of bootstrapping factivity through syntax and pragmatics

Serene Siow, Nick Huang

National University of Singapore, Singapore

Short Abstract

Belief verbs describe abstract mental states, making their semantics potentially difficult to learn. Dudley et al. (2017), analyzing know and think, hypothesize that learners might use syntax and pragmatics to learn whether a belief verb is factive or non-factive. Our study of seven prominent English belief verbs in child-directed speech provides novel support for this proposal: these two subclasses can indeed be differentiated syntactically and pragmatically in the input. Relative to non-factive verbs (think, guess, say, tell), factive verbs (know, remember, see) occurred more often with interrogative clauses, and showed higher proportions of indirect questions than non-factive verbs.

Regional differences (or lack thereof) in rendaku in Japanese surnames

Yu Tanaka

Doshisha University, Japan

Short Abstract

No research has thoroughly investigated the regional/dialectal differences of Japanese compound voicing known as rendaku (see Sugito 1965; Irwin and Vance 2015; van Bokhorst 2018; Takemura et al. 2019 for attempts). To address the issue, this study conducted a large-scale web-based experiment in which 500 speakers from all over Japan judged the application of rendaku in 1,176 compound surnames. The results show no clear regional/dialectal effects. This further indicates that, although pitch accent has been argued to affect rendaku (e.g., Sugito 1965; Zamma and Asai 2017), regions with various accentuation patterns still show similar rendaku patterns in surnames.

Stress clash avoidance in Russian comparatives: A corpus study

Anton Kukhto[1], Alexander Piperski[2,3]

[1]MIT, USA. [2]University of Erlangen-Nuremberg, Germany. [3]Stockholm University, Sweden

Short Abstract

In this talk, we address the influence of rhythmic factors on segmental phonology. We analyse the allomorphy of a Russian comparative suffix -ee/-ej based on corpus data. We find that phrasal rhythm affects the acceptability of the truncated allomorph -ej. It is dispreferred if the suffix itself is stressed and the immediately following word has initial stress, i.e. under stress clash. This indicates an effect of the categorical rhythmic constraint *Clash; our data do not exhibit gradient rhythmic effects (reported in other corners of the Russian phonology, see Gouskova & Roon 2013 on stress in compounds).

Acoustic correlates distinguish multiple levels of stress in ʻōlelo Hawaiʻi

Thomas Kettig[1], Lisa Davidson[2]

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Short Abstract

Phonological analyses of metrical structure in ʻŌlelo Hawaiʻi (Hawaiian) have posited primary, secondary, and unstressed syllables. We investigate whether fundamental frequency, intensity, and duration distinguish all three levels of stress in Hawaiian words containing only short vowels flanked by consonants. The data comprise speech from 8 native speakers interviewed on a Hawaiian-language radio program in the 1970s. Results indicate that all three levels of stress are distinguished by intensity, while F0 only distinguishes primary from secondary and unstressed syllables. Duration is

not a correlate of stress in 'ōlelo Hawai'i, but rather may indicate lengthening of the entire final prosodic word.

Talking Liberation: Decolonization and Inclusion in Linguistics Research, Teaching, & Faculty Life

Session abstract

Session attendees will engage with research centered on bringing us closer to a more liberatory linguistics. The first half will be a 90-minute Datablitz highlighting five contributions to the Decolonizing Linguistics and Inclusion in Linguistics volumes (editors Charity Hudley, Mallinson, & Bucholz, In Press, Oxford University Press). Neither volume will have been published yet, and much of the research they describe is ongoing. Inclusion calls us to reinvent linguistics as a space of belonging, while Decolonizing works to uncover and intervene in the ongoing legacy of colonization and colonial thinking.

After a welcome and overview (Clemons), attendees will be introduced to both volumes (Mallinson). The first Datablitz presentation will highlight how colonialism is manifested in linguistics and highlights strategies of refusal (Montoya). The second and third will address specific subfields: dismantling the false claim in psycholinguistics that children from minoritized backgrounds experience a "language gap" (Figueroa) and exploring how to teach historical linguistics in a decolonizing way (Bowern/Dockum). The fourth will discuss alternatives to extractivist models of linguistic research on the Global South (Fuller Medina). The last presentation will offer a Black Diasporic model for decolonizing linguistics across subfields (Calhoun). After ten minutes of discussant commentary, there will be a twenty-minute Q&A (Mallinson).

The Decolonizing chapter explored in the last Datablitz presentation will also be included in the in-progress book project Talking Faculty: The Linguistic and Professional Choices of Black Faculty in Higher Education (authors Calhoun, Clemons, Peltier, Charity Hudley, Mallinson, & Martin). Thus, the final 90 minutes of the Session will be a Workshop focused on Talking Faculty. The project examines how Black faculty in the language sciences navigate their linguistic, professional, and cultural experiences through interviews, linguistic autobiographies, and other data sources. The aim is to expand Black scholars' knowledge sources beyond their immediate networks.

Through learning research highlights from each portion of the project, attendees will leave the Workshop better prepared to reflect on and take tangible actions towards supporting Black scholars. After a brief introduction (Peltier), each presenter/facilitator will take ten minutes to cover insights from a unique topic area covered in the manuscript: linguistic autobiography (Black faculty members' linguistic autobiographical and autoethnographic experiences) (Calhoun), academic hiring (navigating the Target of Opportunity processes by which many Black faculty in the field are hired) (Clemons), life-building (the practicalities and complexities of Black faculty life and wellness) (Peltier), and leadership (the leveling-up processes by which Black faculty take on leadership roles) (Martin). Next, attendees will each join one presenter/facilitator in a break-out session for forty minutes. In these groups, the presenters/facilitators will answer attendees' questions and gather their comments via discussion and an anonymous feedback form. The Session will conclude with a call to action towards linguistic justice (Clemons/Peltier).

Attendees will come away from the Session with an extension of the in-press Decolonizing and Inclusion volumes, as well as of the in-progress Talking Faculty book project, all of which will be critical resources that can support the training of current and future language scholars.

Presentation abstract 1 - Full title

Manifestations of Colonialism in Linguistics and Opportunities for Decolonization Through Refusal

Presentation abstract 1

This talk will focus how colonization manifests in the field of Linguistics and on how academic linguists can contribute to decolonization. By identifying the ways in which the processes and products of academic linguistic work are based on a colonial legacy and continue to be extractive of the knowledge and cultural resources of Indigenous peoples, academic linguists working with Indigenous languages can identify ways to refuse the privileges afforded them by their association with settler-colonial institutions in order to allow for Indigenous control of linguistic and cultural resources. In doing so, we create new possibilities that make the field more ethical and inclusive and that broaden how we think about linguistic scholarship.

Presentation abstract 2 - Full title

Decolonizing (Psycho)linguistics Means Dropping the "Language Gap" Rhetoric

Presentation abstract 2

This talk will present a case study of the putative "language gap" as an example of ongoing colonial and racist rhetoric that permeates psycholinguistic research. The "language gap" is the preposterous claim that racialized children are exposed to lesser "quality" language input than middle-class and upper-class white children, leading to "less successful" language development. Given that ongoing settler colonialism relies on rhetorical and ideological devices to maintain settlers' occupation of territory (Leonard, 2021), I argue that "language gap" rhetoric works to colonize by maintaining white supremacy through situating whiteness and its associated linguistic behaviors as both materially and immaterially valuable, while pathologizing and Othering the linguistic behaviors of racialized populations. Remediating the alleged deficiencies of racialized populations by prescribing and imposing white linguistic norms is a paternalistic, colonial, white-supremacist practice that preserves power relationships that were violently established in the settler-colonial history of the United States.

Presentation abstract 3 - Full title

Decolonizing Historical Linguistics in the Classroom and Beyond

Presentation abstract 3

The study of language variation and change is both one of the oldest areas of the scientific study of language, and one of the most global. Its origins (in European traditions) are steeped in Empire and colonialism. Yet it is also an important way to study relationships and dynamics between language and society. It also contributes crucial insights from linguistics towards an understanding of how racialist attitudes have been developed and justified by language. In this talk, we discuss our experiences in decolonizing our historical and introductory linguistics classes, as white instructors at two predominantly white institutions (PWIs) on the USA's East Coast, and we give examples of some activities that we used. We use this as a case of how (and why) to improve the teaching of disciplines which have been thought to be "too hard" to decolonize, and as a chance to think through issues and approaches.

Presentation abstract 4 - Full title

The Whole Scholar as Disruptor of Default Colonial Practices in Linguistics

Presentation abstract 4

As a field that emerged in the context of coloniality, extractivism is built into linguistics. Language is seen as extractible from people and context and thus routinely removed from marginalized communities for the enrichment of smaller, more powerful groups. This talk highlights two methodological issues which fall out from the extractivist nature of linguistics research: the idealization of the vernacular and the positioning of "native speakers" as data brokers, both of which lead to narrow science and have negative material consequences for communities and minoritized scholars. As a way of disrupting these colonial ideations and practices, I propose shifts in thinking, making alternative paths possible, followed by direct actions. By way of illustration, I discuss my reframing of linguistic research which makes it possible to disrupt default extractivist practices by working with research assistants as whole scholars and via the return of legacy data to communities.

Presentation abstract 5 - Full title

Solidarity and Collectivity in Decolonizing Linguistics: A Black Diasporic Perspective

Presentation abstract 5

This talk takes a Black Diasporic perspective on the decolonization of linguistics. We interrogate longstanding false institutional and ideological divides within linguistics while strengthening and fostering scholarly solidarity and collectivity for African, African American, Black, and Diasporic scholars. We share personal and professional insights on centering Blackness as part of decolonizing linguistics from our positionalities and intellectual histories as authors and Black Diasporic scholars and white allies who are navigating their careers in the U.S., and from recent autobiographical scholarship by three prominent Black Diasporic linguists. Based on our findings, we offer recommendations for solidarity and collective action toward adopting transformative changes to expand access for marginalized linguists and shift ideological standards for academic and scholarly success within linguistics and related fields. We also put forward a collective agenda to challenge the white supremacy that undergirds the ignorance about and exclusion of the Black Diaspora that persists in linguistics.

Presentation abstract 6 - Full title

Talking Faculty Workshop

Presentation abstract 6

Talking Faculty examines how Black faculty in the language sciences navigate their linguistic, professional, and cultural experiences through interviews, linguistic autobiographies, and other data sources. Black faculty are often adept at navigating between language varieties, a skill that requires strong abilities of linguistic perception and awareness and of linguistic production and flexibility. These linguistic, cultural, and cognitive shifts can be ideologically challenging as faculty navigate the academy and their sense of Blackness (e.g., Stewart 2022). The project aims to generate new scientific knowledge via a mixed-methodological study of how linguistic, ideological, identity-related, and other factors affect Black scholars' lives.Funded by the NSF Build and Broaden 2.0 program, it is applicable not only to Black faculty in the language sciences, but also to those across Social, Behavioral, and Economic (SBE) Sciences fields with similarly low rates of inclusion (e.g., economics, political science; see Beutel & Nelson 2006).

Bridging Child Language Research to Practice for Language Revitalization

Session abstract

This organized session brings together early-career researchers focused on the child acquisition of Indigenous languages and practitioners working in language nests, with the goal of advancing the dialogue between acquisition research and practice in language revitalization.

Children are key to the surviving and thriving of any language. Most Indigenous language communities in the Americas are experiencing language loss, where few—if any—children acquire their ancestral language traditionally. This loss is driven by forces such as colonization and globalization, and communities are working to redress this problem through a multitude of language revitalization efforts. Some strategically aim to serve children, such as the language nest programs discussed in this session (W. Chee & C. Yazzie; Dúta & Brokenrope; Lewis & Sixkiller). The importance of these child-focused programs cannot be overstated, but they are often under-resourced regarding funding, infrastructure, speakers/teachers, educational materials, and more. Many communities also want more information about language acquisition, so they can apply such knowledge in planning and administering revitalization and language policy programs.

Language science can play an important role in informing revitalization, but gaps in knowledge must also be filled. For example, most child language acquisition research focuses on English or other major world languages, which often differ greatly from Indigenous languages of the Americas— in terms of linguistic structures and social norms related to language usage. Furthermore, contexts of language loss and revitalization diverge greatly from acquisition circumstances represented in most research. The researchers in this organized session represent some of the work being done to fill these gaps. For example, several papers (Henke; Mateo Pedro; Pierson; Skilton) focus on child-directed speech, a foundation of children's linguistic experience providing crucial material for building their own language usage.

Much also remains to be done to integrate the science of child language acquisition and on-the-ground practices in revitalization. Industries revolve around studying how children acquire languages like English and applying such findings to support learning, but little like this exists for the Indigenous languages of the Americas. Some participants in this organized session are Indigenous researchers engaged in revitalization (M. Chee & T. Yazzie; Mateo Pedro), but connections between research and practice need to be strengthened. For instance, language-nest practitioners should be able to articulate questions and concerns related to language acquisition, so that subsequent scientific research can help provide answers.

This organized session contributes to the relatively small body of scientific knowledge about how children acquire the Indigenous languages of the Americas, particularly in shedding light on properties of child-directed speech pertaining to interaction, variation, and verbal morphosyntax. This session also aims to further dialogue in connecting research to practice, which can aid in more directly informing language revitalization efforts as well as making the science of language acquisition more responsive to community needs. This session offers the opportunity to help break down silos and find more effective pathways to understand how children acquire Indigenous languages and how this knowledge can be implemented in community-based programs working to create new generations of speakers for their languages.

Presentation abstract 1 - Full title

A further look at properties of verbs in Northern East Cree child-directed speech

Presentation abstract 1

This presentation discusses an ongoing project investigating the morphosyntactic properties of verbs from child-directed speech in Northern East Cree, an Indigenous Algonquian language spoken in Eeyou Istchee territory within Québec. Using video recordings from the Chisasibi Child Language

Acquisition Study, this talk analyzes speech from one adult to one child codenamed Ani. Previous research has examined two recordings from when Ani was aged two years one month old (2;01) and 4;03, finding that major features of verbal morphosyntax in CDS show no obvious simple-to-complex trajectory over time—with context playing a substantial role regarding these properties. This presentation builds upon these findings by examining three more of Ani's video recordings. Results are still being coded and analyzed but will shed deeper and more detailed light onto how verbs are used with Ani over time, with a focus on verb classes, inflectional paradigms, and preverbal elements within the verb complex.

Presentation abstract 2 - Full title

Dakhód'iapi Wahóȟpi—Dakhota Language Nest

Presentation abstract 2

In Minnesota, the Dakota language is an endangered language. With only a handful of speakers and teachers, there are few opportunities to create new language speakers. To create more speakers we need to open a language nest and train young, upcoming teachers through the language nest. Our presentation will show how the language nest is structured to create new teachers. We will show how we teach children the language and incorporate the Dakota worldview into the curriculum. Additionally, we will talk about the challenges of starting a language nest and working within a university system, particularly in the first year of the program. We will also talk about our successes in teaching the language and incorporating student workers into the classroom. We recommend more assistance from the university and more time to incorporate the Dakota worldview into the curriculum.

Presentation abstract 3 - Full title

Child language acquisition and language revitalization in Mayan languages

Presentation abstract 3

In this presentation I will compare child language acquisition and language revitalization of Mayan languages of Guatemala. First, I will discuss child language transmission in Q'anjob'al, focusing on children's interaction with their caregivers. In natural conversations we see cultural transmission and the child's linguistic competence. On the one hand, when a two-year old child is not responsive to the caregiver, the caregiver makes the effort to maintain the conversation. On the other hand, the child has her own strategies to respond to the caregiver, either by repetition or the child creates her own forms. When the conversation fails, it is repaired by changing topics. Second, I will discuss what we can learn from these naturalistic settings in first language acquisition and use them for language revitalization. For this purpose, I will discuss a teaching method being used for the revitalization of Itzaj, an endangered Mayan language.

Presentation abstract 4 - Full title

Variation sets as a means to bolster the acquisition of verbal morphology in Ayöök

Presentation abstract 4

Variation sets in child-directed speech (CDS) are a series of partially repetitive utterances centered around a common frame, which support speech segmentation during development. This study describes the ways in which variation sets are employed within CDS in Ayöök to facilitate the acquisition of complex verbal morphology, based on twelve-month naturalistic recordings of three children (ages 2;09-4;6).

Ayöök (Mixe-Zoque) is a polysynthetic head-marking language with hierarchical-inverse alignment and stem change. A typical variation set in Ayöök is illustrated below, where stem vowel quality, person marking, and aspect are changing around the common stem, *ää'k* 'peel'.

o'yip **x'ee'k** uk va'an ëts **n'ee'k**?
'Can you peel it, or should I peel it?'

mits **m'ää'kup**?
'You'll peel it?'

ää'küs!
'Peel it!'

The description of CDS provides an important model of speech that bolsters the child's morphological development for future generations of caregivers.

Presentation abstract 5 - Full title

Growing speakers: The Little Cherokee Seeds program

Presentation abstract 5

We are in a crisis in which no new fluent Cherokee speakers are being created, putting our entire identity and existence as Cherokees at risk. This presentation describes how one group of Cherokee speakers and second language learners built and implemented an immersion program for infants and their mothers to grow speakers. A program pedagogy was created by fluent Cherokee speakers based on their own childhood experiences. Pedagogical principles center on approximating the daily lives of Cherokees in a fluent-speaking community including daily chores, traditional cultural activities guided by seasons and ecology, as well as significant time spent outdoors. Cherokee values are embedded within the Cherokee language and are taught most readily by fluent speakers who are proficient in these linguistic and cultural nuances. Overall, we have found that speaker- and culture-guided programming results in improved holistic well-being, as well as positive cultural and linguistic outcomes for children and parents.

Presentation abstract 6 - Full title

Interactional functions of prompting in Ticuna (tca)

Presentation abstract 6

Across languages, adults often "prompt" children to repeat utterances (*Say bye now!*). This qualitative study analyzes the pragmatics of prompting in Ticuna, an Amazonian isolate, based on approximately 800 prompts in home recordings of 45 children aged 1 to 4. Like caregivers who speak other languages, Ticuna caregivers use prompts to introduce new words (*It's a melon, say melon!)*, and recast incorrect utterances (Child: *Mel*, Caregiver: *Say melon*). But caregivers also use prompting for many functions not described in the literature: to translate Spanish utterances and encourage use of Ticuna; to praise the child's previous speech; to narrate play; and to make requests. For research, these findings suggest that prompting—like quotation—serves more and different language socialization functions in the Americas than in other language areas. For revitalization, they also illustrate how adults can model and provide feedback on children's language use outside explicit teaching contexts.

Presentation abstract 7 - Full title

Diné child language revitalization and research at the Saad K'idilyé Diné Language Nest

Presentation abstract 7

Saad K'idilyé (SK) is a Diné language nest established in August 2022. SK addresses Diné language fluency among our children by immersing prenatal families, infants, and toddlers in the Diné language and culture. SK makes Diné language and culture accessible and affordable for urban families who want to raise their children in the Diné way of being. We also utilize available resources and tools, including research, to enhance our efforts in revitalizing Diné Bizaad. We will share some of our findings through our collaborative work with the Indigenous Child Language Research Center at the University of New Mexico: How much Diné Bizaad was spoken in the nest for our children to learn Navajo? What preverbal gestures were used by our children to communicate with caretakers? How did our children's first words match caretaker speech? Our goal for incorporating research is to sustain our Diné language and nest.

Presentation abstract 8 - Full title

Comparing child-produced verbs to the adult input: Simplicity, productivity, and frequency of Navajo third person verb constructions

Presentation abstract 8

This talk addresses the learnability of the morphologically complex Navajo verb construction. A combination of prefixes or even a single prefix, as seen in third-person singular verb constructions, may be attached to express events, states, motion, cognition, etc. Working from a dataset of recorded conversations between child and caretaker, we found that third-person singular verbs are dominant in Navajo child speech. We suggest that third-person singular verbs are productive (e.g., they increase valency, create verbal phrases, and cause meaning shift) and mastered early. 1600 child-produced verb tokens were coded for this work. 400 adult-produced verbs are currently being coded and analyzed for comparison. In comparing the adult verb constructions, we will discover whether third-person singular verb constructions are highly frequent in child-directed speech. These findings contribute to the diversity of the study of child language development and to the revitalization of Navajo, where a shift to English is prevalent.

Semantics & Pragmatics

Rhetoric in conditional questions

Ahmad Jabbar

Stanford University, USA

Short Abstract

We present a puzzle about rhetorical questions (RhQs) as conditional consequents. One can ask conditional questions. These are conditionals that feature questions as their consequents. Further, RhQs are analyzed as questions too (Caponigro and Sprouse, 2007; Biezma and Rawlins, 2017). If RhQs are questions, and questions can feature as conditional consequents, then RhQs should feature as conditional consequents too. It turns out that the story is not as simple. RhQs in indicative and subjunctive conditional consequents are degraded, but not always. We propose an account that seeks to explain these facts.

The Semantics and Pragmatics of English Rising Declaratives

Junseon Hong

Seoul National University, Korea, Republic of

Short Abstract

My aim is to examine the functions of rising declaratives (RDs) and their interpretive effects using the extended Lewisian framework (Farkas & Bruce, 2010; Malamud & Stephenson, 2015) and Inquisitive Semantics (Ciardelli et al., 2019). I will first incorporate the specific functions of each RD which have not received as much attention with the current understanding. Then, two main theoretical claims will be made regarding the contributions of rising intonation, allocating the labor between semantics and pragmatics. The proposed analysis provides a predictable model for understanding the semantic and pragmatic properties of RDs by providing their convention and interaction with the context.

How good is a decent pizza? The grammar of mild evaluativity

Andrea Beltrama

University of Pennsylvania, USA

Short Abstract

Mildly Positive Adjectives -- e.g., decent, acceptable, ok -- express a cautiously favorable assessment of an object. These predicates feature several grammatical properties which distinguish them from stronger adjectives such as "good" or "great". I analyze these predicates as encoding a modal component: they require that an object exceeds a "necessity standard" -- the minimum value that makes it possible for an agent to pursue the object.

Methodological Intersections on Identity

Processing gender-related stereotypical violations in spoken sentences of Mandarin Chinese

Jennifer Lewendon[1], Chenxi Xu[2], Tianqi Ju[2], Caiyi Li[2], Shiyue Li[2], Yao Yao[2]

[1]New York University Abu Dhabi, UAE. [2]The Hong Kong Polytechnic University, Hong Kong

Short Abstract

This study examines the processing of gender-related stereotypical violations (e.g., 我比较喜欢棕色的眼线 "I prefer brown eyeliner" spoken by a male voice) in Mandarin Chinese. Consistent with previous studies, we report an N400 effect for stereotypical violations. But the N400 effect was present only with gender-typical speaker voices (i.e., higher-pitched female voice, lower-pitched male voice), not with gender-atypical voices. The N400 effect was further modulated by listeners' beliefs and traits. We discuss these results in terms of gendered speech perception, social stereotypes, and pragmatic processing.

Enregisterment and Indexicality: Identity Within Mystic Persian Poetry Classes in Los Angeles

Zia Khoshsirat

UCLA, USA

Short Abstract

How are signs essential for participants of my mystic Persian poetry classes (erfān) in Los Angeles? How are these signs interpreted in participants' evaluation of matters and interaction with others? This four-year ethnographic project examines how medieval Persian poetry is used in identity-creation processes in the diaspora.

How Revolution and Gender Dynamics Affected Nepali 3rd-Person Honorification from the 1990s to the 2010s: a Corpus Analysis.

Subhekshya Shrestha

University of Chicago, USA

Short Abstract

A way to express honorification, by which speakers index relations of respect, is through varying pronouns and verb inflection. This phenomena has been studied in European languages with binary 2nd-person pronouns (the T-V model). Past research finds that these systems tend to level with social change. This study explores Nepali, which also uses pronouns and verb-inflections. Nepali has 2nd and 3rd-person honorification, with 4 and 3 different levels respectively. The study employs a corpus analysis to investigate Nepali 3rd-person honorification with regards to the fall of monarchy (1996-2010). The paper finds that this social change correlates to 3rd-person honor leveling.

CoLang 2024 Information Session

The CoLang 2024 organizers invite anyone interested in learning more about CoLang to join us for an information session on the upcoming institute. The session will consist of a presentation by the co-directors of CoLang 2024, including an overview of the institute, workshop and practica offerings, other programming, and registration information. This will be followed by an open question period with the Local Organizing Committee.

The Institute on Collaborative Language Research (CoLang) is a biennial gathering that provides quality training for anyone interested in language work, including language activists, teachers, linguists, and students from all types of communities and backgrounds. CoLang workshops and practica provide hands-on skills in language reclamation, documentation, and related fields as practiced in collaborative, community-based contexts. CoLang 2024 will be co-hosted by Arizona State University and the O'odham-Piipaash Language Program of the Salt River Pima Maricopa Indian Community. Both organizations bring unique resources, scholars, expertise, and opportunities to the institute that we believe will make for a special learning experience. Workshops will take place from June 3-14; practica will be held from June 17-28. The theme for CoLang 2024 is Creating Partnerships, Honoring Neighbors, Building Capacity. For more information please visit our website: www.colang2024.org.

Morpho-Syntax I

A Parallel Corpus-Based Exploration of Deflected Agreement in Arabic Varieties

Connor C Rouillier

Ohio State University, USA

Short Abstract

Agreement in modern Arabic varieties exhibits much variation despite sharing similar features, such as feminine singular (deflected) agreement with plural controllers. The presence of deflected agreement has been attributed both to retention (Bettega and D'Anna, 2022) and to a process of loss and reborrowing from Modern Standard Arabic (Al-Sharkawi, 2014). Using evidence from a multi-dialectal parallel corpus, I argue that neither of these accounts adequately explains the variation

present in the dialects. This study highlights the need to understand the language-specific changes in modern Arabic varieties and the utility of parallel corpora for exploring morphosemantic change.

Albanian *nyja e përparme*: a tangle of two knots

Clayton G.S. Marr

The Ohio State University, USA

Short Abstract

The Albanian agreement marker is traditionally considered syntactic, while an alternative view considers it a morpheme. This work considers how well each hypothesis fits the agreement marker's behavior, in terms of existing literature on how one expects a clitic, versus an affix, to behave. A divergence emerges between the pre-adjectival agreement marker which behaves shows morphemic behavior across different metrics, and its pre-nominal counterpart which does not. Letting the former be a morpheme and the latter be a (separate) clitic is not only the best answer to this quandary, but also enables unified treatment of various agreement phenomena in Albanian.

Is the Lexicalist Hypothesis wrong and superfluous? Another look at phrasal compounds

Adolfo Ausin

Michigan State University, USA

Short Abstract

In this presentation I revisit Bruening (2018)'s arguments against the Lexicalist hypothesis based on phrasal compounds. Some of the evidence to be considered are examples like:

(1) a.   He never paid attention to those Obama-is-a-Muslim rumors.   (He ≠ Obama)

     b. *He never paid attention to the rumor that Obama is a Muslim.   (He = Obama)

The lack of Condition C violation in (1a) can easily be explained by assuming that the elements inside the constituent Obama-is-a-Muslim are not accessible to the syntactic operations of the main sentence, which supports some version of the Lexicalist Hypothesis.

Phonetic Variation

English Coronal Stop Deletion Is Categorical Not Gradient

Yunting Gu, Ryan Peters

Michigan State University, USA

Short Abstract

English Coronal Stop Deletion (CSD) has been a subject of debate in terms of its categorical or gradient deletion. Previous studies overlooked that tongue tip raising during inaudible coronal stop may come from neutral tongue tip position rather than gradient CSD. The current study found that "much" not following any coronal stop involved word-initial tongue tip raising statistically similar to "much" following "that" in paragraph reading. The current study argued that English CSD should be analyzed as categorical deletion and that one can only argue for gradient deletion after considering the neural position of tongue tip.

(Canceled) Lateral palatalization in the Greek of Greek-Canadians

Panayiotis A Pappas[1], Dimitris Papazachariou[2]

[1]Simon Fraser University, Canada. [2]University of Patras, Greece

Short Abstract

We investigate the palatalization of /l/ in seven varieties of Modern Greek using a dataset constructed from the interviews of 51 first-generation Greek Canadians. Using a Greek model for the Montreal Forced Aligner, we extracted and analyzed 12,803 tokens of /l/ in four different phonetic environments based on the following vowel. We extracted F1 and F2 values at the midpoint and calculated the difference F2-F1 to determine the degree of palatalization. The results of linear mixed effects modelling show that there are different levels of lateral palatalization among the different varieties of Modern Greek.

Realizations of [j] vs. hiatus in different vocalic contexts

Anya Hogobooom

William & Mary, USA

Short Abstract

Glide-like formants can arise either through articulation of a glide or through articulation between two vowels of different heights, which result in similar formant movements. Davidson & Erker (2014) established that the glide-like formant movements are measurably different from actual glides. The current study compares a wider range of vowel environments to investigate the different realizations of [j]. Analysis of the modal V#(j)V sequences finds significant differences in formant movement when glides are produced between different-height vowels, but not between two high vowels. This work gives a clearer picture of the different ways in which [j] is acoustically realized.

Pronouns & Gendered Language

Variation and change in the acceptability of singular they in Singapore English

Alamelu Venkatachalam, Rebecca L Starr

National University of Singapore, Singapore

Short Abstract

Recent studies of American English and other Inner Circle varieties have observed an increase in acceptability of singular *they* when referencing specific and definite antecedents. This study explores the linguistic and social factors influencing singular *they* in Singapore English. The findings indicate that singular *they* is experiencing a rise in Singapore similar to its trajectory in Inner Circle varieties. The data also suggest that ideological stances associated with particular social groups, rather than prescriptivist attitudes, constrain the acceptance of singular *they*. The uptake of singular *they* in Singapore English illustrates the multifaceted influence of the Inner Circle on this variety.

Comparative analysis of advocacy strategies in justifications for gender-neutral English

Ell C Rose, Max Winig

Swarthmore College, USA

Short Abstract

Despite both having long histories, singular *they* is perceived as historical and neopronouns (e.g. xe, fae) as innovative and politicized (Baron, 2020; Hekanaho, 2022). Using metalinguistic commentary from a survey about neopronouns, we investigated whether the different perceptions of these features resulted in individuals choosing different justifications for their use. We found that historicity was related to singular *they* support, and protecting individual agency was related to neopronoun support. Historical singular *they* arguments do not engage with the concept of language change, while agency-based neopronoun arguments embrace it. This may signal a shift in understandings of linguistic prestige.

Grammaticality of nonbinary language in a multilingual context: Maltese and Maltese English

Evan D Bradley

Penn State Brandywine, USA

Short Abstract

Singular they as a component of gender-fair language in English continues to grow, and similar movements are underway in other languages. This study examines these trends in a lesser-studied variety of English in a population bilingual with a typologically distinct language, Maltese. Maltese-English bilinguals rated the acceptability of a variety of sentence types in both languages and completed the Transgender Attitudes and Beliefs Scale. In both languages, nonbinary variants were more acceptable when used generically, and ratingswere correlated with attitudes about gender. Individual differences revealed correlations between Maltese and English ratings suggesting crosslinguistic influence and overarching importance of nonlinguistic factors.

Psycholinguistics: Phonology/Lexicon

Dynamic neural field model of lexical meaning predicts contextual modulation during real-time comprehension

Michael C. Stern, Maria Mercedes Piñango

Yale University, USA

Short Abstract

We present a neurocognitive model of lexical meaning in the framework of Dynamic Field Theory. In the model, a dynamic neural node (the lexical item) is coupled to dynamic neural fields governing interpretation on continuous conceptual dimensions. Model simulations exhibit effects of context on lexical semantic interpretation consistent with existing empirical results, and generate a novel prediction: contextual modulation of the relationship between acceptability and processing time. A novel experiment combining acceptability judgments and self-paced reading largely confirms model predictions. Results support a view of lexical meaning whereby "senses" arise from activation in neural populations governing interpretation on continuous dimensions.

Phonological variant priming decays but may not be sensitive to lexical repetition

Aini Li

University of Pennsylvania, USA

Short Abstract

This study experimentally examines two empirical properties of the recently-found phonological variant priming through the English (ING) variation (-in'~-ing alternation as in thinkin' vs. thinking) in speech perception: decay over time and the lexical boost effect. Results from two experiments found that phonological variant priming decays quickly after one intervening item but surprisingly may not be sensitive to lexical repetition. Current findings can better connect laboratory and corpus evidence for phonological persistence established in sociolinguistic variation, further shedding light on research at the syntax-phonology interface.

Mechanisms behind phonological acceptability judgments: Evidence from effective connectivity analyses

Enes Avcu, Seppo Ahlfors, David Gow

Massachusetts General Hospital / Harvard Medical School, USA

Short Abstract

We conducted effective connectivity analyses of MR-constrained simultaneous MEG/EEG data to determine how patterns of phonotactic attestation and phonological acceptability influence patterns of information flow during an auditory nonword judgment task. Neural results suggested that listeners referenced representations of familiar words and articulatory patterns when their judgment was acceptable. In contrast, they utilized attention-driven phonological and semantic search processes when their judgment was unacceptable. These results show phonological acceptability judgments do not provide a direct window on abstract constraints/rules but rather are a product of a search process that looks for lexical, phonological, and articulatory wordform representations.

Bilingualism

The simultaneous production of two grammars: Evidence from bimodal bilinguals of Khuzestani Arabic and an emerging sign language

Seyyed Hatam Tamimi Sa'd, Ronnie B. Wilbur

Purdue University, USA

Short Abstract

A debated issue in psycholinguistics is whether both languages are active in the bilingual mind that hosts them. We examined this issue in bimodal bilinguals, i.e., individuals competent in one spoken language and one sign language. Signed productions and story-telling data pertaining to declaratives, wh-questions, and negatives from Iranian bilingual speakers of Khuzestani Arabic and Sadat Tawaher Sign Language confirm that they produce two different grammars simultaneously, one via their vocal tract and the other on their hands. This finding provides support for these bilinguals' double active representation of languages, suspension of articulatory constraints, lack of inhibition, and processing costs.

Inhibition Abilities and Vocabulary as Predictors of Implicature Generation in Spanish/English-speaking Children: The Bilingual Advantage

Pedro Antonio Ortiz Ramírez[1], John Grinstead[1], Gabriela Cuautle[1], Guadalupe Michell Zúñiga Espinosa[2]

[1]The Ohio State University, USA. [2]Universidad Nacional Autónoma de México, Mexico

Short Abstract

Work on monolingual child Spanish implicature generation showed that scalar implicatures associated with the quantifier algunos ¨some, but not all" are predicted with unique variance by measures of lexicon, inhibition, and syntax. What do we predict for Spanish-English bilinguals with the same constructions? Here we ask how the relationship between algunos implicatures, lexicon, and inhibition plays out in bilingual children. Specifically, the debate around the Bilingual suggests that bilingual children may have smaller single-language lexicons than monolingual children, but greater inhibitory abilities. Since both abilities relate to implicature generation, what will be their relationship to implicature generation in bilingual children?

On optimization strategies in Egyptian Arabic/English dominant bilinguals

Yourdanis Sedarous[1], Marlyse Baptista[2]

[1]University of Michigan, USA. [2]University of Pennsylvania, USA

Short Abstract

This paper emphasizes the importance of optimization strategies in heritage language acquisition (Toribio, 2004, Baptista, 2020), and proposes that bilingual speakers match patterns perceived as similar across their languages whenever possible. We investigate heritage Egyptian Arabic (EA)/English dominant bilinguals' sensitivity to two structures that display overlapping word orders across their languages but are argued to have different derivations. Using code-switching data, we show that, when presented with conflicting requirements of structural well-formedness, these bilinguals converge on a representation that is perceived to be common to both languages.

Tone

Advantageous transfer of L1 pitch perception

Seth J. Goss[1], Seth Wiener[2]

[1]Emory University, USA. [2]Carnegie Mellon University, USA

Short Abstract

We examined advantageous L1 transfer of pitch perception by testing 11 participant groups (N = 165; 15 / group) of varying Lxs in their Japanese pitch accent discrimination behavior. L1 tonal speakers demonstrated advantageous transfer of pitch perception and outperformed L1 Japanese speakers. This behavior was consistent across speakers of different tonal L1s. Additionally, learning a tonal Lx can improve a listener's pitch accent discrimination, even beyond improvements shown by L2 learners of Japanese. Unfortunately for Japanese learners, proficiency may not matter as much as their L1. These findings support cue-centric and information-theoretic approaches to second language acquisition and transfer.

Strategies for Resolving Sandhi-induced Tonal Ambiguity in Interaction

Yuka Tatsumi, Eric Pelzl, Annie J Olmstead, Navin Viswanathan

Pennsylvania State University, USA

Short Abstract

The Mandarin low-dipping tone (T3) undergoes an alteration, tone sandhi, when followed by another T3, resulting in a tone that sounds like the rising tone (T2). Ten pairs of Chinese participants saw displays with two Chinese phrases consisting of a surname and a title that became homophonous in some conditions due to sandhi. One participant read the phrase and the other selected it from their display. Pairs deployed different acoustic strategies to overcome sandhi-induced ambiguity, including exaggerating F0 rise or duration. Although many speakers can flexibly adapt to sandhi-induced ambiguity, their strategies did not necessarily align with listener expectations.

Tonal identification in whispered speech

Ruyue Agnes Bi

Massachusetts Institute of Technology, USA

Short Abstract

The project aims to examine whether, and how, non-F0 cues facilitate the identification of lexical tones. A perception experiment is designed to test specifically the impact of duration cue for Mandarin lexical tones when F0 is absent. We take a novel approach and control the amount of information listeners receive by holding one secondary cue of the target words constant. Future studies will extend this approach to examine other relevant cures, such as temporal envelope and intensity.

Historical Linguistics

A Diachronic Study of Cantonese Neutral Question Forms

Margaret Lei, Ivy Kwan

The Chinese University of Hong Kong, Hong Kong

Short Abstract

The present study examines the role of lexical effects in the syntactic change of the Cantonese neutral questions forms that have changed from the older forms of [VP-NEG-V], [VP- NEG] and [VP-NEG -VP] used in the 19th and 20th centuries to the new form of [V-NEG-VP]. Through analyzing the neutral questions carrying the copula verb *hai6* "be" used in early and contemporary Cantonese retrieved from five online databases, we found out that both the abandonment of the old [VP-NEG-V] form and the switch to the new [V-NEG-VP] took place earlier in hai6 than in other verbs.

Spanish Strong Verbs and Morphomic Theory: A Corpus-based Linguistic Analysis

Joseph F Beckwith

University of Illinois at Urbana-Champaign, USA

Short Abstract

This corpus analysis assesses the evolution of irregular 'strong' Spanish verbs from the years 1200-1699 in the PYTA *perfectos y tiempos afines* 'perfects and related tenses' morpheme. Though morphomic theory asserts that matching members of the set change simultaneously when one member is affected by sound change or analogical change, the evidence collected in the corpus data suggests that members of the PYTA morpheme change at different rates. A Poisson analysis model

shows that tense has a direct effect on the different rates of change, with the future subjunctive being the least innovative.

Historical Development of Relative Clauses in Enggano

Charlotte Hemmings, Mary Dalrymple

University of Oxford, United Kingdom

Short Abstract

This paper presents a diachronic study of relative clauses in Enggano (Austronesian, Sumatra, Indonesia). It outlines two important findings based on comparison of three corpora: Helfrich materials (collected late 19th century), Kähler materials (collected 1937) and contemporary materials (collected as part of ongoing documentation since 2018). Firstly, Enggano lacks the famed Austronesian subject-only extraction restriction. Secondly, there are changes in terms of which verbal markers can occur in relative clauses and how frequent the overt relativizer is. We interpret these findings as supporting an insubordination analysis of *ki-* from erstwhile relative clause marker to main clause verbal marker as well.

The North American Computational Linguistics Open Competition: Contributions, Opportunities, and Future Directions.

Session abstract

The North American Computational Linguistics Open competition (NACLO) was founded in 2006 and has organized a linguistics contest every year since 2007 with an average of around 1700 high school and middle school participants each year in the US and English-speaking Canada. NACLO consists of two rounds which are offered in over 300 sites at universities and schools across North America free of charge to all interested students. The top 10% of participants in the first round are invited to a second round which is a qualification round for students interested in joining the national teams of the USA or Anglophone Canada to the annual International Linguistics Olympiad.

The primary mission of NACLO is to introduce linguistics to middle and high school students and recruit interested students into the field at a younger age. In addition, organizing this contest engages a larger community of linguists at all stages of their studies and careers. Our panel presents examples of the benefits and opportunities afforded by NACLO to different constituencies. The goal of the proposed session is to educate the LSA membership about the ways in which they may benefit personally and professionally by serving on a NACLO committee or becoming a local NACLO host at their own institutions.

This panel consists of five presentations by panelists who have benefited from NACLO in significant, and even life defining, ways. The panel presentations begin with a 17-year retrospective of NACLO by one of the contest's founders. The second presentation addresses the career advancement opportunities afforded by NACLO for tenure-track linguistics faculty. The third presentation describes how hosting NACLO at Stony Brook University has served as an impetus for the creation of the Summer Youth Camp of Computational Linguistics, a two-week summer course for middle and high school students at SBU. The fourth presentation, by the Anglophone Canada team leader, addresses the benefits NACLO affords to high school students. This presenter was recruited to participate in NACLO by his high school Latin teacher, and he earned a spot on the Anglophone Canadian team to the IOL in 2013 and 2014. He has since served on the organizing committee, including as program co-chair. The final presentation is by a US participant who participated in NACLO in 2009, 2010, and 2011 without advancing to the Invitational Round. She will speak about how NACLO empowered her to pursue a degree in linguistics, and a career focused on linguistics

and technology. The session will end with a 25-minute panel discussion on future directions with feedback from session participants as internal or external stakeholders in this contest.

Presentation abstract 1 - Full title

NACLO: A 17-Year Retrospective

Presentation abstract 1

This presentation summarizes the history of the North American Computational Linguistics open competition (NACLO) since its founding in 2006. Since 2007, NACLO has organized a free linguistics contest for students across North America, and currently attracts over 1,600 high and middle school students annually. The contest consists of an Open Round, currently hosted at over 300 sites in universities, high schools, middle schools, and homeschools, and an Invitational Round for the top 10% of the Open Round contestants. The top contestants in the Invitational Round are invited to represent the USA and Canada at the annual International Linguistics Olympiad (IOL), which is hosted by different member countries on a rotating basis. In 2011, NACLO also hosted the Ninth International Linguistics Olympiad in the USA. Since 2007, the US teams at the IOL have brought home 83 individual medals, 13 team trophies, 9 first-place team cups, and 22 best solution awards.

Presentation abstract 2 - Full title

Career Advancement Opportunities Afforded to NACLO Committee Members

Presentation abstract 2

This presentation presents a case study on the professional benefits afforded by NACLO to a mid-career linguistics faculty in an English department at a regional state university. The presenter joined NACLO as an associate professor and is currently a full professor. She has served in a variety of roles in the organization: problem author, problem reviewer, grader, coach, co-chair. Career advancement opportunities included (1) publication of multiple single-authored and co-authored linguistics problems in NACLO and other English-language national contests, (2) leadership at the international level as a US team leader to the International Linguistics Olympiad in India, South Korea, Ireland, and Czechia, (3) public service to the local community as a NACLO host at a large state university, (4) incorporation of experiential learning opportunities in undergraduate and graduate linguistics courses, and (5) collaboration with high school teachers to establish linguistics clubs and mentor students pursuing linguistics projects for senior theses.

Presentation abstract 3 - Full title

Computational Linguistics Outreach at Stony Brook University

Presentation abstract 3

We review Stony Brook University's (SBU) involvement with NACLO over the past ten years. These efforts first led to several area high schools becoming site hosts themselves. More recently, the Linguistics Department (LD) and the Institute for Advanced Computational Science (IACS) at SBU and the Long Island School for the Gifted (LISG) have sponsored an awards ceremony for the top-performing students of each grade level on NACLO's open round competition. The increased interest in computational linguistics led to the development of the Summer Youth Camp of Computational Linguistics (SYCCL), a two-week summer course for middle and high school students sponsored by LD and IACS at SBU, which integrates the teaching of introductory linguistics, programming and computational thinking. The increased awareness of computational linguistics challenges us to synthesize our knowledge of natural language in ways to make it accessible to younger generations.

Presentation abstract 4 - Full title

The Benefits of NACLO for its High-School Participants

Presentation abstract 4

This presentation discusses the many and lasting benefits of NACLO on its high-school-age participants. Among its participants, NACLO fosters (1) awareness of linguistics, as a scientific field and potential career area; (2) understanding of central themes of linguistics, e.g., regarding linguistic diversity; (3) problem-solving abilities, in a manner unique among high-school competitions; and (4) cross-cultural respect and community. Importantly, these benefits obtain on both sides of two dichotomies: first, students who do not go on to careers in linguistics and related fields also benefit; second, students who participate without qualifying for a national team also benefit. It is observed that the benefits for participants engender wider community benefits, including in universities, industry, language communities, and beyond. Supporting examples are drawn from the speaker's experiences as a former NACLO participant, and from students he has encountered in NACLO organizational and coaching roles; quantitative data are referenced where relevant.

Presentation abstract 5 - Full title

NACLO as a Gateway to a Career in Linguistics

Presentation abstract 5

This presentation focuses on the benefits of NACLO for a contestant who participated in the NACLO Open Round in 2009, 2010, and 2011 without advancing to the Invitational Round. She has since pursued a career focused on linguistics and technology. In this presentation, she will discuss how NACLO introduced her to the field of linguistics and encouraged her to turn her love of languages into a career in language science. She will explain how NACLO problems can be a gateway for students who otherwise would not have considered a career in this field. She will share real-life examples where NACLO activities sparked students' interest in linguistics and language. Finally, she will discuss the opportunities that NACLO afforded her: building relationships with faculty, assisting with research, sharing linguistics with other students, earning a degree in linguistics, and pursuing a career that lets her use her skills in new and unexpected ways.

Presentation abstract 6 - Full title

Question/Answer Period

Presentation abstract 6

During the last 25 minutes of our session, five panelists will take the audience's questions and discuss how NACLO can serve the field and those in it.

ADS Word of the Year

Since 1990, the American Dialect Society has selected Words of the Year to highlight how language change is normal, ongoing, and entertaining. The vote is the longest-running such vote anywhere, the only one not tied to commercial interests, and the Word of the Year event up to which all others lead. Members of the LSA and its sister societies are welcome to join the ADS as we engage in a lively discussion of the nominees for 2023. Voting will take place to select an overall Word of the Year as well as winners in other categories such as Most Useful and Most Likely to Succeed.

Five-Minute Linguist

The Five-Minute Linguist (5ML) is an annual, high-profile event during which selected speakers give lively and engaging presentations about their research in a manner accessible to the general public. No notes, no podium, and an actual timer. These five-minute presentations are judged by a panel of journalists as well as the audience itself, and a winner is chosen at the end of the event. The goal of this event is to encourage LSA members to practice presenting their work to a broad audience and to showcase outstanding examples of members who can explain their research in an accessible way. Presenters make real, innovative linguistics research accessible both to the field as a whole and to the public more generally.

Reduction as a secret side-channel in human speech: When less clear is more positive

Nigel G. Ward, Carlos A Ortega

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5ML Abstract

Artificial Intelligence systems today adeptly handle many aspects of human language. In particular, almost all synthesized voices are highly intelligible: designed so that every word is clear and easy to understand (Gustafson, Szekely et al, 2023).   Humans in dialog are different: their pronunciations can be sloppy or even mumbled. Why do we depart from precise articulation? What purposes does this serve?

Some reasons are well-known (Ernestus & Warner 2011, Cangemi & Niebuhr 2018, Zellers et al. 2018). Of course, people are sometimes just lazy. More interestingly, reduction in certain phrases marks specific nuances, such as definite intention in gonna and lack of interest in dunno. Statistically, reduction is also more common in predictable words, when speaking casually, and so on. But we asked: what other functions might reduction serve?

In our study, we took 21 minutes from 5 spontaneous American English conversations on diverse topics. The second author annotated every word or phrase for degree of reduction and the first author independently annotated for occurrences of 11 pragmatic functions. There was an unexpected and strong connection between reduction and phrases conveying positive assessments, such as oh, wow, that's interesting; I thought, it was a good, opportunity, because I want to do my Ph.D.; and it was, it was pretty cool, where underlining marks reduced words.

This finding illustrates that attending to phonetic detail can reveal how people in dialog control subtle properties of their speech to help convey subtleties of meaning. This connection is unknown to speech technology, and indeed, at a conscious level, unknown even by speakers themselves. It is thus a kind of "secret side-channel" in dialog, that is, for now, shared among only humans.

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What songs can tell us about language: rhythms in Filipino pop music

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5ML Abstract

There's a Shakira song with the line *un **MO**-ji-to, dos mo-**JI**-tos* ("one mojito, two mojitos"). This line works because Spanish-language pop music allows strong musical beats—the bold, capitalized syllables—to be sung with either a syllable that is stressed in speech (*ji*), or a syllable that isn't (*mo*). English-language pop music is stricter, and a line like *one **MO**-ji-to, two mo-**JI**-tos* doesn't sound as good. Or take the opening line of a Gloria Gaynor song, *at **FIRST** I was afraid, I was **PE**-tri-fied*. It works because the stressed syllables *first* and *pe* get strong musical beats. If the lyrics were changed to *se-**COND** I was happy, I was **COU**-ra-geous*, the line would sound terrible, because the stressed syllables *se* and *ra* are sung on weak musical beats.

This kind of thing hasn't been studied in many languages, and we wanted to know how it works in the Filipino language. Linguists don't even agree on whether Filipino has stress! They do agree that some words sound more prominent on their second-to-last syllable, like the *a* of *ábot*, meaning 'power'. Other words sound more prominent on their last syllable, like the *bot* of a different word *abót*, meaning 'arrival'; but some linguists think that's just an illusion caused by prominence at the ends of phrases.

We converted sheet music for 19 Filipino pop songs, in a genre known as OPM (Original Pilipino Music), into a database, and found that songwriters choose to put both types of prominent syllable—second-to-last and last—on longer notes and stronger beats, even after we controlled for the ends-of-phrases issue. Filipino does seem to have stress, and the way music and lyrics line up in OPM tends to respect that stress. Songs can tell us about properties of the language that are unclear from speech alone.

Korop morphological shift and population resettlement

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5ML Abstract

What happens to a language when the people who speak it are forced to move away from their homeland? This is a reality for many people all over the world. We examine this question by looking at Korop language vocabulary, which is facing unusual shifting trends due to population resettlement. Korop is a cross-border language spoken in Cameroon and Nigeria. The study is based on the section spoken in Cameroon, in and near the Korup National Park (KNP) in Mundemba, Ndian Division of the South West. In the year 2000, following the 1986 Cameroon Forestry Law on conservation, one of the Korop villages was removed from its original location inside the KNP to a new settlement outside the park, near Mundemba, a semi urban town with a multiplicity of languages, among which are two of Cameroon's dominant languages English and Cameroon Pidgin English

(CPE). In an earlier study, we identified this movement as one of the reasons for Korop language shift. Our question is, to what extent is Korop vocabulary shift a consequence of population resettlement? We compared two groups of children, 20 in each, giving a total of 40 children from two Korop villages, one resettled, and the other not. We conducted semi-structured interviews, whereby the children were administered an oral test with the aim of identifying words which are shifting from Korop language to other languages. Data obtained from this test was complemented by secondary data. We investigated the indigenous words and their corresponding categories which are gradually being replaced by their counterparts in other languages, and the extent to which population resettlement has intensified these shifting trends. We found out that the shift in Korop vocabulary is intensified by population resettlement. The normal shift in Korop vocabulary is about 38.33%, while the additional shift caused by population resettlement is about 23.32%.The most shifted word category is the noun, with Korop loosing about 70% of its vocabulary in the domains of hunting and farming to CPE. The above findings will not only be of pedagogic relevance but will also have similar   implications for other languages facing the same situation of population resettlement.

Lingusitc feminization of Arabic varieties: say bye to the masculine generics!

Soubeika Bahri

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5ML Abstract

"It is a language deformation"; "are we abandoning the standard morphology of grammatical gender of our fusha [the standard language variety]"; "This is linguistic imperialism at work again to alienate our beautiful Arabic"; "we should not even write in a'ammya [the colloquial variety], it is not a language, it has no grammar". These are few examples of the meta-linguistic comments defending the symbolic and ideological role of Standard Arabic against the new strategies of using an inclusive-gender language adopted and mobilized by online users, LGBTQ+ and feminist activists in particular. Arabic is described as an androcentric (male-biased) language (Sadiqi, 2006) that contains masculine generics, linguistic forms with a double function: generically (i.e., referencing individuals or people whose gender is unknown, irrelevant, or mixed [for groups]), in addition to sex-specifically (i.e., referencing male persons). In languages with rich grammatical gender systems, such as Arabic and its varieties, the masculine form is treated as the default, which reinforces the traditional gender roles and sexist beliefs in a society where the male category has a higher status than the female one as in the Arab-Muslim societies (Sadiqi, 2006, Sczesny et al., 2016; Hellinger and Bußmann, 2001).

This study is an investigation of linguistic feminization and gender-inclusive practices (Christofides, 2019, Slemp 2020) in writing from four Arabic varieties (Ettounsi, Moroccan, Egyptian, and Jordanian) on the social media platforms of Clubhouse and Facebook. Working on a corpus of data of long and short Facebook posts (N=323) and comments (N=168) in addition to Clubhouse room titles and chats (N=79), the study shows that users employ a variety of feminization strategies and gender-inclusive features for lexical-morphological categories to replace the masculine generic-dominated forms which characterize Arabic grammar and many of its dialects (Sadiqi 2003; El Wer 2014). The study argues that while many of the novel gender-neutral features employed are far from being codified, there is a statistically-grown pattern of spelling the second singular feminine pronouns with inclusive form adding a -ي (/-ii/) as in (أَنتي) (/antii/)instead of the kasra diacritic as in (أَنتِ) (/anti/). Results also suggest that the adoption of the inclusive forms vary in relations to the types of posts and topics. Based on these findings, this study provides insights into the impact of these linguistic feminization strategies on alleviating stereotypes and discrimination against women and LGBTQ+ in the context of language varieties used in Tunisia, Morocco, Egypt, and Jordan. We suggest that attempts to change Arabic varieties into non-sexist languages reflect a trans-historical linguistic phenomenon that accompanies an unprecedented movement of feminist linguistic activism in the current Arabic-speaking world.

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How does our brain juggle free word order in sentence processing?

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5ML Abstract

In a split second, we can place an order for our lunch at a restaurant, and just as quickly, the waiter/waitress can understand our order, and food is on the way. How does this rapid communication happen? How are our brains so efficient at processing language on the fly? Neurolinguists have long been fascinated with this question. Until recently, most of the research in this area has been on languages with a 'fixed' word order—we know where the subject, verb, and object go. But what about languages like Malayalam, and Turkish which have 'free' word order? Does language representation and processing work the same for these speakers as it does for others? In Malayalam, if we want to say that 'the_child saw the_elephant' these three words (kuṭṭi, kaṇṭu, aanaye) can move around in any order, and express the same relation. Does a Malayalam speaker simultaneously process multiple possible relations to arrive at the intended interpretation? Do our brains handle different ways of saying the same meaning as distinct pieces of information? This would surely put our cognitive system to a test! Perhaps there is an easier way. After all, our brains have evolved to efficiently process natural language.

Previous research in psycholinguistics has shown that humans can hold up to 7 items at once (the so-called 'magical number seven') (Miller, 1956). But there are different ways linguists study how words are put together using grammar rules. Do our brains actually represent such sentences the same way as these grammar theories suggest? To address this, we embarked on a comprehensive exploration guided by the principle that distinct grammar theories might actually share common ground in the brain's representation of sentence relationships. This approach allowed us to mathematically unify three types of word relationships in sentences: grouping the verb and object as one phrase, object modifying the verb, and the object serving as the target of the verb. While these relationships seem to be distinct on paper, they surprisingly share common elements that blend together to form a single cohesive representation.

Now, here's the fun part: no lab coats or goggles were involved. Instead, we played detective, piecing together the clues from recent work in neurolinguistics (Lopopolo et al., 2021) that showed how

various corners of the brain perk up when these word relationships are at play. Like Sherlock Holmes with a magnifying glass, we used their insights to concoct an educated guess about how our brains might juggle word orders in sentences. The result is highly efficient language processing, connecting abstract linguistic structures with neuro-cognitive representations, providing us with a clearer picture of natural language processing for a wider range of the world's languages. It also has the potential to pave the way for innovations amplifying the effectiveness of language-based technologies. So, the next time you're chatting away, take a moment to marvel at how your brain effortlessly weaves words together, making perfect sense of the world around you.

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Saturday, January 6

Prosody & Sociodialectal Variation

Pitch variability cues perceptions of Singlish: A perceptually-guided approach to sociophonetic variation

Yin Lin Tan[1,2], Ting Lin[1], Robert Podesva[1], Meghan Sumner[1]

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Short Abstract

This study argues that pitch variability cues perceptions of Singlish, a colloquial variety of English in Singapore, using a perceptually-guided approach. 132 participants completed a speeded forced-choice task; in each trial, participants selected which of two natural-speech audio clips sounded more Singlish. A logistic mixed effects regression model showed that clips rated as more Singlish were associated with lower pitch variance (β=-0.18, p=0.023) and higher pitch PVI (β=0.16, p=0.035). These findings suggest that pitch variability is a primary prosodic cue to listeners' perceptions of Singlish. Crucially, Singlish is associated with more local pitch variability but less global pitch variability.

Revealing differences between two types of "BIN" utterances in AAE using f0 shape measurements

Alessa Farinella, Kristine M. Yu, Lisa Green

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Short Abstract

This paper takes a data-driven approach using dynamic f0 shape measurements to compare two types of "BIN" utterances in African American English (AAE): utterances with "stressed *BIN* (Rickford 1973) and the past participle *been*. We reveal differences in the overall shape of the contours of these two utterances that were not captured in the transcriptions made on the basis of Mainstream American English ToBI labeling conventions. This work highlights the need for going beyond pointwise f0 measures and prosodic transcription in work on intonation in lesser studied varieties, like AAE.

Bitonal Pitch Accents Index Gayness in American English

Reis White[1], Byron Ahn[2]

[1]Independent Scholar, USA. [2]Princeton University, USA

Short Abstract

We present the results of two open-guise tasks on intonational perception of gayness in American English speech (total n = 383), with stimuli coming from recordings of a college-aged cis white gay man. In study 1, stimuli varied according to pitch accent types; in study 2, stimuli were four step-wise manipulations of these same stimuli (varying extremes of pitch accent peaks and valleys). In both studies, bitonal accents received the highest gayness ratings; and both gradient and categorical effects were found from the stepwise f0 manipulation. We discuss implications for studying sociolinguistic variation and intonational phonology.

How to publish a pop linguistics book: An industry Q&A

Session abstract

Pop linguistics books are an excellent way of expanding public knowledge of linguistics. Many academics are interested in potentially writing a linguistics book for a general audience one day but have questions about the process: what's the difference between the trade arm of an academic press and a trade publisher? What is a "big five" publishing company and do I want to publish with one? Do I need to have the whole manuscript finished first, or do I write a proposal, and if so, what goes in one? Do I need a literary agent, and if so, how would I get one? How do I figure out an angle for a book that people want to buy but isn't over-simplified? How do I get people to actually buy my book once it's out? Should I try writing some short articles for news sites as a gateway towards writing a book, and if so, how would I go about doing that?

In this Q&A session, Gretchen McCulloch (New York Times bestselling author of Because Internet) moderates a panel presenting the two most common routes to publication for trade books in linguistics, featuring Julia Steer of Oxford University Press and Kate McKean of Howard Mornham Literary Agency, using the opportunity of the annual meeting being in NYC to draw on more input from the publishing world. The panel will begin with short talks from Steer, and McKean on how linguistics books for a general audience fit into the trade arm of an academic press, and "big five" trade publishers, respectively, followed by a cross-panel discussion session moderated by McCulloch, and finally an extended discussion session for questions from the floor.

Presentation abstract 1 - Full title

What editors look for in a trade book

Presentation abstract 1

Julia Steer is an acquisitions editor for Linguistics and Developmental Psychology at OUP. With linguistics and related degrees from Harvard and University College London, she has over 15 years' experience working with authors on books for a variety of audiences and has published trade authors from David Crystal to David Adger. She will discuss what editors look for in a proposal for a trade book, how a trade decision is made at OUP, and some golden rules for pitching your project to an editor.

Presentation abstract 2 - Full title

How agents pitch books by academics to trade publishers

Presentation abstract 2

Kate McKean is Vice-President and Literary Agent at the Howard Morhaim Literary Agency, as well as Adjunct Professor at NYU's School of Professional Studies. She writes the popular Substack newsletter Agents & Books, covering trade publishing, writing, literary agents, and, of course, books. Her writing has also appeared in Catapult, Poets & Writers, and Electric Lit, among others. She received her MFA in Fiction Writing from the University of Southern Mississippi, and started her publishing career at the University Press of Florida. She will discuss common misconceptions academics have about approaching trade publishers, including issues concerning voice, jargon, market, and scope, as well as how academics can reframe how they see a trade audience and how trade audiences often view academics. She will share how she pitches books by academics to trade publishers and what she as a literary agent looks for in prospective clients with an academic background.

Identifying, understanding, and supporting diverse first-generation scholars in linguistics

Session abstract

One in three students is in the first-generation of their family to attend and complete college at the undergraduate and graduate level (NCES 2016). Relative to continuing-generation students, first-generation students are more likely to work full-time (66%), have dependents (30%), and/or contribute to the income of their households. They're also more likely to be older, lower-income, and racially-minoritized. First-generation scholars form a heterogeneous group: some belong to families in which the benefits to higher education are strongly emphasized, whereas others belong to communities in which education is associated with negatively racialized, classed, and gendered ideologies that are incompatible with succeeding as a member in that community. Hence, as Pascarella et al. (2004) states: "Even when presenting academic credentials and a level of academic motivation equal to that of their peers whose parents graduated from college, first-generation students are at a somewhat greater risk of being academically, socially, and economically left behind."

 It's known that students perform better when their professors look like them and share similar experiences, including first-generation identity (Egalite & Kisida, 2017), which makes the underrepresentation of first-generation scholars in the academy troubling. Roughly 28% of tenure-track faculty (Morgan et al., 2022), and 27% of doctoral students identify as first generation (CGS 2022). As first-generation students have intersectional identities, this underrepresentation compounds with the problems of underrepresentation that befall racially minoritized, low-income, and nontraditional students. One reason for this underrepresentation is that first-generation students have a different form of cultural capital that is not valued within academia (Chávez & Longerbean, 2016;

Yosso, 2005), and even those who have "made it" may feel disintegrated from their communities of origin and under-integrated with their colleagues.

While linguistics is well suited to meet these challenges, the current underrepresentation within the field heightens the need to develop a more inclusive and diverse scholarly community (Charity Hudley et al., forthcoming; Charity Hudley & Mallinson, 2018; Friedman & Reed, 2014; Rickford, 1997; 2014). It's therefore important that faculty, schools, and organizations develop a better understanding of who they are and how to support them. Thus, the goals of this workshop are to inform the audience about: (1) first-generation scholars; (2) what assets they bring and what areas they may need support in; (3) how to tailor mentorship to this population; (4) how to address impostor syndrome (as a manifestation of structural barriers); and (5) how to set (realistic) expectations.

First, participants will do a brief interactive warm-up group activities to solidify their pre-existing knowledge of first-generation students and their mentorship approaches [~15 minutes]. Secondly, facilitators present on the demographics and internal diversity of first-generation students and on how to support them through their academic journey; while allowing participants to openly discuss their own experiences with supporting first-generation students. They'll then be given the opportunity to present and provide feedback on one another's approaches to the case studies. This is followed by a Q&A and debriefing.

Institutional Critiques

The history of SIL in Oklahoma and implications for linguistics now

Carol Rose Little

University of Oklahoma, USA

Short Abstract

I provide a new perspective on SIL's relationship with the public institutions and the discipline of linguistics through a case study of its tenure at the University of Oklahoma (OU). The research is based on archival work from the official papers of OU presidents and interviews conducted with faculty members involved in SIL's departure in the 1980s and interviews with SIL members who attended the institute in the 1980s. I revisit questions raised in Dobrin 2009 on the relationship between SIL in linguistics by adding new historical data and highlighting issues that have persisted to this day.

Current norms and best practices for collecting and representing sex/gender in linguistics: Towards ethical and inclusive methodologies

Cooper Bedin[1], Montreal Benesch[2], Marina Zhukova[1], Lal Zimman[1]

[1]University of California, Santa Barbara, USA. [2]Independent scholar, USA

Short Abstract

Amid changing ideas about sex and gender, there is a growing need to reexamine norms around their operationalization and theorization. This talk presents results from a survey exploring linguists' practices for collecting information about research participants' sex/gender. Based on 157 complete responses to date, we explore the popularity of different methods for gathering information about sex/gender and the methodological and theoretical implications of those choices. We closely analyze the way questions around sex/gender are formulated and differences among linguists by subfield, training, identities, and gender politics, and offer best practices for ethical and inclusive approaches.

"Very intelligent considering his background": Language ideologies and fieldworker judgments in the character sketches of the Linguistic Atlas Project

Nicholas A. Passarelli, Allison Burkette

University of Kentucky, USA

Short Abstract

In addition to linguistic data, the Linguistic Atlas Project (LAP) informant biographies offer information about speakers' background and social affiliations, as well as brief 'character sketches' that include fieldworkers' impressions of informants' personalities and capabilities. Our study focuses on those informants described as "intelligent," combining a corpus-driven quantitative analysis of key phonological and grammatical features alongside a qualitative analysis of the fieldworker-authored character sketches. Using the results of these analyses, we investigate the assumptions that linguists of the mid-twentieth century may have held and gain a glimpse of the language ideologies at work in dialectology at that time.

Consonant Articulation

Laryngeal timing variability in Sevillian Spanish metathesis

Madeline Gilbert

Laboratoire de Phonétique et Phonologie (UMR7018, CNRS/Sorbonne Nouvelle), France

Short Abstract

Metathesis in Sevillian Spanish /sC/ sequences ([kahko]-->[kakho]) results in stop-h sequences that are ambiguous between being aspirated stops and clusters. Metathesis is reported to be complete in most productions: [h] occurs entirely following the stop (Ruch 2008). I present acoustic data from Sevillian showing that breathiness (measured gradiently) extends beyond the closure in both directions, and is variably timed. The presence and timing variability of breathiness may be one way in which stop-h sequences differ phonetically from aspirated stops. Future comparisons between stop-h sequences and aspirated stops provide an opportunity to investigate the utility of segments as representational units.

The role of articulatory pressure in lenition

Karee Garvin

Harvard University, USA. University of California, Berkeley, USA

Short Abstract

Lenition can be characterized as reduction in the degree or length of constriction; however, both production-based and perception-based accounts of lenition have been proposed as the driving force behind lenition processes. To disambiguate these proposals, this study uses electromagnetic articulography data to analyze the role of word position and stress in voiceless stops in English, comparing phonemes that lenite word medially, /t/→[ɾ]/ˈV___, with phonemes that do not, /p, k/ and /t/ before stressed syllables. This study finds that segments differ depending on their environment regardless of whether they lenite, suggesting that articulatory pressures contribute to processes of lenition.

Articulatory correlates of perceptual and typological asymmetries in palatalization: an ultrasound study of Irish

Ryan Bennett[1], Jaye Padgett[1], Grant McGuire[1], Máire Ní Chiosáin[2], Jenny Bellik[1]

[1]UC Santa Cruz, USA. [2]University College Dublin, Ireland

Short Abstract

Irish contrasts palatalized /Cʲ/ and velarized /Cˠ/ consonants syllable/word-initially and -finally. Previous research has shown that such contrasts are less perceptible, and more susceptible to loss, in word/syllable-final position. Our study examines the articulatory robustness of secondary dorsal /Cʲ Cˠ/ contrasts in Irish stop consonants at three places of articulation, word/syllable-initially and -finally, using ultrasound imaging. We find that /Cʲ Cˠ/ contrasts are more articulatorily distinct in onset than in coda position across all places; that velarization in the coda involves less tongue body backing; and that velarized coda consonants experience more coarticulation with a neighboring vowel.

Motion/Space: Acquisition & Psycholinguistics

Acquisition of Verb Lexicalization Biases across Spontaneous and Caused Motion

Sarah Hye-yeon Lee, Anna Papafragou

University of Pennsylvania, USA

Short Abstract

Languages vary in terms of the components of a motion event they prefer to lexicalize in verbs. English often packages the manner in the verb. Spanish typically encodes path in the verb. The manner-path distinction in the spontaneous-motion domain is semantically similar to the means-result distinction in the domain of caused-motion events, for example a girl kicking a ball into a bucket, where kicking is the means and the sending-into-a-bucket is the result. We test whether lexicalization biases in spontaneous-motion can shape novel spontaneous-motion verb conjectures and also generalize to the means-result distinction in the more complex domain of caused-motion.

Embodied Idiom Comprehension

Kathryn S Conger

University of Colorado Boulder, USA

Short Abstract

This work investigates the role of embodiment in the comprehension of metaphoric idioms. According to some, the metaphoric mappings upon which metaphoric idioms are based are lost over time. Others posit that these mappings are retained. The findings support a living view of idioms, demonstrating a priming effect for metaphorically based idioms when preceded by an action related to the source domain upon which the idiom is based.

A Matter Space: The Acquisition of Motion Lexicalization Patterns by English-Portuguese Late Bilinguals

Jean Costa-Silva, Vera Lee-Schoenfeld, Shulin Zhang

University of Georgia, USA

Short Abstract

This study investigates the acquisition of L2 motion encoding patterns of Brazilian Portuguese (BP) and English, typologically distinct languages (Talmy, 1985, 1991, 2000; Slobin, 2004), by English-Portuguese late bilinguals. L1 and L2 speakers (n=192) rated satellite: Manner+Path, and verb-framing: Path+Prep.Phrase (V+PP), and Path+Adv.Clause (V+AC) sentences collected from internet corpora. Results show that learners' ratings begin to approximate those of L1 speakers at the Intermediate level for all Manner+Path constructions. The difficulties in acquisition are narrowed down to two structures: V+ACs for L2 English speakers and V+PPs for L2 BP speakers.

Pragmatics

Scalar implicatures from "some" to "not all" are highly variable and context-dependent

Judith Degen, Madelaine Brown

Stanford, USA

Short Abstract

Much recent work on scalar implicatures (SIs) has focused on identifying sources of scalar diversity – the phenomenon whereby different scales are variably likely to result in an SI being derived. We demonstrate a high amount of variability and context-dependence within the "some"/"all" scale, replicating Degen (2015), but using a binary judgment task and controlling for alternativehood of "all." The large amount of within-scale variability requires more serious involvement of the scalar diversity literature with theories of context-dependence in interpretation.

Game of Pronouns: a Social Meaning Game approach to pronoun-switching

Kirby Conrod

Swarthmore College, USA

Short Abstract

This talk compares two theoretical approaches to explaining pronoun-switching: Optimality Theory pragmatics and Social Meaning Game theory. Using alternations between various third-person singular pronouns in English (including 'they') as a case study, I show that SMG has an advantage over OT in its ability to explain how interlocutors dynamically and continuously co-construct meaning over the course of a conversation.

Proleptic correlatives and dynamic construction formation in Hittite

Thomas Motter

California State University, Long Beach, USA

Short Abstract

Hittite (Anatolian, Indo-European) attests non-prototypical correlative constructions where the relative clause (RC) contains a proleptic subordinator or connective interpreted in the resumptive correlate clause (CC). This syntax-semantics mismatch is explained as a pragmatic effect: prolepsis provides an early signal of a rhetorical connection between the CC and the larger discourse context, in cases where keeping it in the CC would risk diminished discourse coherence. Prolepsis is straightforwardly

accommodated by a dynamic framework where the construction is assembled sequentially clause by clause. The proleptic element appears in the RC because that is the first clause added.

Documenting Languages in the Urban Diaspora: Lessons from a New York Non-Profit

Session abstract

Home to over seven hundred languages, early 21st century New York City is a last improbable refuge for many embattled and endangered languages. Never before have cities like New York been so linguistically various, and they may never be again, but the new urban linguistic diversity has so far been little mapped, let alone analyzed or supported. In particular, in just the last few decades, hundreds of thousands of speakers of hundreds of languages have arrived in New York from heavily minority and Indigenous zones of Asia, West Africa, and Latin America. Even as language endangerment is accelerating worldwide, many speakers are settling in cities like New York where there are communities of linguists, language activists, language enthusiasts, and others concerned with linguistic diversity.

Because of this opportunity, the Endangered Language Alliance (ELA) was founded as a non-profit in 2010 with a mission to document endangered languages and support linguistic diversity in New York and beyond. Since then, the unique network behind ELA has been working towards a new form of public linguistics that engages and brings together language communities, academic linguists, and a general audience. Given the lack of documentation for many of the languages now spoken in New York and their invisibility in both governement and academic sources, a central focus of ELA's has been to tackle problems in urban and diaspora language documentation.

Building on a celebration of the International Year of Indigenous Languages which ELA helped organize at the last LSA in New York (in 2019), this workshop will bring together a range of ELA personnel from different backgrounds. At issue will be methods and strategies for language documentation in urban and diaspora settings, which are usually far from the language's original territory and present a very particular set of challenges and opportunities.

A principal aim of the session is to engage with and provide a constructive and practical framework for those interested in doing language documentation or public-facing work in their own urban and diaspora settings. Questions of multilingualism, mixing, shift, translocalism, and intergenerational transmission may come particularly to the fore. How to document domains that are absent from the city, or ones that are newly present in the city, is a further set of questions. Closely tied to all this is the work of rendering urban linguistic diversity visible in the first place, which ELA has been doing through its New York Languages Map (languagemap.nyc), which panelists will discuss.

Moderated by ELA Co-Director Ross Perlin, whose book Language City describing New York's linguistic history and ELA's work within it comes out in February, the workshop will feature four panelists: Co-Director Daniel Kaufman (discussing his multifaceted work on Mixtec); Shweta Akolkar (discussing her ongoing collaboration with the Bishnupriya Manipuri community); Husniya Khujamyorova (a Wakhi speaker discussing her documentation work in her own Pamiri community); and Matthew Malone (discussing how to build on vague and incomplete census data to document the existence of language communities in the city).

Collaborative Efforts in Linguistics: Partnerships Between and Among Secondary and Higher Education Institutions

Session abstract

Educators at higher education and secondary institutions have been working for many years to develop programming, training, and curricula in linguistics for K-12 audiences (Honda and O'Neil 2011, Loosen 2014, Plackowski 2020). In the last several years, many new efforts to develop such programs have been undertaken through collaboration between and among educators at both higher and secondary institutions. These collaborations and partnerships provide educators with opportunities to share their expertise and insights with receptive communities and individuals wishing to further develop access and exposure to the field of linguistics.

The purpose of this symposium is to share collaborative efforts among and between higher education institutions, K-12 schools, and educators. These efforts highlight ways in which linguists are preparing future teachers and linguists, providing professional development for current teachers, and including K-12 students in linguistics learning activities. This symposium will impart ideas and strategies which may be used to increase interest in linguistics and which may create pathways toward future collaborations between institutions at various levels.

Presentation abstract 1 - Full title

Linguists and Teachers Collaborating in an ELA Classroom: Teaching Around the Test

Presentation abstract 1

Teachers are often receptive to teaching linguistics in high school (Plackowski 2020; Devereaux et al. 2021), but they also emphasize that linguistic content must be integrated into curricula rather than added (Devereaux & Palmer 2019). In order to meet this imperative, collaboration among linguists and teachers is essential. In this talk, we discuss how collaborations amongst a professor of English education, a professor of English linguistics, a 9th-grade English Language Arts (ELA) teacher, and a 9th-grade special education teacher resulted in a curriculum that featured concepts such as speech acts, semantics, and dialectal variation, while also working to meet the requirements of a Georgia county-wide assessment. Reflecting on how these individuals worked together in the classroom to ensure students saw important connections between linguistic content and ELA benchmarks, we offer recommendations for future classroom collaborations and linguistics curriculum-building.

Presentation abstract 2 - Full title

Advancing Sociolinguistic Justice en Comunidad

Presentation abstract 2

This presentation discusses a collaboration between a public university and public high school in Los Angeles. Faculty members from two departments collaborated with graduate students and a local high school teacher to develop lesson plans for high school students on topics within sociolinguistics. The lessons addressed misconceptions about language variation and critically explored attitudes and ideologies about language use. Lesson activities encouraged students to explore and study their own language practices in an institutionalized setting. Linguistics graduate students then facilitated the lesson plans for an eleventh-grade class in 2022. The collaboration culminated with high school students presenting their linguistic autobiographies across various modalities (e.g., short stories, poems, music) at an event on the university campus that was designed to celebrate language diversity in the local community. We share lessons learned from this collaboration and how we see this project (and future iterations) contributing to sociolinguistic justice.

Presentation abstract 3 - Full title

By Teachers, For Teachers: Professional Development in Linguistics for K-12 Educators

Presentation abstract 3

After teaching high school linguistics in a public school for almost a decade, I (a high school English teacher) offered a professional development course in linguistics for teachers titled "Linguistics for Educators." This presentation will detail the goals and objectives of the course and how the structure and content were selected based on the needs of secondary educators. I will discuss the reasons teachers gave for taking the course and how they imagined integrating linguistics into their own courses, as well as the topics they found most useful for their professional practice. I will also discuss how the course complemented initiatives for antiracist practices in our district. This presentation will be especially useful for professional linguists considering partnering with K-12 educators.

Presentation abstract 4 - Full title

Preparing linguistics graduate students to teach linguistics in schools: The role of collaboration

Presentation abstract 4

In the spring of 2023, I was invited to teach a graduate seminar on Linguistics in K-12 Education at MIT. The course was offered in the context of a revitalized MIT Linguistics initiative to introduce high school students to language science. My objective in teaching this course was to prepare linguistics graduate students to engage in K-12 linguistics education with empathy and understanding.

As a teacher, my challenge was to create a learning experience that would enable the graduate students to develop the knowledge, skills, and disposition necessary to teach linguistics to high schoolers. To meet this challenge, I worked with high school linguistics teachers from the online Linguistics Club for Teachers, who partnered with the graduate students.

In this presentation, I discuss the key role that this and other collaborations played in shaping students' learning experience.

Presentation abstract 5 - Full title

Original Research in High School Linguistics: Building a Network of Teacher Support

Presentation abstract 5

Language and the Brain, a stand alone, semester-long linguistics course, has been offered to 11th and 12th grade students at Lyons Community School, a linguistically diverse, underserved high school in the East Williamsburg neighborhood of Brooklyn for six years. Guided by the philosophy that the scientific study of language deserves a prominent place in the high school curriculum, the course explores syntax, semantics, and phonology and pays particular attention to sociolinguistics and the central position of language in the formation of identity (Denham et al., 2019). At the end of the semester students present their original research. In this talk we discuss the genesis and development of the course and the benefit of deep and lasting collaborations with the members of the Linguistics Club for Teachers, an online group of linguists and K-12 teachers dedicated to teaching linguistics in schools.

Presentation abstract 6 - Full title

Introducing linguistics to Atlanta high school students by opening linguistics talks through Zoom for everyone

Presentation abstract 6

In this presentation, we want to share our experiences on an efficient and sustainable way of promoting linguistics to high schools: taking high school students and educators' interests into consideration when planning university's linguistics colloquium, and opening colloquium whenever possible through Zoom for high school students and educators.

In Spring 2023, we were able to open three talks of our linguistics colloquium through Zoom for high school educators and students: one on linguistics in tech industry, one on linguistics in curriculum, one on sign languages. It turned out to be a great success, as evidently by the high demand of the events and enthusiastic responses from participants. High school students and educators had a unique opportunity to explore linguistics and its real-world applications, with no need to travel to university campuses. Meanwhile, we got unique opportunities to learn from high educators and students about their valuable insights into linguistics education.

Syntax/Morphology

Reassessing Oehrle effects: evidence from Celtic

Gary S Thoms

New York University, USA

Short Abstract

This talk brings new data from Celtic to bear on the question of whether double object constructions (DOCs) and prepositional dative constructions (PDCs) are derivationally related. I revisit arguments from "Oehrle effects" which have been put forward in favor of two-base theories of ditransitives, and I argue that they are problematized by the fact that Scottish Gaelic and Welsh use PDCs to express ditransitive types which seem to require DOCs in English. The Celtic facts suggest that semantic incompatibility is not the source of Oehrle effects, but rather prepositional syntax is what's important.

Resultative bipartite verbs in Wá·šiw

Emily A. Hanink[1], Andrew Koontz-Garboden[2]

[1]Indiana University, USA. [2]University of Manchester, United Kingdom

Short Abstract

Bipartite verbs, an areal feature of the northwestern US, are verbs comprised of two bound morphemes (termed 'initials' and 'finals'). One well-known use of bipartite verbs is in the expression of change of state; the underlying structure of such verbs however remains little-understood. In this talk, I present an analysis of resultative bipartite verbs (both 'canonical' and manner-path) in Wá·šiw (Washo; Hokan/isolate, USA) according to which they are decomposable into an articulated causative structure involving a specific type of v_become head that necessitates the co-occurence of a manner initial.

Cyclic Segment-based Agree

Squid Tamar-Mattis

Yale University, USA

Short Abstract

Agree is fundamental to modern syntax, but the proliferation of theories often creates more questions than answers. In this talk, I take a step toward an answer by unifying Cyclic and Segment-based Agree. There are at least two ways these theories can be unified. Citing data from Basque auxiliary agreement, which each theory explains a different unusual aspect of, I argue for *Cyclic Segment-based Agree*. In this theory, a probe can have multiple segments, and after searching its c-command domain, it projects upward whenever there is space to do so and any segment fails to find a matching goal.

Computational learning and child phonology: What can or should we learn from each other?

Session abstract

The last decade or so has seen much excitement and progress in the intersection between computational phonology and theories of learning – for various overviews of such work, see Heinz and Riggle (2011); Jarosz (2019); see also Heinz and Rawski (2022). Some of the key questions currently under investigation include: What is the complexity of attested phonological patterns, and how much complexity or computational power does phonology need to capture all and only the patterns of natural language phonology? How can formal assumptions about phonological learning explain gaps in the set of attested phonologies – i.e. what kind of learner would find it hard to learn the phonological patterns which are rare or perhaps impossible? What kind(s) of inductive biases allow a learner to extract phonotactic patterns from observed data that match those extracted by adults? What kind(s) of learner can make the best guesses about unobserved phonological data – the hidden structure of prosodic structure, etc. – so as to best approximate adults' ultimate phonological knowledge? All of these questions focus mainly on the interaction between formal approaches to learning and the end-state grammatical knowledge of adult speakers and listeners.

In previous decades, beginning especially with the advent of Optimality Theory, there was also considerable foment in the generative linguistic study of phonological acquisition. Many algorithms and associated learning procedures were proposed and investigated, with more or less bespoke properties and biases, which aimed to simulate how child learners move from some universal initial state of constraint rankings towards their language-specific rankings, and as flavours of constraint-based grammars proliferated, so too did learners and their variations (see e.g. Levelt, Schiller and Levelt, 1999; Curtin and Zuraw, 2001; Boersma and Hayes 2001; Hayes 2004; Prince and Tesar, 2004; Jesney and Tessier, 2011; Becker and Tessier, 2011). In more recent years, the developmental literature has continued to learn more about the trajectories that child learners follow from birth through toddlerhood – from the very earliest language-specific sensitivities to the use of fine-grained phonetic detail in word learning. However: there is very little current work that explicitly connects the predictions or consequences of research into formal learning with the stages and errors of child production and/or perception.

This session aims to bridge a bit of this gap, or at least identify its sources and nature, through both novel analytic proposals and also renewed conversation. Six different researchers -- who specialize predominantly in child speech, or formal learning theory, or phonological theory at the edges of both – will each present a 10 minute talk, with an answer to the session's title question: What can or should these two areas learn from each other? Should computational approaches lead us to ask different questions about child phonology? Or, should child speech data in fact be informing what type of formal learners should be studied? This will be followed by a discussion between the speakers and two moderators, also allowing time for questions and comments from the audience.

Presentation abstract 1 - Full title

A toy simulation of the child perception/production gap

Presentation abstract 1

Simulations of phonological acquisition typically learn a single, production-oriented grammar, but it is well known that children's production and perception grammars can diverge greatly, with perception tending to outpace production. I will present a toy version of a learner whose perception abilities can jump ahead of its production abilities, based on real child data.

Presentation abstract 2 - Full title

Acquisition sequence and rate of change: Predictions from learning simulations and data from child corpora

Presentation abstract 2

Many popular error-driven approaches to phonological learning generate predictions about the sequence of acquisition that are based on two factors: the frequency of a given structure in the input, and the constraint violations incurred by that structure and its close competitors. Less recognized is the fact that within these models the same factors also make predictions about rate of change – i.e., the extent to which a structure is acquired relatively suddenly vs. in a more gradual fashion (Menn 2004). This talk lays out these predictions, considers to what extent corpus data from child phonological acquisition supports these claims, and discusses the consequences of these findings for our understanding of the factors that learning models ought to incorporate.

Presentation abstract 3 - Full title

Child phonology as a testbed for computational models of variation

Presentation abstract 3

Developing phonological systems provide a unique testbed for testing computational models of variability. Many popular models for learning phonological grammars are probabilistic, and can model variation in both child and adult productions. Yet adult variation is sociolinguistically confounded: it frequently arises through contact or mixtures of lects, so it is not always clear that observed patterns of variation should be modeled with a single grammar. Child variation, on the other hand, is spontaneous, abundant, and dynamic, reflecting states of a single individual's grammar. The fact that child variation is spontaneous provides an opportunity to test how learning models respond to statistical properties of the input. The fact that it is dynamic provides an opportunity to test which probabilities are correlated with one another, and move in lockstep throughout learning. Thus, modeling the "noise" in acquisition data can help distinguish between grammatical learning models.

Presentation abstract 4 - Full title

A role for computational modeling of children's earliest phonological development

Presentation abstract 4

Modelling can be a crucial tool to explore the range of computationally-plausible paths to phonological acquisition. When faced with data from children's earliest speech production – how should we interpret the knowledge or structure behind what we observe? What is the role of phonologists' symbolic-algebraic interpretations in capturing these patterns? Computational simulations and modelling can help us evaluate some of the alternatives – i.e. what other cognitive states or

mechanisms might explain these earliest developmental stages without reference to segments, features, syllables and metrical structure (which themselves may be emergent properties).

Presentation abstract 5 - Full title

Toward a grammar of articulatory complexity through computational models of speech-motor control

Presentation abstract 5

It is inarguable that children's earliest productions are shaped by motor limitations as well as grammatical constraints, but few formal models of phonological learning have attempted to spell out a well-defined role for articulatory difficulty. In a related field of study, computational models of speech-motor control such as DIVA (Guenther, 2016) have yielded considerable insight into how child and adult speakers use error feedback to update motor plans for units of speech such as syllables or segments. This talk will explore the insights that could be gained by linking a speech-motor model such as DIVA to a formal model of phonological acquisition.

Presentation abstract 6 - Full title

What can formal language theory tell us about acquisition?

Presentation abstract 6

Formal language theoretic characterizations of phonological patterns, when connected to computational learning theory, allows us to assess whether and how the identification of a given pattern is possible under various conditions, e.g. from positive data only, as is generally assumed for the human acquisition context. In addition, online versions of these algorithms offer potential explanations for the patterns of errors observed throughout acquisition. With all of these pieces of in place: the complexity hierarchy established for both phonotactic patterns and phonological mappings offers predictions for what types of phenomena might be more difficult for a child to learn, or even subject to reanalysis by subsequent generations.

Discourse Analysis

The Time Course of the Rate of Speaker Transitions in Conversation

David W. Edwards

University of Texas at Arlington, USA

Short Abstract

Based on over 500 hours of telephone conversations from the CallHome and CallFriend corpora, a pattern emerges in the rate of speaker transitions. The number of transitions is highest in the first minute and gradually decreases before settling into a more consistent rate. This pattern exists in each of the languages studied, despite differences in turn-taking behavior among the languages. This cross-linguistic consistency of the decrease in the transition rate over the first several minutes of a conversation suggests that accommodation may be occurring as speakers negotiate the cadence of their interchanges with each other.

News as a register in the digital age: Linguistic features and the impact of online news writing

Difei Zhang

University of Wisconsin - Madison, USA

Short Abstract

This study investigates online news as a register using a mixed-method approach. Through the corpus analysis of 4,573 news articles and 4 interviews, the study answers three research questions: How is online news syntactically unique? What situational contexts have caused it? How has the internet impacted news production and consumption? The results show that online news features a more compact, direct, and narrative writing style, characterized by shorter clauses/paragraphs, less-modified noun phrases, more verbs, third-person pronouns, and past tense. The digital space have led to linguistic innovations, changing people's reading habits and impacting news writing in general.

Teaching how to analyze natural conversation using a computational visualization tool

John W DuBois, Ryan Ka Yau Lai, Cedar Brown

University of California, Santa Barbara, USA

Short Abstract

We applied Rezonator, an open-source conversation annotation and visualization program, to teaching two large, zero-prerequisite classes on discourse and Conversation Analysis. Students applied course concepts to naturally occurring conversational data and annotated them for coreference, dialogic resonance, turn-taking, and sequences of actions. We found that Rezonator enhanced students' presentation of linguistic phenomena and facilitated timely correction of errors. Post-course surveys revealed that students generally enjoyed the visual style and often found Rezonator helpful in deepening understanding, identifying phenomena, presenting data, and engaging with material hands-on. We believe our methods can be adapted to discourse classes in other institutional settings.

Sign Linguistics I

Simultaneity and Certainty in Turkish Sign Language (TİD)

Serpil Karabuklu

University of Chicago, USA

Short Abstract

This study investigates how signer certainty is marked with manuals (hands) and nonmanuals (face and body movements). Although signer certainty is marked via modulations of nonmanuals as squint or head nods, it is also expected for signers to convey it based on the structures following Grice's maxim of quantity and Horn scales. Then, can manuals and nonmanuals be used interchangeably? Or does one form the basis like manuals and does other increase or decrease the effect of the basis like nonmanuals? Results show that nonmanuals, sentences, and their interaction significantly affect the certainty where manuals form the basis.

Interaction between iconicity and weak drop in Shanghai Sign Language

Shengyun Gu

University of Connecticut, USA

Short Abstract

This study investigates the interaction between iconicity and a phonological process called weak drop (one-handed realization of a two-handed sign) in Shanghai Sign Language with deaf signers and

hearing non-signers. Based on the results of acceptability judgement and two measures of iconicity, i.e., two-handed iconicity and global iconicity, I argue that iconicity and weak drop constrain each other. Iconicity impedes weak drop, although the impacts vary by iconicity subcategories. Weak drop undermines iconicity of the overall sign. Finally, nuances in judgment between signers and non-signers were found, indicating that deaf signers leverage certain iconicity (e.g., Location) differently from hearing non-signers.

A crosslinguistic study of signers' accommodations to atypicality: Effects of simultaneity

Serpil Karabuklu, Diane K Brentari, Emre Hakguder

University of Chicago, USA

Short Abstract

We investigated how signers adapted their non-manual (NMMs) production in atypical instrumental contexts in two unrelated sign languages (SLs), ASL and TİD. Cooperative interlocutors try to agree on the question under discussion in a conversation where the discourse is formed via alternatives. If your interlocutor uses teaspoon, the alternatives might contain stirring or sipping, where cutting cheese has a low probability, yielding unexpectedness. Signers crosslinguistically accommodate unexpectedness via longer utterances in atypical contexts. In the current study, they are found to also use simultaneous strategies. NMMs in SLs exhibit language-particular differences in timing and use of NMMs to mark atypicality.

Poster Plenary Session 2

P2-1 | Implementing Student-Centered Language Diversity in Linguistics Classes

Christopher R Green, Amanda Brown

Syracuse University, USA

Short Abstract

This study reports on two introductory linguistics course iterations exploring an "infused" implementation of Cultures and Languages Across the Curriculum (CLAC). The goal was to utilize non-English language skills in a report on course content relevant to student majors, career aspirations, or extracurricular interests. Across iterations, after earlier assignment introduction and removal of "opt in" requirements, participation in the non-English assignment increased from 22% to 60%, and from 6 to 23 languages/language combinations represented. Evaluations in both recommended assignment continuation, and revealed positive attitudes toward developing language proficiency, applications of linguistics course content, and themes of diversity and inclusion.

P2-2 | Scope assignment in Quantifier-Negation sentences in early Korean-Chinese bilinguals' grammars

Yunchuan Chen, Mac Hester

Duke University, USA

Short Abstract

Quantifier-Negation sentences are like 'All teachers did not use Sandy's car.' English and Korean allow both surface scope and inverse scope (IS) readings while Chinese only allows the surface

scope reading. This paper examines whether early bilinguals of Korean and Chinese can make a distinction between the two languages regarding this phenomenon. The data revealed three groups of bilinguals: (i) Group I accepting IS in both languages; (ii) Group II accepting IS in Korean but rejecting IS in Chinese; (iii) Group III rejecting IS in both languages.

P2-3 | Word order and prosody in heritage language change: The encoding of information structure in heritage and homeland Russian

Oksana Laleko

SUNY New Paltz, USA

Short Abstract

The presentation examines strategies for the expression of information structure in homeland and heritage varieties of Russian, drawing on data from a series of acceptability rating experiments targeting the use of prosody and word order as competing strategies for encoding givenness and new information focus. Neither group favors the word-order strategy ('place given constituents before new constituents') over the prosodic strategy in-situ ('given expressions lack stress whereas new information focus realizes stress'), lending evidence against models that assume a direct mapping between word order and information structure in Russian. Heritage speakers demonstrate novel principles in the use of both strategies.

P2-4 | A diachronic multimodal discourse analysis of "Antifa" news stories on FoxNews.com from 2017-2020

Mark W. Visonà[1,2], Katherine Arnold-Murray[3]

[1]Hofstra University, USA. [2]PennWest University, USA. [3]University of Colorado Boulder, USA

Short Abstract

Few scholars have explored the interplay between verbal and visual representations of news in newsbites: hyperlinked headlines accompanied by ledes or images (Belmonte & Porto 2020). The current study analyses linguistic structures and semiotic meanings in 240 headlines, ledes, and thumbnail images organized under the topic "Antifa" on the website of the popular right-wing media outlet FoxNews.com from 2017-2020. Findings suggest that images and texts of newsbites over time emphasized the negative evaluation of Antifa-aligned individuals while sympathetically portraying victims of violence, thus promoting sensationalized descriptions of news events and individuals in the form of seemingly-objective scalar judgements (Carr & Lempert 2016).

P2-5 | Where Do Central Cushitic Ejectives Come From?

Paul D. Fallon

University of Mary Washington, USA

Short Abstract

This paper examines and accounts for the origin and presence of ejectives in Central Cushitic (CC) (or Agaw) languages. Appleyard (2006) claimed that most occurrences of ejectives are due to borrowing from the EthioSemitic languages. However, examination of Appleyard's data shows that less than 20% of Blin velar ejectives are found in borrowings. Most ejectives in CC are therefore 'of indubitable Agaw origin', which suggests that ejectives are from the proto-language rather than through sound change. Support is provided from cognates in other Cushitic languages.The paper also discusses a case of ejectivization through fusion.

P2-6 | Statistics on Case from Derivational Morphology

Peter M Tarson

Davidson Academy Online, USA

Short Abstract

As historical linguistics has advanced, the notion that morphological case on nouns necessarily evolves from analytic dependent constructions like PPs now faces substantial skepticism. Case has been shown to emerge from N->N derivation in languages from Tubar (Dakin 1991) to Burji (Mous 2012). While many scholars have explored the analogical shift in each development, universal statements about these mechanisms are direly lacking. Examining 11 languages exhibiting this development, I have found significant correlation between agentive semantics of the original derivational process and diachronic stability, but a mild one with the semantic agency and topicality of the resulting case form.

P2-7 | Thai pronouns in diachronic perspective: Origins, change, and the Prestige Cycle

Rikker Dockum, Qiyou Lu, Kanyarin Boonkongchuen

Swarthmore College, USA

Short Abstract

The complex Thai pronominal system has been the subject of much research, but there is no full diachronic account of how it came to be. We detail how Thai pronominals expanded and diversified through language contact and social stratification over centuries, and connect these changes to sociohistorical influences. From our database of pedagogical and reference works from the 17th century onward, we analyze pronoun etymology, borrowing source, grammaticalization, and changes in social usage. We frame these within the Prestige Cycle, whereby Thai pronouns move from higher toward lower social status usage, as new pronouns fill gaps higher in the hierarchy.

P2-08 | Sound symbolism and onomatopoeias

Livia Kortvelyessy[1], Pavol Stekauer[2]

[1]P.J. Safarik University in Kosice, Slovakia. [2]Pavol Jozef Safarik University in Kosice, Slovakia

Short Abstract

The paper discusses the role of sound symbolism, in particular, phonesthemes, in the formation of onomatopoeias based on the data on 90 languages of the world. It reflects on two fundamental questions: (i) the extent of sound symbolism in onomatopoeias, and (ii) the degree of universality of sound-symbolism in onomatopoeias. The research results demonstrate that sound symbolism is an inherent part of onomatopoeias. In principle, there are two groups of onomatopoeias: (i) those that combine phonesthemes with directly imitating sounds, and (ii) those that are constituted by a combination of phonesthemes themselves.

P2-9 | *The fox wants a big red apple and a yellow one*. Romanian insights into anaphoric reconstruction.

Adina Camelia Bleotu[1], Deborah Foucault[2], Tom Roeper[2]

[1]University of Bucharest, Romania. [2]UMass Amherst, USA

Short Abstract

We investigate how children reconstruct anaphoric *unul* 'one' when modified by Color or Size adjectives in Romanian, an understudied Noun-Adjective language. In a TVJT, in *Vulpiţa vrea un măr roşu mare şi **unul galben*** 'The fox wants a big red apple and **a yellow one**', both adults and children accept *one* to be *apple* or *big apple.* In *Vulpiţa vrea un măr roşu mare şi **unul galben*** 'The fox wants a big red apple and **a small one**', children take *one* as *apple* or *red apple*, while adults only accept *red apple*. While adults are sensitive to (cartographic) nesting, children resist it.

P2-10 | Language Development of Individuals with Down Syndrome in Southern Varieties of American English

Christiana Christodoulou[1], Ianthi Maria Tsimpli[2]

[1]University of Mississippi, USA. [2]University of Cambridge, United Kingdom

Short Abstract

In this study, we investigate language development in Southern African American English (SAAE)- and Southern English (SE)-speaking individuals with Down syndrome (DS), and record similarities and differences between their language and that of SAAE- and SE-speaking Typically Developing (TD) children. Results show that, with the exception of the TD SE-speaking children, all groups presented some or strong variation from mainstream American English. All groups presented high means of risk for a language disorder: SE-TD=38%, SE-DS=89.9%, SAAE-TD=60.5%, SAAE-DS=100%. Despite the high rates of risk for LD, all groups presented comparable means of grammaticality across both parts of the diagnostic.

P2-11 | A UG-based exploration of children's article use

Kaitlyn Harrigan, Sadhwi Srinivas, Josie Summers, Chloe Kim

William & Mary, USA

Short Abstract

English-learning-children have been shown to use "the" in a non-adult-like manner, not only for discourse-old but also discourse-new referents. We explore a UG-based hypothesis where "the"-phrases are semantically identical to Bare Nominals (BNs) in Determinerless Languages (DLs) at this developmental stage. Across two experiments, we utilized a free-production-task where participants filled in missing NPs in children's stories. We manipulated contexts that elicit NPs with "a" or "the" in English, and where DLs allow or disallow BNs. We find results consistent with an intermediate-stage mental grammar between English and DLs, with the latter as the potential starting point.

P2-12 | Numeral Classifiers in Lio

Ammara Mehkri, Grace B. Wivell

Stony Brook University, USA

Short Abstract

This case study describes some of the common numeral classifiers in Lio, an Austronesian language spoken in Flores, Indonesa, and their usage. It especially highlights variation in word order observed in classifiers.

P2-13 | Language attitudes and revitalization: a case study of Shanghainese

Nairan Wu

Boston University, USA

Short Abstract

Shanghainese is a variety of Wu Chinese spoken in Shanghai. Though a prestigious dialect in its own right, Shanghainese has been in decline due to a multitude of factors including official language policies mandating the use of Mandarin in public spheres and significant demographic and societal changes induced by economic development during the 1990s. The present study explores the language attitudes and language use patterns of long-term residents of Shanghai from various backgrounds in order to (1) identify intragroup variations in language attitude, (2) assess the public perception and effects of the recent shift in language policies.

P2-14 | STAMP morphs in Lobi: Morphological and Typological Implications

Chelsea Tang[1,2], Sansan C Hien[1]

[1]University of California, Berkeley, USA. [2]Massachusetts Institute of Technology, USA

Short Abstract

STAMP morphs are subject pronominals that simultaneously express tense, aspect, mood, and polarity features. They are described by Anderson (2016) as "portmanteau" morphs. Using diagnostics in Rolle (2022), I argue that Lobi (Gur, Côte d'Ivoire) STAMP morphs are derived from concatenating separate pronominal and TAMP vocabulary items and should not be treated as non-deconstructible, suppletive portmanteaux. Furthermore, I present evidence from Lobi that supports the need for modification of the STAMP construction subtypes proposed in Anderson's (2016) typology. In addition to these analytic contributions, this work provides the first thorough description and formal analysis of STAMP morphs in Lobi.

P2-15 | Nominal tendency in the non-native vocabulary of Czech

Magda Sevcikova

Charles University, Prague, Czech Republic

Short Abstract

The fact that verbs are more difficult to borrow than nouns is attributed to the morphological type of the recipient language. The present paper contributes to this debate with qualitative and extensive quantitative evidence from Czech as a language with synthetic morphology, where borrowings must adopt inflectional markers in order to be used as verbs. The analysis of 400 verbs and nouns with non-native roots suggests that in the loan part of the Czech lexicon, verbs resemble native denominal verbs and that nouns are preferred over verbs even in expressing action meanings, which are assumed to be primarily verbal concepts.

P2-16 | Modifier interpretation in Ese Ejja Synthetic Compounds

Gabriel Gallinate

The University of Texas at austin, USA

Short Abstract

This paper presents evidence for an alternative way of interpreting modifiers in a synthetic compound. Since modifiers in these compounds can be interpreted as patients when the head is a transitive verb or as obliques in other scenarios, the literature shows that valency and implicatures are responsible for the modifier reading. Here I propose that languages can use overt morphology to manifest the role of a given modifier. The data comes from Ese Ejja, an Amazonian language, where modifiers in synthetic compounds are also encoded by case affixes that act as functions that return a variety of semantic roles.

P2-17 | Information-theoretic applications to Hupa verbal morphology

Cameron R Duval

University of Alberta, Canada

Short Abstract

Cross-linguistic research has used information theory to describe morpheme order patterns in agglutinative languages. Morphemes that were more mutually informative, i.e. more statistically co-dependent, to their root were found closer to the root, which has been shown to minimize surprisal. This project applies these methods to the morphologically complex, Dene language Hupa using a manual morphological corpus. The results show similar findings. Average mutual information is highest with morphemes closest to the root and average surprisal achieved in the corpus is lower than randomized baseline orders, even given Hupa's typologically intricate morphological order.

P2-18 | The Linguistic Expression of Hate Speech: A Corpus Analysis of Causal Constructions in Hate Speech

Kaelyn J Lamp, Marten van Schijndel

Cornell University, USA

Short Abstract

Limited work quantitatively analyzes how linguistic phenomena are used to manipulate the perception of causality and blame when expressing hate speech. Using annotated hate speech datasets, we conducted a corpus analysis of select causal constructions and strategies of indirect speech to see what syntactic choices were made by writers of hate speech when referencing minority (targeted) groups and majority groups. We found that hate speech tends to use causal constructions to minimize the causal responsibility of majority groups and indirect speech strategies such as word order and passivization to focus on the minority group's involvement in events.

P2-19 | Alignment of contrastive pitch accents and lexical stress: A production study of native speakers and second language learners of English

Hyunah Baek

Ajou University, Korea, Republic of

Short Abstract

This study explores the acoustic effects of the alignment of lexical stress and contrastive focus prosody in the production by native English speakers (L1) and Korean learners of English (L2). The results of a read-aloud task showed that in native productions, the alignment of lexical stress and

focus prosody peak is realized by the overall prominence of the stressed syllable, rather than pitch alone. While L2 speakers also used the overall syllable prominence to realize this alignment, they exhibited non-native-like patterns concerning the direction of pitch movements and the use of high pitch on the final syllable of words.

P2-20 | Acoustic properties of bilabial trills in Medumba

Kenneth S. Olson

SIL International, USA

Short Abstract

Phonemic bilabial trills involve stop-trill sequences. We provide acoustic evidence that these are obstruents. Previous studies indicate that the closure of /b/ is shorter than that of /p, ^{m}b/. Also, the oral closure of a prenasalized stop is very short.

For Medumba (Cameroon), we find the mean closure durations of /b^{B}, ^{m}b^{B}/ are 137 ms (s.d.=30, n=46) and 205 ms (s.d.=43, n=22), respectively. The mean oral closure duration of /^{m}b^{B}/ is 27 ms (s.d.=6.4, n=22). The finding that phonemes with bilabial trills behave as obstruents is important, because they are commonly categorized with /r/ assuming that they are sonorants.

P2-21 | Investigating "accuracy" of small phonetic corpora: A sampling experiment

Coralie Cram, Claire Bowern

Yale University, USA

Short Abstract

Many languages are now highly endangered, so phonetic descriptive work must use archival recordings (cf. Whalen & McDonough 2015), where sample size and quality are variable. We explore the robustness of this work through a sampling experiment, investigating differences in mean phonetic measures of increasingly smaller samples of the same dataset. Results tentatively indicate a higher level of validity for small datasets than previously reported. However, wider differences in dispersion likely impact the validity of distributional and means-based analysis, calling for further research into cross-linguistic variation in the accuracy of vowel distribution.

P2-22 | A Vestige-Theory Approach to the Variable Assimilation Pattern in Korean Nasal-Liquid Sequences

Rok Sim, Drew Crosby, D. Eric Holt

University of South Carolina, USA

Short Abstract

This paper offers experimental evidence for age-conditioned variability in the directionality of assimilation in Korean nasal-liquid sequences ([ll], regressive assimilation; [nn], progressive assimilation). It then explains how this variability is licensed in an Optimality Theoretic Framework through the employment of Vestige Constraints (Kostakis 2010): a previously high-ranked constraint (Max-(nasal/coda)) is demoted to a lower position than Max-(lateral) resulting in the emergence of an output-sensitive vestige constraint in its original position. The vestige constraint is then activated stochastically depending on output conditions such as social context, word frequency, and syllable count, with the likelihood of activation being age-dependent.

P2-23 | Phonological learning is asymmetrical between prefixes and suffixes

Darby M Grachek, Elsi Kaiser

University of Southern California, USA

Short Abstract

Phonological theories typically treat prefixes and suffixes as if phonological processes apply uniformly to both. However, previous studies have found clear asymmetries between the behavior of both affixes. I argue that this is due to phonological processes being easier to learn in suffix position rather than prefix position. To test this, an artificial language learning task was used to evaluate whether phonological learning is symmetrical between affixes. Results pattern in the direction of the hypothesis - that phonological learning is asymmetrically facilitated in suffix position over prefix position, providing support to general cognitive mechanisms being responsible for strong cross-linguistic tendencies.

P2-24 | Uyghur disharmony without diacritics (or, phonological representations are phonological)

B. Elan Dresher[1], Daniel Currie Hall[2], William Idsardi[3], Eric Raimy[4]

[1]University of Toronto, Canada. [2]St. Mary's University, Canada. [3]University of Maryland, USA. [4]University of Wisconsin–Madison, USA

Short Abstract

We present an *events*, *features*, and *precedence* (Idsardi 2022, Papillon 2020, Raimy 2000) analysis of disharmony effects in Uyghur vowel harmony (Hall & Ozburn 2019, Mayer, McCollum & Eziz 2022, Mayor, Major & Yakup 2022) in response to analyses positing *diacritic exception markers*. Our proposed analysis accounts for both harmonic and disharmonic forms using only phonological representations without resource to diacritic exception markers. This eliminates the proliferation of arbitrary non-phonological information in the phonology. We also demonstrate how the learning theory behind the abstract "strong i" in Inuit (Compton & Dresher 2011) will lead a learner to the proposed analysis.

P2-25 | Unifying grammatical tone processes across morphosyntactic environments: The case of Copala Triqui

Jamillah Rodriguez

UNC Chapel Hill, USA

Short Abstract

Past literature on grammatical tone within Otomanguean languages with complex tonal systems has focused on inflectional grammatical tone (see Palancar & Léonard 2016) with little discussion on the interaction between tone and syntactic structure. Cophonologies by Phase (Sande et al., 2020) is a framework that has proven to be useful in the analysis of the tone-syntax interface across language families (Dabkowski, 2022; Green & Lampitelli, 2021; Sande et al., 2020, a.o.). In contrast to lexical allomorphy, I propose a Cophonology by Phase analysis of tone lowering in Copala Triqui (Otomanguean; Mexico) that accounts for ubiquitous grammatical tone processes.

P2-26 | Gesture targets are also dynamic: evidence from incomplete neutralization

Jason A Shaw[1], Sejin Oh[2]

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Short Abstract

Articulatory Phonology uses dynamically-defined gestures to model how phonological targets drive movement of articulators over time. While the dynamics regulate movement, the parameters of the gestures themselves are typically assumed to be static. Here, we argue for planning dynamics, which allow for gesture parameters to change over time, even over the duration of a single gesture. The data leading us to this conclusion is a pattern of incomplete neutralization found in assimilatory palatalization in Russian. We show how the pattern is incompatible with the standard model but can be derived from planning dynamics, which we formalize using Dynamic Field Theory.

P2-27 | Articulation of tongue dorsum and root in displacement and timing in Seoul Korean velar obstruents

Daejin Kim

University of New Mexico, USA

Short Abstract

Using ultrasound, this paper examines the articulatory characteristics of the tongue dorsum (TD) and root (TR) in Seoul Korean (SK) velar obstruents – fortis (/k*/), aspirated (/kʰ/), lenis (/k/) – and explores their potential correlation with laryngeal properties. /k*/ is articulated with greater and longer execution of TD and TR, distinguished from /kʰ/ and /k/ more apparently; varying the degree and timing of tongue-pulling should be considered speakers' supralaryngeal control contrasting SK velar consonants. Therefore, the distinction among SK velar obstruents involves an intricate phonetic execution of displacement and timing of TD and TR.

P2-28 | Distribution of Neutral Tone and Retroflex Lenition in Beijing Mandarin

Richard WANG

University of California, Santa Cruz, USA

Short Abstract

Stress in (Beijing) Mandarin, or the lack thereof, is a topic under much debate in the literature. Retroflex lenition, an optional phenomenon occurred in fast speech, provides insight into prosodically weak positions in the language. Neutral-tone syllables, however, have been traditionally analyzed as unstressed. My paper discusses that the neutral-tone syllables and prosodically weak positions predicted by retroflex lenition involve different levels of (un)stress, and that the distribution of neutral-tone syllables does not affect prosodic structures in the language. Detailed analysis of the interaction between neutral-tone syllables and retroflex lenition is constructed under the Harmonic Grammar framework.

P2-29 | Individual differences in the pronunciation of Korean stem-final obstruents and their relationship to cognitive traits

Jinyoung Jo

University of California, Los Angeles, USA

Short Abstract

While some studies have shown that inter-speaker variation in phonology is explained by individual differences in cognition, others have argued that domain-general cognitive differences cannot reliably predict individuals' linguistic behaviors. The present study investigates inter-speaker variation in realization of stem-final obstruents in Korean in two experiments separated by 1.5 years. Results showed that speakers are self-consistent in their choice of pronunciation variants across the two different experimental tasks, suggesting that inter-speaker variation is systematic. Individual differences in cognition can explain the variance only in a limited way, suggesting that the inter-speaker variation primarily stems from differences in grammar.

P2-30 | Cross-linguistic evidence for a segmental identity bias in vowel-vowel co-occurrence patterns

Bruno Ferenc Segedin

Brown University, USA

Short Abstract

Is segmental identity distinct from feature identity? This study compares the extent to which 120 languages' lexicons overrepresent words with identical vowels, and words whose vowels exhibit feature identity (backness and height harmony). For each language, counts of words with these properties are compared to counts generated by a counterfactual baseline blind to any vowel-to-vowel dependencies. A large majority of languages are shown to have an identity bias relative to their baseline and few languages have a featural bias. These findings support proposals that segmental identity is motivated by functional pressures distinct from the mechanisms that drive feature identity.

P2-31 | On Systematic and Unsystematic Acceptability Judgements involving *Wager*-Verbs

Lisa A. Reed

The Pennsylvania State University, USA

Short Abstract

Since Postal (1974), English has been assumed to possesses a verb class that does not tolerate an overt NP in the "usual" subject position of an infinitival complement clause but will allow one if it has undergone passivization, *Wh*-formation, etc. Based on corpus data, supplemented by the results of an acceptability survey, this paper makes the novel claim that a verb class with these grammatical properties does not exist, resulting in a significant theoretical downsizing. In addition, this paper develops new accounts of two distributional characteristics of the *wager*-verbs that certain other Raising to Object/ECM verbs do not exhibit.

P2-32 | Does disfluency in robot speech signal unfavorable responses?

Xinyi Chen, Yao Yao

The Hong Kong Polytechnic University, Hong Kong

Short Abstract

This study examines the effect of disfluencies ("uh(m)") on the interpretation of seemingly neutral responses in dialogues. Specifically, we compare the effects in conversations with a human interlocutor and in conversations with a robot interlocutor. Results from two experiments in Mandarin

Chinese found that participants showed a similar tendency to interpret disfluent responses as unfavorable in both human-human and human-robot interactions. We discuss these results in the context of interlocutor modelling and prediction generation.

P2-33 | The role of prosody in ambiguity resolution in Korean

Yoolim Kim[1], Stephen M Jones[2], Cong Zhang[3]

[1]Wellesley College, USA. [2]University of Groningen, Netherlands. [3]Newcastle University, United Kingdom

Short Abstract

Prosody in Korean is associated with grammatical mood. We examine the phenomenon by which sentences that are ambiguous between statements, open and polar questions are disambiguated through prosodic cues. Some accounts rely on placement of accentual phrase boundaries, while others propose an expanded pitch range (Jun & Oh, 1996; Jones, 2016). We argue that a minimum degree of pitch expansion is required to convey focus; that — contra previous accounts — the left edge of pitch range expansion is more important; and that the pitch expansion duration is secondary to alignment of the edges of expanded pitch range and the scope of focus.

P2-34 | Exploring Variation in English and Italian Relative Clause Attachment: The Role of Coordination

So Young Lee[1], Aniello De Santo[2]

[1]Miami University, USA. [2]University of Utah, USA

Short Abstract

This study probes whether the use of coordination affects the parsing preferences for the relative clause attachment in English and Italian.

P2-35 | Speeded implicit biases vary across Midwestern and Cuban American listeners depending on perceived accent

Alexia Hernandez, Meghan Sumner

Stanford University, USA

Short Abstract

We investigate whether different listener populations make stereotypical associations based on spoken language through a speeded concept priming paradigm with naturalistic audio clip primes.

Midwestern and Cuban American listeners heard 40 normed audio clips (20 perceived as non-Hispanic white and 20 as Hispanic) and made quick decisions about the speakers. Decisions and latencies indicate Midwestern listeners associated clips perceived as Hispanic with Hispanic stereotypes more than Cuban American listeners even though speakers in reality did not conform to Hispanic stereotypes.

This study suggests implicit bias can arise from variation in speech, which has implications for society and speech perception theories.

P2-36 | Animacy drives reanalysis in Korean double nominatives

Kihyo Park[1], Marten van Schijndel[2]

[1]Cornell University, Korea, Republic of. [2]Cornell University, USA

Short Abstract

Korean permits multiple arguments in a sentence to be marked with nominative case. However, in such cases, only one argument is interpreted as having nominative case, while the other argument is implicitly interpreted as having some other case (e.g., genitive). This study investigates the role of semantic features on syntactic reanalysis of Korean double nominative constructions when that implicit case assignment later proves incorrect. We conducted an online self-paced reading study. Our results suggest that animacy is the driver of syntactic reanalysis in Korean double nominative expressions.

P2-37 | L1 vs. L2: Persistence of processing cost due to differences in relative clause configuration

Chie Nakamura[1], Suzanne Flynn[2], Katsuo Tamaoka[3]

[1]Waseda University, Japan. [2]Massachusetts Institute of Technology, USA. [3]Nagoya University, Japan

Short Abstract

In an eye-tracking experiment, native speakers and L2 English learners read different types of English relative clause sentences. The results showed (1) Both L1ers and L2ers experienced processing difficulty when there was no overt lexical head in the sentence. For both groups, object relative clause was more difficult than subject relative clause. (2) Processing costs without an overt lexical head were observed in the first pass reading with L1ers whereas difficulty emerged in the second pass reading with L2ers. (3) Comprehension question accuracy indicated that processing difficulty L1ers initially experienced did not persist whereas the difficulty persists for the L2ers.

P2-38 | Irrealis and modality: A view from Lutuv

Thomas Grano, Grayson Ziegler, Amanda Bohnert, Emily Hanink, Kelly Berkson, Shobhana Chelliah, Sui H Par

Indiana University, USA

Short Abstract

Von Prince, Krajinović, and Krifka (2022) argue that 'irrealis' is a cross-linguistically legitimate semantic category encompassing futurity, counterfactuality, possibility, and necessity—all notions typically analyzed as modal. One question unaddressed by these authors is whether irrealis expressions encode modality, or instead reflect the presence of modality encoded by other morphemes in the clause. We suggest that in their sample of mostly Oceanic languages, irrealis may reflect modality. We then present data from Lutuv (South-Central Tibeto-Burman) suggesting that, in this language, irrealis encodes modality, specifically, epistemic necessity, thereby providing a richer picture of how modal meaning is reflected and encoded cross-linguistically.

P2-39 | Ambiguity of the Japanese negative comparative expression *kurabe mono-ni nara-nai* 'cannot be compared'

Osamu Sawada

Kobe University, Japan

Short Abstract

The Japanese negative comparative expression *kurabe mono-ni nara-nai* 'cannot be compared' has characteristics that are not present in ordinary comparatives. First, its meaning is ambiguous concerning whether, in terms of a certain scale, the subject *x* is much higher or much lower than the object *y*. Second, the expression is polarity-sensitive in that it must appear with negation. I argue that the two kinds of intensified meaning can be derived from the interaction with negation and the notion of comparison class, and that the expression's polarity sensitivity comes from its meaning, which denotes the state of being able to compare.

P2-40 | Causative generics in Korean: non-agentivity and covert causativization

Se Yeon Park

The University of Texas at Austin, USA

Short Abstract

I introduce a new type of causativization in Korean, covert causativization, which derives covert causative constructions. Covert causative constructions consist of a sole causer DP and a non-causative change-of-state verb, entailing a causative reading in which it describes a general property of a causer that brings about a result state. Contra previous research that analyses the relation between the DP and the predicate as purely pragmatic, I argue the predicate grammatically licenses the causer subject. I further argue that covert causative constructions and dispositional middles show some common properties, which extends the typological understanding of the category of middles.

P2-41 | The at-issue status of ideophones in Akan: Comparing prototypical and non-prototypicalideophone languages

Prince Asiedu[1], Kathryn R Barnes[2], Mavis Boateng Asamoah[1], Reginald Duah[3,1], Cornelia Ebert[2], Kurt Erbach[4,2], Josiah Nii Ashie Neequaye[1], Yvonne Portele[2], Theresa Stender[3]

[1]University of Ghana, Ghana. [2]Goethe University Frankfurt, Germany. [3]Humboldt University Berlin, Germany. [4]Heinrich-Heine-Universität Düsseldorf, Germany

Short Abstract

This paper presents a crosslinguistic experiment design that tests for the (not-)at-issueness (cf. Potts 2005) of ideophones, such as English *splish splash* or Akan *HWIMM* and outlines the results of this experiment in Akan. These results show that in contrast to experimental work on ideophones in German, which showed German adverbial ideophones to be non at-issue, adverbial ideophones in Akan appear to be at-issue. We suggest that this difference indicates a fundamental difference between the at-issue status of ideophones in prototypical ideophone languages, such as Akan, those in non-prototypical ideophone languages, such as German.

P2-42 | Semantic evidence for the non-compositional nature of the echo question marker *tako* in Korean

Seoyeon Jang

University of California San Diego, USA

Short Abstract

In Korean, Echo Questions (EQs) are distinguishable from regular interrogative clauses because of the clause-final particle (CFP) *tako* with rising final intonation (↑) that overtly indicates the clause type. This study argues that *tako*↑ should be analyzed as a morphosyntactic unit in contemporary Korean from a synchronic perspective rather than a compositional combination of *ta, ko*, and ↑, based on the formal semantic contributions of *ta, ko*, and *tako* outside EQs. We show that none of them triggers the relevant semantic operations nor the relevant presuppositional content for EQs and derive any of the formal semantic analyses for EQs that have been suggested.

P2-43 | 'Even' in Comparative Structures

Melissa Cronin

Stanford University, USA

Short Abstract

Even-comparatives (e.g. 'John is even later than Mary') are highly frequent in everyday usage, yet present problems in developing a unified semantic treatment for 'even.' Critically, there is a unique inference (e.g. John and Mary are both late) that is not attested in 'even' semantics elsewhere. I propose a novel semantic account by deriving this unique inference, as well as the two expected inferences of 'even' (existential and scalar), which are necessary for positing a unified account.

P2-44 | A *Wh* Discourse Particle: Dutch *Hoezo*

Hotze Rullmann, Sander Nederveen

University of British Columbia, Canada

Short Abstract

This paper provide an analysis of a special kind of *wh*-questions in Dutch, formed with *hoezo* (lit. 'how so'). We propose that *hoezo* signals the speaker's resistance to updating the Common Ground (or other discourse component), by asking the interlocutor to provide a reason for their preceding discourse move. *Hoezo* shares properties with both discourse particles (its not-at-issue content expresses the speaker's attitude towards the current state of the discourse), and question words (it asks the interlocutor to provide a reason). Unlike *waarom* (the regular word for 'why'), *hoezo* is not subject to *wh*-movement and doesn't bind a variable.

P2-45 | Indirect Reciprocity in Japanese

Toshiyuki Ogihara

University of Washington, USA

Short Abstract

I shall discuss a usage of the Japanese "reciprocal" expression *otagai* which involves a non-relational predicate rather than a relational predicate. In this usage, *otagai* expresses reciprocity only indirectly in that the relation is not expressed in the actual sentence in which it is used. Since the relation is required to be personal and bidirectional, the group of people in question must have some close personal ties (e.g., being friends, being family members, etc.) as a prerequisite. This is like the English reciprocal expression each other except that *otagai* could introduce a covert relation to satisfy the reciprocity requirement.

P2-46 | Mapping metaphors across modalities: L2 comprehension of abstract meaning in ASL

Marjorie Bates, Deanna Gagne

Gallaudet University, USA

Short Abstract

We examine the extent to which non-signers capitalize on existing metaphors in their first language to guess abstract meanings in American Sign Language (ASL). Non-signers guessed the meaning of metaphorical ASL signs, which were then coded for conceptual domain (e.g., body-action, emotion). Guesses reflected varied construals across multiple sub-aspects of signs (e.g., handshape, location). Non-signers tended to attribute concrete meanings to iconic ASL signs, however, guesses of emotion and cognition were significantly associated with chest and head locations. This research expands our understanding of how perception of metaphorically-represented concepts in sign may be motivated by cross-linguistic experience.

P2-47 | The acquisition of variation in heritage language: the use of Mandarin syllable-initial sibilants by preschool teachers and children

Xinye Zhang

University of California, Davis, USA

Short Abstract

This study investigated the use of Mandarin sibilants by teachers and Chinese heritage language children in two dual immersion preschools. Data were collected with classroom observation, family background questionnaire, linguistic tasks, and sociolinguistic interviews from three teachers and 43 children (20 girls, 23 boys, aged 3;01 – 5;04). Sibilant merger was identified in both language input and child speech. Results suggest that teachers adjusted their use of sociolinguistic variants according to the context and children's language backgrounds. On the other hand, children's age, discourse context, language proficiency, language input, and gender significantly affected their use of the sibilants.

P2-48 | Differences in social perceptions of (ING) across human and device voices

Ashley R Keaton, Georgia Zellou

University of California, Davis, USA

Short Abstract

Variation in speech can carry social-indexical information, and some types of variation are judged by listeners as socially dispreferred. For example, Labov et al. (2006) found that speakers who produce present progressive verbs with final -in are perceived as less professional. The current study investigates how listeners socially evaluate computer voices based on variable rates of -in. We find that the interaction of -in rate and voice type predicts listener evaluations of voices. These results illustrate how the effect of social information and apparent humanness of a voice can co-vary to determine how people attribute personal characteristics to voices.

P2-49 | Overt gender marking as a linguistic variable to highlight gender stereotypes: A case study with "teacher"

Sheng-Fu Wang[1], Pei-Ci Li[2]

[1]Institute of Linguistics, Academia Sinica, Taiwan. [2]University of Lorraine, France

Short Abstract

This study examines overt gender marking on laoshi "teacher" in Mandarin Chinese (e.g., nan/nu laoshi "female/male teacher" vs. laoshi "teacher") in news texts as a linguistic variable potentially used to perpetuate gender stereotypes. We found that female teachers are more likely to be overtly marked for gender, especially in negative news. This correlation between negative sentiment and overt marking was also stronger for females than males, especially as syntactic objects or assuming the patient role. These results suggest overt marking of female teachers is potentially used to strengthen the connection between females and victimhood in negative news.

P2-50 | Social Attribute Rating of Mandarin Accents by Singaporean Listeners

Irene Yi, Grace Wong, Meghan Sumner

Stanford University, USA

Short Abstract

This study investigates language attitudes towards different accents of Mandarin. 47 Singaporean participants completed a social attribute rating task with clips of Singaporean Mandarin, Beijing Mandarin, Taiwanese Mandarin, and Standard (Chinese) Mandarin. Previous findings (Cavallaro et al. 2018; Chong & Tan 2013) predicted that "Chinese" Mandarin accents (broadly construed) would be rated as higher in Status attributes, and that Singaporean Mandarin would be rated as higher in Solidarity attributes. We found that while Beijing Mandarin was rated higher on Status traits than Singaporean and Taiwanese Mandarin, there was no significant difference in the Solidarity ratings of Singaporean and Beijing Mandarin.

P2-51 | The sociolinguistic enregisterment of local belonging in Boston's mayoral campaigns

Jennifer Sclafani

University of Massachusetts Boston, USA

Short Abstract

This study examines the construction of political identity in the 2021 Boston mayoral election, which featured two finalists who identified as women of color, children of immigrants, and mothers. I perform a variationist and discourse analysis of advertisements, debates, town halls, and interviews to examine how candidates discursively establish local belonging in Boston. I examine stylistic variation and high performance of post-vocalic (r)-lessness, lexical items indexing local membership categories, the interactional negotiation of shibboleths ("Starbucks or Dunkin?"), and highlight how the candidates leverage narratives of motherhood to voice the concerns of everyday Bostonians.

P2-52 | "What can I do?": Refining relational climate conversations to promote collective action

Julia C Fine

College of Saint Benedict and Saint John's University, USA

Short Abstract

Climate conversations are said to be a powerful outreach tool, but more work is needed to understand their content and outcomes. This analysis examines conversations between US climate activists and their friends and family. The results show that many participants sought out more information, had additional conversations, and made lifestyle changes, but only a few took collective action. The low rate of collective action could be due to participants' tendency to discuss climate solutions in the abstract; detailed discussions of action were linked to higher perceived efficacy, which predicts action. These results suggest that we need more climate *action* conversations.

P2-53 | Engaging with the public: Language Attitudes and Ideologies in Finland

Elizabeth Peterson

University of Helsinki, Finland

Short Abstract

For several decades, sociolinguists have aimed to achieve (pro)active social engagement and a critical, activist stance against language injustice. This poster presents an overview the Language Attitudes and Ideologies in Finland project. While the project focuses primarily on Finland, it is both inspired by and draws from research in other locations. The project operates under the principle that engaging with the public about linguistic research necessitates navigating commonly held language ideologies and attitudes. To achieve this end, the project employs citizen science methods, as well as including a professional communications expert as a member of the core working group.

P2-54 | Working with high schoolers (K12) to gather linguistic data: a case study in North-West England

Jon Stevenson

University of York, United Kingdom

Short Abstract

This paper reports on a project that worked with high-school students (aged 16-18) in North-West England to gather linguistic data. Students first took a survey in class and then distributed it within their communities. This method has several advantages. First, 16-18 year olds are more likely to be from the local area, with access to local linguistic forms. Second, the number of participants involved results in more data at lower cost. Third, it functions as outreach to students who are in the process of deciding about university study. Finally, it is scalable to successive cohorts and to larger geographical regions.

P2-55 | Contact-induced peculiarities in Palestinian Arabic

Uri Horesh

Achva Academic College, Palestine. University of Essex, United Kingdom

Short Abstract

Palestinian Arabic dialects are classified as belonging to the Levantine Arabic dialect cluster, alongside mutually intelligible varieties spoken in neighboring countries Some Palestinian have been in close contact, even bilingualism, with Modern Hebrew, and are increasingly perceived as outliers. The current study is concerned with relatively subtle variables, unnoticeable to the local PA speaker,

but marked compared to neighboring dialects and even may hinder communication with speakers of these other varieties. It explores syntactic and lexico-semantic variables that have their origins in Hebrew and addresses their production in Palestinian Arabic and their perception by speakers elsewhere in the region.

P2-56 | Styling the mother: Performing Baltimore's Hon persona

Aidan Malanoski

CUNY Graduate Center, USA

Short Abstract

In this study, I investigate the role of language in the performance of the Hon, a persona based on white working-class women from 1950s Baltimore. I consider two questions: which linguistic features are involved in the performance of the Hon, and how does this differ between Black and white speakers? By comparing speech between "normal" and "Hon" guises, I find that both Black and white speakers front GOOSE and MOUTH (stereotypes of white working-class Baltimore English) in the Hon guise, but otherwise differ in their performance. I conclude that Black and white performances of the Hon target different norms.

P2-57 | The Syntax of Mandarin *Num-Cl P Num-Cl* Constructions

Yan WANG

The Chinese University of Hong Kong, Hong Kong

Short Abstract

NPN constructions in Indo-European languages like *one by one* have attracted much attention in the generative literature: They are argued to semantically function as a distributive phrase that targets plural participants and syntactically involve a reduplicative head Q bearing quantity feature (Travis, 2003). This study examines their understudied Mandarin counterpart, *Num-Cl P Num-Cl* structure. Having discovered a fine-grained four-way ambiguity of Mandarin *Num-Cl P Num-Cl* constructions, I argue that they are not base-generated as manner VP-adjuncts, and instead, an *Num-Cl P Num-Cl* construction enters the derivation as a V complement and moves to its surface pre-VP position (cf. Larson 2018).

P2-58 | Pro-drop and EPP as Form Copy and Minimal Search

Andreas Blümel

University of Göttingen, Germany

Short Abstract

I recast the pro-drop parameter (Rizzi 1982) in light of recent syntactic theory: As standardly assumed, EPP-languages like English and French have uninterpretable Phi-features as a prominent verbal feature set of T. Following a classical, persistent intuition in new analytical terms, Null Subject Languages (Italian, etc.), by contrast, externally Merge interpretable Phi-features in "SPEC"-vP and again with the resulting unit. I propose the crucial innovation that Form Copy (FC, Chomsky 2021) applies to the two Phi-sets. Empirical and conceptual ramification follow from this simple modification.

P2-59 | Tenseless in Exceptional Case Marking

Boram Kim

UCLA, USA

Short Abstract

Finite ECM poses a potential challenge to locality because finite CPs are opaque to A-movement, whereas A-movement through the phase edge violates Ban on Improper Movement. I examine finite ECM in Korean where accusative subjects in the matrix clause start out in the embedded clause (Raising to Object). I show that ECM complements are tenseless in Korean, as argued independently for Raising to Subject in Greek. Two arguments are provided: (i) the lack of an overt tense marker, (ii) restriction to individual-level predicates. Given the A/Ā feature theory, the tenseless generalization has consequences for the directionality of feature inheritance.

P2-60 | First Conjunct Agreement in Tunisian Arabic is an Illusion

Zeineb Sellami

University of Chicago, USA

Short Abstract

Tunisian Arabic has a gender-matching requirement between the two conjuncts of a coordination for first conjunct agreement (FCA) to be possible. This requirement is lifted if the first conjunct is a pronoun. I argue on this basis that FCA in Tunisian is not truly FCA, rather, there are two types of derivations resulting in apparent FCA. When the conjuncts match in gender, agreement obtains with the whole ConjP (via feature percolation), and when the first conjunct is a pronoun, agreement is actually with a broad subject that is coreferential with that pronoun. Both derivations give the illusion of FCA.

P2-61 | NPI Licensing in the Semi-Transparent Area

Heesun Yeom[1], Dahoon Kim[2], Jungu Kang[2]

[1]Seoul National University, Korea, Republic of. [2]Sogang University, Korea, Republic of

Short Abstract

In this paper, we focus on the Korean strict NPI amwu-X-to, which must meet the "clausemate condition": NPIs must be c-commanded by NEG in its local domain. Based on the puzzle that either the embedded subject/object NPIs can be licensed by the matrix NEG iff it is fronted, we propose the following: (i) NPIs in the embedded clause can be licenced by the matrix NEG in the embedded [spec,CP] position. (ii) the semantics of the matrix verb selects the flavors of the embedded C, which in turn results in different consequences for NPI licensing.

P2-62 | Modals and negations LF-PF (mis)matches in English and Mandarin

Yaqing Cao

University of California at Santa Cruz, USA

Short Abstract

Studies on modal auxiliaries and negation revealed cross-linguistic differences in (mis)matches between their surface linear orders (PF representation) and scopal interpretations (LF representation): while modals like can in English demonstrate LF-PF mismatch properties w.r.t. negation, modals in Mandarin show strict isomorphism w.r.t the negation bu. There are three potential approaches to it: scope economy approach, head movement/reconstruction, rich base-generation approach. I will argue that rich base-generation approach made the right prediction because there does not exist head movement of modals in Mandarin.

P2-63 | Copular contrasts in Kinyarwanda and Kinyamulenge

Aron Finholt

University of Kansas, USA

Short Abstract

It has been observed that languages sometimes distinguish different types of non-verbal predication using distinct morphosyntactic strategies, including the use of multiple distinct *be*-verbs. In Kinyarwanda (Bantu, JD61), Jerro (2015) characterizes the contrast between the two copulas *-ri* and *ni* as a variant of the stage/individual contrast; ni is used for individual-level descriptions, while *-ri* is used for statements about locations. Using novel data from closely related Kinyamulenge (JD61a), I show that *-ri* can express a proper subset relation rather than an explicit spatial relation, suggesting that a purely locative semantics for *-ri* is insufficient.

P2-64 | Unagreement and Modifiers: Implicatures for typologies of pronouns

Ivona Ilic

Humboldt-Universität zu Berlin, Germany

Short Abstract

Adnominal construals are a useful tool that provides insights into the pronominal structure and sheds new light on the typologies of pronouns. Starting from the empirical phenomenon of unagreement, I provide a unified analysis of adnominal configurations that relies on structural considerations and distinguishes between pronouns used (i) pronominally and (ii) adnominally. I show that adnominal pronouns are instances of minimal pronouns (Kratzer 2006, 2009; Wurmbrand 2017) that receive φ-features via Feature Transmission from the DP-internal φP in the post-syntactic morphological component of grammar (see Bobaljik 2008), and act as modifiers, which is not necessarily the case with non-adnominal pronouns.

P2-65 | On the Interaction of Multidominance and Ellipsis

Barbara Citko[1], Martina Gračanin-Yuksek[2]

[1]University of Washington, USA. [2]Middle East Technical University, Turkey

Short Abstract

We examine two ways in which a syntactic structure can be PF-reduced (partially or completely unpronounced): multidominance (MD) and ellipsis. If both PF-reduction mechanisms are in principle available, the following questions arise: (i) what factors influence the choice between ellipsis and MD? (ii) can multiply-dominated material be elided and if so, under what circumstances? To examine these

questions, we look at coordinate structures in which the elements that survive PF-reduction are wh-phrases, Coordinated Wh-Questions and Coordinated Sluices:

(1)   **What and when** should you teach?   CWH

(2)   Someone saw something, but I can't remember **who or what**.   CS

P2-66 | You don't need a definite article to have a DP: A view from Telugu domain of N and A

Aida Talić

University of Illinois Urbana-Champaign, USA

Short Abstract

Differences between languages with and without articles have led to a parametric split between NP- and DP-languages (Bošković 2008). Telugu is not investigated in this work, but a related Dravidian articleless language, Kannada, has been classified with NP-languages. Further cross-linguistic work argues for a three-way typology, with a middle case between NP- and DP-languages (Talić 2015, 2017). Investigating left-branch extraction (LBE) out of nominal phrases, adverb extraction (AdvE) out of adjectival phrases and a type of pronominalization with the particle -di/-vi in Telugu (cf. English, BCS, and Dholuo), I show Telugu projects functional structure above NP, despite lacking articles.

P2-67 | Non-discourse-configurationality in Imbabura Kichwa

Chihiro Taguchi, Jefferson Saransig

University of Notre Dame, USA

Short Abstract

This study argues that Imbabura Kichwa is non-configurational for not only grammatical relations (subject, object, etc.) but topic and focus arguments, rejecting the discourse configurationality and the hierarchical structure of evidential--focus arguments proposed by Muysken (1995) for Cuzco and Ayacucho Quechua and propose an alternative analysis for the non-(discourse-)configurationality of Kichwa. Given the fact that Kichwa allows for scrambling both in terms of grammatical relations and topic–focus, it is necessary to assume a non-projective category rather than a strictly hierarchical structure.

P2-68 | Rule ordering is free: a case study of extraction out of ellipsis

Chizuru Nakao[1], Miki Obata[2]

[1]University of Tokyo, Japan. [2]Hosei University, Japan

Short Abstract

In Japanese, scrambling is disallowed out of elided CP. Bosković (2014) explains this fact by assuming that the elided CP-phase gets 'marked for ellipsis (ME)' in syntax, which makes it phonologically unrealizable, and also prohibits further syntactic operations to the phase. On the other hand, focus movement out of elided CP is, in fact, possible (Takahashi 2020). We suggest that the order of ME and Internal Merge (IM) is free based on Obata et. al (2015) and demonstrate that the

order of IM-->ME (unlike ME-->IM in scrambling) can derive the focus movement case by extending Bosković's analysis.

P2-69 | Topic-Based and Minimalist Analysis of Copula Clauses in Polish

Danuta B Allen

University of Michigan, USA

Short Abstract

The paper provides an analysis of the Polish copula clauses containing the morpheme TO within the Minimalist framework. The analysis proposed here argues against TO being a type of a copula, but instead treats TO as a Topic marker. Feature inheritance (Chomsky, 2008) and the multi-level Topic (Miyagawa, 2017) are used to explain why all copula TO-clauses contain a Topic but can exhibit varying properties, such as subject-predicate order, predicate inversion, and resumption. The analysis is in line with Strong Minimalist Thesis, by offering an explanation without positing extra functional projections or more than one copula type.

P2-70 | Neutral and Non-Canonical Questions in Dschang

Colin Brown, Harold Torrence, Blake Lehman

University of California Los Angeles, USA

Short Abstract

This talk investigates the syntax, morphology, and pragmatics of different types of questions in Dschang, a Grassfields language of Cameroon. We focus on: (i) three kinds of morpho-sytactically distinct neutral questions (ii) "doubtful" questions (iii) "disbelieving questions (iv) "remind me" questions.This contributes to our understanding of the the typology of questions and the description and documentation of an understudied African language.

LSA Invited Plenary Address

What we can do with what we know about how language works

Emily M. Bender, Professor of Linguistics and an Adjunct Professor in the School of Computer Science and the Information School, University of Washington

Linguistics is the study of how language works—as an abstract system and also in face to face conversation, in its acquisition, and in communities. Language, in turn, permeates human experience: we build relationships, communities, and both informal and formal social structures with language. We use language in education, medicine, law, politics, commerce and many many other consequential domains, while language ideologies and linguistic discrimination are also always at play. Together this means that linguists' knowledge of how language works is immediately applicable and valuable in addressing many pressing societal issues. Indeed, there is a long tradition in our field of linguistic advocacy, pushing back against linguistic discrimination, protecting the linguistic rights of deaf children, and leading community-driven language reclamation, among other things.

In my own experience, the applicability of my knowledge of how language works has been particularly salient in both my research on the societal impacts of language technology (and the regulatory implications thereof) and in my work combatting AI hype through public scholarship. In this talk, I will

reflect on how I have drawn on my training in syntax, semantics and sociolinguistics in these activities.

I began by working to bring linguistics into natural language processing (NLP), writing textbooks providing actionable information about morphology, syntax, semantics and pragmatics for NLP practitioners. I also advocated for clear statements of what language is under study to de-center English as the default language. Then I moved to theorizing how sociolinguistic variation as well as the symbolic nature of human languages illuminate possible harms associated with the use of language technology—and suggest how they can be mitigated. My work on the AI hype front began with using the conception of language as a system of signs to confront claims that large language models (the technology underlying ChatGPT) "understand" language.

These threads came together in my co-authored paper "On the Dangers of Stochastic Parrots: Can Language Models Be Too Big? 🦜 ", which we wrote in response to the trend, already evident in 2020, of tech companies pursuing ever larger language models. We asked: what are the risks associated with this path? The paper became the subject of intense media coverage when Google fired my co-authors. That experience provided me both with a first-hand lesson in the value of academic freedom and a crash-course in navigating media attention. Both have been instrumental in helping me use my linguist's training to challenge further damaging AI hype following the release of ChatGPT.

Scholarship is inherently political. Embracing that for me has meant using my scholarship on how language works to strive to address the harms of AI hype and to advocate for more conscientious development and regulation of language technology. It has also meant working to hold space for other linguists to build advocacy into their scholarship. What does it mean for you?

Sentence Processing/Experimental Syntax

Processing Turkish case markers: Implications for the Case Containment Hypothesis

Metehan Oğuz, Elsi Kaiser

University of Southern California, USA

Short Abstract

We investigate the processing of accusative-marked NPs in Turkish, compared to genitive and locative-marked NPs. Accusative suffixes are less frequent than genitive and locative in Turkish. This predicts that accusative NPs should be processed slower than locative/genitive NPs. However, Case Containment Hypothesis (Caha'09) analyses of Turkish morphology (e.g. Türk/Caha'21) suggest that genitive and locative are morphologically more complex than accusative, which predicts that accusative NPs should be processed faster than locative/genitive NPs. The results of our lexical decision experiments show that accusative NPs are processed faster than locative/genitive NPs, and thus support the CCH-based analyses.

Pronominal and reflexive resolution in noncomplementary environments

Lucas Fagen, Ming Xiang

The University of Chicago, USA

Short Abstract

Binding theory aims to explain the finding that pronouns and reflexives are often in complementary distribution. Syntactic environments in which complementarity does not hold have thus attracted attention in the theoretical literature. Experimental literature on pronoun resolution has found that the binding conditions influence resolution, but the majority of studies have only tested coargument contexts. This paper reports on two forced-choice experiments that test reflexive and pronominal resolution across five syntactic environments: coargument contexts, picture noun phrases, comparatives, coordination, and PPs. The results support predicate-based binding theories, as complementarity appears to be only robustly present in coargument cases.

Comparing simple and complex Turkish reflexives: Effects of semantic and syntactic factors

Metehan Oğuz, Elsi Kaiser

University of Southern California, USA

Short Abstract

Turkish reflexive anaphors (*kendi* and *kendi-si*) can be bound non-locally, violating Principle A of the Binding theory. This has led to divergent views about what factors (e.g. syntactic, semantic) control their interpretations. Some researchers proposed that their interpretation is affected by purely syntactic factors, while others predicted that they could have logophoric or pronoun functions, which suggests that they should be sensitive to semantic roles (source/perceiver). We tested how native speakers interpret these anaphors in non-local contexts in a forced-choice interpretation task. Our results suggest that both *kendi* and *kendisi* pattern alike and behave like pronouns when used non-locally.

Morpho-Syntax II

Morpheme-specific nasal harmony in Atchan

Katherine Russell

UC Berkeley, USA

Short Abstract

In Atchan [Kwa: Côte d'Ivoire], different morphemes trigger the nasalization of different amounts of material. I argue in this talk that the seemingly unpredictable patterns of nasal harmony in Atchan fall out from the morphosyntax, and propose that the differences in surface nasalization pattern reflect distinct underlying morphological structures between singular and plural pronouns, as well as between pronominal and non-pronominal subjects. In doing so, I show that it is possible to reduce this apparently phonological harmony system to the combination of morphological merger and language-internal regular phonology.

Formalizing syntactically conditioned morphological processes over strings

Andrija Petrovic

Stony Brook University, USA

Short Abstract

Morphological processes are observed to be computationally at most regular; however, mainstream formalisms like DM operate over binary trees. As the strong generative capacity of such systems is at least context-free, and they predict patterns which are unattested in morphology (e.g. center embedding), this paper outlines an alternative: a model that operates over strings. In this way, one can appropriately model morphological interface processes, including total reduplication, which is often considered a major exception to the generalization that morpho(phono)logical mappings are regular. To this end, I use Boolean Monadic Recursive Schemes, a formalism that expresses logical string transductions.

The CΔG and Polish causative/anticausative deadjectival verbs

Joshua Dees, Katie VanDyne, Anna Romaniuk

The University of Illinois Urbana-Champaign, USA

Short Abstract

Polish deadjectival verbs seemingly challenge Bobaljik's (2012) Comparative-Change of State Generalization (CΔG). The suppletive adjective pair dobr-y – lepsz-y 'good – better' corresponds to a causative, anticausative, and inchoative form. The causative and anticausative both surface with the comparative form, conforming to the CΔG. The inchoative, however, surfaces with the adjectival root, an apparent counterexample to the CΔG.

We argue that syntactic and semantic differences provide evidence of different vocabulary items in the causative/anticausative deadjectival verbs and the inchoatives. We propose that, unlike the anticausative that contains the suppletive comparative, the inchoative stem contains a null comparative, avoiding a CΔG violation.

First Americans/Nations and the Linguistic Society of America: Past, Present and Future

Session abstract

The contributions that First Americans/Nations/Indigenous languages made to linguistics is well known within the field (Sapir 1947). Throughout the first five decades of Annual Meetings of the Linguistic Society of America, they were primarily considered informants, sources of information for the linguists who studied their ancestral languages. The 1960's and 1970's marked the beginning of many First Americans/Nations peoples earning academic degrees in linguistics and other language related disciplines. There have been recent efforts to be more inclusive of historically underrepresented community members and minorities in the language sciences (Charity Hudley et al. 2020). Of particular interest to this session are efforts to broaden participation of Indigenous peoples of the Americas not only in language sciences, but also in attending the Annual Meeting. The LSA SIG, Natives4Linguistics (N4L), has been pivotal in this effort in order to create true and authentic Indigenous inclusion (Leonard 2018). While N4L has attempted to increase participation of Indigenous peoples at the Annual Meeting, many of these scholars still feel it is not a place for them as well as participation in N4L. Personally, this has been confounded with the LSA's micromanagement of a 2023 organized session that focused on the International Decade of Indigenous Languages and was composed of First American linguists and language scholars. This type of interference is an example of not doing the relational work (Kovach 2010, Wilson 2008) inherent in Indigenous Research Methodologies. A focus of this proposed session is to explore the participation, or lack thereof, of First American/Nations linguists at LSA's Annual Meeting and being an LSA member This is especially important during this time of the International Decade of

Indigenous Languages which places a central focus on Indigenous languages and their users and calls for the meaningful participation of Indigenous peoples. (IDIL Global Action Plan; Grounds 2019).

This symposium builds on previous research done by non-Indigenous peoples on First Americans/Nations and Indigenous linguists/language scholars. Gerdts (2017) reported on observations that several Indigenous language scholars had on their linguistics journey. A major observation Gerdts had is that the linguistic field is transitioning to be more welcoming to these scholars. Though the field now has perspectives on race and colonization in linguistics and ethical considerations for working with Indigenous peoples (Davis 2023, Leonard 2020, Tsikewa 2021, Gaby and Woods 2020), linguistics (and academia in general) lacks varied perspectives that First Americans/Nations/Indigenous linguists and language scholars have regarding their experiences in academic settings (e.g. graduate programs, academic conferences) to affirm this observation. This session will highlight the lived experiences of First Americans/Nations linguists and language scholars as they expand on the notion of "the ways in which linguistics as a field has proven useful and supportive of the enterprise of maintaining, revitalizing, and recovering languages." (Gerdts 2017:607). These perspectives will provide insight on Indigenizing linguistics that are crucial to authentic inclusion of First Americans/Nations/Indigenous linguists/language scholars at/with the LSA for the foreseeable future.

Presentation abstract 1 - Full title

On Balance in Relationships with Indigenous Language Communities

Presentation abstract 1

This work addresses critical issues concerning the lack of reciprocity and consultation between linguistics and Indigenous communities. The predominant focus of linguistics on theoretical knowledge rather than research that benefits Indigenous communities in language reclamation hinders the potential for purposeful collaboration.

Unfamiliarity with research needs of Indigenous communities means linguists miss opportunities to contribute directly to the preservation of endangered languages, and ultimately the well being of Indigenous communities. Indigenous language carriers possess invaluable knowledge of their languages, which can inform linguists' work by providing unique Indigenous perspectives. Fostering a more balanced relationship will allow linguists to tailor their research to legitimate needs of Indigenous communities.

There is an urgent need for linguists to engage in meaningful consultation with Indigenous language communities in order to build trust and share agency. Only by building healthy networks can linguists effectively support language reclamation and revitalization at a moment crucial to language survival.

Presentation abstract 2 - Full title

Deterrents and Supports for Indigenous Students of Linguistics

Presentation abstract 2

Like most Indigenous linguists, I chose to study Linguistics for its utility in the reclamation of my people's language. I was previously unaware of the discipline's troubling relationship with Indigenous peoples, though this became clear early in my studies and led to my writing and presenting on the topic, which was a sidetrack from my original intention for studying Linguistics. I will discuss how the field deters Indigenous students from the work they seek to do, and will focus on the support that

helped in my experience. This was departmental support and having a knowledgeable and compassionate advisor who was aware of the difficulties facing Indigenous students, having advised many in the past. This person helped me to connect with other Indigenous linguists, supported initiatives such as our writing of a handbook for prospective and incoming Indigenous students, and who continues to advocate for Indigenous students.

Presentation abstract 3 - Full title

Challenging Academic Edification Through Indigenous Resiliency

Presentation abstract 3

While recent projects and political shifts within academia have marginally increased the visibility and recognition of American Indians and Alaska Natives, many Indigenous students in higher education find their place within academia to be a paradoxical journey of unlearning. Education has long been a tool of edification and a medium for naturalizing colonial ideologies and Western perspectives. While "diversity" may be lauded as a circumvention of intellectual myopathy, much of the process of education is still firmly oriented toward colonial assimilative goals. By centering on the field of Linguistics as a foci for addressing epistemic provincialism (Ahenakew et al. 2014), I consider the incongruities of a discourse of diversification and the practice of edification, with particular concern for the ideas, relationships, and ontological values placed on the medium of Language from Indigenous perspectives. I affirm that Linguistics must acknowledge Indigenous ways-of-knowing and doing as valid forms of knowledge production.

Presentation abstract 4 - Full title

Indigenous Methodology in Linguistics – Success through articulating and respecting end goals

Presentation abstract 4

The role of Native people in the field of Linguistics has been changing over the years. In the past, Native people were usually relegated to positions of study, often creating challenging relationships between tribal people and academia. However, in recent years, Indigenous methodologies in academia have been making a presence (Brayboy et.al 2012; Simpson, 2017; Singh and Major, 2017; Smith, 1999; Wilson, 2001, 2008). These methodologies are being used in linguistics by Native people researching their own languages. One challenge of interfacing Indigenous methodologies and linguistics can be a difference of research goals. This talk describes how the challenge of research goals was successfully navigated in archival-based research on Nuu-wee-ya', a Pacific Coast Dene language (Hall, 2021).

Presentation abstract 5 - Full title

Sharpening the Master's Tools: Indigenizing Education Towards Equity

Presentation abstract 5

A powerful intellectual force in America, Audre Lorde, once said, "the master's tools will never dismantle the master's house." While this is indeed true, there are times when the house needs to decolonized through a process of Indigenization and reformation with equity in mind. In the case of Indigenous peoples and their languages and ways of knowing, there was no master but instead a brutal colonizer who constructed institutions of genocide on Indigenous lands. Language revitalization and reclamation requires Indigenous control of education, and this presentation examines the ways that public education can be reformed while Indigenous modes of education gain power. Like the fields that need to be burned down for healthy regrowth, educational institutions can be completely reformed to guarantee language health for Indigenous peoples … but it will never be easy and must be systemic and widespread.

Presentation abstract 6 - Full title

Looking back and looking forward: Reflections on Wendat language and linguistics

Presentation abstract 6

Linguistic work on Wendat, formerly called Huron by the French, began over 400 years ago with the arrival of missionaries and settler colonists in our territory in areas of what is now Ontario and Québec. This linguistic work was a means toward an end—a way for these individuals, institutions, and settler states to attempt to evangelize, subjugate and destroy our people, culture, and language. Over the past decade and a half, I have been using the tools of linguistics to interpret this legacy documentation and help reawaken the language in our community of Wendake, Québec. From these experiences, I will draw parallels between this legacy work on Wendat language and linguistics and the current state of the field of Linguistics and consider how examining and past and present beliefs and practices can better inform a future in which Indigenous self-determination, language reclamation, and linguistics can coexist.

Presentation abstract 7 - Full title

Reflections on being a Comanche linguist, but not a linguist of Uto-Aztecan languages

Presentation abstract 7

As Indigenous linguists, we find ourselves navigating difficult ethical commitments as well as different ethics (or systems of value). The processes and assumptions underlying evaluation that we have been socialized into as academics become exposed when the research we produce engages neither Indigenous communities nor academic audiences. Such experiences challenge the privileging of standard average (WEIRD) discourses and methods; how do we understand value in relation to our different obligations and commitments, often experienced in tension with each other? With expectations to "publish or perish," can we balance the need to be silent with demands to be heard? It is no longer sufficient to "hear" sociolinguistic differences across Indigenous communities in order to differentiate groups nor is it adequate to document grammars for the sake of theory. This talk reflects on some of the conceptualizations that have undergirded the history of Indigenous language research and their impact on Indigenous scholars.

Queer Linguistics

"She coughs like a man": Acoustic cues to gender in non-speech sounds of transgender female voices

Sif Voronova-Baker, Alexandra Pfiffner

University of California, Berkeley, USA

Short Abstract

Several acoustic properties serve as cues to gender, including pitch, speech rate, and resonant frequencies. This study examines the interaction between pitch and resonant frequencies in the perception of a transgender female voice, specifically in the context of throat-clearing. We conducted a perception study with recordings from a transgender female and two cisgender controls. The recordings from the transgender female had the pitch and resonant frequencies manipulated. Participants ranked stimuli on a variety of Likert scales, including "femininity." Results show that independent increases in pitch and resonant frequencies result in a higher perception of femininity, but there is no interaction.

#Bi Twitter: A keyness analysis of bisexual discourses on Twitter

Chloe Willis, Simon Todd

University of California Santa Barbara, USA

Short Abstract

We present a mixed-methods analysis of how people talk about bisexuality on Twitter. We apply keyness analysis to approximately 300k Tweets to identify keywords that characterize bisexual discourses, and then apply qualitative discourse analysis to the Tweets in which keywords occur. Bisexuality is constructed as an instrument in sexually explicit discourses, and as individual and as a community in "safe for work" discourses. Our results highlight two perspectives on what makes a Tweet #bisexual: one that embraces hegemonic bisexual stereotypes as a means to an end, and another that amplifies bi-identified voices to create a new lens of cultural intelligibility.

Slur reclamation and metalinguistic discourse among LGBTQ speakers

Allison T Casar

University of Illinois at Urbana-Champaign, USA

Short Abstract

The word *queer* has undergone significant semantic and pragmatic shift since the rights movements of
the 1980s and 90s. Today, many consider it a reclaimed slur, as attested by the existence of Queer Studies as a discipline in major universities. This paper analyzes data from Twitter and interviews with
young, self-identified members of the LGBTQ community in order to explore variation in metalinguistic and metadiscursive attitudes towards reclaimed use of *queer* and connections between discourse on *queer* and broader discourses of transphobia, homonormativity, and heteronormativity (Bucholtz and Hall 2004, O'brien 2015, Duggan 2002, Koyama 2000).

Sound Categories

Homophones Enhance Cross-dialect Phonological Interference

Wenqi Zeng

University of Iowa, USA

Short Abstract

While interlingual cognates can enhance cross-language phonological assimilation, it is reasonable to suggest that interlingual homophones may enhance cross-language phonological interference. The present study examines this hypothesis in a group of bilectal speakers, whose lexicon consists of a large number of inter-dialectal homophones. Productions of Chengdu Mandarin tones by Chengdu Mandarin-Standard Mandarin speakers were examined. The results showed that bilectal speakers' native tone productions were influenced by their experience in speaking Standard Mandarin, and Chengdu Mandarin-specific tonal features were more prominent in inter-dialectal homophones. The findings suggest that bilectal speakers can emphasize dialect-specific acoustic features to maintain cross-dialect phonological contrast.

Multi-way assimilation of English vowels by L1 Spanish listeners : Consequences for phonetic category representations

Matthew T Carlson, Eli Anderson

Penn State University, USA

Short Abstract

In two experiments (auditory lexical decision and oddball discrimination) we tested the hypothesis that multi-way assimilation of L2 phonetic categories (here, the English vowels [æ, ɑ, ʌ, o]) to L1 categories (here, the Spanish vowels) provides useful information for learning L2 categories. For example, two L2 vowels that strongly assimilate to the same L1 vowel may be more easily distinguished if at least one of them also exhibits a degree of assimilation to a different L1 vowel. The results supported this hypothesis, and suggested that such multi-way assimilation may have different consequences for phonetic vs. lexical representations.

Speech Categorization in Linguistically Diverse Communities

Ethan Kutlu

University of Iowa, USA

Short Abstract

Categorical Perception (CP, Liberman et al., 1957) argues that listeners discard variation and only consider information that is necessary to identify the category itself. Tasks that are geared towards assessing this process, such as the two alternative forced choice task (2AFC), have been heavily used in speech categorization research. On the other hand, recent theoretical and empirical advancements in monolingual speech perception research suggest that speech categorization is gradient, and listeners use this gradiency to adjust to subphonetic details, recover from ambiguity, and aide learning and adaptation. We investigate what leads to gradiency in speech categorization in linguistically diverse communities.

Acquisition I

Comprehension of Complex Syntactic Structures in Southern Varieties of American English

Christiana Christodoulou

University of Mississippi, USA

Short Abstract

The current work investigates the comprehension of *wh*-questions and passives in 207 Southern African-American English (SAAE)- and Southern English (SE)-speaking children. Results show that SE- and SAAE-speaking children have comparable development with the comprehension of *wh*-questions and passives. Non-significant differences between the two groups were also recorded across (a) *where, how, what, who/what*, and *how/what* questions, (b) *subject-object* and *object* wh-questions, and (c) *action, progressive*, and *by-phrase* (near) passives. Results corroborate findings from previous studies on the order of acquisition of *wh*-questions, earlier acquisition of *action* passives, and the SAAE-speaking participants' high accuracy with *indirect/medial* questions.

Development of small big ideas through scaffolding story contexts: Evidence from set-subset recursive adjectives in child English

Deborah Foucault[1], Adina Camelia Bleotu[2], Usha Lakshmanan[3], Tom Roeper[4]

[1]UMass Amherst, USA. [2]University of Bucharest, Romania. [3]Southern Illinois University, USA. [4]UMass Amherst, United Kingdom

Short Abstract

The only two studies on same property set-subset recursive adjectives (R-Adj) found that children interpret R-Adj (*small big mushrooms*) coordinatively. We investigate whether English-speaking children's comprehension and production of 2-level R-Adj and 3-level R-Adj (*small big small mushrooms*) improves in three versions of the same story-based task that varied scaffolding levels in terms of engaging intro, linguistic cues, visual embedding, feedback, etc. Children were overall successful with R-Adj across age and protocol type, revealing an ability for hierarchical processing. Additionally, performance was enhanced in younger participants due to situating R-Adj within scaffolded story contexts.

Exploring multimodal approaches teachers used in initiating speak-together activity in K-3 novice Mandarin immersion classrooms

Yifei Wang

University of California, Los Angeles, USA

Short Abstract

In Mandarin immersion classrooms for novice learners, students barely have previous exposure to the targeted language, making oral communication between teachers and students hard. As visual places for establishing mutual orientation among participants, nonverbal elements of interaction support verbal features to collectively construct meaning and facilitate actions (Goodwin, 2000). This article represents an initial attempt to explore teachers' use of multimodal approaches in taking the lead in teacher-student interaction and initiating students speak-together activity. The author concluded that prosodic features, gaze shifts and gestures are effective substitutions, if used properly, for direct lexical command in initiating classroom speak-together activities.

Semantics I

Wh-reduplication in Korean and Khalkha Mongolian

Seoyeon Jang, Jun Jie Lim

University of California San Diego, USA

Short Abstract

This paper broadens the typology of wh-reduplication patterns by discussing novel data from Korean and Khalkha Mongolian. We show that in pair-list contexts, wh-reduplication appears on subjects, objects, or both in Korean; in Khalkha it only appears on both arguments, and on objects in one particular context. We argue that the reduplicative morpheme RED (which presupposes non-atomic alternatives; Davis 2015) attaches only locally (e.g., to NP, requiring non-atomic entities) in Korean, while in Khalkha it attaches high or medially (e.g., to CP/VP, requiring non-atomic propositions). Variation is due to i) where RED attaches, and ii) agreement properties of RED.

Numerous-like predicates in bare plural generics

Lorenzo Pinton[1], Janek Guerrini[2]

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Short Abstract

In this work we present novel evidence for `kind-based approaches' to bare plural generics (Chierchia, 1998) over what we call `ambiguity approaches' (Diesing, 1992), showing that the latter overgenerate, predicting unobserved generic readings when *numerous*-like predicates modify bare plurals. We claim that on kind-based approaches, such generic readings are directly ruled out because of a maximality operator independently assumed by such approaches that leads to triviality. In fact, as shown in Pinton (2022) for restrictive readings of relative clauses, modification of distributive predicates by *numerous*-like predicates is unavailable when maximality is involved.

Culmination implicatures are not implicatures: a Salish perspective

Sander Nederveen

University of British Columbia, Canada

Short Abstract

I propose a novel interpretation of non-culminating accomplishments as involving a measure of change function paired with a violable economy condition favouring the upper bound of a closed scale, supported by new data from three Salish languages.

The proposal tackles two problems:

- Contrary to the prediction that culmination in non-culminating accomplishments is cancelable, culmination is at-issue and not an actual implicature.

- Earlier accounts of non-culminating accomplishments are modal (Bar-el et al. 2005). However, unlike actual modals, the control transitive fails to license polarity-sensitive determiners in Salish. The new analysis is non-modal and predicts this.

Advances in the study of signed language phonological change

Session abstract

Frishberg's (1975) pioneering account of diachronic change in ASL, published in *Language*, has been an influential work in sign historical linguistics. However, despite its importance, there have been few attempts to test Frishberg's theory of phonological change in signed language. What progress has been made in our understanding of the drivers of sign phonological change? How have Frishberg's insights into diachronic change in ASL been refined, e.g., through the study of other sign languages?

Advances in the study of sign phonological change. This workshop explores advances in our understanding of sign phonological change by fostering intellectual exchange between sign phonologists and historical linguists. It focuses on Frishberg's theory of phonological change, including the mechanisms of change and the relationship between iconicity, arbitrariness, and phonological structure. This workshop builds on the LSA 2023 workshop, *Emerging Perspectives on Historical Change in Signed Languages*, which highlighted leading-edge approaches in sign historical linguistics.

Harry van der Hulst and Els van der Kooij add nuance to Frishberg's developmental trajectory of signs from icons to symbols. They argue that, although phonetic implementation processes are well-documented in sign languages, these processes have not developed into language-specific allomorphy rules. To explain the lack of such rules, they highlight the role of iconicity through the lifecycle of signs and its implications for phonological change.

Ted Supalla questions the primacy, in Frishberg's theory, of extralinguistic drivers of phonological change, such as the visual-perceptual and motor systems, which have been thought to exert pressure on signs to become centralized, symmetrical, and compressed. Supalla adduces data from regional and historical variation in ASL to argue for a universal model of phonological change that centers competition and selection among linguistic forms.

Justin Power, David Quinto-Pozos, and Danny Law argue that, although sign structure is highly simultaneous, sequential linguistic structure can also play a role in phonological change. They focus on diachronic assimilation, a process which Frishberg identified in changes to historical compounds. Power, Quinto-Pozos, and Law show that diachronic assimilatory changes have also occurred to sequentially-structured, historically monomorphemic signs.

Hope Morgan examines synchronic phonological variation in Kenyan Sign Language (KSL) through the lens of Frishberg's typology of historical change. She uses quantitative measures to test whether variation in KSL reflects change in the directions proposed by Frishberg—e.g., towards symmetry or displacement.

Victoria Nyst draws on 19th-century records of a contrived sign system, the van Beek system, to understand how it has affected the lexicons of Sign Language of the Netherlands and Flemish Sign Language. Nyst shows that many signs once exhibited a lateral person distinction, but these signs have either undergone change or have lost the distinction entirely.

Finally, Diane Brentari and Erin Wilkinson will guide a discussion of the workshop's main themes. Brentari's expertise in sign phonology and emergence (Brentari, 1998; Brentari et al., 2012) and Wilkinson's in sociolinguistics and iconicity (Fenlon & Wilkinson, 2015; Occhino et al., 2017) make them well-suited to draw out key insights from the workshop's presentations.

Presentation abstract 1 - Full title

Why do sign languages lack allomorphy rules?

Presentation abstract 1

In van der Hulst & van der Kooij (2021), we state that sign languages have allophonic processes but mostly lack allomorphy rules. The question is thus why, in sign language phonologies, processes that start out as phonetic implementation processes, which are amply attested, fail to transition into allomorphy rules. We attribute this "failure" to what we believe to be a crucial difference between phonology in spoken and signed languages: The phonological form stored in the sign lexicon is foremost a conventionalization of the iconic motivation of signs, rather than of their phonetics. We argue that the phonological change identified in Frishberg (1975) is precisely due to this conventionalization which implies the suppression of what we call "gradual iconicity"; that is, the type of iconicity which arises when a sign's articulation is determined by its referential context through 'form copying' (see also co-sign gesture, Goldin-Meadow & Brentari 2017).

Presentation abstract 2 - Full title

Reframing historical change: From cognitive constraints to cyclic reanalysis

Presentation abstract 2

Frishberg (1975) argued that extralinguistic constraints drove historical change in ASL. Gestures became centralized, symmetric, and compressed to form signs, constrained by visual-motor cognition. However, this model does not explain the more detailed processes of historical change we find in our data on dialect variation and change in ASL across many generational cohorts (Supalla, 2001, 2004, 2013; Supalla & Clark, 2015; Supalla, Limousin, & McDonald, 2021). These data reveal that historical change in ASL follows the same principles seen in spoken languages. For example, originally identical forms round-FACE and WHO diachronically diverge, with reduction of WHO occurring systematically across generations. In many such examples, multiple forms co-exist and compete until one becomes dominant or the two diverge. These processes of cyclic reanalysis are common and universal across languages and do not require extralinguistic constraints to drive such trends of change.

Presentation abstract 3 - Full title

Sequential structure and diachronic assimilation in monomorphemic signs

Presentation abstract 3

Frishberg (1975), and subsequent scholars (e.g., Liddell & Johnson, 1985), described assimilatory changes to signs that, historically, were compounds but that are monomorphemic in contemporary ASL. We examine diachronic assimilatory changes that can result from the influence of neighboring phonological units in sequentially-structured signs whether or not these signs were historically mono- or multimorphemic. We adduce two types of evidence: (i) textual evidence, i.e., videos at two stages in the historical development of ASL signs (the 1910s and the present); and (ii) comparative evidence, i.e., signs that are apparently cognate, based on a database of 10 languages of the French sign family. We argue that these assimilatory changes are driven by sequentially-organized linguistic structure, and not by pressure from the perceptual system or by the conventionalization of iconically-motivated signs, as suggested by Frishberg.

Presentation abstract 4 - Full title

Examining synchronic featural differences in phonological variants of signs for clues to diachronic change

Presentation abstract 4

Tracking how sign language phonologies change over time is difficult without sufficient documentation. Also, the shallow time depth of many sign languages means that lexical changes that will be apparent in the future may be hard to see now. Yet, it might be possible to locate the seeds of change within synchronic phonological variation (e.g., Schembri et al. 2009), particularly in the dimensions of change identified by Frishberg (1975) and Radutzky (1990). This study uses a string edit distance measurement applied to a dataset of ~300 pairs of phonological variants for roughly the same number of lexical concepts (e.g., ~600 signs) in Kenyan Sign Language (Morgan 2022: 43) to discover (i) the specific phonological features implicated in variation; (ii) the distribution of this variation—whether features are equally likely to be implicated or are unevenly distributed; and (iii) whether phonological variants differ along the dimensions proposed by Frishberg and Radutzky.

Presentation abstract 5 - Full title

Women on the left, men on the right: Artificial signs, diachronic change, and gendered laterality in NGT and VGT

Presentation abstract 5

We present the first study of diachronic change in Nederlandse Gebarentaal (NGT) and Vlaamse Gebarentaal (VGT), and address a topic not addressed in Frishberg (1975)—i.e., laterality distinctions in handedness. Based on two 19th-century manuscripts, we investigate how the artificial van Beek system has impacted the lexicons of NGT (Gestel variant) and VGT (Limburg variant). We study the persistence of a distinction typically assumed to be non-distinctive in natural sign languages, i.e., an absolute left/right distinction for gender marking in person terms. We show that, with only a handful of exceptions, NGT and VGT have changed or replaced all artificial signs. The partial changes reveal how artificial elements are modified over time to fit the phonological system of these sign languages. These changes have implications for the way the distribution of laterality in sign language phonology can be modeled.

The ethics of peer review in linguistics

Session abstract

As evidenced by various activities undertaken by the LSA in recent years, such as the approval of a Civility Policy in 2017 and the convening of a task force on Procedures for Evaluating Professional Conduct in 2020, the membership of the Society is increasingly attuned to the need to give issues of professional ethics a similar level of attention to concerns around research ethics. However, despite their centrality to scholarly work of all kinds, the mechanics and ethics of the peer review processes that are at the foundation of publishing, the awarding of grants and awards, and faculty promotion and tenure have yet to receive systematic consideration within any LSA forum to the best of our knowledge.

The *LSA Guidelines on Ethics for LSA Publications and Conferences* cover some relevant issues, in particular regarding the importance of avoiding conflicts of interest in the review process and treating submissions for review as confidential, but they still leave many basic questions open, such as what constitutes an appropriate review in the first place. The LSA Ethics Statement additionally includes languages stating that linguists are responsible for, "Ensuring openness and fairness of the academic publication and review process, particularly on the part of editors, reviewers, and others responsible for publication and funding decisions." However, this again leaves open questions regarding just what steps are required to ensure that this directive can be followed. What are the precise ethical obligations of editors and reviewers of manuscripts submitted for publication? What obligations do reviewers of grant proposals have, especially in light of the fact that reviewers are aware of the identity of the individuals submitting the proposal? How do other kinds of evaluation, such as the consideration of tenure dossiers by outside experts or determining which scholars are worthy of awards, fit into an ethical understanding of the peer review process?

The purpose of this workshop is provide a forum to discuss questions like these with presentations by members of the LSA with significant experience with the peer review process by virtue of having held roles such as editor of scholarly publications, including journals, books, and proceedings, conference organizer, grant program officer, and department chair, in addition to having extensive experience as reviewers themselves. The presentations will contain content of relevance to both junior scholars, who may not yet be familiar with the norms around peer review, and senior scholars, by outlining ethical considerations in the peer review process that they may not have directly considered before. While some presentations will contain specific recommendations regarding ethical practices in the peer review process, they will also highlight areas where more discussion is needed before clear recommendations can be made with the intent of initiating a longer term conversation about how to ensure that the review processes underpinning the advancement of scholarship within linguistics are as fair and ethical as possible.

Presentation abstract 1 - Full title

Ethics in peer review for journals

Presentation abstract 1

Reviewers have responsibilities to behave ethically in the process of reviewing for journals, and editors have a responsibility to oversee the review process in such a way that ethical guidelines are upheld and reviewing is fair and equitable. In this talk we discuss our experiences as the current Editor and Co-Editor of Language in ethical challenges that arise in the peer review process for journals, and the editorial policies we have adopted for dealing with them. These include issues concerning non-responsive reviewers, inadequate reviews, unprofessional tone, and ensuring balanced and equitable reviewing and addressing bias in reviews. We also explore general policies centered around the LSA's guidelines for ethical reviewing and publishing, including best practices for maintaining confidentiality, managing conflicts of interest, and discussing potential ethics violations that may arise in the review process.

Presentation abstract 2 - Full title

The review process across different kinds of subject areas and publication types

Presentation abstract 2

Journals are *content curators*, in that they make choices to publish materials (or not). They do this based on the advice of peer review. Those choices shape the field of linguistics: what (and whose) ideas receive publicity, support, and prominence. In turn, journals and their editors acquire reputations based on their stability/longevity, the quality and popularity of their publications, and the citation of materials published in their pages. Here I discuss several issues of ethics and journal publication as they relate to the journal Diachronica and how editors can promote ethical practices in their journals. I concentrate on three areas: who is asked to review, time to review, and what types of concerns the reviewers highlight. I discuss our experience in the upheavals around the Covid-19 Pandemic, as well as more general challenges and opportunities as the field of historical linguistics changes.

Presentation abstract 3 - Full title

Incorporating ethical considerations directly into the peer review process

Presentation abstract 3

After the Association for Computational Linguistics (ACL) adopted the Association for Computing Machinery's (ACM) Code of Ethics with minor adaptations in 2020, ACL events began instituting ethics review for contributed papers. I served as co-chair of the Ethics Committee of an ACL conference in 2021, where we crafted a process around goals of increasing awareness of ethical issues among authors and reviewers and improving the quality of papers along the dimension of attention to societal impacts. To do so, we constituted a committee of reviewers from among those with research expertise in societal impact in natural language processing or adjacent fields, provided guidance to authors and reviewers, had the Ethics Committee review papers flagged by primary reviewers, and set up a system of conditional acceptance for a handful of papers. I will describe these processes and reflect on how they worked as well as further developments in later conferences.

Presentation abstract 4 - Full title

Ethical considerations in the peer review of grant proposals

Presentation abstract 4

Ethical issues can arise in the evaluation of research grant proposals, such as the operation of implicit bias or halo effects, plagiarism by authors, violation of confidentiality by reviewers, or financial or personal conflicts of interest. Solutions have been proposed (NAS 2017), such as training in responsible conduct of research, although increased incentives for unethical actions exist given lower grant success rates and increased PhD production. Recent analyses suggest that even "objective" merit review can perpetuate racial disparities (Chen et al. 2022), putting peer review potentially in conflict with achieving goals such as increased participation in STEM by underrepresented groups. This talk explores ethical issues in peer review of grant proposals, which itself bears on larger questions such as who is involved in science (Fitzgerald 2018) and advancing the language sciences through inclusion of diverse scientists (Fitzgerald 2021) and even the notion of "language" itself (Leonard 2017; Fitzgerald 2017).

Presentation abstract 5 - Full title

Peer review and access

Presentation abstract 5

Digital technologies have led to an "access revolution" in the form of open access publishing (Suber 2012), in that OA removes notable barriers: cost and copyright. But if we think of access not as "right" but as "ability" (cf. Ribot & Peluso 2003), then OA suffers barriers too, such as affordable, dependable internet. This talk explores an expansive and inclusive view of access, foregrounding social relations that either constrain or enable the ability not only to access but also to participate in production, consumption, and sharing of linguistic knowledges and insights. The focus is who does (not) get access, in what ways, when, and under what circumstances, with the aim of mapping out some dynamic processes and relationships of access. I consider not only the act of publication, but also the gatekeeping that guides curation of content, authorship, and participation in the field more generally.

Presentation abstract 6 - Full title

Ethical issues in review for tenure, promotion, and awards

Presentation abstract 6

Peer review plays a crucial role in tenure and promotion cases and in determining which scholars receive awards. Department chairs often take on similar roles to editors in determining who should review candidate dossiers, or even if a candidate should be considered at all. Universities generally have strict policies in place for tenure and promotion, but these rarely address key ethical questions, in particular with respect to the review of candidates whose research is in emerging areas or is grounded in epistemologies that have been historically marginalized. Based on our own experiences in administrative positions, we consider the potential for ethical breaches to take place during reviews for tenure, promotion, and awards, propose ways to ensure that these reviews are more inclusive of the diverse kinds of linguistic scholarship that the discipline should be promoting, and advocate for inclusive awards practices that recognize and valorize this diversity.

Syntax I

Cyclic movement and copy deletion in Swahili relative clauses

Zhendong Liu

University of Southern California, USA

Short Abstract

This study shows that previous accounts of relative clause (RC) in Swahili fail to capture some subtle yet important properties discovered in some RCs including the ones disguised as adverbial clauses, and proposes a new analysis based on a matching analysis of relative clauses with vehicle change (Sauerland, 2003) and the Generalized Head Movement (GenHM) proposal by Arregi & Pietraszko (2018), while retaining a key assumption in a previous analysis of Swahili RC by Ngonyani (2006). Data in this study provide morphological evidence for a matching structure of RC, where two coreferential but distinct nominals exist in the RC structure.

Mandarin verb echo answers: (remnant) phrasal movement and semantic effects

Zhuo Chen

The Chinese University of Hong Kong, Hong Kong

Short Abstract

This paper reexamines "verb echo answers" (VEA) to yes-no/A-not-A questions in Mandarin. I argue that Mandarin VEAs involve (remnant) PolP movement and clausal ellipsis: PolP undergoes remnant phrasal movement to the left periphery after "object fronting", an operation independently attested in Mandarin, where the internal argument first raises outside PolP, followed by TP ellipsis. I show that Mandarin VEAs do not involve (subject) pro-drop; and a head movement approach receives empirical challenges as well. Moreover, it is found that Mandarin VEAs exhibit negative scope reversal effect, suggesting that such semantic effects are associated with phrasal but not head movement.

Pseudo-Sluicing in Hijazi Arabic: A Hybrid Account

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Short Abstract

This paper favours a hybrid approach that incorporates both semantic and syntactic identity conditions. We argue that Hijazi Arabic, a non-P-stranding language that allows P-stranding under sluicing, does not falsify Merchant's (2001) *P-Stranding Generalisation*. Rather, we show that the grammar resorts to a non-isomorphic ellipsis site (wh-cleft) when the isomorphic antecedent is unavailable due to structural violations (e.g., island violations). This argument is reinforced by showing that P-stranding under sluicing becomes impossible in cases where a cleft source is unavailable, and by examining whether these cases allow copular pronouns, which is a property of clefts in Arabic.

Formal Language Theory in Morphology and Phonology

Session abstract

This session brings together researchers interested on the relationship between formal language theory and theoretical morphology and phonology. The mathematical theory of formal languages has been invaluable for understanding natural languages for over 70 years (Chomsky, 1959). Fundamental early results in this vein showed that the class of syntactic phenomena cannot be modeled with finite-state automata, but SPE -style phonological rules can (Johnson, 1972; Kaplan and Kay, 1994). All known morphological and phonological processes, including total reduplication, are describable with one-way or two-way finite-state automata, meaning they belong to a restricted class of functions called regular (Beesley and Karttunen, 2003; Rawski et al., 2023). Moreover,

phonological and morphological phenomena have been shown shown to overwhelmingly inhabit more restricted sub-regular classes (Heinz, 2011; Chandlee, 2017).

One aspect in which the modern formal language work in linguistics diverges from earlier use is a focus on logical characterizations of morpho-phonological transformations. Logical characterizations provide a bridge between computational and theoretical linguists and have been argued by (Chandlee and Jardine, 2021) and Heinz (forthcoming) to be a general formalism that can be used for phonological analysis. In the first part of this organized session, there will be a tutorial on how to do a phonological analysis using these logical formalisms. The goal of this tutorial is to provide researchers unfamiliar with these techniques an entry point so that they can add these types of analyses to their future work.

The second part of the organized session will include short talks from early career researchers studying the connections between formal language theory and linguistic theory from a variety of perspectives. Yolyan's talk examines the boundary between deterministic and non-deterministic processes with Boolean Monadic Recursive Schemes, a topic relevant to claims about the expressive power of phonological grammars and vowel harmony. Mayer's talk demonstrates the similarity between categorical and gradient grammars using semirings, arguing in favor of the latter. Lamont analyzes that OT grammars with correspondence theoretic faithfulness constraints and typical markedness constraints can be reduced to the Post Correspondence problem, which is known to be undecidable. Wang presents computational and experimental work showing how reduplicative morphology can be parsed, relating such work to questions of learnability. Markowska shows that the amount and kind of data to learn phonological processes by certain learning algorithms is significantly reduced when they operate over phonological features as opposed to segmental units like phonemes. Belth also investigates the learning problem, but from a bottom-up approach. His work develops and empirically tests learning algorithms and then relates them to the kinds of formal classes that Markowska and others begin with.

In the same way that experimental and statistical methodologies have been accepted as useful, normative practices for morphological and phonological theorizing, we hope that this session demonstrates that formal language theory and mathematical logic are similarly well suited, normative practices for these subjects.

Presentation abstract 1 - Full title

Tutorial on Morpho-phonological Analysis with Logic and Model Theory

Presentation abstract 1

The tutorial will be forty minutes in total, split into three sections: 1) defining phonological representations in model theory; 2) defining phonological processes with first-order translations; and 3) extending first-order logic with boolean monadic recursive schemes, which can define iterative processes and capture elsewhere condition-like effects. Participants will be given step by step instructions and upon completion will be able to provide a logical analysis on any data set of their choosing. The tutorial will also focus on bigger picture questions related to computational complexity such as choice of representation and type of logic used for the analysis.

Presentation abstract 2 - Full title

Weak Determinism and Simultaneous Application via Boolean Monadic Recursive Schemes

Presentation abstract 2

Weakly deterministic functions are a subregular class of functions that are hypothesized to describe the expressivity of natural language phonology. While there exists an informal

and empirically-motivated notion of what constitutes a weakly deterministic pattern, there does not exist a consensus among phonologists on how to formalize the boundary between weakly deterministic and properly regular functions. This talk presents weakly deterministic functions through the framework of Boolean Monadic Recursive Schemes (BMRS), which provides a logical description of string functions. Within this framework, I formally define a 'simultaneous application' operator over two string functions, show that it can be used to model the computational nature of weakly deterministic functions, and explore the theoretical implications of using simultaneous application as a formal characterization of weakly deterministic maps.

Presentation abstract 3 - Full title

One (semi)ring to rule them all: Reconciling categorical and gradient models of phonotactics

Presentation abstract 3

Several frameworks have been developed over the past decades to model variability observed in phonotactic paterns (e.g. Hayes & Wilson 2008, Boersma & Pater 2016). Rather than assuming a categorical distinction between grammatical and ungrammatical forms, these frameworks assign numeric values that reflect gradient wellformedness. Recent work has argued that the gradience we observe is compatible with categorical grammars (Gorman 2013, Durvasula 2020, Kostyszyn & Heinz 2022). I present evidence from a range of domains that phonotactic grammars must be gradient to engage with realistic data and account for several basic empirical phenomena. I also argue that the apparent successes of categorical grammars in fact implicitly assume grammatical gradience. I will close by showing several examples of how the powerful concept of semirings (Goodman 1999) allows us to study the structure of the grammar independently from the values it assigns to wordforms.

Presentation abstract 4 - Full title

Optimality Theory is not computable

Presentation abstract 4

From a computational perspective, phonological mappings are not very complex. Insofar as non-cyclic rule-based models are empirically adequate, all attested mappings can be modeled with finite-state machines. Optimality Theory (OT) is a constraint-based framework most commonly used to model phonological mappings. While some variants of OT can be computed by finite-state machines, most, including those standardly employed by practicing phonologists, are not. This talk demonstrates that OT is not computable in general. In other words, it is impossible to construct an algorithm that determines the output of an arbitrary OT grammar and an arbitrary input. The result only uses mechanisms derived from the phonological literature, grounding its implications for practicing phonologists.

Presentation abstract 5 - Full title

What does formal language theory tell us about the nature of reduplication?

Presentation abstract 5

Reduplicative patterns, in a variety of subtypes, are widely attested. What they have in common is that they create identity between substrings. The fact that these identity requirements are non-regular raises two questions: what is an appropriately restrictive formal model that allows for these identity requirements, and how might learning take place in this setting? To address these questions, I will introduce a class of languages that aims to extend the regular class just far enough to accommodate attested reduplication patterns.

This formal framework identifies computationally significant dimensions of variation in the typology of natural language reduplication patterns. I will then present learning experiments whose results bear on these identified dimensions of interest, and consider possible connections between these findings and formal learnability questions. Using reduplication as a case study, I hope to demonstrate how formal language theory supplements linguistic theory with computational perspectives and motivates novel empirical research.

Presentation abstract 6 - Full title

Empirical and theoretical arguments for using phonological features for the learning of sequential functions

Presentation abstract 6

Many morphophonological processes can be modeled with sequential functions (Heinz and Lai, 2013), which in turn can be represented with deterministic finite state transducers (Sakarovitch, 2009). Jardine et al. (2014) propose an algorithm (SOSFIA) that can learn such functions in linear time given a finite characteristic sample, and an output empty transducer. The size of a transducer representing those functions depends on the size of the alphabet and the complexity of the process. As a result, the size of the characteristic sample required for SOSFIA will grow exponentially with larger alphabets and more complex processes. We show that the characteristic sample remains constant regardless of the size of the alphabet if the representation of the sample is changed from segments (phonemes) to features defining those phonemes. Consequently, this shows that generalizing over features requires significantly less data than generalizing over segments.

Presentation abstract 7 - Full title

The Interaction Between Learning Algorithms and Formal Language Theory

Presentation abstract 7

The formal-language-theoretic approach to phonology places phonological generalizations at the starting point of inquiry, by evaluating their computational properties and categorizing them in terms of these. This analysis puts immediate constraints on the properties of any algorithm that might construct such phonological generalizations. All learners have an internal structure that restricts what they can effectively learn, thus rendering some structures beyond the learner's scope, but—by the same token—making effective learning of relevant structures possible. In this talk, I will argue that a complementary way to study the nature of phonology is to directly investigate the computational procedures by which a phonological system is constructed in the mind. This places computational learning procedures at the starting point of inquiry, and works from these toward the phonological generalizations and representations that they construct. I will present experimental and computational results demonstrating how this approach complements the formal-language-theoretic approach.

Language Evolution & Typology

Morphosyntactic reconfiguration among younger speakers of Kalaallisut (West Greenlandic)

Jessica Kantarovich

The Ohio State University, USA

Short Abstract

Kalaallisut (Inuit) is widely spoken as a first language throughout Greenland. Youth tend to be trilingual in Kalaallisut-Danish-English. This study investigates Greenlanders' impressions that the grammar of their language is changing. We investigate: (1) word order, (2) antipassivization, and (3) core case marking. Our data shows differences across these features between speakers under the age of 30 and older Greenlanders. Young speakers show a preference for use of the antipassive voice as well as an intermediate voice that mixes antipassive case encoding with transitive verbal inflection. These results suggest a move away from ergative alignment and the encoding of transitivity.

Do societies of strangers speak less complex languages?

Olena Shcherbakova[1], Susanne Maria Michaelis[1], Hannah J. Haynie[2], Sam Passmore[3], Volker Gast[4], Russell D. Gray[5,6], Simon J. Greenhill[7,1], Damián E. Blasi[8,1,9], Hedvig Skirgård[1]

[1]Department of Linguistic and Cultural Evolution, Max Planck Institute for Evolutionary Anthropology, Germany. [2]Department of Linguistics, University of Colorado Boulder, USA. [3]Evolution of Cultural Diversity Initiative, School of Culture, History and Language, College of Asia and the Pacific, The Australian National University, Australia. [4]Department of English and American Studies, Friedrich-Schiller University of Jena, Germany. [5]Max-Planck-Institute for Evolutionary Anthropology, Department of Linguistic and Cultural Evolution, Germany. [6]School of Psychology, University of Auckland, New Zealand. [7]School of Biological Sciences, University of Auckland, New Zealand. [8]Department of Human Evolutionary Biology, Peabody Museum, Harvard University, USA. [9]Human Relations Area Files, Yale University, USA

Short Abstract

Recent studies claim that the social environment influences language structures. In particular, grammatical complexity has been proposed to be lower in communities with higher numbers of L1 speakers, and higher proportions of L2 speakers. Contrary to prior studies, our Bayesian spatiophylogenetic modeling results on a sample of 1,314 languages do not support a hypothesis that grammatical complexity is strongly influenced by sociodemographic variables. The claimed link between the grammatical complexity and sociodemographic variables is found only weakly in a positive effect of L1 speaker population on fusion and informativity.

The Order of OVX and the Argument-Adjunct Distinction

Hisao Tokizaki[1], Yasutomo Kuwana[2]

[1]Sapporo University, Japan. [2]Asahikawa Medical University, Japan

Short Abstract

Dryer (with Gensler) (2013) finds the asymmetry between VO and OV languages in terms of the position of X (oblique): VO languages are almost exclusively VOX and OV languages are of all three types (XOV, OXV, OVX). Hawkins (2008) argues that OVX languages should be more head-initial. However, it is unclear why high percentages of OVX languages have head-final orders. We propose that head-adjunct constituents are more likely to be head-initial than head-complement constituents. We can deal with head-adjunct orders together with head-complement orders in a general scale of head-dependent orders.

Preliminary call for East Asian Languages Interest Group: linguistic research with historical perspective

This call is for a new interest group focusing on unique linguistic features of East Asian languages and their historical breadth. This interest group will represent a linguistic research community in LSA to advance knowledge of East Asian languages and their historical development by promoting and supporting linguistic research. All interested scholars of any subfields are welcome to join, learn more about this group, and help us support teaching and learning of East Asian languages. For more information, please contact Kyoko Sano at sano@uw.edu.

The purpose of this SIG

This SIG will

· serve as a support system for linguistic research of East Asian languages, historical corpus, language family, language evolution.

· offer an international venue for scholars from all over the world to share research and knowledge through East Asian linguistics.

· encourage joint research projects and workshops at LSA, and

· share linguistic research of East Asian languages with LSA.

The purpose of this meeting is to consider the following points in our self-introductions and presentations:

· Why do we study (an) Asian language(s)?: This is related to our research. Why do we choose (or recommend) Asian language(s) for research? What does it take to do linguistic research in Asian languages?

· What is interesting about (an) Asian language(s)?: Are there topics that are not well studied under current linguistic research? What are aspects of Asian languages that are not well-known among linguists?

· Why do we need this SIG?: This relates to the function of SIG from a practical point of view. From teaching and learning experience or research experience of Asian languages, what is lacking or needs improvement? What can this SIG do to improve the situation?

MEMBER INTRODUCTION AND PRESENTATION TITLES:

1. Edith Aldridge, Institute of Linguistics, Academia Sinica, Taiwan

TITLE: "Proto-Austronesian morphosyntactic reconstruction"

My current research focuses on the reconstruction of Proto-Austronesian (PAn) alignment and the development of the ergative type of alignment commonly referred to as a "voice system". I depart from the commonly-held view that PAn had a voice system and reconstruct PAn as an accusative language. As for the emergence of the voice system, I argue that this ergative type of alignment was innovated in a daughter of PAn, which I call "Proto-Ergative Austronesian". Ihave also proposed additional refinements to high-order Austronesian subgrouping by adding to existing innovations defining the "Nuclear Austronesian" subgroup.

2. John Whitman, Cornell University

TITLE: "Vowel harmony in OJ and Proto-Japonic"

Tongue root harmony, with [R(etracted) T(ongue) R(oot)] dominance, is the most widespread tongue root harmony pattern in Northeast Asia (Joseph et al 2020). Vestigial harmonic patterns indicative of an earlier TRH(armony) system are also widespread in NE Asia; for example Sanjiazi Manchu (Li 1996), Nivkh (Shiraishi & Botma 2017), and Yukaghir (Ko et al 2014, citing Maslova 2003).

This paper exploits our improved understanding of TRH in NE Asia to reconsider the long-mooted issue of the "laws of syllable combination" in O(ld) J(apanese) identified by Arisaka Hideyo (1934). Building on an insight of Hayata (2006), I show that the OJ vowel co-occurrence patterns have the properties of a vestigial NE Asian [RTR]-dominant system. I explore and extend previous work on the reflexes of this system in OJ suffix selection, with attention to E(astern) O(ld) J(apanese).

3. Zev Handel, University of Washington

TITLE: "Writing systems and script borrowing in East Asia"

The study of East Asian script development and borrowing sheds light on the linguistic factors that affect script typology. I will discuss my work on the history of Chinese script borrowing, and explain why the investigation of a logographic writing system that is still in use today can shed light on processes that affected script development and borrowing at earlier periods in the five-millennia history of human writing.

4. John R. Bentley, Northern Illinois University

TITLE: "The Japanese historical linguistics and its written representation"

Ph.D. in Japanese Language from the University of Hawai'i at Mānoa (1999). My research interests are: (i) Japanese Linguistics, including Old Japanese grammar, Japanese etymology, and the phonology underpinning the ancient writing system; (ii) Ancient Japanese Historiography, and (iii) Kokugaku (Native Japanese Intellectual History).

My current research looks at the intersection of Old Japanese phonology and the influence of the Paekche language and writing system (with its Sino-Paekche coloring) on the early writing system of Japanese (including man'yōgana and senmyō-gaki). While scholars for several decades have pointed out the influence of Korean (read 'peninsular') traditions on writing in early Japan, my research has focused on the influence of a specific kingdom on the peninsula: Paekche.

5. John Bundschuh, Swarthmore College

TITLE: "Shifts in Kundokubun and Japanese Translation"

In this talk I will discuss tense, aspect, evidential, and mirative auxiliaries and nominalization strategies in early Heian kundokubun and present on both rhetorical shifts within the genre of Buddhist sutra translation and the diachrony of some Old Japanese linguistic features that remain in Modern Japanese.

6. Kyoko Sano, University of Washington

TITLE: "Old Japanese emphatic construction"

Old Japanese emphatic construction offers linguistic resources not only historically significant but also important for semantics and pragmatics. In this presentation, I would like to discuss what the linguistic

definition of emphasis is, based on my study of Old Japanese emphatic construction. There are different approaches to this question, but I focus on the semantic and pragmatic views. I support a pragmatic view from a historical perspective and claim that emphatic expressions cause semantic change.

Experimental Syntax

Syntax in 300ms?: An EEG study on rapid parallel visual presentation in English

Dustin A Chacón, Donald Dunagan

University of Georgia, USA

Short Abstract

Theories of sentence processing assume that language is processed word-by-word. However, some genres of text assume language processing occurs rapidly (TikTok, phone notifications, traffic signs), suggesting greater flexibility. Our research question is: how much syntactic analysis does the brain execute for rapidly presented sentences? We conducted two electroencephalography (EEG) studies examining subject-verb agreement and wh-questions, using a rapid parallel paradigm. Preliminary results suggest that, when rapidly processing language, brain activity [1] distinguishes grammatical vs. ungrammatical agreement in left temporoparietal juncture ~150–200ms, and [2] encodes features of wh-movemet starting from 150ms.

Perspectives and Chinese reflexives: An experimental investigation

Jun Lyu[1], Elsi Kaiser[2], Hongchen Wu[3]

[1]Peking University, China. [2]University of Southern California, USA. [3]Georgia Institute of Technology, USA

Short Abstract

This study presents novel evidence that the two Chinese reflexives – the morphologically simple *ziji* ('self') and complex *ta-ziji* ('s/he-self') – can be perspective-sensitive. In two antecedent choice judgment experiments, we tested (i) whether *ziji* and *ta-ziji* are sensitive to the logophoric role (e.g., Sells'89; Culy'94; Huang & Liu'01) of the (non-local) antecedent and (ii) whether speaker-oriented adverbs which bias the perspective of the (non-local) attitude holder attract more non-local choices. The findings suggest that both *ziji* and *ta-ziji* are more likely to be non-locally bound in the presence of perspective-sensitive elements.

Where word order and object marking intersect: Differential object marking in Copala Triqui

Lauren Clemens[1], Jamilläh Rodriguez[2], Rebecca Tollan[3]

[1]University at Albany, USA. [2]University of North Carolina at Chapel Hill, USA. [3]University of Delaware, USA

Short Abstract

In order to probe the role of word order and differential object marking (DOM) in Copala Triqui (Otomanguean) sentence processing, we designed a 2x2 acceptability judgment experiment that crosses two factors (within subjects, within items): the presence of DOM and VSO/SVO order. Results show an interaction of word order and case, with presence of DOM facilitating an "acceptable" response for SVO but hindering it for VSO. While participants were faster to respond to

VSO orders, the presence of DOM in SVO seems to facilitate the interpretation of the object in the immediately post-verbal position, i.e. the canonical subject position.

Acquisition & Learnability II

Cues for verb-finality in child-directed and adult-directed Dutch

Aleksei I Nazarov

Utrecht University, Netherlands

Short Abstract

How is Dutch underlying verb-final word order learned, when surface order is often different? PPs and separable verb particles (SVPs) can appear to the right of a verb, diminishing evidence for verb-finality (opaque order), or to the left, maximizing this evidence (transparent order).

These orders' frequencies in written and spoken adult-directed (AD), child-directed (CD), and child-produced (CP) texts are found using GrETEL 4 (Odijk et al. 2018).

PPs prefer transparent order; not so for SVPs (which are infrequent). Written adult-directed texts least prefer transparent orders; spoken child-directed/produced texts prefer them the strongest: child input data have maximal verb-finality cues.

What Language Models Can Tell Us About Learning Adjectives

Megan Gotowski[1], Forrest Davis[2,1]

[1]MIT, USA. [2]Colgate University, USA

Short Abstract

It has been argued that language models (LMs) can inform our knowledge of language acquisition. While LMs are claimed to replicate aspects of grammatical knowledge, it remains unclear how this translates to acquisition. We ask if a language model trained on child-directed speech (CDS) can capture grammatical knowledge of adjectives. Ultimately, our results suggest that what the model is "learning" is how adjectives are distributed in CDS, and not the grammatical properties of adjective classes. While highlighting the ability of LMs to learn distributional information, it suggests that LMs alone cannot explain how children generalize beyond their input.

Children's regularization increases when variation resembles speech errors

Yiran Chen, Kathryn Schuler

University of Pennsylvania, USA

Short Abstract

Children regularize pidgins/creoles and input from late-learning parents. Researchers hypothesize that children regularize in these situations because they can infer these language models are less reliable based on linguistic cues. While adult learners are shown to regularize inconsistent variation more when variation resembles mistakes, it remains unknown 1) whether children are similarly sensitive to subtle reliability cues and 2) how these cues interact with input structure. With three artificial language learning experiments, we show that children can use these cues to determine whether to regularize and learners of all ages integrate these cues with statistic structure of the input.

Diaspora

Multiple Ways to Do Authenticity: A Case Study of a Diasporic Speaker

Marie Tano

Stanford University, USA

Short Abstract

Sociolinguistic investigations into the role of default, vernaculars often ascribe such styles to a speaker's first learned variety (Sharma, 2018, 2021). This study expands upon biographical indexicality in examining how Jermaine, a Nigerian immigrant, deploys features of African-American English (AAE), and various Nigerian varieties. I focus on his use of three, ethnically-distinctive features in self-recorded interactions; due to their unexpected presence at moments of ethnic authentication and social alignment. While his recruitment of copula absence and alveolar trills suggest both his vernacular varieties, his non-distinctive use of DH-stops reflects a truly intersectional, multiethnic identity.

Whose English variety matters?: Intersection of race and ethnicity in negotiating African identity in the US

PraiseGod Akinyele Aminu

University of Pittsburgh, USA

Short Abstract

Sociolinguistic research on identity construction has extensively attended to the processes of negotiating culturally normative social categories like race and ethnicity (see Bulcholtz 1999; Calder & King, 2022). However, there is insufficient sociolinguistic work on identity construction among Africans in the diaspora. This study addresses this gap by exploring sociolinguistic strategies of identity reformation and remanifestation among Nigerian speakers of English in Pittsburgh, United States. While Nigerians actively avoid black (AAVE) American English, through a bricolage process that draws on material and symbolic resources of white (standard) American English, they situate their identity in a similar stance with the White Americans.

(Canceled) Ethnic visibility and ethnolinguistic repertoires: Dearborn English and the hijab

Iman Sheydaei Baghdadeh

University of Michigan, USA

Short Abstract

This study explores the intersection of female Dearborners' sartorial and linguistic choices. Sociolinguistic interviews were conducted with two groups of female Dearborners: 9 with the Islamic headcover and 7 without the headcover. A preliminary analysis suggests that while both groups tend to glottalize post-vocalic word-final /t/s at high rates, the headcover group has significantly shorter VOTs than the non-headcover group for both /p/ and /k/. In terms of their vowel patterning, while both groups' vowel spaces are very similar, the non-headcover group has a significantly more retracted and lowered TRAP and a significantly fronted BOOT~ than the headcover group.

Speech: Computers & Humans

Real versus imagined addressees: Prosodic differences across human- and device-directed speech

Michelle Cohn[1], Anne Pycha[2], Georgia Zellou[1]

[1]University of California, Davis, USA. [2]University of Wisconsin, Milwaukee, USA

Short Abstract

We measure the speech of talkers when they imagine talking to a digital device or person, compared to when they hear a human or text-to-speech (TTS) voice in a pseudo-interactive experiment. Results show that imagining exerts a major effect on speech, shortening utterances and lowering f0. However, the nature of these effects depends upon whether or not the addressee is a human or a device, suggesting that listeners form distinct mental models for different types of interlocutors. We discuss these findings in terms of their implications for language change, particularly if human-computer interaction begins to parallel human-human interaction.

Incorporating Sociolinguistic Insights and Techniques to Enhance AI Based Methods for Audio Deepfake Detection: An Interdisciplinary Approach

Christine Mallinson[1], Vandana Janeja[1], Sara Khanjani[1], Lavon Davis[1], Noshaba Basir Bhalli[1], Chloe Evered[2], Kiffy Nwosu[3]

[1]University of Maryland-Baltimore County, USA. [2]Georgetown University, USA. [3]Rochester Institute of Technology, USA

Short Abstract

Deepfakes refer to content synthetically generated or manipulated using artificial intelligence. Audio deepfakes have emerged as a prominent tool for deception and disinformation, yet deepfake detection techniques have largely been limited to image and video forms. We present an interdisciplinary approach that integrates insights and techniques from variationist and perceptual sociolinguistics with machine learning techniques that enhance algorithmic and human detection of fake audio. This study demonstrates the efficacy of this approach to improve AI-based methods for fake audio detection and, more broadly, the crucial role that linguists can play in addressing broader societal challenges surrounding misinformation and disinformation.

Do speech models develop human-like perception? A comparison between English stop voicing classification by humans and wav2vec2

Suyuan Liu

University of British Columbia, Canada

Short Abstract

Speech models can accurately perform tasks such as sound segment classification, but little is known about the acoustic properties used for the process (Millet et al. 2022, Samek et al. 2017). This project probes speech models by comparing wav2vec2 (Baevski et al. 2020), a state-of-the-art self-supervised speech model, and human performances on English voicing categorization involving ambiguous acoustic cues. Results showed human participants were sensitive to both Voice Onset Time (VOT) and fundamental frequency (f0) changes, while the speech models were sensitive only to VOT changes for stop voicing classification in British Columbian English.

Acquisition II

Second Language Acquisition of Cantonese Universal Quantifiers

Margaret Lei

The Chinese University of Hong Kong, Hong Kong

Short Abstract

The present study examines the acquisition of the universal suffixal quantifiers by Mandarin-speaking L2 learners of Cantonese. We tested 75 Chinese-native L2 learners of Cantonese at three proficiency levels (beginner, intermediate, and advance) and 24 native Cantonese speakers in a narrative description task. Our findings show that the L2 learners found it difficult to acquire the morphosyntactic and semantic properties of the suffixal type of A-quantifcation - a linguistic device that is essentially absent in their native language.

Comparing productive and receptive abilities with Spanish periphrastic and se-passives in second language learners

Erin Mauffray, Victoria Mateu

UCLA, USA

Short Abstract

The Spanish periphrastic passive, but not the se-passive, has an analogous structure in English, but the se-passive is 8x more frequent than the periphrastic in Spanish. We ask: How accessible are periphrastic and se-passives for L2ers in production? And do L2ers' productions reflect target-like representations of these structures? Preliminary results show that both L2ers and native speakers produce a comparable number of passives in immediate and delayed priming. However, results from an AJT reveal non-target-like performance by L2ers on se-passives, suggesting that transfer and age of acquisition play a greater role than frequency in L2 acquisition.

The garden path not taken: Predictive aural processing of Mandarin sentences by L1, L2, and heritage speakers

Vanessa Sheu, Elaine Francis

Purdue University, USA

Short Abstract

Studies suggest L1 and L2 speakers of English use different strategies to interpret garden-path sentences. L1 speakers show weaker garden-path effects when the initial misleading reading is implausible, while L2 speakers do not. This self-paced listening study presented plausible and implausible Mandarin garden-path sentences to L1 and heritage speakers. L1s responded slower at the plausibility cue in implausible sentences and did not slow at the syntactic disambiguation in either condition. Heritage speakers also slowed at the implausible cue but subsequently slowed at the disambiguation point in both conditions, suggesting semantic cues were noticed but not integrated into online syntactic prediction.

Semantics II

The things that we can(not) exclaim!

Maria Esipova

University of Konstanz, Germany

Short Abstract

English has both wh- and nominal exclamatives (e.g., Portner & Zanuttini 2005): *What a (beautiful) novel Nina wrote!* vs. *The (beautiful) novel that Nina wrote!* However, puzzlingly enough, Russian only has wh-, but not nominal exclamatives. I propose that both wh- and nominal exclamatives are instances of expressive intensification (partially following Esipova 2021), but while English has a DP-internal expressive intensifier projection and can thus have nominal exclamatives, Russian doesn't and can't.

Disjunction in Ket: Another lexicalized scope contrast

Ilsa O'Rollins, Virginia Dawson, Edward Vajda

Western Washington University, USA

Short Abstract

While research in recent years has revealed significant variation in how languages encode disjunction (Haspelmath 2007, Erlewine 2017, Dawson 2019, 2020, among many others), disjunction cross-linguistically remains relatively understudied. In this paper, we describe two disjunctors in Ket, a Yeniseian language of northern Siberia, based on original fieldwork. These two disjunctors differ in their ability to take wide and narrow scope with respect to other operators. We compare the Ket data to similar cases in Tiwa and Sinhala, and propose an alternative-based analysis that accounts for their properties, as well as differences between Ket and these other languages.

Determining the scope of Tagalog clitic adverbs

Henrison Hsieh[1], Michael Yoshitaka Erlewine[2,3]

[1]Hong Kong Polytechnic University, Hong Kong. [2]University of Helsinki, Finland. [3]National University of Singapore, Singapore

Short Abstract

Second-position clitics in Tagalog are linearized based on phonological factors and therefore do not reflect their logical positions at LF. We investigate the scope-taking behavior of second-position clitic adverbs, in order to determine their interpreted positions. Scope evidence reveals an underlying fixed hierarchy that holds of many clitic adverbs, as well as some clitic adverbs that participate in scope ambiguities, all not reflected by surface word order. We use this evidence to motivate a postsyntactic account for clitic placement.

Syntax: Argument Structure II

(Canceled) On the Syntactic Status of Implicit Arguments in UG: Greek as a Case Study

Nikos Angelopoulos[1], Chris Collins[2], Dimitris Michelioudakis[3], Arhonto Terzi[4]

[1]University of Crete, Greece. [2]NYU, USA. [3]Aristotle University of Thessaloniki, Greece. [4]University of Patras, Greece

Short Abstract

Comparing the English to the Greek passive, we show that the implicit argument (IA) is syntactically projected in both languages, though not all types of IA are equally available in all contexts. In English the IA can be either a pro-definite, pro-generic, or pro-existential (Collins to appear). On the other hand, the Greek passive allows (a) pro-existential which is deficient in that it lacks case and φ-features (Fenger 2018 i.a.) or (b) pro-generic, which lacks case and [Person] distinctions but not [Number], whereas in contrast to English, pro-definite is not available.

Two Voices Calling Out as One: A Split Voice Analysis of Javanese Passives

Jian Cui, Jack Isaac Rabinovitch

Harvard University, USA

Short Abstract

In the Surakarta dialect of Javanese (Austronesian), there are two 'passive voice' constructions in addition to the actor voice: a tak-/kok-passive and a di-passive. In this talk, we will propose an analysis that accounts for the co-existence of two passive constructions and their corresponding properties.

Voice and the variable position of auxiliaries in colloquial Jakartan Indonesian

Keely New

Massachusetts Institute of Technology, USA

Short Abstract

Colloquial Jakartan Indonesian (CJI) displays a voice system typical of Austronesian languages: in each clause, there is one argument (the "pivot") in a particular morphological form and/or position, and the choice of this argument affects case-marking and/or word order of other arguments. The pivot is also the only argument thay may undergo A'-extraction (the pivot-only restriction). CJI presents a challange for standard, locality-based approaches with a violation of the pivot-only restriction. I provide support for the standard approach by demonstrating that the violation is only apparent.

Sociolinguistics & Corpus Linguistics

Lexical frequency drives morphosyntactic idiosyncrasy - evidence from Spanish subject pronouns

Dr. Danielle Dionne, Daniel Erker

Boston University, USA

Short Abstract

This study examines the role of *overall* and *contextual* frequencies of individual verb forms in the context of variable subject pronoun use in Spanish. Analysis of 88,000 verbs drawn from sociolinguistic interviews with 221 speakers indicate that overall *and* contextual frequencies shape patterns of pronoun use (alongside several other linguistic factors). Verbs that occur more frequently in pronoun-favoring contexts have higher rates of pronoun use, as expected. However, the effect of contextual frequency is itself modulated by overall frequency, only emerging among highly frequent

forms. More generally, results suggest that increased frequency drives verb-specific diversification in pronoun rates.

Who will change how they speak? Revisiting future temporal reference in Acadian French

Basile Roussel[1], Jeffrey Lamontagne[2]

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Short Abstract

In French, two conjugations compete to describe future temporal reference (FTR): the periphrastic and synthetic futures, with PF exhibiting dialectal variation between *vais* and *vas* in the first person singular. We probe FTR through mixed-effects logistic and multinomial regression on 854 tokens of spontaneous Acadian French in northeastern New Brunswick, revealing a combination of potential contact-induced change (*vais* vs. *vas* mediated by social network type, loss of clear temporal distance conditioning with second-person subjects), apparent dialectal stability (temporal distance effects for most subjects), and the complex interaction between formal education and social networks when taking into account an under-examined variant.

Corpus evidence that Common Ground shapes attributive versus predicative use of adjectives

Lelia M Glass

Georgia Institute of Technology, USA

Short Abstract

Adjectives play two roles: attributive ("the adorable/red dress") and predicative ("the dress is adorable/red"). But which adjectives tend to be attributive/predicative in which contexts, and why? Inspired by e.g. Thompson 1989, we predict adjectives to be more often attributive when describing old/uncontroversial/public information, and more often predicative when offering discourse-new information. Our corpus study shows that subjective adjectives ("adorable") are more often predicative (because subjective opinions are private, thus likely discourse-new), and that colors ("red") are more often predicative when the visual context is not Common Ground (i.e., where color is discourse-new).

LSA Presidential Address

"Seeing linguistic systems as intellectual, aesthetic, and expressive achievements," Anthony C. Woodbury (Jesse H. Jones Regents Professorship in Liberal Arts, University of Texas, Austin)

[A]ny language is a supreme achievement of a uniquely human collective genius, as divine and endless a mystery as a living organism. –Michael Krauss (1992: 8)

Linguists in the last century have focused intensely on two complementary questions: What do all lexico-grammatical codes hold in common, due perhaps to their origins in human biology or sociality or environment? And what is the extent and limit of variation across codes, again due, perhaps, to those same conditions? Typologists sometimes frame it more broadly by asking "What's where why?" (Bickel, 2007; see also Nichols 1992). That is, how are linguistic features and differences distributed across the globe and how do these distributions reflect not only universal linguistic design and tendencies, but also geography, language family relationship, and prehistoric and contemporary patterns of contact and communication?

But alongside seeing linguistic systems as instances of the general principles or patterns we may discover, it is also worth looking at the linguistic constitution, the historical trajectory, and the discursive use and evaluation of each actual bundling of linguistic features, seeing it as people's intellectual, aesthetic, and expressive achievement. It is a lot to demonstrate, and remains incomplete, but I'd like here to take some steps for pursuing this vision through language documentation and description. They include:

Striving for descriptions of linguistic systems 'on their own term,' emphasizing perspicuity and looking for pervasive plan and unique design, what Sapir (1921) and others have called the 'genius of a language';

Exploring the actual historical persistence of putatively "non-canonical" configurations of features of form or of category, whether linked together or separate (e.g., productive, lexically-dense suffixation in Unangan-Yupik-Inuit languages alongside a virtual absence of compounding, and suffixes developing from suffixes, not from words or stems Woodbury 2017);

Understanding creative practices of speech play, verbal art, and other heightened forms of speech that depend on specific lexico-grammatical set-ups; e.g., Hale (1992) on Damin speech in Lardil; Woodbury (1998) on Cup'ik expressive suffixation)

Documenting historically persistent and areally widespread poetic practices and connecting them with features of linguistic systems (e.g., Law & Hull 2019 on the persistence of parallelism in Mayan ritual language over time; Epps 2023 on effects of ritual specialist discourse in Amazonia on lexical diffusion and change);

Documenting and influencing speakers' awareness of grammatical systems (e.g., differential awareness of tone across Laotian languages, Zuckerman & Enfield 2023; Chatino speaker-linguists teaching tonal writing to young speakers as part of linguistic activism and consciousness-raising: de los Santos 2023, Cruz et al. 2023)

I think pursuits like these are valuable in themselves. But I also hope they may get us closer to seeing linguistic systems as human achievements of intellect, expression, and poetry; and documenting how that is so. I think they also respond to our founding disciplinary charter, as a science that accesses and celebrates human intellectual achievement and in so doing contributes to intellectual justice.

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Sunday, January 7

Poster Session 3

P3-1 | A case study of written code-switching by Japanese Americans

Ema Goh, Hongchen Wu

Georgia Institute of Technology, USA

Short Abstract

Code-switching is the alternation between languages, and its exploration among Japanese Americans, particularly in written form, has been overlooked. This study examines a dataset of text messages between three young Japanese-English bilinguals in the United States. The analysis of their written code-switching patterns reveals varying distributions of Japanese and English within chat groups. Additionally, it highlights the prominence of Japanese auxiliary verbs and unique characteristics of code-switching with Romanized Japanese words. By analyzing this dataset, the research uncovers code-switching patterns that may not be evident in spontaneous speech and explores the influence of writing systems, absent in oral data.

P3-2 | Words are syntactically distributed for efficient use: Evidence from syntactic neighborhood density

Phillip G Rogers

University of Pittsburgh, USA

Short Abstract

A growing body of research has identified patterns of systematicity within and among features of the lexicon that reflect cognitive and communicative pressures on language acquisition and use. Also, recent psycholinguistic research has demonstrated that our knowledge of words includes fine-grained information about the syntactic contexts in which they are likely to participate in. In statistical analyses of corpus data, we find that more frequent words have denser syntactic neighborhoods, presumably offering advantages to learning and production. We interpret this finding as a design feature of language, and it presents a challenge to the traditional division between grammar and lexicon.

P3-3 | Native Language Identification Using Collocations as Features

Haiyin Yang

University of Florida, USA

Short Abstract

Native language identification (NLI) aims to identify the L1 of a writer based on their L2 writing. On the other hand, second language acquisition research has shown that L1 interferes with L2 collocations. This project used four types of collocation structures as classification features to perform the NLI task. We selected word bundles based on prevalence in an L1 class and the ANOVA test. The classifier achieves 61% accuracy. The study can benefit LSA research by providing candidates for collocation transfer, revealing how learners of different L1s produce English, and showing similarities in L2 English production from different L1s.

P3-5 | Morphosyntactic convergence in Dakkhini Urdu- reanalysis and lexical innovation in the pronominal paradigm

Natasha Thalluri

Harvard University, USA

Short Abstract

Dakkhini Urdu is a contact language that emerged from sustained contact between Hindi-Urdu and Telugu over five centuries. This paper examines the changes in the pronominal paradigm of Dakkhini Urdu as a of result of syntactic convergence with Telugu.

P3-6 | Interactive second arguments in Ancient Greek: Evidence for constructional merger

Silvia Luraghi

University of Pavia, Italy

Short Abstract

In Ancient Greek a goup of two-place verbs instantiates the NomDat argument structure construction. Such verbs mostly indicate events that involve human second participants with a smaller group of verbs with inanimate second participants. Comparison with other ancient Indo-European languages shows that the AG dative was the merger of the PIE dative, instrumental and locative, and that verbs under scrutiny party took the dative and partly took the instrumental before the merger. I argue that the NomDat construction is built up by a constructional network, which emerged in connection with case syncretism as the result of constructional merger

P3-7 | Turning night into day: Milieus and Semantic Change - or not - in Albanian

Lindon Dedvukaj, Brian D. Joseph

The Ohio State University, USA

Short Abstract

It has been observed (Janda-Joseph 2003) that a language at any synchronic moment is a mix of elements inherited/retained from earlier stages of the language and elements that represent innovations. We bring to light here a number of forms from Albanian that exemplify this important observation in regard to semantic change, and we argue further that determining semantic change depends in large part on the proper reconstruction. Crucial also to any such determination is understanding the "milieu" for a change, defined by Christiansen and Joseph (2016:56-7) as "the social, cultural, and physical setting in which the linguistic context resides".

P3-8 | Epistemic Modality and Predicate Nominalization: The Diachrony of Japanese *-aku*

John Bundschuh

Swarthmore College, USA

Short Abstract

This study investigates the diachrony of modal adverbs in Japanese containing the archaic nominalizer -aku. Using a layered model in which a core argument structure of acts and events is layered within subjective and, in turn, intersubjective items, I provide evidence that predicates nominalized with -aku have consistently interacted with epistemic modality even as these constructions lost their productivity and became generally limited to the left periphery of utterances. I propose that these nominalizations provide us further evidence that constructions with modal semantics are likely to shift toward the peripheries of utterances, even when limited to fossilized lexicalized items.

P3-9 | One meaning or two? The role of referential contrast in the learning of homophones and superordinate terms

Daoxin Li, John Trueswell

University of Pennsylvania, USA

Short Abstract

Homophones pose challenges for word learning: when 'bat' co-occurs with animal-bats and baseball-bats, does 'bat' have two distinct meanings, or one superordinate meaning encompassing both referents, like 'thing'? Previous studies suggest roles for semantic distribution of exemplars and for syntactic disambiguation. Here we investigate the role of the local referential domain. We demonstrate that even when participants encounter the exact same sequence of word-referent exemplars, they arrive at very different word meanings (homophonic or superordinate) depending on the co-presence of other semantically-contrasting objects within the local referential domain.

P3-10 | Bootstrapping adjective meaning

Arlen Beyer, Ryan Hale, Grace Pierantoni, Kaitlyn Harrigan

William & Mary, USA

Short Abstract

We sought to determine if stable ordering of adjectives would facilitate novel adjective learning in English-speaking adults. Participants were tasked with learning six novel adjectives: two in each of three adjective type categories (color, shape, and texture). Adjectives were presented in one of three orders: in canonical English order, in a non-Englishorder, or in random order. We find that participants are the most accurate in the English order condition, and least accurate in the random condition. We build on previous work, showing that speakers can use this knowledge in a word-learning task to constrain hypotheses about novel adjective meaning.

P3-11 | Comprehension of Negated and Counterfactual Constructions in Children Aged 2 and 3

Maxime A. Tulling[1], Maya Orey[2], Ailís Cournane[2]

[1]Université de Montréal, Canada. [2]New York University, USA

Short Abstract

This study investigated toddlers' understanding of counterfactual language like "I wish Panoo was dry", which describes a non-actual situation, and how it relates to their comprehension of factual language and negation. Thirty 2- and 3-year-olds participated over Zoom in a referent-selection task that exploited toddlers' established ability to update mental representations. The study found that toddlers struggled with counterfactual language but generally understood negation. Comprehension of "not dirty/wet" was better than "not clean/dry," suggesting pragmatic influences on understanding.

P3-12 | A Journey within a Journey: Creating an Educational Storybook from an Oral Folktale

Stephanie Bak[1], Sabrynne Lapay Yu[1], Lawrence Ma[1], Michelle Wang[1], Fransiskus X. Mbete[2], Grace B. Wivell[1]

[1]Stony Brook University, USA. [2]N/A, Indonesia

Short Abstract

This work outlines the process of turning a recorded folk tale, 'The Story of Raja Lobonama,' into a storybook, as a teaching resource for Lio speakers in Wolondopo, Indonesia. We discuss several challenges we encountered and the solutions we developed while transferring a recording of a story told orally into a written format. We also discuss several observations regarding Lio syntax that were made throughout the process of creating the storybook.

P3-13 | Modeling the Sustainability of Guam's CHamoru Studies Programs

David Ruskin[1], Jimmy Teria[2]

[1]University of Guam, Guam. [2]Guam Department of Education, Guam

Short Abstract

The CHamoru language (Austronesian, Mariana islands, Pacific) is experiencing rapid decline and increased endangerment. The Guam Department of Education mandates CHamoru language classes for all students K-5 and a year in both middle and high school. However, the program has been largely ineffective for language maintenance and Guam is trialing an immersion program. Here, we model production of CHamoru-proficient teachers comparing current GDOE approaches to the immersion program. We find that the current system cannot sustain itself, but a shift to greater immersion education could, particularly when supported by public efforts to promote indigenous language use.

P3-14 | Alignment of grammatical function and morphological case in the usage of nominative object constructions

Juyeon Cho, Rebecca Tollan

University of Delaware, USA

Short Abstract

This study explores the relationship between thematic role-grammatical function alignment and morphological case in Korean subject experiencer verbs. We propose integrating the morphological case hierarchy (Nom<Acc) into the mapping between thematic roles (Experiencer<Theme) and grammatical functions (Subject<Object). Our hypothesis suggests that misalignment between grammatical function and morphological case results in processing difficulties. Analyzing 29,830

sentences from the Modu Corpus, we found nominative objects occur less frequently than accusative objects, especially with nominative subjects. Additionally, topic-marked subjects predominantly appear in nominative object constructions. These findings support our alignment hierarchy, emphasizing the interplay between grammatical functions and morphological case.

P3-15 | Two Domains for Irish Stem-Initial Consonant Changes

Jack Pruett

Georgetown University, USA

Short Abstract

I argue stem-initial consonant change (mutation) in Irish Gaelic happens in one of two domains—one morphosyntactic and one phonological. I argue mutation can fail to surface in one of two situations: 1) when mutation would cross a syntactic phase; or 2) when mutation is outside the prosodic word. I argue Lenition and Eclipsis are confined to the syntactic phase and consonant epenthesis before vowel-initial stems is confined to the prosodic word.

P3-16 | Associations Between Rhythm Perception and Rhythmic Speech Production in School-Aged Children

Janina Boecher, Evan Usler

University of Delaware, USA

Short Abstract

The temporal structure of speech may be considered rhythmic. While rhythm processing is a well-established predictor of overall language ability, the role of speech rhythm production has rarely been explored. Here, we measure the Mismatch Negativity, a neural marker of prediction error, as an index of rhythm processing skills and investigate its relationship with speech rhythm production and language ability in school-aged children. We expect that the magnitude of the prediction error will correlate positively with adult-like speech rhythm measures and language scores. Rhythm processing and production may depend on a common mechanism, which is indispensable for language learning.

P3-17 | Russian elision as lenition to zero

Liza Sulkin

Boston University, USA

Short Abstract

While there has been extensive documentation of elision in colloquial Russian speech (Iskandari et al., 2020; Vorob'eva, 2019; Evtjugina, 2019; Andrjushhenko, 2011; Pugh, 1993; Dahl, 1909), there is minimal phonetic research on its underlying causes. The present study performs an acoustic analysis on spontaneous Russian speech and ties its phonetic correlates to previously described lenition processes by demonstrating their continuous nature. Special attention is given to /v/ due to its sonorant-like qualities in Russian. Furthermore, the study uses the results of this analysis as a framework to illustrate the phonological systematicity and lexical non-specificity of the elision process.

P3-18 | The *that*s You Say

Evi Judge

University of Colorado Boulder, USA

Short Abstract

This paper explores whether listeners attend to vowel quality differences present in the function word *that*. Two perceptual tasks are proposed: (1) a word monitoring task, which aims to examine if listener reaction time to a spliced *that* is longer than to an unspliced (natural) *that*, and (2) a naturalness rating task which aims to capture the qualitative side of the study (i.e., whether spliced or unspliced sentences differ in sounding *Natural* or not). Results indicate that listeners do not attend to pronunciation differences in different *that*s; however, they react faster, on average, to *that*s containing an /æ/-like vowel.

P3-19 | Lexical Stress and Lio

Michelle Mayro

Stony Brook University, USA

Short Abstract

This acoustic study explores the existence of lexical stress in Lio, an understudied Malayo-Polynesian language spoken in Flores, Indonesia. In an unpublished master's thesis, Elias (2018) claims that Lio has fixed initial stress, but notes exceptions and instances of variation, suggesting that stress assignment may be more complicated. Preliminary results of this study suggest that, minimally, Lio does not have initial stress, and may not have lexical stress at all.

P3-20 | Durational measures of palatal stops across Australian languages

Claire Bowern, Coralie Cram, Hannah Morrison

Yale University, USA

Short Abstract

Though Australian languages are known for their phonological uniformity (Dixon 1980; Fletcher & Butcher 2014; Round 2023), evidence for variation in the realisation of phonological categories exists (cf. Tabain 2023; Babinski 2020,2022). Tabain (2023) suggests that at least some Australian languages have postalveolar affricates rather than palatal stops. We investigate temporal realisations of these palatals across 11 Australian languages. While this variation has been suggested in previous work to potentially correlate to phonemic inventory (Tabain and Beare, 2011), we find this is not supported temporally, providing evidence that patterns in phonetic variation are language-specific, even in systems which are phonologically identical.

P3-21 | Serial Directional Evaluation of Rhythmic Reversal: Axininca

Kuo-Chiao Lin[1], Sheng-Fu Wang[2]

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P3-22 | Revisit High Vowels and Glides in Mandarin Dialectally and Diachronically

Yexin Qu

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Short Abstract

By dialectal and diachronic evidence, I propose a symmetric 8-vowel system: /i, y, ɯ, u, e, ə, ɤ, a/, unifying the apical vowels (/ɯ/ in this paper) with high vowels, corresponding to medial glides: /j, ɥ, ɰ, w/. This differs from previous works like Duanmu's (2007) 6-vowel system. The distinction between apical vowels and /i/ is supported by reduplicated onomatopoeic/mimetic words. The difference between /ə/ and /o/ is based on [w]~[ʊ] free variants in Mandarin dialects. The phonetics of /ɤ/ and its corresponding glide /ɰ/ are discussed. Lastly, the diachronic aspect of this symmetric system is examined.

P3-23 | Marginal Sequences are Licit but Unproductive

Sarah Payne

Stony Brook University, USA

Short Abstract

Marginal sequences (e.g. English ?[#sf]) receive low word-likeness ratings despite being attested. While some approaches view them as an exceptional (not unattested) subclass of illicit forms, marginal sequences pattern like licit ones in borrowings and in production and perception errors. We argue that attested sequences can be divided into productive, licit ones and unproductive, marginal ones, and present a syllable-based computational model that learns this classification and matches well with human judgments.

P3-24 | A Phonological Analysis of [ŋ] ↔ [∅] insertion/deletion in Hong Kong Cantonese

Suet-Ying Lam

University of Massachusetts Amherst, USA

Short Abstract

This paper provides a phonological analysis of the [ŋ]↔[∅] insertion/deletion in Cantonese with MaxEnt Grammar. In Cantonese, the onset of ŋ-initial words can be deleted to be ∅-initial, and ∅-initial words can be inserted with [ŋ]. Crucially, insertions of other consonants are impossible. One challenge for a formal analysis of this phenomenon is to explain the deletion and insertion of the same sound, as a sound normally does not allow two contrasting operations in the same environment. This paper solves the problem by proposing that [ŋ] is inserted placelessly, so other sounds can be excluded by penalizing place insertion.

P3-25 | The effect of language proficiency on patterns of epenthesis by Persian learners of English

Noah Khaloo[1], Connor Mayer[2]

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Short Abstract

Research has found that anaptyxis is typically used to repair complex onsets with rising sonority profiles (/pliz/ 'please' → [pe.liz]), while prothesis is used for onsets with flat/falling sonority (/stæk/ 'stack' → [es.tæk]) . This study investigates the effect of L2 proficiency on relative rates of anaptyxis and prothesis in L1 Farsi/L2 English speakers (n=15). We find that although rates of epenthesis decline in general as English proficiency increases, rates of anaptyxis decline more quickly than prothesis. This is consistent with accounts where onsets typically repaired by prothesis have greater gestural overlap than other onset clusters, making them more difficult to acquire.

P3-26 | Mohawk, more evidence for gradual syllabification

Andrew Lamont

University College London, United Kingdom

Short Abstract

This paper presents an analysis of stress-epenthesis interactions in Mohawk (Iroquoian) in Harmonic Serialism (HS) building on analyses by Elfner (2016) and Moore-Cantwell (2016). The account unifies the language's various epenthesis strategies and demonstrates that their interactions with stress derive from gradual syllabification. In brief, when stress is assigned, not all syllables are headed, and minor syllables cannot be parsed into feet. The paper makes two main contributions to phonological theory: it builds on the theory of footing in HS by Pruitt (2010, 2012) and it refutes the claim that Mohawk requires parallel computation.

P3-27 | Weakening of /k/ in Kusaal: An element-based approach

Lawrence Sandow

University of Szeged, Hungary

Short Abstract

This study examines the weakening of /k/ in Kusaal, a Gur language spoken in Northern Ghana. A domain final /k/ is weakened to a glottal stop /ʔ/ when it occurs before only /a/ in the suffix. In an element-based analysis, the weakening processes include the suppression of elements in weak phonological environments (Backley 2011). I propose /k/ contains the elements |U|, |H| and |ʔ| and the weakening involves the loss of the elements |U|, |H| before a non-headed element |A| in the suffix. The study concludes that consonantal weakening in Kusaal is determined by a suffix vowel /a/.

P3-28 | Automatic Intonational Contour Clustering in Patwin

Anna Björklund

University of California, Berkeley, USA

Short Abstract

This study uses automated methods from Kaland (2021) to identify seven common intonational patterns in (Hill) Patwin, a Wintuan language of Northern California that survives via archival recordings. It joins Babinski and Bowern (2022) in extending Kaland (2021)'s automated clustering methodology, successfully applying it to archival data. This is especially useful in archival contexts, which commonly require researchers to familiarize themselves with large amounts of data they did not themselves collect. This study challenges claims made in Shafer (1961) that Patwin has lexical tone.

P3-29 | Perception of the question tune in Guanzhong Mandarin

Jiarui Zhang

University of Oxford, United Kingdom

Short Abstract

Guanzhong Mandarin (hereinafter GuanM), a sub-dialect of Mandarin, primarily spoken in Xi'an, China, has four lexical tones: T1(low falling), T2 (rising), T3 (high falling) and T4 (high level). The tone sandhi in GuanM is that T1 (HL)-T2(LH)/_T1(HL). The Question tune in GuanM has a high register and a high boundary tone (H%). This study uses the AX discrimination task to investigate whether the rising lexical tone would interfere with the high boundary tone in perception; particularly, whether it is more difficult to perceive T2T2 disyllables (rising) with a question tune.

P3-30 | Integrating social information into pragmatic reasoning in real time

Andrea Beltrama, Florian Schwarz, Joyce He

University of Pennsylvania, USA

Short Abstract

We explore the time-course of the integration of social and linguistic information in prag- matic reasoning. Results from a picture selection task show that numeral interpretation is shaped by both speakers' social identity and comprehenders' relation to it; and that these social considerations emerge relatively late in the interpretation process. This suggests that social information, while crucial to resolving meaning, is processed and integrated separately from other semantic and pragmatic information, opening a novel perspective on how the so- ciolinguistic, pragmatic and descriptive dimensions of meaning are processed and integrated.

P3-31 | Hindi-Urdu discourse particles in grounding moves

Veda Kanamarlapudi, Ahmad Jabbar

Stanford University, USA

Short Abstract

Discourse particles can occur sentence-finally, can mark clauses as in conditionals, and occur as topic markers. Recent years have seen insightful work for all such uses. One use that has gone unnoticed is when discourse particles can be used to form sui generis grounding moves in dialogues(Ginzburg, 1996). In this paper, using Hindi-Urdu data, we highlight three grounding moves that differ minimally, 'voh hi na', 'voh hi toh', and 'voh hi toh na'. We focus on 'voh hi na' and 'voh hi toh na', and illustrate how they differ minimally.

P3-32 | Stress assignment, focus and contrast in Camuno.

Matteo Fiorini

University of Utah, USA

Short Abstract

The paper discusses the derivation of focus structures in Camuno, an endangered Gallo-Romance variety, as resulting from a combination of movement and PF constraints stemming from a basic distinction between pure contrast and focus. The syntactic derivation creates a set of potential stress through a cyclic application of a Nuclear Stress Rule. At the interface, the appropriate one is selected based on the semantic and pragmatic properties of foci and other contrastive items.

P3-33 | The timing and function of word-initial pitch gestures in Australian languages

Sarah Babinski

University of Zurich, Switzerland

Short Abstract

Most Australian languages have a fixed initial prominence pattern that is usually described as lexical stress, often with f0 as the strongest acoustic correlate (Fletcher & Butcher 2014). However, substantial phonetic diversity has been found across Australian languages despite largely uniform phonological facts, including this generalization about stress and f0. Here, the function of f0 is investigated in a group of Australian languages that have consistent initial pitch peaks. I investigate the true function of pitch at word beginnings, whether pitch gestures are more likely to be correlates of fixed initial lexical stress or of demarcative boundary tone marking.

P3-34 | Sentence Processing Relies on Expectations Regarding Both Meaning and Structure

Moshe Poliak[1], Saima Malik Moraleda[2,1], Edward Gibson[1]

[1]MIT, USA. [2]Harvard, USA

Short Abstract

Comprehenders overcome noise in the language by merging the perceived sentence with prior expectations (Noisy Channel Processing). In support of that, previous work has shown that comprehenders maintain expectations regarding sentence meaning or structure. However, studies that investigated expectations about meaning and structure at the same time suffered from confounds, relied on rigid SVO languages, and revealed minuscule effect sizes. In 4 Experiments (3 preregistered) we use flexible word order languages, Hindi and Russian, to investigate how expectations regarding meaning and structure are used in sentence processing in tandem. We find evidence for an effect of both types of expectations.

P3-35 | Investigating the Role of Case Markers in Honorific Agreement Processing in Korean

So Young Lee[1], Myung Hye Yoo[2]

[1]Miami University, USA. [2]National University of Singapore, Singapore

Short Abstract

This study aims to investigate the role of case markers in subject-verb honorific agreement in Korean, specifically focusing on the attraction effect. We conducted a self-paced reading experiment. The main findings are three folds; 1) The matched case markers did not strengthen the attraction effect. 2) The attraction effect is subject to the combination of human features between the distractors and the target NP. 3) Overall processing difficulty of double nominative case construction was observed.

P3-36 | Longitudinal Development of L3 Grammatical Gender: A Virtual Eye-Tracking Study

Megan M Brown

Boston University, USA

Short Abstract

In a longitudinal study, this author followed L3 German learners with previous Romance language knowledge in their acquisition of German grammatical gender. Participants completed a virtual eye-tracking study at the onset of German learning, and at the end of their first semester of instruction.

At the second data collection point, eye-tracking data revealed a slight sensitivity to gender errors in the L3 participants that was not present in the L2 participants, suggesting CLI from their Romance language. This presentation will discuss the implications for models of L3 development, as well as the essential value of online methodologies in L3 research.

P3-37 | Online/offline tense-aspect sensitivity: L1-English and L1-Mandarin L2-English

Amy Y Atiles

University of Illinois at Urbana Champaign, USA

Short Abstract

This project examines offline/online sensitivity to English tense-aspect mismatches by L1-English and L1-Mandarin L2-English speakers. Both English and Mandarin mark aspect grammatically, but only English marks tense grammatically. Using items adapted from Roberts and Liszka (2013), the experimental design crossed the factors of Tense-Aspect (Simple-Past vs. Present-Perfect) and Grammaticality (Match vs. Mismatch). Native English speakers were sensitive to the Present-Perfect Mismatch, but not the Simple-Past Mismatch, in both the AJT (n=68) and SPRT (n=26). The online results pattern after the native English speakers in Roberts and Liszka (2013). The L1-Mandarin L2-English data will be collected in Fall 2023.

P3-38 | The (universal) challenges of figurative language for L2 learners of English

Yoolim Kim[1], Ana Werkmann Horvat[2], Marc Allassonnière-Tang[3]

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Short Abstract

We examine how second language (L2) learners of English process polysemous words with figurative meanings. Previous studies show that figurative language proves challenging for L2 speakers, but the extent to which it poses a problem across different speakers of varying first languages (L1) remains unexplored. Additionally, almost no studies present a cross-linguistic approach, investigating whether speakers of different L1s perform better or worse in processing English figurative language. Behavioral results from Korean/French/Croatian L2 learners of English reveal no significant effect of language, suggesting that figurative language is potentially universally challenging across all different L2 learners.

P3-39 | Scalar implicatures are sensitive to constraints on presupposition accommodation

Omri Doron, Jad Wehbe

MIT, USA

Short Abstract

Traditional syntactic accounts of scalar implicatures (SIs) treat implicatures as part of the asserted meaning (e.g. Chierchia et al., 2009). This view has recently been challenged based on evidence that in certain environments, embedded SIs project like presuppositions (Bassi et al., 2021). In this talk, we argue for the presuppositional approach by showing that SIs are sensitive to constraints on presupposition accommodation (Heim, 2015; Doron and Wehbe, 2022).

P3-40 | Tense and aspect of *since* in New York English

Chiara Repetti-Ludlow, Zhuoye Zhao

New York University, USA

Short Abstract

In standard English, the word "since" has a temporal use, introducing a time span. For example, in the sentence "I've been riding a bike since I was five," the sense is that the speaker has known how to ride a bike from the time they were five years old. However, many speakers of New York English can say sentences such as "I'm riding a bike since I'm five," which is unacceptable in standard English. The present work provides a case study on the tense and aspect of "since" in New York English, comparing it to standard English, Italian, and German.

P3-41 | Cross-linguistic comparisons on distributive universal quantification: *each*/*every* vs. *mei*

Shi-Zhe Huang[1], Tyler Knowlton[2], Florian Schwarz[2]

[1]Haverford College, USA. [2]University of Pennsylvania, USA

Short Abstract

A recent proposal regarding distributive universal quantification (DUQ)--the Skolemized Topicality Hypothesis (STH, S.-Z. Huang 2022), incorporates the idea that for every x, there must be a y (S.-Z. Huang 1996) by placing a Skolem function in the topic position. This satisfies DUQ's requirement of an x,y pairing, meets the referentiality requirement for topics, and explains the subject/object asymmetry of the Chinese universal quantifier mei. Here, we extend STH to English each and every by recognizing their lexical asymmetry. In doing so, we show that *each* has intrinsic Skolemized topicality while *every* shows positional asymmetry like *mei*.

P3-42 | A markedness-based account of Ersu degree constructions: comparatives, equatives and degree questions

Ying Gong

Boston University, USA

Short Abstract

This study presents a markedness-based analysis of degree constructions in Ersu (Qiangic, China; endangered). The analysis draws parallels to Rett (2015)'s work on evaluativity and proposes that Ersu adjectives have available both a bare form and a more marked ya-form. By making use of the constraint on marked synonymous counterparts (Bogal-Allbritten 2010), the proposed analysis successfully accounts for the Ersu data point regarding the degree morpheme ya-.

P3-43 | The interruption puzzle with the Persian imperfective

Setayesh Dashti, Daniel Altshuler

University of Oxford, United Kingdom

Short Abstract

Persian has two imperfective forms, the 'continuous' IPF (IPFC) and the 'progressive' IPF (IPFP), with the latter denoting exclusively the event in progress readings. IPFP is morphologically based on the IPFC. Both IPFs create an imperfective paradox when describing ongoing events. The puzzle arises from IPFP's ability to describe interruptions, whereas IPFC is odd in such contexts. Previous analyses fail to explain this phenomenon. A proposed analysis suggests that the prefix "mi-" in IPFC asserts the ongoing occurrence of an eventuality without making claims about its development, while "dāšt" functions as a modal in IPFP, accommodating interruptions in non-actual worlds.

P3-44 | The two 'until's in Vietnamese

Nhu-Anh H Nguyen

CUNY Graduate Center, USA

Short Abstract

Vietnamese uses two separate forms to express the meanings of English until, a purely durative *đến* and a syncretic *cho đến*, which is superficially similar to English *until*. This paper investigates the similarities and differences between *đến* and *cho đến*, and their implications on unifying accounts of 'until' such as Klima (1964). To capture such similarities and differences, we propose that both modifiers introduce a time interval, the so-called UTS, following Iatridou and Zeijlstra (2021). The difference is while *đến*, following Dowty (1979) is a universal quantifier over relevant subintervals, *cho đến*, following Alxatib (2023) contains an exceptive propositional operator.

P3-45 | To be or not to be? An experimental study of ambiguous interpretations of Chinese approximative adverbs Chadian and Jihu

Minghua Wu[1], Hai Hu[2], Jingyan Xie[3], Patricia Amaral[4]

[1]The Hong Kong Polytechnic University, Hong Kong. [2]Shanghai Jiao Tong University, China. [3]Fudan University, China. [4]Indiana University, USA

Short Abstract

In this study, we examine the validity of three proposed theories regarding the Chinese approximatives—desirability (Zhu 1958), sentiment (Mao 1985) and expectedness (Fan 2018)—using an experimental paradigm. We first collected a dataset of 480 sentences involving two approximatives Chadian and Jihu from the large corpora Center for Chinese Linguistics PKU and BLCU Corpus Center, which were annotated by three linguists for desirability, sentiment and expectedness. Using the dataset, we conducted a truth-value judgment task with 576 questions, which were completed by 492 native speakers. Our results show that the model with expected Ness has the highest interpretive power.

P3-46 | Linguistic Patterning of Laughter in Human-Socialbot Interactions

Nynaeve Perkins Booker, Michelle Cohn, Georgia Zellou

University of California, Davis, USA

Short Abstract

The present study examines linguistic patterns of laughter in interactions with digital devices. We recorded short conversations (~10 minutes) between humans and an Alexa socialbot. Laughter was coded for duration, voicing, and interactional context. We most frequently observed laughter when Alexa's speech was considered socially inappropriate for the conversation, and not at machine-specific contexts. Laughter in the corpus was also short in length and unvoiced, characteristics which are associated with negative valence. Additionally, we find no evidence of gendered patterns of laughter. Overall, this work has implications for models of human-computer interaction and the use of laughter with computers.

P3-47 | The sociophonetic construction of a professional teacher persona

Yunbo Mei

National University of Singapore, Singapore

Short Abstract

Building upon previous studies discussing the intertwined correlations between speakers' accent and identity (Bolton & Kwok, 1980; Cutler, 2014; Jenkins, 2003; Lippi-Green, 2012), this study employs a variationist approach within the framework of the Third Wave in variationist sociolinguistics to examine the agency of Chinese English language teachers (CELTs) in negotiating their professional identities. By moving beyond a loose association between accent and identity, this research aims to conduct detailed sociophonetic analyses revealing how CELTs strategically use linguistic resources to construct their desired self-representations.

P3-48 | Copula and Auxiliary BE Variation in Broadcast Standard American English

Brian José

Indiana State University, USA. The Center for Language Education and Research at Indiana State University, USA

Short Abstract

I examine contraction and/or deletion of copula and auxiliary BE in national broadcast TV (vs cable TV, etc) newscasts from July 2020 and December 2021. Among other results, we find that BE can be deleted in past-tense contexts, often in the passive voice; that contractions are categorically absent in past-tense contexts; that (present-tense) copula BE is more likely to contract than auxiliary BE, whereas auxiliary BE is more likely to delete than copula BE; that an (unusual) NP-Pro constraint is active; and that some TV networks are more favorable to deletion, while others are more adverse to it.

P3-49 | Neutral Tone, Gender, and Place Orientation in Beijing: An Update on Beijing Professionals

Xiao Dong, Fengming Liu, Monica Nesbitt, Chien-Jer Charles Lin

Indiana University, USA

Short Abstract

This study investigates the use of neutral tones among working professionals in Beijing, with a focus on the impact of gender and place orientation. The research involves 22 professionals from state and

private businesses and utilizes both sociolinguistic interviews and word-reading tasks. The results reveal that speakers use significantly more neutral tones in casual speech (i.e., interview) compared to word reading, and individuals with stronger orientations towards Beijing tend to utilize more neutral tones in their reading speech. However, gender does not significantly affect neutral tone usage, contrary to the commonly observed women's linguistic conservatism.

P3-50 | Vernacular 'like' in Raleigh: Black and White speakers

Griffin Lowry, Robin Dodsworth

North Carolina State University, USA

Short Abstract

The emergence and frequency of the innovative syntactic functions of like (e.g., discourse marker, discourse particle) have been studied extensively for White but not Black speakers. This paper asks whether five innovative functions of like emerged and developed along similar timelines for White and Black speakers in Raleigh, North Carolina. Conversational data show that Black speakers in Raleigh have not adopted the innovative functions of like to the same degree as White speakers. Younger Black speakers' infrequent like usage suggests that the innovative functions of like, while widespread globally, are still sensitive to social forces that isolate Black speakers.

P3-51 | Language Attitudes and Choice in Multilingual Settings: Patterns among Tiriki Speakers

Caroline Topham, Kelvin Alulu

University of Missouri - Columbia, USA

Short Abstract

Explaining language choice in multilingual settings is exceedingly complex. Case studies are an excellent method to obtain insight into the interactions between language attitudes and external sociocultural factors that dictate the choices speakers make. To provide one such case study, we examine the language ecology of Tiriki, a variety of the Luyia language cluster spoken in Kenya and Uganda. We find a discrepancy between the attitudes and language practices of younger speakers, who hold positive attitudes towards Tiriki yet use it in fewer domains than older generations. This discrepancy is explained by external educational, economic, and political factors.

P3-52 | The children of globalization: Lexical and morphophonological behaviors of Third-Culture Kids

Mechelle Wu

University of Toronto, Canada

Short Abstract

With globalization on the rise, Third-Culture Kids (TCKs), those who live internationally mobile lifestyles during their developmental years, are also increasing. The present study explores the variety of English spoken by this non-geographically-rooted, border-transcending speech community. Despite their varied backgrounds, the similarly diverse linguistic input and overlapping space in society TCKs occupy result in shared linguistic innovations, such as higher levels of intraspeaker variation and the convergence of code-shifting and style-shifting. This analysis is especially relevant now as this rapidly growing population often ends up immigrating to metropolises, positioning them as leading brokers of change in the 21st century.

P3-53 | You done did it now, little lady: Variation in Participle Leveling with Perfective done

Kimberley Baxter

New York University, USA

Short Abstract

This study presents a corpus-based analysis of variation in participle leveling with perfective *done* in geotagged Twitter data. This study focuses on the use of participle pairs like *done* and *did*, and *gone* and *went*, with perfective done and presents an analysis of regional variation in participle leveling therein.

P3-54 | Regional Variation of /l/-vocalization in African American Language

Anissa D. Gladney

University of California, Los Angeles, USA

Short Abstract

To determine how features of African American Language (AAL) differ cross regionally, this research analyzed the rate of /l/-vocalization in Princeville, NC and Washington, D.C. (Rowe et al. 2018; Kendall et al. 2018). Results show that there is a statistically significant different distribution of /l/-vocalization between these locations. Linear mixed effects regression results suggest that given all data, speakers in Princeville are statistically significantly more likely to vocalize /l/ than speakers in Washington D.C. Notably, there is a significantly higher amount of /l/-vocalization in onset position in Princeville, North Carolina than in Washington D.C.

P3-55 | Interpreting causee in a 'permissive' causative: a case study on Teochew

Zhuosi Luo

Georgetown University, USA

Short Abstract

Many recent works have converged that the interpretation of an external argument is contextualized by the event structure of the syntactic complement of the argument-introducing head. This study adds an understudied empirical case supporting such a contextual view, by exploring the causee interpretation in the 'permissive' *bun*-causative in Teochew, while arguing the contextualization conditions of causee interpretation can be even more complex.

P3-56 | Agent nominalization without *of*-insertion in Setswana

Soo-Hwan Lee

New York University, USA

Short Abstract

Agent nominalization of an object-bearing transitive predicate requires *of*-insertion in many languages including English (e.g. *a driver *(of) a truck*). Note that transitive predicates are realized with an object without *of*-insertion in the clausal domain (e.g. *drive (*of) a truck*). This work provides empirical evidence from Setswana suggesting that *of*-insertion is not necessary in all languages. Setswana

shows transparency between the nominal domain and the clausal domain. Another implication of this work is that agentive nominals can be more extensive in syntactic size than just a verb phrase.

P3-57 | Case and agreement in Sorani Kurdish: Evidence from deverbal nouns

Alexander Hamo[1], Saman Meihami[2]

[1]University of Pennsylvania, USA. [2]University of Arizona, USA

Short Abstract

Akkuş (2020) argues that ergative case is assigned when a Voice head and a 'stem' head form a chain. We argue the domain of nominalization for deverbal nouns in Sorani includes both Voice and 'stem' heads. Yet, there is no evidence that (ergative) case licensing occurs in a way that Akkus's approach would predict. In order to account for ergative alignment in Sorani, we propose that the chain analysis must be amended.

P3-58 | A Reverse Asymmetry in the Applicative Construction of Kawahíva

Wesley Nascimento dos Santos

University of California, Berkeley, USA

Short Abstract

In Pylkkänen's (2008) proposal for the structure of applicative constructions, the direct object is asymmetrically c-commanded by the applied argument. This study shows that only the reverse asymmetry holds for applicative constructions in Kawahíva, an endangered Tupí-Guaraní spoken in the Brazilian Amazon. It is suggested that this pattern can be explained within a theory of dependent Case (Baker 2015, etc.), and that Pylkkänen's (2008) proposal for the structure of applicatives still holds. Specifically, the direct object moves across the applied argument to be adjacent to a case competitor and be Case-licensed.

P3-59 | The Malayic verbal phase and Cyclic Linearization

Michael Yoshitaka Erlewine[1,2], Carly J. Sommerlot[2]

[1]University of Helsinki, Finland. [2]National University of Singapore, Singapore

Short Abstract

We discuss the syntax of voice and extraction in languages of the Malayic group of Austronesian family. We propose that the verbal phase in these languages involves the phase head Voice taking vP as its complement, with v introducing the agent. Our proposal accounts for voice and A'-extraction facts in Standard Indonesian and Malay (SI/SM) — including a novel, explanatory account of so-called "meN-deletion" — and Malayic-internal cross-linguistic variation in these behaviors.

P3-60 | Reevaluating copulative compounding: the case of German

Björn Köhnlein[1], Dorian Roehrs[2]

[1]The Ohio State University, USA. [2]University of North Texas, USA

Short Abstract

The status of copulative compounds (CCs) in German is debated. We argue that, while often deemed unreliable, a reevaluation of prosodic (stress) and morphosyntactic (gender, linking elements) properties allows for a straightforward classification. We distinguish two types: Type-1 CCs denote one ontological concept; Type-2 CCs are modifiers of a head noun, elided or overt. Morphosyntactically, Type-1 CCs coordinate multiple simple heads. For Type-2, the coordinated components involve each a null head; the overt CC nouns form modifiers to those null heads, and the coordination of those complex heads modifies the determinative head. Prosodically, CCs form right-dominant recursive prosodic words.

P3-61 | Why Haitian Creole *ye*-tracing is non-verbal predicate resumption

Christopher Gaston Romero Legerme

Massachusetts Institute of Technology, USA

Short Abstract

Haitian Creole (HC) *ye*-tracing is the pronunciation of the morpheme *ye* in the base position of a left-dislocated non-verbal predicate. Syntactic analyses of *ye*-tracing where *ye* is a resumptive pro-form for the moved non-verbal predicate have yet to be situated against recent theoretical advancements to our understanding of resumption, head movement, gap repair, and multiple-copy spell-out in generative grammar. Assuming syntactic head movement (to Foc) leads to V-doubling, and that only the highest copy of a phrase is pronounced, HC *ye*-tracing is thus explained as the result of a PF-repair operation in response to the evacuation of AspP (cf. Kandybowicz, 2015).

P3-62 | Eastern Tamang and the NP/DP parameters

Michael Barrie, Dahoon Kim

Sogang University, Korea, Republic of

Short Abstract

Nutshell We examine nominals in Eastern Tamang (taj), and propose the binary NP/DP macroparameter (Bošković 2005; 2008a; 2009; 2013) is too coarse. Specifically, Eastern Tamang allows neg-raising (a property of DP languages only) and exhibits radical pro-drop (that of NP languages). To account for this contradiction, we propose that Eastern Tamang has a null D that fails to project (in the sense of Saito 2016). The presence of D accounts for neg-raising, while its failure to project accounts for the other NP properties.

P3-63 | Question Imperatives

Michael Donovan

Swarthmore College, USA

Short Abstract

Some natural languages are capable of combining an interrogative morpheme and a negative morpheme with a clause that bears morphosyntactic properties of imperative clauses. These question imperatives exist across a wide variety of languages and share a similar set of properties. They are compatible with both genuine question interpretation and command interpretation, detectable by

prosody. Our theory of clause types needs to be able to account for the combination of interrogatives and imperatives.

P3-64 | Heterogeneous syntactic structure in Icelandic *-st* figure reflexives

Christiana Moser

University of Toronto, Canada

Short Abstract

Icelandic *-st* figure reflexives are a heterogeneous set that can be divided into three classes, based on the analysis that best accounts for their structure; an expletive argument analysis (following Wood 2015), an unergative analysis (following Labelle 2008 for French *se*), and a derived-subject (unaccusative) analysis (following Sportiche 1990 for French *se*). This heterogeneity is supported by acceptability judgements provided by nine L1 Icelandic speakers in an online survey, which examined (i) whether prepositional phrases like through the crowd are required for a reflexive reading and (ii) whether impersonal passives are possible for figure reflexives involving different verb roots.

P3-65 | A Syntactic Explanation of Preverbal Particle Order Variation in Indonesian Corrective Speech Acts

Andre P Batchelder-Schwab

Boston University, USA

Short Abstract

This paper presents novel data for preverbal particle reordering in Jakartan Bahasa Indonesia in corrective speech involving echo questions. The misunderstood particle is emphasized by moving it to the front of the verb chain regardless of its origin point in the hierarchy. This analysis shows that this raising process is compatible with Rizzi & Cinque 1996 if we view corrective speech as a type of speech act with licensed movement to a high IP-level Mood head concerning Speech Acts. The passive particle and the verb root are not eligible for this process, which validates distinct morphological approaches to Austronesian passives.

P3-66 | Strong vs. weak indexicals: implications for indexical shift

Sandhya Sundaresan

Stony Brook University, USA

Short Abstract

I argue that the shifty vs. rigid distinction for indexicals (Deal, 2020) aligns exactly with the weak vs. strong pronoun distinction (Cardinaletti and Starke, 1999; Déchaine and Wiltschko, 2002; Gruber, 2013). I will propose that shifty indexicals are weak Ps (Stegovec, 2020) lacking a contextually anchoring D (Gruber, 2013; Raynaud, 2020). They may thus be contextually manipulated outside the P. Rigid indexicals are DPs and are contextually anchored internal to the DP rendering them inert to shifting.This unifies independently observed morphosyntactic distinctions between strong & weak pronouns with the shiftability of indexicals & also entails that indexical-shift is syntactic.

P3-67 | Towards a syntactic analysis of Akan familiarity markers

Travis Major[1], Augustina Owusu[2]

[1]USC, USA. [2]Boston College, USA

Short Abstract

We provide novel description of the cross-categorical "determiner" *no* in Akan. We propose that they are not actually determiners, but instead head modifier XPs that can combine with DPs, vPs, and TP/CPs. Our primary evidence comes from coordination. Akan has different strategies for coordinating nominals, complex events, and full clauses. These coordination strategies thus reveal information about the category of *no* clauses, as well as its syntactic position.

P3-68 | Verb raising and licensing of subject honorific marker in Korean: an experimental study

Gyu-Hwan Lee

Seoul National University, Korea, Republic of

Short Abstract

This study examines how the interaction between the structure and verb raising determines the licensing of Korean subject honorific marker -si. Possessive constructions with different case patterns are analyzed to have different underlying structures. Different structure combined with the presence or absence of verb raising (Han et al. 2007) predicts speakers with different grammars (raising or non-raising) to show different grammaticality patterns. Experimental study shows that judgement variation do exist as predicted by theoretical analysis. In addition, acceptability pattern on honorifics covaried with the result of replicating Han et al.'s (2007) experiment, suggesting a common source to both inter-individual variations.

P3-69 | Polarity of suppletive negation in Korean: Evidence from *yes-no* questions

Keunhyung Park

University of South Carolina, USA

Short Abstract

This paper explores suppletive negation in Korean, where it differs from typical markers and expresses a negative meaning. Korean sentential negation employs two negation types (SFN and LFN) using *an* as the negator. However, certain predicates, like *eps-* and *molu-*, convey negativity without *an*. This suppletive negation shares syntactic/semantic traits with sentential negation. In *yes-no* questions, suppletive negation yields contrasting truth conditions. Syntactically, suppletive negation resembles SFN, supported by double negation occurrences with LFN. Answering patterns for suppletive negation align with SFN-questions and differ from LFN-questions. Additionally, suppletive negation surprises questioners by contradicting their prior expectations in the conversation.

P3-70 | Nuntajɨɨyi non-DP relative clauses

WENDY LIZ ARBEY LOPEZ MARQUEZ

UC BERKELEY, USA

Short Abstract

The paper investigates the syntactic structure of non-DP relative clauses in Nuntajɨ̈yi (or Sierra Popoluca), a Zoque language of the Mixe-Zoque language family. I show that movement diagnostics such as successive cyclicity and island sensitivity effects provide evidence for A' movement. I also show that relative-clause extraposition blocks raising and forces an externally headed structure in non-DP relative clauses in Nuntajɨ̈yi.

Sentence Processing: Pronouns

Resumptive pronouns in islands show confusability advantage effect

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Short Abstract

Whether resumptive pronouns (RPs) in islands facilitate processing is unclear. Some past studies find that RPs are read faster in self-paced reading (SPR) (Hofmeister & Norcliffe 2013, Hammerly 2021), while others show that they hinder comprehension (Morgan et al. 2020). Recently, Cokal et al. (2022)'s data showed a slower SPR reading time and speculated that the processing facilitation of RP is comparable to the ambiguity advantage effect. The current study shows a SPR experiment manipulated with different numbers of feature-matching antecedents. The findings support that there is a confusability advantage effect for RPs in islands.

Agreement attraction in pronominal dependencies

Emily Graham, Jeffrey Witzel

University of Texas Arlington, USA

Short Abstract

The present study tested for attraction effects during pronominal processing in sentences where the pronoun mismatched in both number and gender with its antecedent yet matched in these features with a grammatically illicit antecedent. The results showed processing difficulty for ungrammatical sentences, with no attenuation of this difficulty in sentences with matching attractors, indicating that pronoun processing was not susceptible to attraction effects even in cases of severe mismatch with the grammatical antecedent. Therefore, this suggests that under a cue-based retrieval model, syntactic cues may act as a gating mechanism for agreement cues during the processing of pronominal dependencies.

The accessibility of structural and semantic cues in the processing of English weak crossover

Jun Lyu[1], Jiwon Yun[2]

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Short Abstract

This study probes when structural and semantic cues are accessed during pronoun resolution in the weak crossover (WCO) construction in English. A self-paced reading study shows that there is no early 'semantic intrusion' from the structurally illicit wh-phrase. Only the gender of the structurally licit referent plays a significant role. However, at the later processing stages, the gender cue of the illicit

wh-phrase does seem to modulate the processing patterns. This suggests that the WCO constraint – despite being violable at the later comprehension stages – is not violated at the early processing stages.

Linguistics in Academia

Minding the Gap: Length of precarious employment increasing for tenure-track linguists over time

Rikker Dockum[1], Caitlin M. Green[2], Michaela Richter[3], Roma Sarathi[4], Katharine Briggs[4], Savithry Namboodiripad[5]

[1]Swarthmore College, USA. [2]Independent scholar, USA. [3]Haverford College, USA. [4]Bryn Mawr College, USA. [5]University of Michigan, USA

Short Abstract

Interest has grown in research on the trends and ideologies reinforced in linguistics. Haugen, Margaris, & Calvo (to appear) investigated unequal distribution of PhD graduates into ladder faculty jobs in the U.S. and Canada. Using an expanded diachronic dataset, we report on employment trajectories and find that the gap between degree and tenure-track job has increased over time. This trend is likely to have a disproportionate impact on scholars who are not privileged due race/ethnicity, gender, or class, and can inform our understanding of what types of changes need to be made to reverse patterns of epistemic injustice.

Linguistic alternatives to race in support of college admission for underrepresented groups

John Baugh

Washington University in St. Louis, USA

Short Abstract

Linguists, perhaps not anticipating the Supreme Court's rejection of race-conscious college admissions, have produced research that provides alternative criteria that might be utilized in future college admissions that avoid racial classification. The presentation includes three sections: 1) Discourse Analyses of the recent SCOTUS ruling 2) updated definitions of "Caste-Like Minorities," which avoid *race*, and 3) evidence from various (socio)linguistic studies that could enhance future college admissions for underrepresented groups. The presentation includes Discourse Analyses of Justice Roberts' *majority opinion*; Justice Thomas' *concurring opinion*, and Justice Sotomayor's *dissenting opinion*, concluding with policy recommendations informed by various sociolinguistic studies.

Using the IPA to encourage interest in the scientific study of language

Ellie Kaiser, Nikole Patson, Laura Wagner

Ohio State University, USA

Short Abstract

One way to increase awareness that language is studied scientifically is to demonstrate the scientific tools used by linguists. We gave adults nametags written in the International Phonetic Alphabet (IPA) and discussed what the IPA was as well as its scientific purpose for linguists. Our participants successfully learned what the IPA was, and compared to adults who did not do the activity, were significantly more likely to judge language topics (dialect, poetry) as ones scientists could study and

do experiments on. Thus, even brief exposure to one tool language science can increase understanding that language can be studied scientifically.

Linguistics in Higher Education: The next 100 years

Session abstract

As the LSA considers the next 100 years, and aims to do so in a way that is more inclusive, diverse, and equitable, we must critically examine what linguistics looks like in a broader variety of spaces. This session, co-sponsored by the Linguistics in Higher Education Committee and the Committee on Ethnic Diversity in Linguistics, invites commentary from representatives of institution types that, for various reasons, have not had a recognized presence of linguistics departments and programs: community colleges; historically black colleges and universities (HBCUs); and tribal colleges and Indigenous-serving institutions and language programs. There are, of course, many differences across these institution types with respect to their demographics, the populations they serve, and their relationship with existing linguistics programs and departments and professional societies such as the LSA.

Rather than articulating as a singular goal the continued development and expansion of linguistics departments or linguistics majors over the next 100 years, this session seeks to reframe the discourse to better understand the kinds of programs, opportunities, and goals of those already working at these institutions and programs. For example, many practitioners are working in language departments, speech language pathology programs, English departments; they are teaching rhetoric, criminal justice, native nationhood, linguistic and cultural practices, and so on. Those engaged in such work are doing linguistics, so not only "counting" these endeavors as linguistics, but fully appreciating and understanding the ways in which everyone—students, faculty, the wider public—benefit from this expanded vision is critical to the success and relevance of linguistics in the 21st century.

Presentation abstract 1 - Full title

Contextualizing the presentations: Past to future

Presentation abstract 1

As representatives of the Linguistics in Higher Education committee, co-chairs Denham and Bjorndahl provide an overview for the motivation of the present session, articulating some of the past and ongoing challenges for the continued relevance of linguistics in higher education institutions. There are many lenses through which linguistics in higher ed could be examined, and the framing of this issue in terms of "institution type", as done in this session, carries with it various implications for framing the questions and challenges. Not only do the concerns and challenges differ across institution types, but also the very relationship with linguistics differs as well. Denham and Bjorndahl outline some of the issues that they have asked the individual presenters to discuss, and that will be returned to in the final moderated discussion.

Presentation abstract 2 - Full title

Linguistics at Community Colleges: Case study of Borough of Manhattan Community College

Presentation abstract 2

Actively engaging community colleges contributes to the LSA's goal of increasing diversity within the field. About 40% of undergraduates attend a community college, a haven for adult immigrants, first-

generation students, under-prepared high-school graduates, students looking for affordable education, etc. Public awareness of linguistic structure and diversity is quite low (as evidenced, for example, by Rachel Jeantel's testimony during George Zimmerman's trial). Bandi-Rao will discuss how teaching linguistics at community colleges is an important way to bridge that gap and raise linguistic awareness. Confounding these efforts, however, is the lack of data: there are over 1000 community colleges in the US, but no data on which of these have linguistic programs or offer linguistics courses. Such data is important in order for linguists at community colleges to connect, share resources, and collaborate. To that end, Levinson will share the process of developing a linguistics major at BMCC.

Presentation abstract 3 - Full title

Linguistics at Historically Black Colleges and Universities (HBCUs)

Presentation abstract 3

Conner, Calhoun, and Charity Hudley will share insights gained from their roles in institutional partnerships with HBCUs and collaborative research programs with Black language scholars at HBCUs and PWIs. Conner will describe the importance of representation and a cohort model for supporting Black students in predominantly white fields, drawing upon personal experience and scholarship with minoritized students at the intersection of Linguistics and Speech and Language Sciences. Calhoun will describe the reciprocal structure of her dissertation research (including ethnography and teaching) conducted at an HBCU partner institution in the UCSB-HBCU Scholars in Linguistics Program. Charity Hudley will share about the NSF Build and Broaden 2.0 Collaborative Research project and her current research lab. She will illustrate how a collaborative research model that includes HBCU faculty and students plays a vital role in broadening our scholarly conceptions of the study of language.

Presentation abstract 4 - Full title

Linguistics at Tribal Colleges and Universities (TCUs): Case Study of Sitting Bull College

Presentation abstract 4

Walker and Moore share language revitalization work at Sitting Bull College (SBC), a TCU located in North and South Dakota. SBC takes a comprehensive approach to language revitalization, reclamation, and documentation. SBC requires all students to take at least one course in the Dakota/Lakota language, and offers certificate programs and an associate degree in Lakhotiyapi/Dakhotiyapi. The curriculum includes teaching methods, communicative language learning, and linguistics courses to enhance students' metalinguistic knowledge. SBC operates a Dakota/Lakota Language Immersion Nest, a culturally relevant environment where children learn from fluent elders and teachers, fostering a new generation of speakers. Additionally, SBC collaborates with the Standing Rock Sioux Tribe Iyapi program to document the language with fluent speakers from the community and analyze a variety of texts, supporting ongoing revitalization efforts. These initiatives showcase SBC's commitment to preserving and advancing the Dakota/Lakota language for present and future generations.

Presentation abstract 5 - Full title

Indigenous Language Programs: Case Study of Coeur d'Alene Language Program

Presentation abstract 5

Vincent, Clark, Clark, and Sailto share their work at hnqwa'qwe'eln (The Coeur d'Alene Language Program). snchitsu'umshtsn (The Coeur d'Alene Language) has no first language speakers as of 2018. Starting with Gladys Reichard's fieldwork in the 1920s, linguistics has been a part of the

language's revitalization process for nearly 100 years. Lawrence Nicodemus, one of the last fluent speakers, went to New York in 1935 to study linguistics with Reichard. Vincent learned the language from Lawrence in high school and then completed a B.A. and M.A. in linguistics. hnqwa'qwe'eln has been focusing on gathering and preserving documentation and archival footage internally and externally. Linguistic knowledge helps the whole team with being able to read, transcribe, and transliterate these documents/archival materials. It also allows them to continue learning the language without speakers and to pass the language on to others.

Presentation abstract 6 - Full title

PhD in Diné Culture and Language Sustainability at Navajo Technical University

Presentation abstract 6

Tuttle and Sage will discuss the new PhD Diné Culture and Language Sustainability, the first accredited Ph.D. program of its kind at a Tribal College or University. The inaugural doctoral program is designed to produce scholars who can conduct research, teach, and become leaders in supporting cultural sustainability on the Navajo Nation. Originally developed by Diné anthropologist Wesley Thomas and the late Diné linguist Paul Platero, the program is intended for Navajo language proficient students, and includes a significant amount of academic and applied linguistics in its requirements.

Presentation abstract 7 - Full title

Session Commentary and Synthesis

Presentation abstract 7

As past president of the LSA and Executive Committee liaison to LiHE, Baugh discusses his perspective on the LSA's role in furthering linguistics at a variety of institution types. One of his unfulfilled goals during his LSA presidency included plans to reach out to leaders at community colleges, Historically Black Colleges and Universities, Tribal Colleges and Universities and Native American language program leaders to explore ideas to increase linguistic instruction on those campuses and/or better understand the instruction already going on so that linguists and LSA could better collaborate and support. Baugh will also discuss an NSF grant project with the LSA and Howard University.

Presentation abstract 8 - Full title

Open Moderated Discussion

Presentation abstract 8

In this open, moderated discussion, members from LiHE and CEDL will engage presenters in a discussion that aims to synthesize themes that arose in their individual presentations, while teasing apart the differences that arise due to the different institutional settings.

Pedagogy & Policy

Corporate trans inclusion: Discursive strategies of pronoun commodification online

Cedar E Brown

University of California Santa Barbara, USA

Short Abstract

Communication and social media companies have responded to trans activism by incorporating pronouns into their platforms. I ask how mobilizing pronoun inclusion can construct corporations as sympathetic subjects, distracting from their role in global inequality. I examine pronoun inclusion statements on four media company websites, along with 20 response articles and videos. I find that discursive strategies across the linguistic domains of stance, referential pragmatics, and metaphor frame these companies as benevolent trans-inclusive personae. This paper advances trans language research by considering trans-affirmative language practices, not just in the context of cissexism, but in the exploitative context of global capitalism.

Native-speakerism and the Professional Identity of Chinese English Language Teachers: A Discourse Analysis

Yunbo Mei

National University of Singapore, Singapore

Short Abstract

This study analyzes Chinese English language teachers' (CELTs) overt statements and evaluations of the so-called native English pronunciation and China-accented pronunciation obtained through ethnographic interviews, in order to explore how prevailing native-speakerist ideologies have characterized CELTs' perceptions of the relationship between teaching expertise and native English pronunciation. Employing a qualitative discourse analysis, this project aims to provide an overview of the extent to which CELT can disassociate nativeness with teaching expertise, and illustrate the process of CELTs' fluid self-conceptions as professional teachers relating to value-laden native-speakerist discourses and practices.

(Canceled) Translanguaging Pedagogies, Language Ideologies, and Language Shift in Rural India

Jessica S. Chandras[1], Sameer Honwad[2], Devayani Tirthali[3]

[1]University of North Florida, USA. [2]SUNY Buffalo, USA. [3]Teachers College, NYU, USA

Short Abstract

In India, significant challenges exist in education for students from minoritized language communities. This project explores the case of Banjara students, a settled formerly nomadic community in a rural area of the state of Maharashtra, who speak a different language at home than their non-Banjara and dominant language-speaking classmates. From linguistic anthropological research exploring education in rural schools in Maharashtra in 2022 and 2023, we find that current pedagogical practices support translanguaging, but language ideologies about social stigma stall linguistically inclusive classrooms. This study contributes critical perspectives on translanguaging in India, documenting language shift, and tensions in sociolinguistic research methodologies.

Semantics III

Expanding the scope of Cinque's puzzle: Modal flavor and finiteness

Thomas Grano

Indiana University, USA

Short Abstract

The modal "possible" is interpreted epistemically with finite complements but circumstantially or deontically with nonfinite complements. This echoes 'Cinque's puzzle' (epistemic modals project over tense and aspect; root modals project lower), both amenable to one generalization: epistemic modals take tensed complements; root modals take untensed complements. To explain this, I propose an analysis inspired by Ramchand's (2018) account of Cinque's puzzle but also incorporating ideas from Portner (1997). On my approach, epistemic modal bases accompany tensed complements because both denote sets of worlds; root modal bases accompany untensed complements because both denote sets of temporally truncated situations.

Emphasis, Certainty, and Interdiction: Particles in Gisida Anii

Vincent N. Mariani

University of Delaware, USA. Penn State, USA

Short Abstract

This paper examines the particles *shi, coo,* and *caa* in Anii, an understudied Ghana-Togo Mountain language spoken in Togo and Benin. I propose that the particles are adverbials modifying clausal functional heads: *Shi* and *coo* modify aspect and *caa* modifies a necessity modal. *Shi* emphasizes the aspectual reference (aspect) of the clause it marks, *coo* marks that the speaker is certain of the clause's aspectual reference, and *caa* marks that the speaker acknowledges that the action or state denoted by the predicate is contrary to the wants of the listener.

A first semantics for *at first* and *at last*

Johanna Alstott

Massachusetts Institute of Technology, USA

Short Abstract

This work provides a semantic analysis of *at first/at last* and the curious fact that other ordinals are degraded in this environment (#*at second*, #*at eighth*). My analysis builds on the notion that assertions are relativized to a salient time-interval (the topic time). *At first/at last*, I propose, further relativize an assertion to a salient subinterval of the topic time that shares an infimum (first point) or supremum (last point) with it. If *at first/at last* invoke an interval's infimum/supremum, #*at second* invokes an interval's "second point," which is not coherent if time is a continuum.

Prosody II

Stress in Filipino text-setting

Kie Zuraw, Paolo Roca

University of California, Los Angeles, USA

Short Abstract

Nearly all Filipino words are either penult-prominent (ʔábot 'power') or ultima-prominent (ʔabót 'arrival'). Some researchers have treated prominence as stress; others have proposed that penult prominence reflects underlying vowel length, and ultima prominence is merely default phrase-final accent. We analyzed 19 Filipino pop songs, finding evidence for stress in songwriters' choices. First, both types of prominent syllable are set to longer, stronger notes, even phrase-medially. Second,

enclitics that ultima prominence should shift onto were not set to longer or stronger notes. Third, closed syllables and aspect reduplication, which French (1988) claims bear secondary stress, were set to longer, stronger notes.

VP Constituency in the Phonology: Evidence from Mandar

Daniel D Brodkin

University of California, Santa Cruz, USA

Short Abstract

This paper investigates the syntactic organization of verb-initial clauses in Mandar (Austronesian, South Sulawesi) from the perspective of the phonology. It shows that VSO clauses show a descending phonological organization (V (SO)), while VOS clauses show an ascending parse ((VO)S). This split provides evidence for a distinct syntactic analysis of VOS order: one which implicates a process of rightward scrambling of the subject.

Secondary predication in Irish and the syntax-prosody interface

Anabelle Caso, Oisín Ó Muirthile

Harvard University, USA

Short Abstract

This paper examines the behavior of secondary predicates in Irish, which has periphrastic resultative, resultative, depictive, and depictive absolute constructions. We explore the nature of the restricted distribution of bare AP/PP resultative structures in Modern Irish and the productivity of corresponding periphrastic constructions. Further, we identify the application of the Irish initial mutation system as a significant diagnostic of depictive and resultative secondary predication in the language. Given the close relationship between syntax and prosody, Irish data provides evidence for an analysis with extraposition of the secondary predicate in the prosody and a clause-like structure in the syntax.

Historical reflections on graduate training in Linguistics: First-hand accounts from senior scholars

Session abstract

This session, a brainchild of the LSA Centennial Committee, consists of a panel discussion by senior scholars reflecting on their own graduate training in linguistics from the 1960s to early 1980s. We aim to raise consciousness of (dis)continuities in the discipline and in its transmission, by looking back on the education and early professional experiences of linguists who offer first-hand testimony of entering the field around 50 years ago (coincidentally, halfway through the LSA's 100 years). We have recruited the participation of a distinguished cohort of panelists, trained at institutions with diverse theoretical commitments, with diverse professional specializations.

The organizers will interview each panelist in succession for 10–12 minutes. We will employ a loosely pre-determined battery of questions, shared with speakers in advance, while allowing for spontaneous conversation as opportunities arise. Although not all questions will be posed to all panelists, possible topics for discussion include:

• As a brief identification: where and when did you attend graduate school; what field had you studied before entering grad school?

• Identify one of the greatest difficulties or disappointments you faced, or most discouraging experiences you had, during your doctoral studies. How did you overcome (or bypass) it?

• What were the hottest issues, or most controversial or provocative figures in Linguistics during your graduate studies? Did those controversies or personalities impact your education?

• Who were your most influential mentors? Was any faculty member particularly inspiring as a teacher? What made them so effective?

• In retrospect, is there training you wish you had gotten—but didn't—in graduate school?

• Was there a specific book, idea, lecture, or conversation that marked a turning point, when you realized 'THIS is where I want to center my work as a linguist!'?

• How was the atmosphere of graduate study: welcoming, broad-minded, intellectually stimulating? Tense, narrow, competitive? Attentive and supportive to students—or not?

• At any point did you abandon a previous research plan, or change to a different sub-field or orientation?

• How was a typical graduate course organized? How much reading and what kind, how much writing, was expected of you?

• Could you narrate your transition from graduate student to employment (or whatever came next, post-Ph.D.)?

• How do you think study in Linguistics has most changed, for better or worse, since your graduate school days?

• What are your memories of your first LSA Annual Meeting or Summer Institute?

We expect this session to provide younger scholars with historical perspective as they prepare to enter the field, and a sense that others before them have struggled (and prevailed) with professional issues similar to those they now face. For midcareer scholars, our panelists may offer points of comparison between the education they currently provide to graduate students, and the education they themselves received. For all attendees, we expect this presentation will stimulate reflection on how both discipline-internal and external socio-political issues shape linguists' education. The session ends with 20 minutes for Q&A. A parallel session (Alex Johnston/Jamaal Muwwakkil, co-organizers) reflects on 21st century graduate education.

Presentation abstract 1 - Full title

William Labov (PhD Columbia, 1955)

Presentation abstract 1

After a decade in the field of industrial chemistry, Labov began the study of linguistics at Columbia University under the direction of the Department chair, Uriel Weinreich. Weinreich recognized the importance of generative grammar but did not believe that introspection was the only means of resolving grammatical questions. At that time, most linguistic data was gathered by introspection: 'Can I say this? Can I say that?' With Weinreich's encouragement, Labov developed the use of the tape recorder to capture the speech of everyday life in Martha's Vineyard (his Masters essay) and New York City (his Ph.D. dissertation). Weinreich's influence was also crucial in reuniting synchronic

and diachronic linguistics. The joint paper by Weinreich, Labov, and Herzog ('Empirical foundations for a theory of language change,' 1968) set the stage for the application of quantitative methods for the study of language change and variation.

Presentation abstract 2 - Full title

Barbara Hall Partee (PhD MIT, 1965)

Presentation abstract 2

Partee entered MIT in the first class of Linguistics PhDs, with a Math degree and little background in linguistics. But in her words, 'I had a ball!' on discovering in her first semester that the program would allow her to 'work out [her] love of languages as a scientist'. From the beginning, faculty treated graduate students as junior colleagues: 'they were sure we could do it'. That is, faculty were confident students could draw from their own intuitions the facts needed to produce the kind of original analyses of language data that were overturning Bloomfieldian / Skinnerian orthodoxies. An anecdote brings this out: Partee mentioned in passing that the initial draft of her dissertation cited no references. Her thesis director—Noam Chomsky—suggested that a dissertation should probably include some references. With help from her classmate Paul Kiparsky, Partee then added 'about 15' references, sufficient to satisfy all parties.

Presentation abstract 3 - Full title

Sarah Thomason (PhD Yale 1968)

Presentation abstract 3

Sally Thomason's undergraduate major was German, but she then switched to linguistics because it was more fun. She entered Yale's Ph.D. program in 1962 and immediately gravitated to historical linguistics—which was out of fashion by 1962, so she was able to watch from the sidelines as generative grammar swept the synchronic areas of the field. Bernard Bloch inspired her, teaching brilliantly and encouraging his students to disagree with him if they could do so effectively. He sent them to Linguistic Institutes to study transformational grammar, so Sally took Paul Postal's course at the 1964 Institute, observing protests by SIL linguists during the class and eavesdropping on fascinating after-class arguments between George Lakoff and Erica Garcia. Later, the old-boys' network provided her male cohort colleagues with good jobs, but it left her high and dry; she did finally get a job without help, and life got better.

Presentation abstract 4 - Full title

Arthur Spears (PhD U California San Diego 1977)

Presentation abstract 4

As a dark-skinned African American man, who suffered from devastating, incorrectly treated migraines until mid-career, Spears shares how his social identity played a significant role, directly or indirectly, in his schooling and career. Before entering linguistics in the mid 1960s, linguists he questioned about the field offered no information; and he did not receive any encouragement to study linguistics. During his schooling and career, some insisted on taking his medical condition as malingering. Fortunately, at UCSD he felt that he encountered no academic bias. Students were treated as colleagues. There were no specific course requirements; hardly any mentoring was offered. Indeed, Spears never had professional mentors. Moreover, like practically all departments in those days, UCSD had no courses relating to what were at that point his strongest interests: semantics/pragmatics, sociolinguistics, anthropological linguistics, and AAE. But Spears was determined to get the credentials he needed and become a linguist.

Presentation abstract 5 - Full title

Ofelia Zepeda (PhD U Arizona, 1984)

Presentation abstract 5

Zepeda's graduate experience was unusual in that she identified her lifework as a linguist before she discovered linguistics as an instrument to pursue her goals. Raised a native speaker of Tohono O'odham, she only encountered its written forms in college. But after meeting missionary-anthropologists who had studied her tribal language and culture, she began independently working through the structure of O'odham outside her coursework in Sociology. By coincidence, Ken Hale of MIT was in residence that year at the University of Arizona, helping establish a Department of Linguistics; Hale both introduced Zepeda to linguistics and recruited her to co-teach a course on O'odham. Later she declared a linguistics major, then proceeded to the PhD, going deeper and deeper into her language. Eventually she took the initiative to study applied linguistics, independently and outside the scope of her graduate program, opening up her career in language revitalization.

Sign Linguistics II

The effects of animacy on the creation of verb agreement: Clues from Lengua de Señas Nicaragüense

Diane Brentari[1], Kathryn Montemurro[1], Susan Goldin-Meadow[1], Ann Senghas[2], Marie Coppola[3]

[1]University of Chicago, USA. [2]Barnard College-Columbia University, USA. [3]University of Connecticut, USA

Short Abstract

Previous research has investigated the effects of animacy in verb agreement systems using a range of theoretical approaches. Sign languages use the body and space to express verb agreement. We ask whether the animacy of NP arguments influences an emerging system of person agreement. We analyze animacy in three cohorts of Lengua de Señas Nicaragüense and in American Sign Language. We demonstrate that (i) agreement patterns reflect both thematic relations and the animacy of NP arguments and (ii) LSN-C2 is the first cohort to use verb agreement, suggesting that the emergence of verb agreement requires generational transmission.

Implicit beliefs about spoken language contact in American Sign Language (ASL)

Felicia Bisnath

University of Michigan, Ann Arbor, USA

Short Abstract

Does varying the quality of spoken language contact phenomena in American Sign Language (ASL) result in differentiaL beliefs about ASL signing and signers? We explore this question using a novel adaptation of the Matched Guise Task (MGT) for the visual-gestural modality targeting *mouthing*, and conducted online (n=238). Preliminary results suggest that more frequent and visible mouthing is taken as a marker of more English use in ASL, which is not necessarily viewed as being less aesthetically pure or beautiful; however, it appears to be viewed as indexing greater alignment with a hearing identity.

Early Development in ASL Phonology: A Longitudinal Study of Deaf Children with Hearing Parents

Shengyun Gu[1], Diane Lillo-Martin[1], Deborah Chen Pichler[2], Elaine Gale[3]

[1]University of Connecticut, USA. [2]Gallaudet University, USA. [3]Hunter College, CUNY, USA

Short Abstract

We conducted a longitudinal study that systematically investigates the phonological development of ASL in deaf children of hearing ASL-learning parents. Participants were asked to watch signs on video and copy them exactly over 50 weeks. Based on results from five children ages 2;0 to 3;2 at the start of study, children's overall performance and their accuracies in location, movement, and handshape substantially improved with age. We also found a moderate age effect on joint activations. We show that early phonological development occurs in a short window among deaf children of hearing parents if early ASL exposure is provided.

Syntax: Case

Unbalanced Case and the Syntax of Coordination

Anna Grabovac

University of Maryland, USA

Short Abstract

Compared to other aspects of coordination, relatively little attention has been paid to unbalanced case, where only one conjunct realizes the case assigned to the syntactic position of the coordinate structure (Johannessen 1998). Bosnian/Croatian/Serbian provides an informative testing ground because of the unique case patterns that emerge with numeral constructions. Given the asymmetry in case realization, such a phenomenon naturally seems amenable to a theory of coordination that posits structural asymmetry. Nonetheless, I argue that a symmetric theory of coordination is also compatible, depending upon the view of case adopted.

Only two per customer: case-licensing scarcity for postverbal objects in Shona

Mattie Wechsler

University of Chicago, USA

Short Abstract

Causative and applicative affixes, which increase the valency of verbs, are common across Bantu. Many Bantu languages permit the co-occurrence of these affixes on the same verb root, but sometimes with restrictions on the number of objects overtly expressed. As a contribution to ongoing discussion about case in Bantu, I argue that restrictions on the number of objects in Shona provide evidence of case-licensing. In support, I draw a connection with existing work on augment-licensing in Zulu. I ultimately derive the object limit in Shona from case-licensing facts shared by multiple Bantu languages, including those without the same object limit.

Quotative Inversion as Smuggling: Evidence from Setswana and English

John David Storment

Stony Brook University, USA

Short Abstract

Quotative inversion (QI) in English (1) and Setswana (2) has the same basic word order. In this project I analyze novel Setswana data elicited from a native speaker and, using English data as well, build on work by Shlonsky (2023) and Collins (2002) to create a cohesive analysis of QI in both languages as a smuggling construction. Smuggling creates a unified analysis of QI in multiple languages, and potentially extends to other inversion constructions as well. This construction brings up interesting issues concerning Case assignment, subject-verb agreement, transitivity of quotative verbs, and the typology of expletives.

Language Documentation

Gwama: Introduction to the Language and Sociocultural Aspects

Andargachew Getu Gebeyehu

University of Gondar, Ethiopia

Short Abstract

T'wa Gwama is a least studied Nilo-Saharan language under the Koman group spoken in Beni-Shangul Gumuz Regional State, Ethiopia along the Ethio-Sudan borderland. Though the word Gwama/Kwama is commonly known in the literature referring to both the people and their language, the speech community call themselves Gwama and their language t'wa Gwama 'mouth of Gwama'. Their means of livelihood is small scale farming. To subsidize their living, they hunt different wild animals such as wap' "warthog", which they call im-a-ba:ba "father's ox", sis "field mouse", ni "antelope", ʃuːnk' "guinea fowl" etc.

Enriching annotation using hierarchical interlinear glossing to characterize morphemes in Manipuri

Shobhana L Chelliah, Grayson Ziegler, Mary Burke

Indiana University, USA

Short Abstract

Using examples from the Trans-Himalayan language Manipuri (ISO 639-3 mni, also known as Meithei) we demonstrate an extension of current annotation practices in place for representing interlinear-glossed text (IGT). Building on the existing standard, the Leipzig Glossing Rules, hierarchical interlinear-glossed text (HIGT) (Chelliah, Burke, and Heaton 2021) is an enriched annotation method which identifies both a functional and semantic category for a morpheme. This method of annotation differentiates morphemes that share similar semantics but have differing functions, and aids in representing polysemy. This allows the IGT reader, whether machine or person, to easily scan and reconstruct paradigmatically related morphemes.

Neural machine translation in language documentation and revitalization: evaluating efficacy and ethics in Northern Pomo, a dormant indigenous language.

Brady A Dailey

Boston University, USA

Short Abstract

This paper presents an application of neural machine translation (NMT) to Northern Pomo, a dormant indigenous language of Northern California and explore how differences in dataset size, number of languages, and language similarity in pre-training data affect model performance in low-resource language contexts. I suggest that NMT are promising tools to be used in language documentation and revitalization and discuss potential ethical questions that may arise concerning NMT generated translations in contexts when there are no longer living fluent speakers.

Media

Perceptions and sociolinguistic evaluations of Mainland Mandarin and Taiwan Mandarin on Bilibili

Yi-An Chen

Indiana University Bloomington, USA

Short Abstract

Recent studies indicate that Chinese Mainlanders have mixed feelings about Taiwan Mandarin and its speakers (Peng & Garcia, 2020). Understanding the attitudes of China's young generation towards Taiwan Mandarin and its speakers, especially in the context of political tension and internet censorship, is crucial and requires further investigation. The study aims to understand how Bilibili users perceive linguistic differences between Mainland Mandarin and Taiwan Mandarin. Around 3,000 comments were manually analyzed using meaning-based content analysis. The findings suggest that distinct metalinguistic discourses were observed in different video genres. Metalinguistic comments reinforce preexisting beliefs and stereotypes about how Taiwanese people speak.

Mainstreaming hate: racist and antisemitic metaphors within the Great Replacement Theory

Margarethe Unger

Ludwig Maximilian University, Germany

Short Abstract

The center of much media focus since his firing in April 2023, Tucker Carlson has recently been examined for his role in mainstreaming the Great Replacement Theory (GRT), a racist and antisemitic conspiracy theory positing that an 'international cabal' of Jews coordinates mass immigration with the goal of eradicating white populations. This work combines Critical Discourse Analysis and corpus linguistic methods to examine the racist and antisemitic metaphors used by Carlson in his weekday show Tucker Carlson Tonight from 2021 to his firing and determine their function in mainstreaming GRT.

Language use in Indigenous-authored television series

Monika Bednarek[1], Samantha Bloomstein[2], Theresa Cerdan[2], Ashley McDermott[2], Barbra A Meek[2], Meredith Randall[2], Anna B Whitney[2]

[1]The University of Sydney, Australia. [2]University of Michigan, USA

Short Abstract

The foundational models of American linguistics and salvage documentary work have contributed to the erasure of Indigenous language use in different contexts, especially Indigenous scripted speech in media. Our paper examines how Indigenous screen creatives form a different perspective on language. Specifically, we analyze land acknowledgments in a corpus of Indigenous-authored television series, exploring the linguistic and semiotic processes involved. Through rhematization, erasure, and overlay, we uncover the entwined settler-colonial and Indigenous meanings within land acknowledgments. Our research contributes to understanding land acknowledgments as ritualized aspects of settler colonial life and their potential for challenging societal norms and injustices.

Semantics/Syntax

The subject of a stative object experiencer verb is an intensional Cause

Youngjin Kim

University College London, United Kingdom

Short Abstract

In the domain of experiencer verbs, little attention has been paid to the potential intensionality of object experiencer (OE) verbs, although Cheung & Larson (2015) tentatively conclude that these are not intensional in their subject argument. Relying on diagnostics identified in the literature (Dowty 1979; Schwarz 2020) I argue that OE verbs are intensional in their subject when stative but not when eventive. I then consider whether this finding can help us choose between competing theories of the argument structure of OE verbs (Arad 1998; Landau 2010). I will argue that the answer is negative.

Instrument nominals as predicates of states in Persian

Shahriar Hormozi[1], Ryan Walter Smith[2]

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Short Abstract

Persian possesses a series of complex predicates derived from instrument nouns. We argue that the nominal component of these complex predicates characterizes a set of states. A stative analysis of these nominals explains various properties of these complex predicates, including the ability of the nominal to be coordinated with other stative phrases, its occurrence with dashtan 'to have,' and the availability of an intensive measure reading with degree modifiers modifying the nominal.

Worried about factivity

Kajsa Djärv[1], Deniz Özyıldız[2]

[1]University of Edinburgh, United Kingdom. [2]Unıversıät Konstanz, Germany

Short Abstract

We analyze the syntactic and inferential properties of the predicate worry cross-linguistically, providing a unified analysis of its behavior.

Nasals

Prosodic effects on the phonetic realization of Burmese sonorants

Chiara Repetti-Ludlow

New York University, USA

Short Abstract

Previous research has called into question both the nature of Burmese voiceless sonorants, and the acoustic impacts of prosody in Burmese. Although researchers generally agree that voiceless sonorants consist of a voiceless and voiced portion, the phonetic properties of the voiceless portion are unclear. This issue is complicated by the fact that Burmese seems to undergo prosodic processes that could interact with voice quality. For example, phrase-final vowels get longer and creaky vowels get creakier. This study sets out to examine potential phrasal effects in Burmese, and use this information as a diagnostic to determine how to characterize voiceless sonorants.

Variability in the realization of the velar syllabic nasal in Taiwan Southern Min

Sheng-Fu Wang

Institute of Linguistics, Academia Sinica, Taiwan

Short Abstract

This study investigates the velar syllabic nasal in Taiwan Southern Min. From 2594 tokens of /ŋ/ by 80 speakers, it was found that 12.6% and 22.5% of zero- and /h/-onset tokens had [əŋ] realizations. Crucially, [əŋ] realization rate was 99.4% for tokens with other onsets. For /h/- and zero-onset tokens, younger male speakers were more likely to insert schwas than old males. For [əŋ] tokens, young speakers show longer vowel duration, and young male speakers' [ə] formants were less affected by CV coarticulation. These suggest a potentially ongoing change where [əŋ] is becoming more than just a coarticulatory by-product.

Vowel nasalization does not cue ambisyllabicity in American English nasal consonants: evidence from nasometry

José Álvarez Retamales[1], Sarah Rose Bellavance[1], Amanda Eads[1], Aidan Katson[2], Alden McCollum[1], Auromita Mitra[1], Lisa Davidson[1]

[1]New York University, USA. [2]UC Santa Cruz, USA

Short Abstract

Using visual spectrographic examination of vowel nasalization to diagnose the syllabic affiliation of potentially ambisyllabic nasal consonants, Durvasula and Huang (2017) argued that anticipatory vowel nasalization in these words patterns with word-medial codas. The current study using nasometry, however, finds similar onset and intensity of the nasal-only acoustic signal for all target word types: ambisyllabic/monomorphemic (e.g. 'gamma'), ambisyllabic/multimorphemic ('scammer'), medial coda ('gamble'), word-medial onset ('gamete'), word final coda ('scam'). Using visual criteria to quantify anticipatory nasalization is unreliable, and the onset or degree of vowel nasalization does not seem to disambiguate the phonological status of potentially ambisyllabic nasals.

21st-century PhD training meets 21st-century job market: Reflections from recent linguistics PhD graduates working in academia and industry

Session abstract

This session is one of two organized sessions proposed by the LSA Centennial Committee as a way to explore the changing field of linguistics–and employment of linguists–as viewed through the lens of graduate training over the past 6 decades. Our colleagues on the Centennial Committee, Margaret Thomas and Tracey Weldon, have submitted a proposal titled "Historical reflections on graduate training in linguistics: First-hand accounts from senior scholars" that presents a panel of senior scholars to reflect on their graduate education during a time of rapid development in the field from the 1960s to the early 1980s. The historical reflection of the training and early professional experiences of scholars who entered the field about 50 years ago–the midpoint of the existence of the LSA–aims to "raise consciousness of (dis)continuities in the discipline and in its transmission" over the early decades of its development.

Following upon the "Historical reflections" context provided by our panel of senior scholars, we turn to contemporary experiences of a panel of recently graduated doctoral degree holders in linguistics who have embarked on both tenure-line academic (Calhoun & Weissler) and industry careers (Tsai & Price). We will engage our panelists with a series of prepared questions to spark discussion on both training and employment and draw connections with the issues and observations raised by the senior scholars' panel:

- What was your spark that made you realize "This is where I want to center my work as a linguist?"

- How was the atmosphere of graduate study in your program: Welcoming, broadminded, competitive, supportive, marginalizing?

- Identify one of the greatest difficulties or disappointments you faced or most discouraging experiences you had during your doctoral studies. How did you overcome or bypass it?

- What were the hottest issues or most controversial or provocative figures in Linguistics during your training? Did they shape your education or trajectory at all?

- At any point did you abandon a previous research plan or change to a different area of linguistics?

- What training do you wish you had gotten--but didn't--in graduate school?

- How were you prepared and trained to enter the academic job market by your faculty and program?

- How were you prepared and trained to enter any other field of work beyond academia?

- Given your experience in both academia and industry, what gaps in academic and/or professional training can you identify in your doctoral program?

- What should be the role of the LSA in launching students into academic and/or professional employment? Where are there gaps?

By the end of this session, attendees will have gained understanding of how contemporary graduate training and post-graduate employment compares to and contrasts with the experiences of our senior scholars who were trained in the past half-century. As we look ahead to the next 50-100 years of linguistics training and to the value proposition of a professional society of linguists, we will offer paths forward for graduate training, post-graduate employment placement, and ways we can move forward together in the field and as a society.

Teaching history of linguistics in the 21st century

Session abstract

This panel will present a discussion of History of Linguistics courses, their purpose and utility in the curriculum, student preparation for taking them, and challenges in teaching them. Panelists will variously consider course design, the relation of History of Linguistics to Western intellectual history more broadly, how such courses have evolved over the past decade or two, and how they might better be promoted and integrated into graduate and undergraduate study in linguistics.

Some issues to directly be taken up include (i) the challenge of getting students, both in linguistics and in allied fields, to take History of Linguistics courses, (ii) the preparation that students have for subject matter that can easily span a century or a millennium of intellectual history, (iii) difficulties encountered in building a History of Linguistics syllabus for students whose native language is not English, (iv) teaching the subject to students who are not be familiar with the historical-cultural context of much work in linguistics in the past two centuries, (v) finding ways to wedge History of Linguistics in among all the other requirements needed for doctoral training in Linguistics, and (vi) responding to student attitudes towards the subject and assessing their experiences with History of Linguistics courses.

John Goldsmith's presentation will discuss the challenge of teaching a subject whose content involves many unfamiliar, historical figures in the field, and how one might most effectively merge the biographical with the conceptual. John Joseph's talk will compare possible ways of approaching the subject matter, contrasting (among others) methods that present the history of linguistics as a narrative with those that focus on a particular revolutionary moment and build out from that ("heliocentric" in his terms). Samuel Rosenthall, in his presentation, will consider the place of linguistic concepts in the teaching of history of linguistics and how that differs from the teaching of those same concepts when they are offered in the context of basic courses on phonological and syntactic theory. In her talk, Margaret Thomas will consider the presence (or absence) of material on the history of linguistics embedded in textbooks used in general/introductory linguistics courses, by way of probing how beginning students' attitudes are first formed toward the subject. Heather Newell, as discussant, will provide commentary on these presentations and will also directly address and present her own individual perspectives. Panelists will also comment on their own course designs for history of linguistics courses, providing the audience with a range of perspectives and methods for teaching the subject. Sample course syllabi will be made available after the panel.

History of Linguistics

Presentation abstract 1 - Full title

"Bringing the dead back to life: Using graphical representations of cast of characters in the history of linguistics"

Presentation abstract 1

One of the potential dangers of teaching the history of a subject is that the students may encounter a host of names of people that they have never heard of, and the names fade into a blurry package in their working memories. At the same time, they may encounter a good number of people that they have heard of but know nothing about. I've developed a large number of graphs of social networks of people working in linguistics and related fields that helps the students keep track of who is who, and how they are related to each other. People tend to find these extremely helpful, even when they in fact know the scholars in advance but did not realize that various scholars in the past knew or influenced each other.

Presentation abstract 2 - Full title

"Presentist, trajectorial and heliocentric approaches to teaching the history of linguistics"

Presentation abstract 2

Observations of how the field is taught suggests a division between those who:

1. start from the current state of the field, and construct a narrative of how we got here, or

2. take some decisive historical moment as the fulcrum of their "heliocentric" account of the field's development (as Chomsky did with the "Cartesians").

Within (1) a second, subtler division, separates:

1a. "presentists" who base their syllabus on burning issues of the day, reconstructing their genesis and evolution (as Saussure did in the history of linguistics part of his courses), and

1b. those who focus on "trajectory" rather than end points.

If (1a) aligns with faith in steady scientific progress, (1b) and (2) do not deny progress, only perhaps its steadiness. I will present further examples of each, with my view on advantages and disadvantages of each.

Presentation abstract 3 - Full title

"Goals for teaching history of linguistics"

Presentation abstract 3

The History of Linguistics course at Oakland University is the capstone and writing intensive course for the major. Since all seniors are required to take this course, I use this as an opportunity to revisit some important concepts they had learned. I find that students' understanding of many concepts in linguistics extends only to their ability to use them in problem solving exercises. They are exposed to the larger goals of linguistic theory, but it is not usually the primary focus in syntax and phonology courses, for example. Moreover, there are some concepts that they might not have been exposed to at all. By examining the development of these concepts, e.g., phonemes, transformations, universal grammar, linguistic relativity etc., I can concentrate on the goals of linguistic theory and the connections between linguistics and other disciplines.

Presentation abstract 4 - Full title

"The history of linguistics in American college textbooks, 1950–2023"

Presentation abstract 4

This presentation focuses on how introductory textbooks present the history of the discipline. Most students enrolled in History of Linguistics (HoL) courses have already begun their studies in the field and approach its historical backdrop with presuppositions about its relevance—or, more commonly, irrelevance—already intact. I analyze introductory textbooks published from 1950 to 2023, to better understand implicit and explicit messages they communicate about HoL, and the language used in doing so. Full integration of HoL into introductory textbooks is rare. However, many textbooks contain scattered references to HoL, seemingly designed to offset modern successes and insights against limited or erroneous understanding from the past. Other textbooks dissociate terms, concepts, and tools from their historical origins or debates about their development, such that readers encounter Linguistics as a smooth, coherent, surface devoid of struggle, controversy, or false starts.

SSILA Abstracts

Thursday, January 4

Sociolinguistics

Linguistic Perspectives from Native Amazonian Kichwa Speakers

Max Jensen (Brigham Young University)

For centuries, the Quechua languages have existed in a state of semi-stigma alongside Spanish, the one influencing the other. In this paper, we explore the status of Ecuadorian Quechua (Kichwa) in the Amazonia region in contrast with highland varieties of the language. Language attitudes and behaviors of Kichwa people towards the local linguistic environment are shown to be diverse, with their unique perspective about the world inherent in the way they use language to discuss abstract concepts.

Language Use by Copala Triqui speakers living in Diaspora

Lauren Clemens (University at Albany, State University of New York), Jamilläh Rodriguez (University of North Carolina at Chapel Hill), Douglas A. Kowalewski (University at Albany, State University of New York) & Ronald S. Friedman (University at Albany, State University of New York)

This presentation reports results from a language use survey completed by speakers of Copala Triqui (an Otomanguean language of Mexico) living in diaspora communities in Monterey County California and Albany County New York. The online survey covered basic demographic information, language history, language use, and language ability. New York Triquis, but perhaps not California Triquis, show signs of replacive trilingualism, where English is replacing Triqui, but Spanish is maintained. This study also sheds light on language shift in a trilingual community with a robust indigenous language, a minoritized colonial language, and a socially dominant colonial language.

Variation and change in Dene Suline verbs

Olga Lovick (University of Saskatchewan), Dagmar Jung (University of Zurich), Allison Lemaigre (Clearwater River Dene Nation), Olga Kriukova (University of Saskatchewan) & Barbara Hannah (Clearwater River Dene Nation)

The Dene Suline in Clearwater River Dene Nation exhibits considerable variation within the verb. Dene was acquired by children until the 2010s and remains the main language between adults. Language educators have expressed concerns that young speakers are not acquiring the entire complexity of the verb. Using a corpus of naturalistic data from 15 speakers (17-85 years), we observe changes to the morphological system (e.g., shorter verbs and innovative forms), but also that these changes are present in the speech of older speakers as well. We stress the existence of strong young speakers of Dene, who produce highly complex forms.

Syntax 1

Movement of Obliques in San Juan Ostuncalco Mam

Colin Brown (University of California Los Angeles), Noah Elkins (Haverford College) & Harold Torrence (University of California Los Angeles)

This talk investigates the morphosyntax of A'-extraction of obliques in San Juan Ostuncalco Mam, which displays an asymmetry between the extraction of arguments versus obliques. Specifically, movement of obliques conditions the presence of a "movement particle", -(y)a on the verb. This present work follows observations in England (1989) and Pérez Vail (2014). The present paper builds on previous research by systematically examining wh-questions, relativization, and focus of instrument, benefactive, locative, reason, and dative obliques in local and long distance contexts. In addition, we discuss cases of relational noun stranding and its effects on the verb morphology.

Relative clause formation in Guarani

Hunter Johnson (University of California Los Angeles)

This work presents the first systematic investigation of relative clauses (RC) in Guarani, an indigenous language spoken largely in Paraguay. Based entirely on novel in-situ fieldwork, this work presents the following facts: i) subject and object RC formation, ii) scrambling in RCs, iii) morpheme order in RCs, and iv) internally headed RCs (IHRCs). This work thus introduces Guarani to the typological literature on RCs cross-linguistically and will serve as the empirical basis for further theoretical work in the future.

Word Order Patterns in Wampis Narrative Discourse

Jaime Peña (Pontificia Universidad Católica del Perú)

This paper examines issues of word order and discourse structuring in Wampis to better understand the principles and constraints that may account for the variation of order patterns found in the language. The analysis focuses primarily on possible correlates between syntactic (e.g. grammatical relations) and discourse-cognitive factors (e.g. topicality, identifiability, foregrounded vs backgrounded events) that may motivate different orders in Wampis narratives, following previous typological work on word order flexibility.

Morphology 1

Reconstruction of the Proto-Yuman person indexation system

Ivette Gonzalez (University of New Mexico)

In this study, I propose a reconstruction of the Proto-Yuman person indexation system. This reconstruction is based on a morphosyntactic analysis of six languages from the Yuman family. Through the comparison of their co-referential systems under the scope of hierarchical analysis (Gildea & Zúñiga 2016), I describe three different strategies prevalent in the family. Notably, only two of these strategies are common crosslinguistically in the Americas (Birchall 2014). I conclude with the grammaticalization path of the first person marker /ʔ-/ for S participants in intransitive constructions to its specialization as an inverse prefix.

A Cross-Linguistic Survey of a Class of Derivational Affixes in the Muskogean Family

Seth Katenkamp (Yale University)

Several works on the morphology of the Muskogean languages have touched on the possibility that for many verb stems, their final consonant constitutes either a separate morpheme or a vestige of an historically separate morpheme. In this paper I synthesize lexical data from across the family to provide a more comprehensive view of the distribution and semantics of these suffixes than has previously existed, highlighting variation between languages and its implications for reconstruction of

earlier forms of the suffixes in question. I will also make typological comparisons to morphemes with similar meanings in other languages of the Americas.

Lean on Me: Complex Clitic Cluster Construction in Two Languages of the PNW

Jordan Douglas-Tavani (University of California, Santa Barbara)

Clitics are phonologically and syntactically dependent. Crucially, clitics are distinguished from affixes because they are dependent on syntactic units and not words. Clitics are categorized according to their syntactic behavior, with proclitics appearing before the unit which they depend on and enclitics appearing after. Clitics appear in clusters, with multiple clitics of the same type appearing in linear order together. They can also serve as hosts to other clitics in what are termed here as symbiotic clitic clusters. First described in Hittite, two indigenous American languages— miluk and Sm'algyax— provide evidence for a simplex-complex distinction in this construction.

Nasality

An acoustic investigation of nasal phenomena in Wao Terero

Alexia Fawcett (University of California, Santa Barbara) & Martin Kohlberger (University of Saskatchewan)

Wao Terero (waor1240), a language isolate spoken by about 2,000 Waorani in the Ecuadorian Amazon, exhibits patterns of nasality unlike those typical in the northwest Amazonian region. Existing descriptions of these patterns are impressionistic in nature rather than based on empirical acoustic data. In this study we use the Earbuds Method (Stewart & Kohlberger 2017) to collect data on nasal airflow and analyze the locus of nasality and scope of nasal spreading in speakers of different age groups. Our results show a nuanced picture that includes interspeaker and intergenerational variation, as well as evidence for incipient phonologization of nasal consonants.

Suffix independence in Paraguayan Guarani nasal harmony

Marisabel Cabrera (University of California Los Angeles)

The nasal harmony system of Paraguayan Guarani has been described for decades and has significantly contributed to developments in phonological theory. However, its interactions with the morphological structure of the language and its variation are understudied. This work introduces two findings from fieldwork on rural and urban dialects of Guarani. First, suffixes exhibit independence in regressive (leftward) harmony, as unstressed suffixes fail to neutralize the oral-nasal contrast and all nasal suffixes fail to trigger regressive spread. Second, urban dialects seem to generalize such independence to progressive (rightward) harmony, as suffixes fail to show the segment alternations otherwise found in roots.

Diachronic effects of nasalization in Cherokee

Jeffrey Bourns (Northeastern University)

The diachronic origin of the Cherokee Distributive (DIST) allomorph too- is obscure, and no published research has sought to explain this outcome. The source of this prepronominal prefix (PPP) alternant is discoverable by establishing the phonetic conditions for sound change induced by concatenation of underlying DIST tee- and the Iterative PPP -vv-. Together with evidence from the early Cherokee

record, this insight allows us to explain aberrant morphology seen elsewhere in Cherokee, specifically the parallel outcome of DIST too- when followed by the Cislocative PPP.

Language Revitalization 1

Chikashsha Asilhlha: documenting and describing Chikashshanompa' positional verbs

Juliet Morgan (Chickasaw Nation) & Lokosh (Joshua D. Hinston) (Chickasaw Nation)

Responding to a community need to understand how speakers use positional verbs, the authors have documented natural speech and used experiments to analyze positional verb usage by native and new speakers. This paper presents their research design, which follows the Chickasaw research methodology Chikashsha Asilhlha, and how it has led to a better understanding of previously undescribed nuances of the Chickasaw positional verb system. This paper presents the individual positional verb systems of ten native speakers and one advanced new speaker, ending with a discussion by an advanced new speaker about how they have developed their variety's positional verb system.

Bodwéwadmimwen Ėthë ték, Inc.'s Potawatomi Digital Language Archive

Robert Lewis (BODWEWADMIMWEN ETHE TEK, INC.)

In this talk we revisit this discussion with new observations from Sà'án Sàvǐ ñà ñuù Xnúvíkó (Mixtepec Mixtec), a Mixtec variety not closely related to varieties whose prenasalized stops have been studied. While we do not take a stance on whether these sounds were formerly post-oralized nasals in Sà'án Sàvǐ ñà ñuù Xnúvíkó, following Marlett (1992), we analyze them synchronically as prenasalized stops. The phonetic differences in morphological vs. lexical prenasalized stops possibly reflect compensatory lengthening due to segmental erosion for which there is evidence in the morphology of the language.

Syntax 2

Existential questions and verb doubling in San Cristóbal Lachirioag Zapotec

Kalen Chang (University of California Los Angeles)

One way to license wh-words as indefinites in San Cristóbal Lachirioag Zapotec (Oto-Manguean) is through doubling the verb in existential constructions. While there are still many open questions about this construction, I argue that the doubled verb is in fact copied, not two independent verbs externally merged in different places. First, the interpretation of these questions is inconsistent with the interpretation of free relatives in other cases. Additionally, control constructions, e.g. 'want to leave' can appear separated linearly while still interpreted together. I present an analysis where the first verb is copied from the second verb.

Wh-question formation strategies in Paraguayan Guaraní

Hunter Johnson (University of California Los Angeles) & Marisabel Cabrera (University of California Los Angeles)

This work outlines the first investigation into wh-question formation strategies in Guarani based on original fieldwork conducted in Coronel Oviedo. More precisely, we demonstrate i) the basic word order, ii) that wh-movement is obligatory, iii) that wh-movement obeys islands, iv) clausal pied-piping in some wh-questions, v) that partial movement and wh-copying are not allowed, vi) lack of superiority

effects. This situates Guarani amongst the languages of the Americas from a typological perspective and will allow linguists to compare Guarani question formation strategies cross-linguistically.

Language Documentation

Los efectos inesperados de la documentación: responsabilidad política, cambio social y métodos de comunicación

Uboye Gaba (Nacionalidad Waorani del Ecuador)

En la actualidad, existe un considerable interés por parte de los Waorani en documentar su idioma, ya sea en las comunidades o en la organización política. Una de las preocupaciones esenciales es la sobrevivencia del idioma Wao Terero. El proyecto de documentación asume una importancia particular para las personas mayores quienes desean que su idioma nativo adquiera un reconocimiento sobre la cultura y saberes ancestrales con más peso dentro de las comunidades Waoranis.

Documenting Chickasaw Conversation: Our Implementation

Kimberly Johnson (Chickasaw Nation), Samantha Cornelius (Chickasaw Nation), Juliet Morgan (Chickasaw Nation) & Joshua D. Hinson (Chickasaw Nation)

This presentation details how we document Chickasaw conversations (including workflow for transcription) and compares several methods (small or large group, guided or unguided, prompt language, and time-period of topic). We discuss what factors influence the linguistic quality of the conversation (e.g. percentage in Chickasaw, frequency of turn-taking, and variety of speech acts). The most linguistically robust conversations were unguided between small groups of native speakers. While conversations involving native speakers and silent bilinguals have a lower percentage of Chickasaw spoken, they are valuable to both parties as a means of maintaining (or regaining) fluency and of (re-)connecting with cultural knowledge.

Alfred Kroeber's documentation of Inuktun (Polar Inuit)

Andrew Garrett (University of California, Berkeley)

Few episodes in American anthropology and linguistics are more disturbing than the 1897 removal of six Polar Inuit people from Greenland to NYC at Franz Boas's request. Four died of tuberculosis; a notorious deceit was done to a child. Boas's student Alfred Kroeber was charged with documenting their language, Inuktun. This paper will draw attention to the contents of Kroeber's previously unexamined manuscript notes. His five notebooks include 15 pages of transcriptions by Boas among transcriptions of some 30 texts (and vocabulary and sentences). They open a window onto a stage of Inuktun before substantial documentation began in the 1930s.

Morphology 2

Non-verbal predication of property concepts in Central Pame [pbs]

Jennifer Brunner (University of Graz)

It has been stated that Central Pame shows neither an open adjective class nor copula verbs. Therefore the question arises how property concepts are realized – especially in predicative constructions. The paper in hand shows that Central Pame has copula elements which are sensitive

to specifity. Furthermore, what looks like juxtaposition constructions in the first place should actually be understood as predicative inflection constructions. They are the most relevant strategy of non-verbal predication in Central Pame in general and for expressing property concepts – using a marking strategy that is to be found in all languages of the Otopamean family.

Garifuna Men's Speech

Pamela Munro (University of California Los Angeles)

Garifuna (iso cab, Arawakan, Central America) has lexical and syntactic men's speech phenomena, a "clearly exceptional" genderlect (Rose 2015). My fieldwork contributes to an ongoing class with heritage learners and diaspora speakers. Men's speech includes vocabulary borrowed from the Carib language Karina plus two areas of unusual syntax, both involving changing neutral masculine gender agreement to feminine. In the first, non-concrete items that would show masculine agreement in neutral speech (like clausal subjects) appear as feminine: Furése-ti/tu (be.fast-3m/3f) n-éibaagun (1s-run). 'My running is fast' (neutral/men's). The second is similar, but produces a meaning change in addition to marking the genderlect.

Kanien'kéha Noun Incorporation: A Categorization and Excorporation Reanalysis

Martin Renard (University of Toronto)

Kanien'kéha is a polysynthetic Northern Iroquoian language spoken in Ontario, Québec, and New-York. It features noun incorporation (NI), which has been analyzed either as memorized lexical entries without internal structure, or as the result of head-moving object nouns into the verbal root in the syntax. I propose a reanalysis whereby incorporated elements are categorized roots in compositional forms, but bare roots in idiomatic forms, allowing us to include idiomatic forms in a unified syntactic account. Furthermore, I argue that NI forms are base-generated, and that nouns "excorporate" to derive non-NI forms, which are only licensed in marked contexts like focus.

Phonetics/Phonology of Stops

Voiceless Stops and their Variants: a Lenition Continuum in Pastaza Quichua?

Sydney Ludlow (University of Hawai'i at Mānoa)

This paper examines the properties of potential voiceless stop lenition within the Pastaza Quichua dialect (PQ). In particular, it examines attested pathways in a hypothesized lenition continuum starting from voiceless stops. Nuckolls & Swanson 2020 claims many variations as contrastive phonemes. Complementary distribution or allophonic variation are not presented in that work; the voiced consonants and variety of fricatives are described as being used widely, typically in particular suffixes. In contrast, I assume that these voiced stops, fricatives, and approximants are lenited variants of /p t k/. This study examines if the distribution of those variants is free or predictable.

Phonology and morphology of prenasalized stops in Sà'án Sàvǐ ñà ñuù Xnúvíkó (Mixtepec Mixtec)

Guillem Belmar (University of California, Santa Barbara), Eric W. Campbell (University of California, Santa Barbara) & Jeremías Salazar (University of California, Santa Barbara)

In this talk we revisit this discussion with new observations from Sà'án Sàvǐ ñà ñuù Xnúvíkó (Mixtepec Mixtec), a Mixtec variety not closely related to varieties whose prenasalized stops have been studied.

While we do not take a stance on whether these sounds were formerly post-oralized nasals in Sà'án Sàvǐ ñà ñuù Xnúvíkó, following Marlett (1992), we analyze them synchronically as prenasalized stops. The phonetic differences in morphological vs. lexical prenasalized stops possibly reflect compensatory lengthening due to segmental erosion for which there is evidence in the morphology of the language.

Morphological, prosodic and individual variation in South Bolivian Quechua /q/

Gillian Gallagher (New York University) & Noemy Condori Arias (University of California, Santa Barbara)

This project documents the variety of South Bolivian Quechua spoken in the rural community of Vacas, Cochabamba. We explore the variable realization of the plain uvular /q/ in interview speech, with attention paid to morphological and phonological factors, as well as individual differences. As in previous work, the majority realization of /q/ is as a voiced continuant [ʁ]; we also find that full deletion of /q/ is frequent in certain morphemes, but rare or unattested in others, and variable between speakers. Broadly, the study contributes to the description of Quechua languages in individual communities, emphasizing variation and naturalistic corpora.

Semantics

Learning from speech in context: The place of reality amidst ability, duty, volition and purpose

Marianne Mithun (University of California, Santa Barbara)

The domain of modality is notoriously complex and challenging to systematize, due in part to the fact that distinctions within it can play pervasive but often subtle roles in interaction and are constantly evolving. One puzzle is the status of irrealis distinctions. Some of the fuzziness can be understood by examining pathways by which markers can evolve through time. Here examination of a corpus of spoken Kanien'kéha' (Mohawk), combined with insights from speakers, sheds light on how an irrealis prefix may have evolved into a marker of dynamic, deontic, bouletic (volitional), and teleological (goal-oriented) modality.

The unspecified person prefix use across Northern Dene languages

Olga Kriukova (University of Saskatchewan)

This study analyzes an unspecified person verbal marker use among the Northern Dene languages. A broader look at the existing data on this marker from various Dene languages revealed that this marker has reacher pragmatic use than was previously thought. The majority of previous studies assumed that its use was limited to unspecified or unknown agents or patients. The present cross-language analysis found evidence to support the claim that the use of unspecified person prefix can be also related to the cultural guidelines that are reflected in peoples' speech. Thus, it can be concluded that an unspecified person marker can be used in more contexts.

Distinguishing Polarity Focus from Verum in Caquinte

Zachary O'Hagan (University of California, Berkeley)

I argue that polarity focus in Caquinte (Arawak; Peru) is selective focus evoking polar alternatives to a proposition (p, ¬p), and that polarity focus is distinct from verum. Selective focus, like other subtypes of contrastive focus, occurs in contexts of salient alternatives. Verum, in contrast, is a sort of emphasis on the truth or falsity of a proposition that can occur regardless of whether polar

alternatives are salient. Polarity focus is expressed by 'ari,' while two kinds of verum are expressed by '=maja' (salient alternatives) and a construction involving the light verb 'ko' (nonsalient alternatives).

Tone and Intonation

The role of phonation and tone in TAM in Yateé Zapotec

Yuan Chai (University of California Los Angeles), Adrián Fernández & Briseida Mendez

This study illustrates the function of phonation and tone in Yateé Zapotec (North Core Zapotec). The language has four tones and three phonations. The TAM is primarily marked by the prefix of the verbs. The person marking is marked by adding a vowel suffix to the verbs. The past tense and the imperative share the same TAM prefix. As a result, when the person marking suffix has the same vowel quality as the verb stem final vowel, the past tense and the imperative are distinguished by phonation and tone alone. Phonation and tone surface to distinguish sentences with different TAM.

Towards a transcription system of Patwin intonation (PaToBI)

Anna Björklund (University of California, Berkeley)

Patwin (ISO: pwi) is a Wintuan language of northern California that survives via archival recordings. This paper uses archival data to present a preliminary system for transcribing Patwin intonation (PaToBI), based on the original ToBI model (Beckman et al 2005) and related systems such as Japanese J_ToBI (Venditti 2005). PaToBI is then used to identify six common intonational patterns across word and text elicitation.

The predictability of grammatical tone in Copala Triqui

Jamilläh Rodriguez (University of North Carolina at Chapel Hill)

The complex tone system of Copala Triqui (Otomanguean; Mexico) features tone lowering in several morphosyntactic environments. Past literature has stated the mapping between high and low tones to be lexically determined and phonologically unpredictable. The perceived unpredictability of grammatical tone contributes to the belief that Copala Triqui may to be too impractical to pass on to younger generations. I argue that when we consider syntactic domain and lexical tone, seemingly arbitrary grammatical tone processes are predictable and productive. An analysis of this system provides insight into grammatical tone and demonstrates to speakers that their language is systematic.

Grammaticalization and Change

The grammaticalization of speech reports as purpose clauses in Northern Pastaza Kichwa

Alexander Rice (University of Alberta)

The present study offers an analysis of purpose clause constructions in Northern Pastaza Kichwa (ISO 639-3: qvz), an indigenous language of Amazonian Ecuador, using a corpus of conversation and narrative recordings collected in the field. Using a construction grammar approach, I propose that elements involved in speech report constructions expressing intention have been grammaticalized together to form purpose clause constructions in Northern Pastaza Kichwa. These elements are the 'say' verb and suffixes marking future tense, benefactive case, and third-person imperatives. This

paper contributes to the typological research on purpose clause constructions and the grammaticalization of quotatives in the northwest Amazon.

Internal and external pressures in Northern Jê morphosyntactic change

Bernat Bardagil (Ghent University)

This talk addresses the diachrony of case marking alignment in Jê languages (Eastern Amazonia, Brazil). In particular, I look into the typological change that took place in one of the languages of the Northern branch, Panará, which went from a verb-final mostly analytic language with split ergative case to a polysynthetic free constituent ergative language. In this major restructuring process of the sentence, Panará also lost the strategy of forming dependent clauses via nominalization: instead, dependent clauses became internally identical to main clauses. The result is a language with symmetrical ergative case marking in main and dependent clauses.

Purpose clauses with 'saying' in Piaroa (Jodï-Sáliban)

Jorge Emilio Rosés Labrada (University of Alberta)

This presentation focuses on the expression of "purpose" in Piaroa, a Jodï-Sáliban language spoken in present-day Colombia and Venezuela, based on primary field data. In particular, I show that the non-finite form of the verb pä- 'say' has grammaticalized into a purpose marker in Piaroa, a process that is relatively common in the languages of the world and especially so in Amazonia. This presentation thus contributes to the description of Piaroa, to the typology of purpose clauses, and to our understanding of the diachrony of purpose clause markers and stands to make a contribution to ongoing community-based language teaching efforts.

Saturday, January 6

Language Resources

Hul'q'umi'num' listening quizzes: Blending research and pedagogy

Sonya Bird (University of Victoria), Maida Percival (University of Toronto), Randeana Peter (Simon Fraser University) & Henny Yeung (Simon Fraser University)

In our presentation, we discuss a set of 60 listening quizzes that we developed to help Hul'q'umi'num' learners with their speaking and listening skills. These provide us with a research-informed pedagogical tool to support language learning (McIvor 2015). They also help us understand what sounds and contrasts are most challenging for Hul'q'umi'num' learners, allowing us to create additional resources where they are most needed. Given the overwhelming focus on English in the SLA literature (Lee, Jang, & Plonsky 2015), evidence of speech perception among learners of a very different language will also contribute in important ways to the broader field.

A case study in digital language resource development: 15 years of the Coeur d'Alene Online Language Resource Center

Shannon Biscoff (Purdue University Fort Wayne), Amy Fountain (University of Arizona), John Ivens (University of Arizona) & Audra Vincent (Coeur d'Alene Tribe)

Since 2009, community members, academics, and software engineers have worked on the development and maintenance of the Coeur d'Alene Online Language Resource Center (COLRC). An

initial goal was to develop a digital archive. 15 years later the creators conclude that true digital archiving, in particular, is not reliable, sustainable or manageable for the institutions with which we work. We recommend, instead, that the goals of our work should focus on attainable goals around digital resource development and the need for the creation and maintenance of digital infrastructure that is truly reliable, sustainable, accessible, robust, community led, and community meaningful.

Digital Tool for Revitalization of the Oneida Language: Verb Conjugator

Yanfei Lu (University of Toronto)

Oneida (Iroquoian) is a polysynthetic language spoken by Oneida people of North America. Its morphosyntactic structure presents significant learning challenges for adult L2 learners who are native English speakers. Meanwhile, mainstream language learning technologies predominantly focus on widely spoken languages, overlooking polysynthetic Indigenous languages. Collaborating with the Twatati Adult Oneida Immersion program and the Indigenous Languages Technology project of NRC, this research develops a digital Oneida verb conjugator. With this tool, learners can effortlessly look up conjugated verb forms or generate customized practice materials. This ongoing project aids revitalization efforts of Oneida and offers insights for other Indigenous language initiatives.

Orthography

Orthography development in the Amazonian indigenous context: The case of Panãra

Myriam Lapierre (University of Washington)

This talk discusses the development of an orthography for Panãra, a Jê language of Mato Grosso, Brazil. This is a collaborative project with the Panãra community. While a previous orthography was proposed in the 1990s, only a few speakers were trained in its use, and its sound-symbol mapping misaligned significantly with native speaker intuitions. Consequently, rates of native literacy remained low among the Panãra, a common situation in Amazonia. Yearly literacy workshops were held in the village of Nãnsêpôtiti from 2016-2023, and literacy rates have increased substantially during this period of time.

The historical development of the Colonial Valley Zapotec orthography

George Aaron Broadwell (University of Florida)

Zapotec has a long written history, with the earliest text dating from 1565. However Zapotec orthography has not been stable over its history. Early texts are written in a Mexicanist orthography (influenced by Nahuatl writing) that under-represents the phonemic contrasts. In the late 17th century, a second Oaxacanist orthography arises which changes the spelling of many words. Understanding early and later orthographies is important to the correct interpretation of historical texts in Zapotec.

Spelling in dictionary construction: principles and process for nxaʔamxčín nwwáwlxtnt

nxaʔamxčín Dictionary Team (University of Victoria, Indigenous Education)

A key component in construction of dictionaries for language revitalization efforts is the development of orthographies (Jones & Moore 2017). One important concern related to dictionary making for Indigenous language communities is the question of orthographic standardization. As Rice and Saxon

(2002) point out, in dictionary making, standardization of orthography can be divided into standardization of the alphabet and standardization of spelling. This paper contributes to discussions of orthographic standardization by presenting some challenges, principles and processes involved in developing a standardized spelling for nxaʔamxčín nwwáwlxtnt–nxaʔamxčín Dictionary, a dictionary intended to support revitalization (Hinton & Weigel 2002).

Language Revitalization 2

Reviving Waccamaw Siouan: Reconciling Ethics, Indigenous Epistemologies, and Colonial Data Archives

Addie Sayers (University of North Carolina Wilmington), Ellie Passmore (University of North Carolina Wilmington) & Julien Bradley (University of North Carolina Wilmington)

In this paper we discuss our strategies for reviving Waccamaw Siouan, a dormant Eastern Siouan language. We first outline and categorize the challenges of reconciling ethical methodologies with colonial data sets and systems, dividing these issues into six general categories. Next, we suggest specific, action-based tenets, in five categories, for dormant language revival; we argue for creative methodological adaptations to centralize Indigenous epistemologies and ethics while dealing with multiple, incomplete sources of archival data and various logistical hurdles. Ultimately, we contribute to ongoing discussions of language revival methodologies in the Americas, and particularly in first point-of-colonial-contact sites.

Interpreting and encoding historical variation in a modern Wendat dictionary

Megan Lukaniec (Huron-Wendat Nation; University of Victoria)

One of the recognized challenges of Indigenous language lexicography is how to best represent variation. This is indeed a concern for the modern Wendat (Iroquoian) dictionary, yet representing variation is a secondary task, since the greater difficulty is understanding the variation itself. Because Wendat became dormant in the 19th century and is now being reawakened in Wendake, Québec, we base our understandings of the language and its variation through analyzing archival documentation. Within the context of a Wendat lexicography project, I will discuss the complexities of deciphering variation in the Wendat archival record and representing it in a digital dictionary.

Phonetics and Phonology

Phonological Adaptations of Spanish Loanwords in San Cristóbal Lachirioag Zapotec

Michael Galant (California State University Dominguez Hills)

"This paper analyzes the key phonological adaptations that loanwords from Spanish into San Cristóbal Lachirioag Zapotec (SCLZ) have undergone. For example, a foreign phoneme can be replaced by a native phoneme, such as /t͡ʃ/>/ʃ/ and /f/>/p/. Some such replacements are understood by taking into account earlier forms of certain Spanish phonemes such as /ʝ/ (</ʎ/), /s/ (</s̺/ or /z̺/), or /x/ (</ʃ/ or /ʒ/) and/or an earlier phonological inventory of SCLZ. This study also details adaptations made to accommodate SCLZ phonotactic restrictions, such as a trend towards monosyllabicity in nouns and the virtual lack of words beginning with a vowel."

Pre-aspiration in Hidatsa is not pre-aspiration

John Boyle (California State University Fresno), Armik Mirzayan (University of Virginia) & Briar Scott (University of Virginia)

In this paper, we argue that Hidatsa (Siouan) has a larger inventory of stops/affricate than previously thought. We present phonetic evidence that in addition to a plain and aspirated series of stops/affricate, there is also a geminate series that has been spelled as [hp, ht, hk, hc]. We show that what has been perceived as an 'h' is the vowel devoicing in anticipatory co-articulation with the stop/affricate. Comparing the duration of the closures of the 'preaspirated' series to the plain series we show that there is a statistically significant ($p > 0.001$) difference for the duration of the closures.

Syntax 3

Analyzing the argument structure of three MVCs in Hul'q'umi'num' Salish

Lauren Schneider (Simon Fraser University) & Rosemary Webb (University of Victoria)

In this paper, we investigate the syntax of multi-verb constructions in Hul'q'umi'num' (ISO 639-3 hur). These constructions fulfill many of the semantic functions typical of serial verb constructions (SVCs) cross-linguistically. This investigation is based on original elicitation, and draws on previous research on Salish and SVC syntax. In particular, we compare three syntactically distinct types of serialization from Baker & Stewart (1999)—consequential SVCs, covert coordination, and resultative SVCs—with parallel constructions in Hul'q'umi'num': SVCs, verb chains, and switch function constructions. Verb serialization is unexpected in Salish languages, and analyzing Hul'q'umi'num' structures makes new contributions to both Salish and MVC literature.

Demonstratives in San Cristóbal Lachirioag Zapotec

Hannah Lippard (University of California Los Angeles)

In this talk I will focus on demonstratives, an integral part of San Cristóbal Lachirioag (SCL) Zapotec nominal morphosyntax and semantics. Demonstratives offer insights into not only how SCL Zapotec speakers refer to and distinguish between entities, but also other important aspects of the complex nominal domain. In this talk, I will provide an overview of the structure and meaning of demonstratives in SCL Zapotec, as I currently understand it. I will show how SCL Zapotec demonstratives fit—and do not fit—into the broader typology of demonstratives and discuss certain restrictions on animacy and plurality in the SCL Zapotec demonstrative system.

Personal Pronoun Distribution in Macuiltianguis Zapotec

John Foreman (University of Texas Rio Grande), Paula Margarita Foreman & Jaquelina Martínez Pérez

This paper looks at the distribution of bound and free pronouns in Macuiltianguis Zapotec (MacZ) (ISO 639-3 [zaa]) (Eberhard, Simons, & Fennig 2023), a Northern Zapotec language originating from the town of San Pablo Macuiltianguis in Oaxaca, Mexico (Smith Stark 2007). Data is drawn from the use of these pronouns in discourse and from consultations with native speakers. Study of MacZ discourse reveals two areas of usage that are of particular interest: the discourse use of topicalized preverbal independent pronouns and the alternation of dependent and independent forms in post-licensing positions, for example, in postverbal subjects.

Morphology 3

On the face of it: A first look at body-part grammar in Me'phaa

Madeleine Stewart (University of Texas at Arlington), Eutropia Rodriguez & Philip Duncan (University of Kansas)

Body-part terms (BPTs) are central to humans' physical and psychological experiences (Lehmann 2022); they are also a fundamental part of the grammatical systems of human languages. The grammar of BPTs in American languages has received detailed attention in works such as Zariquiey & Valenzuela (2022), but there remain gaps in documentation, including some languages that are still un(der)represented in this space. This paper aims to begin filling this gap by providing the first extensive investigation into the morphosyntactic and semantic properties of BPTs in two varieties of Me'phaa (Mẹ'phạ̠a Mañuwḭ́ín, Mẹ'phạ̠a Mixtru'wḭ́ín), a lengua originaria primarily spoken in Guerrero, Mexico.

Revitalizing the graded past tense system of Southern Hill Nisenan

Skye Anderson (Shingle Springs Band of Miwok Indians Language Department)

I synthesize archival resources (narratives, fieldnotes, elicitation data, and audio) to clarify the distribution of two past tense suffixes in Southern Hill Nisenan. I find that Southern Hill marks the distant past tense with -t'o and the recent past tense with -a(s). Parts of the documentation might suggest that -t'o is specific to one speaker, Bill Joe, but I show that speaker Ida Starkey uses -t'o similarly. Finally, I show that the recent past -a(s) marks events within 6 months of the point of reference while the distant past marker -t'o is used for events ≥1 year prior.

'Deceased referent' as a grammatical category in languages of Amazonia

Tyler Dickenson (University of Texas at Austin) & Patience Epps (University of Texas at Austin)

Dedicated strategies for indicating a deceased person are notably prominent in Amazonian languages. Deceased referent markers occur across a wide range of unrelated languages in this region; they tend to be notably frequent in discourse; and most can be identified as grammatical rather than lexical elements. In this talk, we propose that deceased referent markers constitute a discrete grammatical category that, while apparently little noticed elsewhere in the world, is significant in South America. Our exploration offers a first comparative and historical assessment of this category in Amazonian languages.

Phonology

The Syllable Structures of Santa Ana Zegache Zapotec

Jesús González Franco (University of Arizona, California State University Dominguez Hills)

This presentation offers a preliminary phonotactic analysis of how the moraic theory for monosyllables, presented in McCarthy and Prince (1996), accounts for light, heavy, and super-heavy syllables of Santa Ana Zegache Zapotec (SAZZ). SAZZ is a Mesoamerican language spoken by approximately 941 people from the municipality of Santa Ana Zegache, Oaxaca, Mexico. This project aids in the creation of a grammar sketch and language teaching materials for the community. This project solely uses archived data from a survey of Chatino and Zapotec languages in the Archive of Indigenous Languages of Latin America collected by Sicoli and Kaufman (2009).

The Phonological Behavior of the Coda /z/ in Copala Triqui

Jessica Holtz (University at Albany, State University of New York)

Copala Triqui (Oto-Manguean) has been described as containing only open syllables, (Hollenbach, 1984). However, a newly formed second person singular pronominal enclitic, /=z/, has entered the language and has not yet been thoroughly documented. This paper provides a description of this new coda and its phonological behavior. Unlike laryngealization in rimes, /z/ does not shorten a preceding vowel in word-final syllables and whether /z/ is realized as fortis or lenis is additionally conditioned by different factors than those influencing the same consonant in onset position.

Prosodic Words and Syntactic Clause Boundaries: A Case Study from Choctaw

Jonah Wolf (University of Florida)

This study investigates a phenomenon in Choctaw in which syntactic clause boundaries do not always align with a prosodic word boundary, particularly involving the encliticization of the copula with its attendant verbal morphology onto the main verb of a subordinate clause. This study argues that a Match Theory understanding of the syntax-phonology interface is incomplete, since it lacks constraints to account for this type of non-isomorphism between syntactic clauses and prosodic words. A significant corpus of public domain Choctaw data was also made more easily searchable and accessible for further research as a part of this study.

Historical Linguistics

Pit River Verb Stems and Shastan Prehistory

Bruce Nevin (The Endangered Language Fund) Why is Germanic easier than Shastan? An archaic 'demographic pulse' around the Sacramento salmon fishery persisted until Wintuan incursion disrupted equilibrium ca. 1000 YBP. Germanic diversified in a comparable span but amid Iron Age conflict. Structurally alike but morphologically divergent with obvious loans, the Pit River languages, Achumawi and Atsugewi, may conserve features of an ancestral isolating typology with rather free word order resulting from structural convergence. In the separated communities, preferred order and idioms diverged. Roots in Pit River verb stems may also occur as free-standing words. Cognates cannot reliably be found without morphological analysis and internal reconstruction.

Dialect Evolution in Fort Chipewyan Denesųłiné from 1928 to 2023

Josh Holden (Athabasca Chipewyan First Nation) & Michelle Voyageur (Athabasca Chipewyan First Nation) The Fort Chipewyan dialect of Denesųłiné is both well described due to the detailed fieldwork in the 1920s of Fang-kuei Li but also the subject of highly conflicting accounts. The current research investigates previous claims of phonological shifts and the current morphological and lexical traits of the dialect given the numerous population changes since the Li documentation. Several hundred lexical items from the Li materials were re-elicited with current elders. An alveolar to alveopalatal affricate shift was observed but showed variation and complexity. Morphologically, verbs show a blend of conservatism and innovation in the inflectional paradigm and lexical changes.

Testing models of dialect diffusion using legacy language materials

Maziar Toosarvandani (University of California Santa Cruz) & Hannah J. Haynie (University of Colorado Boulder)

NAAHoLS Abstracts

Friday, January 5

Linguistic Backgrounds and Origins

Exploring modern linguistic thoughts in Dante's De vulgari eloquentia

Matteo Fiorini (University of Utah)

Dante's De vulgari eloquentia (1304) is the most comprehensive essay on linguistics of medieval Europe and anticipates several foundational ideas of both structuralist and transformational grammar about the nature of Language. This presentation highlights the relevance of these intuitions, focusing on: (i) innateness of the language faculty; (ii) language development and variation; and (iii) the langue/parole distinction. The treaty has some important implications for the development of Italian dialectology that are also discussed. The work of Dante is clearly a product of its time, but it nonetheless deserves recognition for its innovative approach and ideas to the study of language.

9:30 - 10:00am

Silence as language: L'Art de se taire de l' abbé Dinouart

Danilo Marcondes (Universidade Federal Fluminense, Niterói, Rio de Janeiro)

There is a paradox in writing about silence. But is silence always just an absence of language? Since silence is always meaningful, it can be considered language in a sense. When verbal language ceases, we have some sort of non-verbal language consisting of other possibilities of communication filling in. L'Art de se taire (1771) by the Frenchman Fr. Dinouart is an innovative contribution to the discussion of language in the eighteenth century, analyzing the role of silence from a rhetorical point of view as well as a discussion of silence in language, or rather in discourse, as a strategic device.

The grand tug-of-war: Informativity vs. economy, the first 2300 years

Laurence R. Horn (Yale University)

The trade-off between hearer-based goals of informativity/distinctness and speaker-based goals of effort minimization/simplification and its linguistic effects have long been acknowledged (and periodically rediscovered) by rhetoricians, philosophers, linguists, and cognitive scientists. This dialectic between economy and informativity, while robustly significant for characterizing the role of efficiency in exchange of information (cf. Zipf 1949, Grice 1975, Horn 1984), nevertheless yields an incomplete account of the overall nature of communication and of linguistic diachrony. Overlaid on this tug-of-war is another pressure, identified by Frei (1929) as the besoin d'expressivité, which turns a static equilibrium into a dynamic impetus for linguistic change.

Resources for the History of Linguistics

Etymology, historiography, and The Economist's Johnson column

David Boe (Northern Michigan University)

At the time of the founding of the LSA one century ago, the multi-volume A New English Dictionary on Historical Principles (later OED) was nearing completion. This "New" work largely followed the methodology developed by the 18th-century lexicographer Samuel Johnson (1709-1784). In the 1990s, the news magazine The Economist first published a "Johnson column" on language and linguistics, and in 2016 the bi-weekly column was revived, written by American journalist Lane Greene. At this point, Greene has published nearly 200 columns, which can be viewed as a collective and evolving text, reflecting language issues as they unfold in real time.

Synonymy: From early conceptualizations to its relevance for language resource construction

Chiara Zanchi (University of Pavia) Silvia Luraghi (University of Pavia)   This paper discusses synonymy from its earliest conceptualizations toward its current applications in language resource construction. Early statements on synonymy are embedded in reflections concerning whether names exist by nature or by convention. In modern linguistics, synonymy finds its own place and can be understood as identity or similarity between words or senses in context. Reflections on synonymy have gone hand-in-hand with constructing language resources since Roget's Thesaurus. We discuss the relevance of synonymy in the building of WordNets for ancient Indo-European languages and of PaVeDa, a typological database supporting the study of valency classes over time and across languages.

Pedagogy in the history of the Linguistic Society of America

Hope C. Dawson (The Ohio State University) Brian D. Joseph (The Ohio State University)

While the LSA is essentially a scholarly society, teaching (at all educational levels) has always played a key role in its life and that of its members. The approach to teaching of linguistics and by linguists is more overtly scholarly now than in earlier years, but continues a long tradition. We aim to shed public light on the role of teaching and instruction (including advising and creation of instructional materials) in the LSA and among its members over the last century, approaching this task through the pages of Language and particularly the nuggets included in Notes and Personalia and Obituaries.

Language Description and Classification

On the 400th anniversary of Gabriel Sagard's stay among the Huron

Marcin Kilarski (Adam Mickiewicz University, Poznań)

The years 2023-2024 mark the 400th anniversary of Gabriel Sagard(-Théodat)'s (c.1600-1650) stay among the Huron. Sagard was a Recollect missionary who described the language and its speakers in his Le grand voyage du pays des Hurons (Sagard 1632), which includes a dictionary that is accompanied by a preface. The book has played an important role in shaping the perception of Huron and other Indigenous languages of North America among Europeans and so this anniversary is an excellent opportunity to examine the author's complex perception of the language and the diverse reinterpretations of the original account among future commentators.

Sagard's portrayal of Wendat: Studying early attitudes to American languages through early modern travelogues

Luz Van den Bruel (KU Leuven)

Employing a methodological framework that examines depictions of Native Americans by French and English travel writers before 1630, this talk focusses on the Recollect missionary Gabriel Sagard's portrayals of the Wendat language and its speakers, setting them against the backdrop of his contemporaries. The focus is how Sagard's portrayal of the Wendat people influenced his

presentation of their language. He characterizes Wendat as a distinct language, not merely on par with European languages but fully capable of articulating Christian concepts. Furthermore, I argue for the contextualization of his historical translations, stressing how Sagard prioritized meaning and understanding over linguistic accuracy.

The undead nature of the term "Hamito-Semitic"

Paul D. Fallon (University of Mary Washington)

The Afroasiatic language phylum is also known by various more controversial names such as Hamito-Semitic, Semito-Hamitic, Afrasian, Lisramic, and so forth. This paper will examine the principal variants, linking them to various scholarly viewpoints and will document their usage over time using various databases. A major focus will be on the use of terms with "Hamito-" or "Hamitic", which implied a unity among the non-Semitic Afroasiatic languages, and which has been declared obsolete by many scholars. The paper will also examine the pushback and arguments raised by scholars who still prefer using that term

Saturday, January 6

Perspectives on the History of Linguistics

The Russification language policy in Georgia (According to the Press of the Georgian emigrants of the first half of 20th century)

Irine Chachanidze (Akaki Tsereteli State University) Tamar Guchua (Akaki Tsereteli State University) Russification is a special case of cultural assimilation when small nations come under the influence of the Russian language and culture. In 1921, this process became more intense in Georgia when the Bolshevik forces abolished its independence and Sovietized the country. When the government and political parties were forced to emigrate, they began working actively to restore the lost independence, founding the Press of the Georgian emigrants. The paper discusses the problems of the Russification language policy on the example of Georgia. The digital corpus of the press during the first half of 20th century will be used as evidence.

The Lehmann files

Marc Pierce (University of Texas at Austin) Danny Law (University of Texas at Austin)   Winfred P. Lehmann (1916-2007) was one of the most prominent American linguists of his time. This talk discusses a large collection of Lehmann's scholarly correspondence, which has already yielded a number of interesting insights into the history of linguistics in North America. For example, there are several letters from Lehmann to John Robert Ross, which ask Ross to clarify various theoretical points. Lehmann never employed generative ideas in his own work, but the correspondence confirms that he gave it due consideration. We expect to uncover a number of other such insights as we work through the correspondence.

Pirahã syntax and the Everett controversy

Geoffrey K. Pullum (University of Edinburgh and George Mason University)

Daniel Everett claimed in 2005 that familiar syntactic resources supporting construction of arbitrarily long sentences are not found in the Amazonian language Pirahã. This conflicts with certain Chomskyan claims about 'recursion'. The first refereed counterarguments by linguists opposing Everett's claims were based largely on his work, but in comments to the press the authors went

further, alleging fraudulent research. Opponents in Brazil persuaded a government agency to deny him research permits, ending his field research career. I review the history of the dispute, point out the relevance of certain unnoticed earlier work, and challenge certain assumptions made by Everett's opponents.

Linguists and their Contributions

William Dwight Whitney's theory of the origin of language and its relevance to his study of the nature of language and the science of linguistics

Joseph L. Subbiondo (California Institute of Integral Studies)

The paper supports William Dwight Whitney's prominence in the history of linguistics by focusing on what distinguished his work from his contemporaries in America and elsewhere: his insistence that the origin of language defined the nature of language as well as the science of linguistics. We will examine the concluding chapters of his two books that were most influential in moving linguistics from nineteenth-century comparative philology to twentieth-century general linguistics: The Life and Growth of Language: An Outline of Linguistic Science (1875), and its predecessor Language and the Study of Language: Twelve Lectures on the Principles of Linguistic Science (1867).

Deep structure: Past, present, and future

Jared Desjardins (University of Colorado, Boulder)

In this presentation, I discuss the past, present, and future of the notion of deep structure. The first part covers the original examples considered by Chomsky (1966/2009) in support of his claim that "the deep structure that expresses meaning is common to all languages, being a simple reflection of forms of thought" (p. 81). The second part covers Chomsky's justification for linking deep structure with Wilhelm von Humboldt's (1836/1999) idea of underlying form, and why this is a problematic step. The talk concludes with a discussion of whether a notion like deep structure is still relevant to general linguistic theory.

Bliss's Semantography: The creation and crippling of a Utopian auxiliary semasiography

Peter T. Daniels (Independent Scholar, Jersey City, NJ)

Blissymbolics has become a Toronto-based movement, but was a Jewish refugee's social experiment who in Shanghai experienced Chinese writing and "Basic English." For him, a universal symbol system transcending human languages would facilitate world peace; he tirelessly promoted his system as such. Its 100 basic symbols recombined in symbols for realia and concepts in any semantic field. But a large part of his 900-page book comprises brief essays on theology, philosophy, and especially politics, many dating from the war years. This presentation sketches the symbol system but concentrates on Charles Bliss's worldview and how he believed Semantography embodied his ideals.