16th Annual Meeting of the Illinois Language and Linguistics Society

Language, Mind, and Society

March 1st - 2nd, 2024

I-Hotel & Illinois Conference Center
University of Illinois, Urbana-Champaign

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WELCOME LETTER

On behalf of the Organizing Committee, the Linguistics Student Organization, and the Department of Linguistics, we would like to welcome you to the Sixteenth Annual Meeting of Illinois Language and Linguistics Society (ILLS16)! We are pleased to have you here at the University of Illinois, Urbana-Champaign.

Our conference theme, *Language, Mind, and Society*, reflects the importance of collaborative work from a multitude of disciplines, which is fundamental to the advancement of language research and the subsequent understanding of our globalized world. Over the next few days, you will have the opportunity to hear 4 leaders in their respective subfields of linguistics share their insights in their invited talks, attend 23 competitive talks and see 12 posters. These presentations' topics span experimental, sociolinguistic, and computational methods to investigate phonology, syntax, pragmatics, and processing of first and second languages. There will also be ample opportunity to get to know each other less formally during refreshment breaks, a reception and our conference dinner.

We are glad to have you joining us this year. Please make yourself at home and let us know if we can be of any assistance!

Sincerely,

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Mingyue Huo & Katherine Kwak

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INVITED SPEAKERS

Michael Tanenhaus, *University of Rochester*

Michael K. Tanenhaus is the Emeritus Beverly Petterson Bishop and Charles W. Bishop Professor of Brain and Cognitive Sciences at the University of Rochester. Tanenhaus joined the faculty in the Department of Psychology at Wayne State University in 1977, moving to Rochester in 1983, first in the Psychology Department, and later as a founding member of the Department of Brain and Cognitive Sciences. Administrative positions included chairing the Department of Psychology, the Department of Linguistics, and serving as Director of Language Sciences Center. Tanenhaus was a Chair Professor in the School of Psychology at Nanjing Normal University from 2016 to 2019). Honors include membership in the American Academy of Arts and Sciences, the 2018 Rumelhart Prize in Cognitive Science, and both the University of Rochester Excellence in Graduate Teaching and the Lifetime Achievement in Graduate Education awards.

Tanenhaus's research has focused on language processing, primarily real-time language comprehension, addressing issues in speech perception, spoken and visual word recognition, sentence processing, anaphora and reference resolution, interactive conversation, prosody, and pragmatics. His research was supported by the NSF and NIH from 1980 to 2017. Much of Tanenhaus's work on spoken language used the task-based Visual World Paradigm, which his lab introduced in 1995. His research has been largely collaborative, both with colleagues in BCS and Linguistics, and with a remarkable group of graduate students and post-docs, many of whom are having highly impactful research careers.

Rajka Smiljanic, *University of Texas at Austin*

Rajka Smiljanic is a Professor in the Department of Linguistics at the University of Texas-Austin. Before coming to UT, she was a postdoctoral researcher at Northwestern University's Linguistics Department. She earned her doctorate from the Linguistics Department at the University of Illinois Urbana-Champaign. Her work is concentrated in the areas of experimental psycholinguistics, speech production and perception, and intelligibility variation. She has published in the *Journal of the Acoustical Society of America*, *Journal of Speech, Language, and Hearing Research*, *Journal of Phonetics*, and *Frontiers in Psychology*. She was elected Fellow of the Acoustical Society of America in 2018. From 2019 to 2022, she served as a Chair of the Speech Communication Technical Committee, Acoustical Society of America. She received a *Raymond Dickson Centennial Endowed Teaching Fellowship* award for the 2023-2024 academic year.

Ruth Kramer, *Georgetown University*

Ruth Kramer is Associate Professor of Linguistics at Georgetown University. Her research focuses on the morphology and syntax of gender, number, agreement and concord, and object marking. She works mostly on Afroasiatic languages, with a special focus on the Ethiosemitic language Amharic. She published a monograph *The Morphosyntax of Gender* with Oxford University Press, and her work has been published in such journals as *Linguistic Inquiry, Natural Language and Linguistic Theory,* and *Brill's Journal of Afroasiatic Languages and Linguistics.*

Salvatore Callesano, *University of Illinois, Urbana-Champaign*

Salvatore Callesano is an Assistant Professor of Hispanic Linguistics at the University of Illinois, Urbana-Champaign in the Department of Spanish and Portuguese. He holds courtesy affiliations in the Departments of Linguistics and Latina/Latino Studies, as well as with the Center for Latin American and Caribbean Studies, the Lemann Center for Brazilian Studies, and the Second Language Acquisition and Teacher Education program. His research specializes in the sociolinguistics of U.S. Latinx communities and his work addresses language variation, perceptual dialectology, and linguistic discrimination, both in community-centered contexts and on social media. Dr. Callesano's research has been published in journals such as *Language and Communication*, *International Journal of Bilingualism*, *Latino Studies*, and *Languages*.

CONFERENCE SCHEDULE

Friday, March 1		
	Food will be served from 8am to 7pm.	
8:00	Registration Opens	Loyalty Room
8:45	Opening Remarks by James Yoon (Honors Room)	
9:00 – 10:00	**Honors Room** **PLENARY SPEAKER :** Michael Tanenhaus (University of Rochester) *A context constructivist account of contextual diversity and word frequency*	
10:00 – 10:15	Coffee break	Humanity Room
	Session A Honors Room	Session B Innovation Room
10:15 – 10:45	Samuel Scroggins Grand Valley State University *I'm, um, Nonbinary: Usage of UM/UH Among Nonbinary Speakers*	
10:45 – 11:15	Mohammed Al-Ariqy University of Utah *Object Pronoun Alternation of Taizzi Yemeni Arabic*	Isela Silvera UIUC *Comprehension and production (mis)alignment: Experimental evidence from Korean reflexives*
11:15 – 11:45	Sahan Wanniarachchi York University *Education of Subversion for Education of Inclusion: The Study of Denying Non-Heteronormativity in the ESL Classroom in a Public University in Sri Lanka*	Nozomi Moritake Graduate School of Kyushu University/JSPS Research Fellow *On the Properties of Subjects in Mad Magazine Sentences in English*
11:45 – 1:00	**Lunch**	

	Session A Honors Room	Session B Innovation Room
1:00 – 1:30	Andrew Kato University of California, Santa Cruz *The scope-taking of relative measurements*	Hui-Sun Chiu UIUC *Studying Prediction Formation with an EEG Word-Stem Completion Paradigm*
1:30 – 2:00	Lun Tao University of Iowa *Analysis of Mongolian Preaspirated Consonant*	
2:00 – 2:30		Izaro Bedialauneta Txurruka UIUC *Perception of Spanish Question and Statement Intonation Contours by Spanish Speakers of different varieties*
2:30 – 2:45	Coffee break	Humanity Room
	Session A Honors Room	Session B Innovation Room
2:45 – 3:15	Williams Asamoah Frimpong UIUC *Social ties in language use, shift and maintenance among Congolese in Urbana-Champaign : A sociolinguistic study*	Kayode Victor Amusan University of Louisiana at Lafayette *Connecting Language, Cognition, and Artificial Intelligence: Investigating the Scope of Comprehension in L2 Human -AI Customer Service*
3:15 – 3:45		Amelia Tighe UIUC *Examining the relationship between filler words and code-switching*
3:45 – 4:00	Coffee break	Humanity Room
4:00 – 5:00	**Honors Room** **PLENARY SPEAKER :** Rajka Smiljanic (University of Texas at Austin) *Speaking to be understood: Insights into Speech Processing and Effective Communication*	
5:00– 7:00	**RECEPTION (Humanity Room)**	

CONFERENCE SCHEDULE

Saturday, March 2		
	Food will be served from 8am to 5pm.	
8:00	Registration Opens	Loyalty Room
9:00 – 10:00	**Honors Room** **PLENARY SPEAKER :** Ruth Kramer (Georgetown University) *The Case Against Phonological Gender Assignment: Crosslinguistic Evidence from Hausa, Guébie and Beyond*	
10:00 – 10:15	Coffee break	Humanity Room
	Session A Honors Room	Session B Innovation Room
10:15 – 10:45	Costanza Vallicelli UIUC *Linguistic practices and attitudes of Italian-Calabrese heritage speakers in Toronto*	Macy Floyd University of Wisconsin - Madison *John elbowed the horse: an examination of suprasegmental cues and pragmatic competence*
10:45 – 11:15	Kexin Wang The Education University of Hong Kong *Voices Unheard: Exploring the Experiences of International Students in English Medium Instruction Programs at Japanese Universities*	
11:15 – 1:30	POSTER SESSION in Knowledge Room and Excellence Room & Lunch	

	Session A Honors Room	Session B Innovation Room
1:30 – 2:00	Tara Hazel Ohio State University *Forensic Voice Identification in Spanish*	Jenna Quafisheh UIUC *Early Elementary Writing Differences in Children With Disabilities and Children Without Disabilities*
2:00 – 2:30	Oluwadamilare Adisa University of Florida *Speaking of Animals: A Conceptual Analysis of Animal Metaphors in Yoruba*	Rachel Myers UIUC *Examining Age-related Changes in Knowledge Use During Language Comprehension Using Brain Electrophysiology*
2:30 – 3:00	Melanie Bernstein University of Wisconsin-Madison *Reading faces – How modality (i.e., photo, video) influences the perception of facial expressions*	Jonathan Pye UIUC *British Latino: Analyzing the construction of identity through language within podcasting*
3:00 – 3:30	Kayvan Shakoury University of Western Ontario *Variation in Metaphors for Multiculturalism: A Cognitive Perspective*	Ziyun Chew Northwestern University *The Corpus of Mexican American Language (COMAL)*
3:30 – 4:00	Coffee break	Humanity Room
4:00 – 5:00	**Honors Room** **PLENARY SPEAKER** : Salvatore Callesano (UIUC) *Monolingual expectations, bilingual realities: Sociolinguistic perceptions and Latinx languaging*	
6:00	Conference Dinner at Big Grove Tavern (1 E Main St, Champaign, IL 61820)	

POSTER SESSION

Saturday, March 2, 2024
11:15AM – 1:30 PM

Working Memory and Phonological Short-term Memory in the Acquisition of Academic Formulaic Language Zhicheng Han, *Indiana University*
Multilingualism in Bangladesh: Challenges in Education Farhana Akter, *Missouri State University*
The Impact of Recent China-US Disagreements on College Students' Attitudes towards the Chinese Language and People: A Comparative Study Ruitong Zhu, *Ohio University*
Prosodic patterns of Chinese proper nouns spoken by American English speakers Jianfeng Steven Guo, *UIUC*
African American Language Spoken by Louisiana Migrants in Los Angeles John W. Hoton III, *California State University- Dominguez Hills*
Gender and Movie Culture: The Normalization of Traditional Binary Speech Patterns in Japanese Horror Movies James Coburn, *UIUC*
Language Environments in Rosendahl's American Norwegian Comics Hannah Brewer-Jensen, *University of Wisconsin-Madison*
The System of German Intensifiers in a Corpus of Middle High German Jaider De La Hoz, *UIUC*
My Worthless Pancreas: Linguistic Conceptualization of Diabetes in Pop Fiction Elise Hotchkiss, *University of Illinois - Chicago*
The Implications of Teaching Spanish Phonological Variants: the perception and production of ceceo among Spanish L2 Learners Lauren Welling, *The University of Mississippi*
Invisible Disabilities: Challenges in Languagelessness, Lingual Bias, and Creative Work Laura Sweeney & Saima Afreen, *Illinois State University*
Predicting the Direction of Writing Using Character Gram Sequences John Winstead, U*niversity of Kentucky*

Invited Speaker Abstracts

Friday, March 1 | 9.00am – 10.00am

"A context constructivist account of contextual diversity and word frequency"

Michael Tanenhaus, University of Rochester

The diversity of contexts in which a word occurs, operationalized as contextual diversity (CD), accounts for much of the variance in measures of lexical processing previously attributed to word frequency (WF). Building upon Adelman and colleagues' proposal that CD is a better proxy for *need probability* than WF, we formalize and test a computational-level, "context constructionist" account of CD and WF. We propose that language users store fine-grained, contextualized statistical information about word distributions and use them to actively construct and update a context model that informs expectations about what words should be expected in the current context, resulting in predictability effects. In a relatively constraining context, then, the range of contexts in which a word occurs will be less predictive of its probability than WF. We find support for predictions from our account in five experiments in English and Chinese, using frequency judgments, eye-movements for sentences embedded in weakly and strongly constraining contexts, and a corpus analysis of eye-movement data for natural texts. Primary results are: (1) frequency judgments are more accurate for same-category word pairs compared to different category pairs (Experiment 1); (2) When other variables that influence lexical processing are controlled, CD but not WF effects are found in frequency judgments (Experiments 2a and 2b) and eye-movements in reading (Experiment 3) for weakly constrained contexts, whereas WF but not CD effects are found in more constrained contexts; and (3) In a corpus analysis of eye movements in reading natural texts, CD effects diminish as predictability increases, as measured by entropy and surprisal. Moreover, there are some interesting twists, which have potentially important theoretical implications. For example, there are suggestive differences between entropy and surprisal. In addition, residual WF effects in low entropy contexts (when CD is factored out) are most likely predictability effects (Experiment 4). Taken together these results provide support for the novel predictions generated by our framework.

Friday, March 1 | 4:00pm – 5:00pm

"Speaking to be understood: Insights into Speech Processing and Effective Communication"

Rajka Smiljanic, University of Texas at Austin

In our daily interactions, we frequently encounter situations where speech intelligibility varies significantly; the conversations occur in noisy classrooms or clinics, the talkers can be instructors who speak with a non-native accent or wear a protective face mask, and the listeners can be elderly parents with hearing loss or healthcare professionals from different linguistic backgrounds. In response to such challenges, talkers spontaneously adopt a listener-oriented clear speech; they slow down, produce wide pitch excursions, and carefully enunciate phonemes with the goal of making communication easier. A robust clear speech intelligibility benefit for a variety of talkers, listeners, and communication challenges is well-documented. In this talk, I will focus on work that moves beyond intelligibility variation. In one line of work, we examine whether clear speech aids in the process of speech segmentation. In another, we explore whether intelligibility-enhancing clear speech reduces listening effort required for speech processing. The combined results contribute evidence that clear speech not only aids signal-dependent processing but also enhances deeper linguistic processing, abstracted from the input speech. Moreover, our results suggest that listeners instinctively direct their selective attention toward acoustically salient speech, thereby benefiting speech processing. The long-term goal of this research program is to understand the perceptual processes and cognitive mechanisms that underlie successful perception of clear speaking style. Understanding how variations in speech clarity impact comprehension in everyday communication represents a theoretically interesting problem with direct applications in fields such as education, healthcare, and speech recognition, with an eye toward enhancing daily communication.

Saturday, March 2 | 9.00am – 10.00am

"The Case Against Phonological Gender Assignment: Crosslinguistic Evidence from Hausa, Guébie and Beyond"

Ruth Kramer, Georgetown University

According to classic typological research, grammatical gender can be assigned to nouns in several different ways. Gender can be assigned semantically (depending on social gender identity, animacy, etc.), morphologically (depending on the presence of a specific affix), or phonologically (e.g., depending on the final segment of the noun). In this talk, I build a case against the last member of this list: phonological gender assignment. I present the results of a crosslinguistic survey of phonological gender assignment as well as case studies of multiple languages that allegedly use phonological gender assignment including Hausa (Chadic), Gujarati (Indo-Aryan), Apurinã (Maipurean), and Guébie (Kru), among others. I argue that the crosslinguistic trends and the case studies point towards phonology *not* being involved in grammatical gender assignment and, more importantly, that a phonological gender assignment analysis is less explanatory than alternative approaches. In morphosyntactic theories that assume the Late Insertion of morphophonological material (e.g., Distributed Morphology, nanosyntax, etc.), phonological gender assignment is predicted to be difficult at best because gender is assigned during the syntactic derivation and the syntax lacks phonological information. This result therefore provides support for Late Insertion, and against theories where gender is assigned in the lexicon with access to phonological information. I close the talk with plans for future work to investigate additional languages with (alleged) phonological gender assignment.

Saturday, March 2 | 4:00pm – 5:00pm

"Monolingual expectations, bilingual realities: Sociolinguistic perceptions and Latinx languaging"

Salvatore Callesano, UIUC

The co-existence of two or more languages is a global norm, and still, colonial histories continue to reinforce a one nation-one language ideology. Language contact is ever present in the sociopolitical history and contemporary landscape of the U.S., with Spanish being the second most used language. Research on the outcomes of language contact, both linguistic and ideological, are of critical importance for understanding the sociolinguistic dynamics of bilingual U.S. Latinx communities. In this talk, I discuss a series of sociolinguistic studies that, through various methodological approaches, show how mixed-language realities of Latinx communities are regularly met with and policed by unfounded monolingual expectations. In a perceptual dialectology mapping task concerned with lexical variation, results point to differences when analyzed through bilingual versus monolingual analytical lenses. On social media, young adult Latinx languaging, which shows evidence of well-documented language contact phenomena, are discriminated against under raciolinguistic ideologies. Then, a computational sociolinguistic approach to studying the comment sections of social media videos reveals a clear pattern for having discussions around Latinx languaging in English as opposed to Spanish, or even mixed Spanish-English discourse. Finally, interview discourses with second-generation Latinxs from Illinois highlight praise for a global understanding of bilingualism and show the simultaneous internalization of linguistic insecurity. The results of these studies come together in a discussion of how language is perceived within U.S. Latinx communities and add to ongoing discussions of how to approach the study of Latinx languaging, and bilingualism more broadly, with bilingual research designs.

PAPER ABSTRACTS
Friday, March 1

Samuel Scroggins, Grand Valley State University

I'm, um, Nonbinary: Usage of UM/UH Among Nonbinary Speakers

Conversational speech is distinct from pre-planned speech in part due to an increased presence of breaks, irregularities, and fillers, such as “um”, “uh”, “like”, “er”. Past research (Acton 2011; Liberman 2014; Fruehwald 2016) has demonstrated a significant difference between binary genders in usage of the filler words “um” and “uh” (referred to as the variable UHM), with female speakers using “um” between 2.5 and 3.5 times as much as male speakers. However, little research to date has examined the use of “um” vs. “uh” among speakers who fall outside of the male/female gender binary.

Previous work with nonbinary speakers has found that, for some metalinguistically salient variables, nonbinary speakers do not follow the patterns that would be expected from the gender they were likely to be socialized into during childhood (i.e., their sex assigned at birth). Gratton (2016) found that nonbinary speakers adjusted aspects of their speech so as to distance themselves from their gender assigned at birth, specifically in non-queer public spaces. Corwin (2009) analyzed speech from genderqueer speakers, another community of people who do not identify within the traditional gender binary, and found that the participants exhibited several phonetic features in a unique way that did not fit into the patterns of either binary gender.

This study investigates the use of UHM in nonbinary individuals in naturalistic speech. Data come from the MI Diaries project (Sneller et al., 2022), which has been collecting selfrecorded “audio diaries” from residents ages 3+ across Michigan since 2020. Seven selfidentified nonbinary speakers were selected, and all audio recordings from each speaker were transcribed in full, resulting in at least thirty minutes of speech from each participant. Fillers were hand coded as either UM or UH. Figure 1 shows the proportion of UM vs. UH from each speaker, broken down by what we term expected childhood gender socialization. Expected childhood gender socialization was operationalized for each speaker based on either self-reported demographic information or explicit mention within recordings (e.g., “as a transmasc person who was raised as a woman.”)

Contrary to work on metalinguistically salient variables which finds nonbinary speakers using features in a way that does not align with their expected childhood gender socialization (Gratton 2016; Sneller & Rechsteiner 2023), our results find that the ratios of UM/UH among the nonbinary speakers followed consistently with expected childhood gender socialization. We interpret this to suggest that the variable UHM, unlike more salient variables like (ING), is below the level of awareness as a gendered

feature and therefore less available to adjust or shift as a conscious marker of gender identity. Future research may investigate the extent to which socialization directly affects this (e.g., importance placed on gender roles, age at which speakers begin to claim their gender identity, et cetera), and whether nonbinary speakers may nevertheless shift their UHM rates in different social settings (e.g., queer vs. non-queer friendly settings).

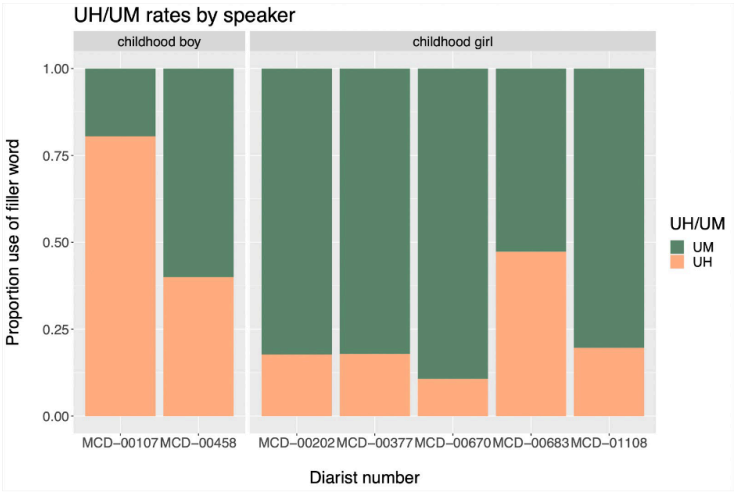

Figure 1: Rate of UH to UM expressed as a percentage. Speakers separated by expected childhood gender socialization.

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Mohammed Al-Ariqy, University of Utah

Object Pronoun Alternation of Taizzi Yemeni Arabic

This paper is about the alternation of object pronouns in Taizzi Arabic, a Yemeni variety. This abstract focuses on the 3rd-person singular pronouns. The underlying forms of the 3rd-person masculine and feminine object pronouns are /o/ and /e/, respectively. The masculine pronoun variants are [o], [u], and [w], and the feminine pronoun variants are [e], [i], and [j], see (1). The alternation of these pronouns is triggered by adjacent vowels through assimilation.

(1) Object Pronoun alternation: Third-Person Singular

Masculine	**(a)** /kallim-o/ ⟶ [kallim-**o**]	**(b)** /kallimi-o/ ⟶ [kallimu-**u**]	**(c)** /laaqaj-o/ ⟶ [laaqa-**w**]
	tell.2.SG.MAS-him	tell.2.SG.FEM-him	meet.3.SG.FEM-him
Gloss	Tell him!	Tell him!	Meet him!
Feminine	**(d)** /kallim-e/ ⟶ [kallim-**e**]	**(e)** /kallimi-e/ ⟶ [kallimi-**i**]	**(f)** /laaqaj-e/ ⟶ [laaqa-**j**]
	tell.2.SG.MAS-her	tell.2.SG.FEM-her	meet.3.SG.FEM-her
Gloss	Tell her!	Tell her!	Meet her!

The object pronouns in (1a,d) surface faithfully. The masculine object pronoun in (1b) surfaces as [u] following forms ending with the high front vowel /i/ underlyingly. It assimilates with the preceding high vowel in [+high], so it raises from /o/ to [u] while preserving the [+back/+round] feature because there is no [-round] high back vowel in the inventory of Taizzi Arabic. The subject pronoun /i/ assimilates with the object pronoun in [+round] while preserving the [+high] feature. It becomes [+back] because Taizzi Arabic does not have a round high front vowel. So, the object pronoun preserves its [+back/+round] feature, and the subject pronoun preserves its [+high] feature. This is all motivated by the *HIATUS constraint.

The masculine object pronoun in (1c) surfaces as [w] after verbs that end with a glide as in (1c) or a low vowel as in /laaqa-o/ → [laaqa-w] 'he met him'. In (1c), the object pronoun assimilates to the features of the preceding underlying glide /j/ while preserving its [+back/+round] feature, and the glide preceding it assimilates to the features of the object pronoun while preserving the [+high] feature then goes through coercion to satisfy a constraint against word final glide geminates which are not attested in this language.

The feminine object pronoun in (1e) assimilates with the preceding subject pronoun /i/ in [+high]. It preserves its height feature as expected. This assimilation resolves the hiatus and creates a word-final long high vowel. In (1f), the object pronoun assimilates into the preceding glide creating a word-final glide geminate which then goes through coercion to satisfy *FINAL-GLIDE-GEMINATE.

Similar alternations happen with the second-person object pronouns in this language. This paper investigates such alternations from an OT perspective and introduces a new group of object pronouns in an Arabic variety that is totally different from those in Modern Standard Arabic and other Arabic-spoken varieties in the region, thus initiating a new area of study on Arabic varieties where morphology and phonology interact. This research is significant in that it explores remnant pronouns of a dead Old South Arabian variety and their phonology that is different from that of existing pronouns of contemporary Arabic varieties in that region. It also draws attention to an Arabic variety that has not been phonologically studied before.

References

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Isela Silvera, UIUC

Comprehension and production (mis)alignment: Experimental evidence from Korean reflexives

Korean is well known in having three reflexives: *caki, casin,* and *caki-casin*. A consensus in previous literature (Yoon, 1989; Kang, 1998) is that speakers differentiate the forms via their respective binding distance preference. An example is given in (1).

Empirical research has generally corroborated these distributions (Kim & Yoon, 2008; Choi & Kim, 2007; Kim et al., 2013; Kim, M., & Lee, M., 2022), but there is variability in the previous findings, suggesting that the system of multiple reflexives is in flux. It has been separately observed that language production drives language change and that ongoing change can be detected in the examination of production data (Bybee, 2006; Diessel, 2007; MacDonald, 2013). Given the variability found in previous research, it is possible that any ongoing changes would most robustly emerge in production data.

However, most previous empirical research has been conducted via comprehension/corpus-based methods; there is a lack of elicited oral production that controls for speaker consistency, making it difficult to systematically compare the comprehension and production of Korean reflexives to detect emerging language change. To systematically investigate potential language change in the system of reflexives in Korean, the following research question was investigated:

1. Does the distribution of Korean reflexives in production match the distribution of Korean reflexives in comprehension?

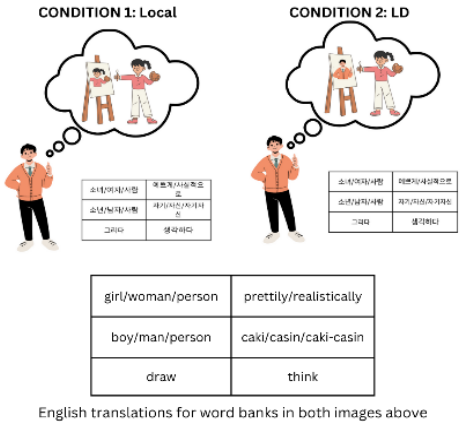
35 Korean native speakers who have resided in the U.S. fewer than 5 years (mean age: 25.8) completed a picture-based oral production task and a picture-sentence judgment task (Figures (1) and (2)). For the oral production task, participants were shown a balanced number of pictures depicting a local or long-distance interpretation. They were provided with an optional word bank and asked to describe the event in a single sentence. For the comprehension task, participants were presented with picture-sentence pairings containing one of the target reflexive forms and a depicted locality interpretation. They rated, on a 7-point Likert scale, the degree to which they considered the sentence to accurately describe the picture.

In the context of local binding, *caki-casin* was preferred in both comprehension and production. In the long-distance context, however, comprehension and production diverged. In comprehension, speakers preferred *caki* in comprehension, but *caki-casin* was produced most of the three reflexives, despite being dispreferred in comprehension ($p < 0.001$). Individual analysis further reveals that, for the long-distance context, the group of speakers producing complex *caki- casin* consists largely of speakers preferring a simplex reflexive in comprehension.

The results with *caki-casin* are of particular interest, as they are not predicted by previous research or by the comprehension results of the current study. This misalignment is taken as evidence 1) supporting usage-based models of language change, and 2) that *caki-casin* is becoming a reflexive which is preferentially local but which is licensed as a logophor in long- distance contexts, consistent with previous research regarding the ability of *caki-casin* to be licensed as a logophor (Kim, J.H., & Yoon, J., 2009; Kim, E.H., & Yoon, J., 2020; Kim, J.H., & Lee, Y.H., 2022).

Example Data:

(1) Inho$_i$-nun [Yenghuy$_j$-ka caki$_{i/?j}$-/casin$_{i/j}$/caki-casin$_{?i/j}$-(l)ul
Inho-TOP Yenghuy-NOM self-ACC
yeyppu-key kuryessta]-ko sayngkakhayss-ta.
pretty-AD draw-PST COMP think-PST-DECL.
'Inho$_i$ thought that Yenghuy$_j$ drew herself$_j$/him$_i$ prettily.'



girl/woman/person	prettily/realistically
boy/man/person	caki/casin/caki-casin
draw	think

English translations for word banks in both images above

Figure 1. Example Production Item

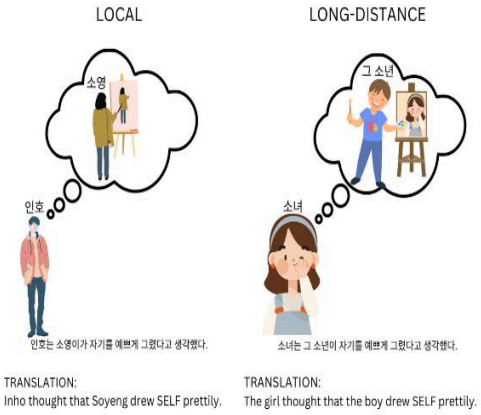


Figure 2. Example Comprehension Item

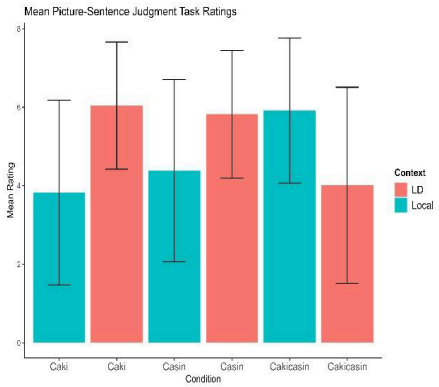


Figure 3. Mean Acceptability Ratings

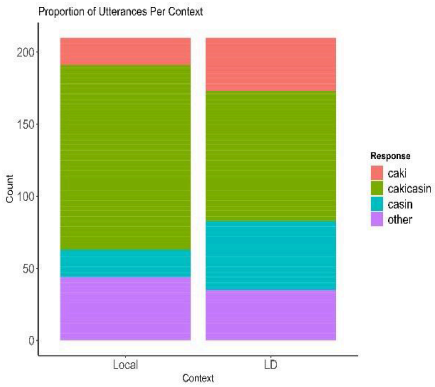


Figure 4. Produced Utterances Per Condition

Selected References: Yoon (1989), Kim & Yoon (2008), MacDonald (2013)

Sahan Wanniarachchi, York University

Education of Subversion for Education of Inclusion: The Study of Denying Non-Heteronormativity in the ESL Classroom in a Public University in Sri Lanka

The topic of non-heteronormativity has often been subjected to obscurity in the ESL classroom, either through manufactured diversions in the classroom by the Instructor, or non-inclusion in material by the Designer. Deemed too radical or too progressionist, the ESL teacher's (Instructor + material designer) plight to avoid this topic in the classroom signals the tabooing of non-heteronormativity in the ESL classroom, thus restricting the production of space for the ESL learner to explore their realities in the target language. This study attempted to understand if the ESL learner, provided with the opportunity, would respond to the topic of non-heteronormativity in the ESL classroom, which requires the effective use of the semantic skills and lexicon, the learner's ability to make arguments and counter arguments i.e. rhetoric, and if needed,

the production of novel words/phrases to understand and communicate their realities better. The study consisted of 40 participants who were divided into 1. the experimental group and 2. the control group which consisted of 20 members each. All participants were third year Arts undergraduates from a public university in Sri Lanka and all had achieved the UTEL bands 5 and 6 and in the four skills of English. Both groups were given a pre-test, which tested their knowledge on non-heteronormative gender(s), identity(ies) and sexuality(ies), and a post-test in which their understanding(s) was again tested after the treatment. The treatment was two weeks long where the participants took part in four one-hour discussion sessions. Each session was on a topic related to non-heteronormativity. The study found out that the participants lacked the necessary lexicon to generate and conduct discussions on the topic, particularly words and phrases that are deemed academically appropriate and politically correct. Since original words or translations of many of these words are not yet available in their L1s, the participants have had not adequate exposure to the topic outside the classroom, resulting in the re-production of such experience within the ESL classroom as well. Drawing from the scholarly works of Ludwig Wittgenstein, Arjuna Parakrama, Gayatri Spivak, and bell hooks etc., the conclusion emphasizes the need for the ESL classroom to become a space conducive for the learner to engage in discussions on non-heteronormativity through the introduction and the teaching/learning of the lexicon in the material.

Keywords: non-heteronormativity, ESL classroom, ideology, lexicon

Nozomi Moritake, Graduate School of Kyushu University/JSPS Research Fellow

On the Properties of Subjects in Mad Magazine Sentences in English

Issue: Akmajian (1984) introduces the so-called Mad Magazine Sentence (MM), a special type of exclamative sentence. A quintessential example of MMs is shown in the utterance by Speaker B, which is shown in italics, in the discourse context illustrated in (1). Interestingly, subjects in MMs can be missing, as exemplified in (2B), in contrast to subjects in finite clauses in English, as illustrated in (3). However, subjects in MMs, if present, must move to the sentence-initial position, as demonstrated in (4) and (5). Given the EPP requirement (Chomsky 1981), MMs raise an interesting issue as to why subjects in MMs must undergo movement when they appear, although they can be null. This presentation attempts to offer a principled explanation for this paradox in terms of syntax.

Proposals and Analyses: Focus Sensitivity and Nonfiniteness: According to Akmajian (1984), subjects in MMs must be stressed, as shown in (6). Given this point, Moritake (2021) and Tamada and Kondo (2021) argue that subjects in MMs must be focused. This

analysis can elucidate the incompatibility of expletives in English with MMs in (7) since these semantically bleached elements cannot receive a focus meaning. Further support comes from Aarts's (1992) observation that in (8), the subject that man and the predicate nominal the idiot are pronounced without an intonational break, which is consistent with the focus articulation (Culicover 1992; Rizzi 1997).

Schütze (1997) suggests that T in MMs differs from finite T in that the former, unlike the latter, lacks tense and phi-features altogether. This argument is corroborated by the fact that verbs used in MMs are never inflected for person and number (=(9a)) and tense (=(9b)). Based on these observations, I argue that MMs involve nonfinite T, with the result that the failure of nominative Case assignment in (10) naturally follows from the general assumption that nonfinite T is unable to assign nominative Case due to the lack of phi-feature Agree (Schütze 1997; Chomsky 2000; among others). Additionally, I propose to analyze the obligatory absence of modals in MM like (11) in the same way as the incompatibility of nonfinite to with modals, as in **will to/*might to*.

Note that nonfinite T potentially obliterates the EPP requirement that gives rise to the obligatory movement of subjects to Spec-T, as argued by Bobaljik (1995), Epstein and Seely (2006), and others. I then propose that the absence of the EPP effect in MMs is derived from the presence of nonfinite T. Accordingly, MMs do not require an overt subject, as shown in (2B), while finite clauses in English must need an overt specifier to satisfy the EPP, and hence, the sentence in (3) is ungrammatical. In contrast, when subjects overtly appear in MMs, they must move to the sentence-initial position, as illustrated in (4) and (5). Based on the focus sensitivity of subjects in MMs, I claim that they must move to Spec-C to meet the focus requirement (Rizzi 1997) if introduced into the derivation; namely, the motivation of their movement follows from the focus assignment.

Data

(1) Speaker A: I hear that John may wear a tuxedo to the ball…
Speaker B: *Him wear a tuxedo?!* He doesn't even own a clean shirt.
(Akmajian (1984: 3), emphasis added)

(2) A: Why don't you get a respectable job?
B: (Me) get a respectable job! What do you think I am? (Akmajian (1984: 4))

(3) *Speaks English. (Roberts 2021: 28)

(4) a. What?? Him *not* pick up the kids on time??? Never! (Schütze (1997: 189), slightly revised)
b. * What?? *Not* him pick up the kids on time??? Never! (Osawa (2011: 25), emphasis added)

(5) a. What! Him continually prosecuted??? Never! (Schütze 1997: 189)
b. What! *Continuously prosecuted him??? Never! (Carey Benom (p.c.))

(6) HIM/*'m get a job?! (Akmajian 1984: 8, emphasis added)

(7) a. What! *There (be) no more beer?!
b. What! *It (be) false that the world is flat?! (Akmajian 1984: 7)

(8) A: Do you consider that man an idiot?
B: *That man an idiot?* You must be joking! (Aarts 1992: 38, emphasis added)

(9) a. What?? Him worry/*worries? Never!
b. * What?? Him broke a promise?? Never! (Schütze (1997: 189))

(10) What! Her/*She call me up?! Never! (Akmajian 1984: 3)

(11) *Her might/will call me up?! (Akmajian 1984: 3)

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Andrew Kato, University of California, Santa Cruz

The scope-taking of relative measurements

Introduction. A growing body of work on the linguistics of measurement expressions have begun addressing *relative* measurements (RMs), i.e., proportions between two quantities, as a distinct class of constructions in comparison to absolute ones. The leading series of analyses (Ahn & Sauerland, 2015a,b, 2017; Pasternak & Sauerland, 2022) observe two cross-linguistic readings available with RMs (1-2), describing *percent* as a degree function (e.g., Krifka, 1989). (1) denotes a so-called *conservative* reading (C), while (2) denotes a *non-conservative* one (NC).

(1) The office hired 30% of (the) locals. (2) The office hired 30% locals$_{F}$.

The RM in (1) identifies the the ratio of locals hired by the office out of all locals who applied (or are otherwise salient). The NC reading in (2), however, identifies the ratio of hired locals relative to the entire composition of office 'hirees' — e.g., locals versus non-locals in this case. The overt C/NC distinction often involves genitive marking (*of* in English for (1)). Ahn & Sauerland (2017) argues that the NC interpretation is derived from a distinct internal structure, which motivates quantifier raising (QR) of the measure portion (*30%* in (1-2)) to clausal scope.

Proposal. While many languages allow for a NC reading with a RM in subject position (including German, Italian, and Korean), English does not (see Coppock, 2022; for Mandarin, see Li, 2017, 2022). This is shown for English in (3). Ahn & Sauerland do not offer an explanation of the cross-linguistic variability in this subject-object asymmetry. Furthermore, despite not allowing the NC reading for RM-subjects, English does admit the reading for *topicalized* RMs (4) — meaning structural height alone would be an insufficient explanation. (3) 30% *(of) companies got tax breaks. (4) 30% locals$_{F}$, Apple

hired last quarter. To address this:) I build on the role of scope in the C/NC distinction, arguing that **the restrictions on the NC reading in English can be robustly explained by attested distributions of constraints on subextraction**. Thus, the puzzle of RM-topicalization can be predicted as one in which QR can still occur (hence a NC reading) since the landing site of the RM is *not* one that blocks subextraction. Subjects and double-object constructions (DOCs) are shown to bleed NC scope-taking for RMs.

Scopal Distributions. As depicted in Figure 1, topicalization of the RM (from object position, as shown in (4)) admits the NC reading. (Dashed line denotes covert QR from inside RM, while solid line denotes overt movement of the RM.) However, English is a language known to exhibit subject islands (see Bruening, 2001; Carbó, 2014; Corver, 2017; Heizmann, 2007), which predicts the pattern in (3). Crucially, an NC reading is also not available in DOCs (5), given that English sentences with both direct and indirect objects exhibit frozen scope (Larson, 1988; Heizmann, 2007). The inability to gather the NC interpretation from subjects and DOCs is depicted in Figure 2.

(5) *Apple gave 30% managers$_F$ raises. [NC reading is unavailable]

This analysis preserves superiority and can further account for the novel observation in (6): object-dative constructions do not exhibit total unacceptability in comparison to DOCs, but are slightly degraded. Subextraction from datives can be permitted in English — which the RM reflects. I.e., out all of those who received raises, 30% were managers.

(6) ?Apple gave raises to 30% managers$_F$. [NC reading available]

Implications. In delimiting the availability of a non-conservative reading for RMs on the basis of scope, the QR-movement analysis is supported for English, the subject-object asymmetry is explained, *and* topicalization is predicted as a non-restrictive position for QR at LF. The English data matching subextraction island patterns to NC RM readings shows a promising step for tacking the subject-object asymmetry problem in other languages.

Figures and References

Fig 1.

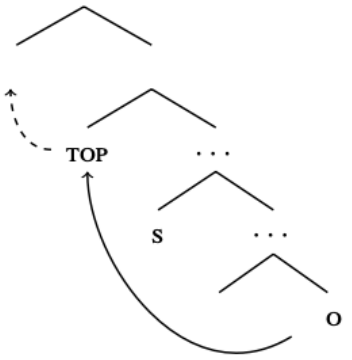
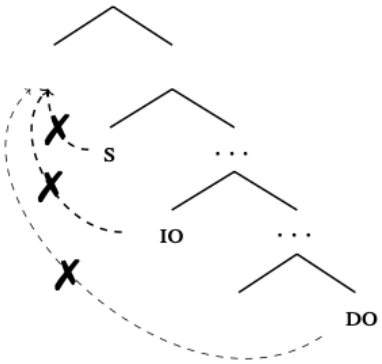


Fig 2.



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Hui-Sun Chiu, UIUC

Studying Prediction Formation with an EEG Word-Stem Completion Paradigm

Background Humans process language rapidly due to the availability of active comprehension mechanisms, which augment passive perception by affording context-based predictions about likely upcoming words (Federmeier, 2022). These processes have been characterized with online measures such as event-related potentials (ERPs), which offer measurements of brain activity with millisecond-level resolution and potentially provide functionally-specific indices of cognitive mechanisms. Sentence processing studies manipulating the predictability of sentence-final words have shown that semantic access, indexed by the N400 ERP component, is facilitated in a graded manner based on expectancy (Kutas & Hillyard, 1984). Predictions about upcoming words are likely built up over time and to differing degrees depending on the constraint of the sentence, but tracking prediction-formation is challenging given the complexity of sentences. Here, we sought to probe prediction-formation in a simpler paradigm.

Methods We used a word stem completion task to explore analogous properties of sentences, including word probability and contextual constraint. Three-letter word stems cued a lexical completion, and these varied in constraint, with some yielding

fewer possible words (e.g., sch___) and others allowing for a broader range of possible word candidates (e.g., pre___). Each stem could be completed by words with different completion probabilities; for example, 60% for "brother" compared to 1% for "bronze" in response to "bro___". EEG was recorded as 25 native English speakers (aged 18-25) silently generated a word upon seeing each word stem. They were then presented with a (probable or improbable) word or a pseudoword completion to the stem, to which they made a lexical decision. Finally, they were asked to type the word they had initially generated. ERPs were binned based on entropy (at the time of the word stem), and lexicality and probability (at the time of the completion). We expected N400 responses to the completions to be graded by probability, as in sentences. Of special interest were brain responses to the stem cues themselves, as a function of their constraint.

Results ERP responses to the completions showed patterns replicating effects in sentences. N400 responses were facilitated (less negative) for probable compared to improbable words and largest for pseudowords (see Figure 1). Novel to this work, responses to the stem showed a graded effect of constraint – i.e., as a function of the ease of generating a specific prediction. Less constraining stems were associated with a larger sustained negativity over posterior scalp regions, beginning around 600 ms after stem presentation (see Figure 2).

Discussion Even with only a simple context, the N400 was sensitive to normative word probability, suggesting that our novel approach can capture word prediction processes akin to those in sentences. With the simpler paradigm, we could then measure prediction-formation processes, evident as a negative-going effect linked to prediction effort (larger for less constraining stems). This effect may be related to processes required to select a particular word out of a larger set of candidates activated by the context.

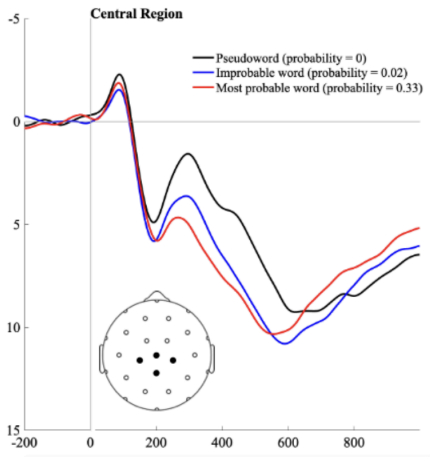

Figure 1. ERP Results for Word Completions

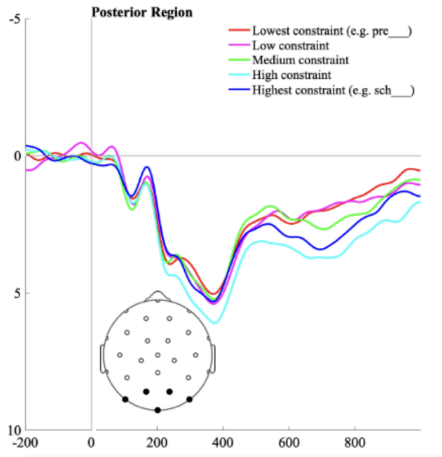

Figure 2. ERP Results for Word Stems

Lun Tao, University of Iowa

Analysis of Mongolian Preaspirated Consonant

Preaspiration is an uncommon phonetic feature cross-linguistically that marks a period of voicelessness or aspiration preceding the closure of a voiceless obstruent (Silverman, 2003). Its recognition spans North Germanic languages, notably Icelandic, Faroese, select Norwegian and Swedish dialects, and even in Scottish Gaelic, which is influenced by North Germanic origins (Bandle & Widmark, 2002). Jan-Olof Svantesson first reported preaspiration phenomenon in Khalkha dialect in Mongolia (2002), followed by Hasichimuge's revelation of pre-aspirated consonants in the Mongolian Chakhar dialect (2009). Ueta's investigation in 2020 delved into preaspiration's distribution in Khalkha Mongolian across distinct phonological environments.

In exploring the phenomenon, the Mongolian Phonetics Research Database became instrumental in analyzing preaspirated consonants within the standard Mongolian, particularly the Chakhar dialect. The database comprised 684 words ranging from one to four syllables, selected based on syllable structure and position within the word. Speakers, trained in the standard Mongolian pronunciation, included two men and two women across age groups of 2030, 30-40, and 40-50, totaling 12 participants. The recordings involved word readings in isolation and within two separate sentences, meticulously annotated using Praat. These annotations constructed a relational database (RDB) utilizing SQLite, organizing segmentphoneme-syllable-word hierarchies for analysis.

Within the Mongolian consonantal inventory, /ʧʰ/ and /tʰ/ are among the aspirated consonants. Preaspiration manifests as pulmonary aspiration or devoicing in speech sounds. This study primarily scrutinizes the aspiration depicted in speech diagrams as aperiodic waves at the speech's conclusion.

The study's findings encapsulate several key observations:

1) Preaspiration, though not distinctively marked, emerges consistently across all 12 speakers, and encompasses words of varying syllabic lengths.

2) Among the analyzed data, /ʧʰ/ appeared 10,605 times and /tʰ/ 10,726 times, with preaspiration occurring 1,638 times and 221 times, respectively.

Preaspiration predominantly occurs in medial and final word positions, constituting 18.7% for /ʧʰ/ and 3.1% for /tʰ/.

3) Mono-syllabic words showcase preaspirated consonants and preceding aspirated speech predominantly within the same syllable structure. The distribution differs in two-syllable words, where /ʰʧ/ appears more within the same syllable contrary to /ʰt/. Multi-syllabic words show cross-syllable consonants impacting preceding speech more in three and four-syllable words.

4) Preceding aspirated sounds include short vowels in initial and non-initial syllables, long/compound vowels, and consonants. They account for varied proportions in indicating pre-aspirated /ʰʧ/ and /ʰt/ consonants.

5) Various speech environments influence the aspiration of /ʰʧ/ and /ʰt/, with different phonetic elements impacting their occurrence rates. For instance, /k/ is most prevalent in aspirating /ʰʧ/ in 71.5% of /k+ʧʰ/ environments, followed by /j/ and /ʊ/. Similarly, /ʊ, o, k/ significantly impact the aspiration of /ʰt/.

This comprehensive analysis of preaspiration in Mongolian offers insights into its nuanced occurrence patterns across syllabic structures and phonological environments.

Izaro Bedialauneta Txurruka, UIUC

Perception of Spanish Question and Statement Intonation Contours by Spanish Speakers of different varieties

Spanish declarative questions and statements often contrast only in their prosody, e.g. “¿Bebe agua?” *does he/she drink water* and “bebe agua” *he/she drinks water* are lexically and syntactically the same, but they differ in the intonation. These intonation contours, however, vary depending on the Spanish-speaking country and region. For example, in Castilian (CS), neutral questions usually end with a rise (H%) (Figure1), whereas in Buenos Aires Spanish (BAS) they most commonly end with a circumflex contour (HL%) (Figure 2). Declaratives in both varieties end with a fall (L%) (Sosa 1999, Gabriel et al. 2010, Estebas-Vilaplana et al., 2010). Dominican Spanish (DRS) shows cross-linguistically fewer common patterns. In DRS there is a H% boundary tone in

statements and a L% boundary tone in questions (Willis, 2010; Hualde & Prieto 2015) (Figure 3). CS and BAS follow universal tendencies of interrogation, unlike DRS. Up to date there has not been a study that has explored the perception among Spanish speakers that have different intonation contours in their native variety.

We report on an experiment where participants were auditorily presented with statements and questions produced by speakers of the three Spanish varieties just described. A total of 60 audio files were presented. 20 stimuli consisted of sentences containing two accentual phrases. In addition, the experimental stimuli included sound files containing either the first or the second accentual phrase of the complete sentences (20 examples of each). Listeners were asked to click 'yes' or 'no' to answer to the question 'is this a question' after hearing each stimulus in Qualtrics. 24 native speakers participated in the study: 10 from Buenos Aires, 7 from Dominican Republic and 9 from Spain.

We hypothesized that participants would be guided by their L1 and in cases where a contour is absent in their L1, they would rely on universal tendencies. DRS statements and questions were thus predicted to be particularly difficult to identify. Regarding incomplete sentences, our hypothesis was that the final contour would be easier to identify than the first half, but that a relatively high beginning might also be sufficient for interrogativity to be conveyed (Face 2007).

A Generalized linear mixed-effects model (binomial logistic regression) did not show any differences among the three groups of listeners ($p > 0.05$), however a significant difference was found in the interpretation of complete and incomplete sentences ($p < 0.05$), and in the Spanish dialects of the stimulus ($p < 0.05$).

As predicted, DRS sentences were significantly the most challenging ones for our listeners, whereas there was no difference in accuracy in the perception of CS and BAS sentences. Since the circumflex interrogative contour of BAS and the rising boundary tone of CS follow universal tendencies in the intonational marking of interrogativity, listeners may have relied on universal tendencies for the identification of these contours. Lastly, participants performed significantly differently depending on whether they heard just the initial accentual phrase, the final accentual phrase, or the whole sentence. Whole contours were the easiest to identify followed by stimuli containing only the second accentual phrase, which bears the boundary tone, with stimuli containing only the first accentual phrase gathering the lowest number of correct responses.

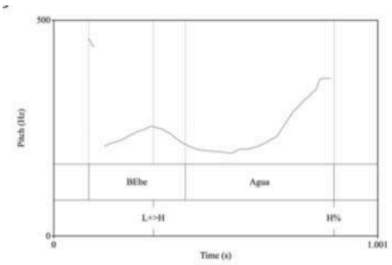

Figure 1: CS question contour

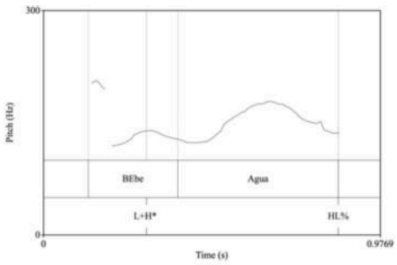

Figure 2: BAS question contour

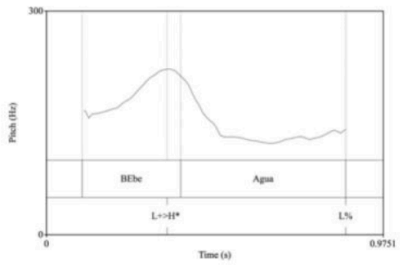

Figure 3: DRS question contour

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Williams Asamoah Frimpong, UIUC

Social ties in language use, shift and maintenance among Congolese in Urbana-Champaign : A sociolinguistic study

The study investigates the social factors and motivations affecting language use within the relatively newly established and, as of yet understudied, multilingual community of Congolese origin in Urbana-Champaign. Drawing on survey data and ethnographic observations, it hypothesizes that active and proficient use of Lingala, French, and English is still predominant among adult members of the community.

Fifty participants living in the Urbana-Champaign area filled out a questionnaire eliciting information on demographics, everyday language choice, reported proficiency, and attitudes towards languages in the community. Twenty-nine identified as male, nineteen as female, and two did not specify their gender. Participants' age range spanned from 18 to 60 years and included individuals from diverse occupational and educational backgrounds. The methodology employed an ethnographic approach that supplemented survey data by participant observations at church services, community supermarkets, concerts, and cultural events.

The findings revealed that multilingualism is a common practice among the Congolese community in Urbana-Champaign. French and Lingala emerged as predominant languages in private domains, with over 80% of participants reporting their preference for these languages in interactions focused primarily on family and close relatives. 82% of participants reported to use either French or Lingala within the family domain and 72% in the religious domain. In contrast, English was seen to be a crucial language but more commonly used in public settings, with 90.6% of participants claiming

to use English in the educational setting. The data also indicated an ongoing shift from French to English, with 12 participants acknowledging French as of minimal importance compared to 18 participants who still consider it relevant. The rest of the respondents (15) still found French to be important. Lingala remains relatively unaffected due to its frequent use within the community: 40 out of the 50 respondents reported understanding and carrying out conversations in Lingala.

The key factors contributing to the preservation of Lingala and French within the community are active parental involvement, modeling and encouraging language use (see samples from answers below), religious activity, and participation in periodic community gatherings. While parental involvement appears to be the primary driver in the intergenerational transfer of these languages within the family domain (see below), the church and the periodic cultural activities are equally ensuring the maintenance of Lingala and French in the religious and socio-cultural settings.

The data strongly suggests that English is on the verge of assuming the role previously held by French as the dominant language in educational contexts (96% against 9.4%) in the community, signaling a potential decline in the usage of this former official language in the home country across various domains within one or two generations.

The findings point to the Congolese community's sustained multilingualism, as its members of all ages adapt to the local, English-dominant environment while also preserving their cultural heritage through Lingala and, still to some extent, through French. Overall, this research contributes to shedding light on underexplored aspects of language maintenance and shift within communities of African origin recently settled in the United States.

Samples of survey responses on the strategies of maintaining French and Lingala

Self-reported ways of maintaining Lingala	Self-reported ways of maintaining French
"Church gatherings". *"Music, Church, Culture gatherings".* *"Listening to Congolese music and watching movies of Africa"* *"We listen to songs in Lingala and we watch Congolese shows that are in Lingala".* *"I would definitely say church, because we sing in Lingala and sometimes the preacher will insert Lingala in their sermons".* *"Participating in many events like weddings, religious activities, at the store of Congolese and their restaurants".* *"I'm not sure. I think the adults and younger kids who learned it in the Congo just speak with each other and that is what allows them to keep the Language. For those of us who didn't learn the Language in the congo pop culture (music and tv shows) helps us acquire the language".* *"By just sticking to what you have. Making sure you can still speak the language even while learning or speaking English".* *"I believe Lingala as a language is kept in the Congolese community because parents speak to their children in Lingala at home. They also speak to each other in*	*"Church Gatherings".* *"The Congolese pastors preach in French and culturally parents want their children to speak French".* *"Through songs and using it daily".* *"Through community activities and events".* *"Some of them speak it and listen to French music".* *"Church, Congolese Christian music".* *"We have a Francophone church, so we are able to maintain our French there".* *"Uniting with people from other francophone countries".* *"Through the information of Congolese community by President John MATANDA".* *"Because they feel more comfortable with it than any other language".* *"There is the dual language program at the elementary schools which allows the children to continue speaking french".* *"Learning it, there are classes and speaking to people that speak French".* *"To continue speaking French, some parents require their kids to speak French at home, like my parents did. Additionally, most Congolese kids end up taking French as a language in school."*

Lingala whenever they find themselves in cultural activities settings". *"Most parents speak with their children often and doing so helps keeping our languages".*	

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Kayode Victor Amusan, University of Louisiana at Lafayette

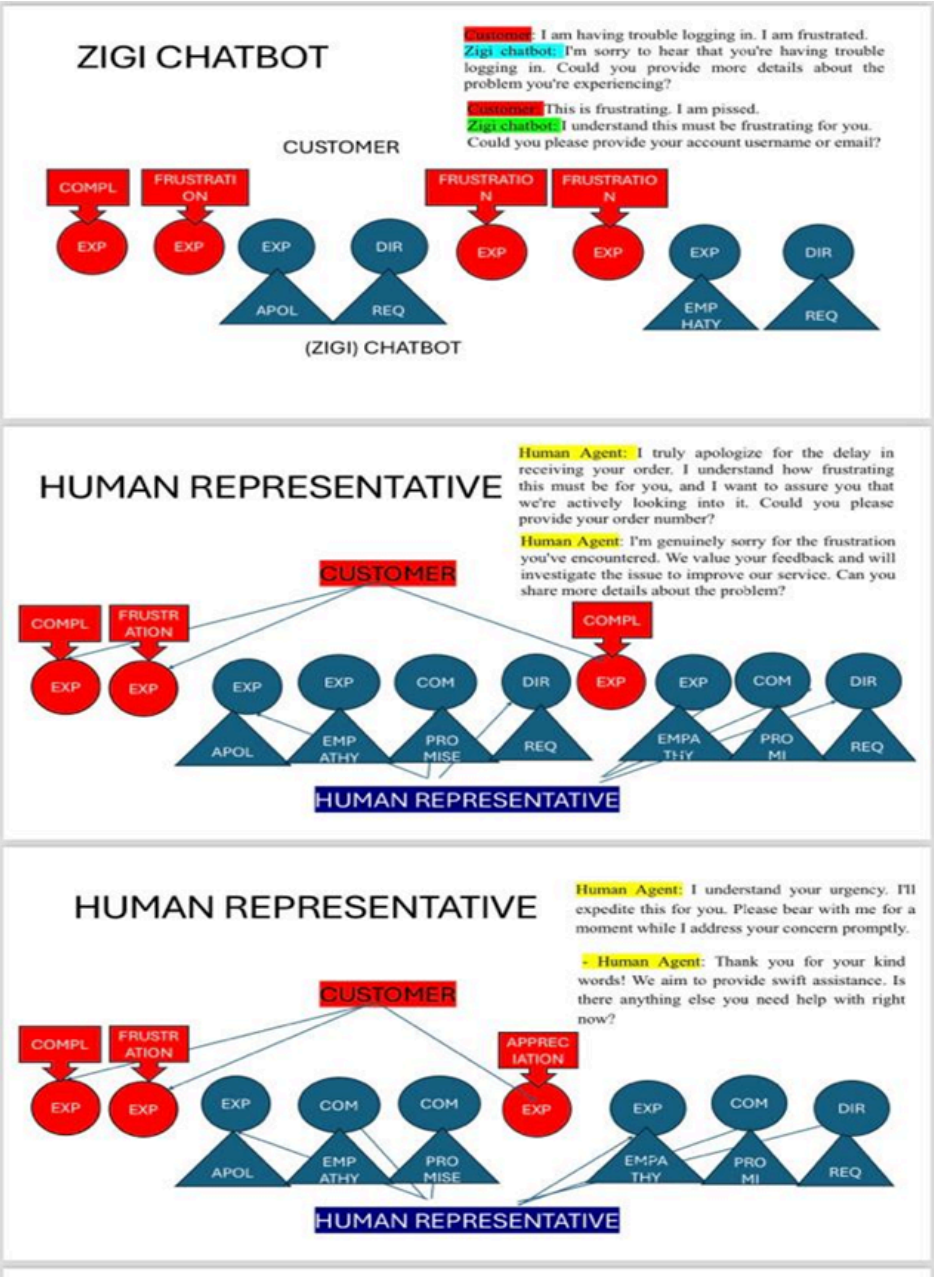
Connecting Language, Cognition, and Artificial Intelligence: Investigating the Scope of Comprehension in L2 Human-AI Customer Service

This paper examines the complex relationship between language, human cognition, and artificial intelligence. It seeks to understand the cognitive processes involved in human and AI conversation. Since Generative AI has entered a transformational phase via the domain of Natural Language Processing (NLP) imitating human-representative in human-AI conversations, it is pertinent to examine how customer-service representatives have been well represented by AI chatbots to undertake the responsibility of responding to human emotional needs.

The study collected a corpus dataset encompassing both human-human and human-AI conversations. It involved a comparative analysis of natural human interactions and interactions involving AI chatbots. The datasets included distinct sets of conversational contexts from Zigi chatbot (a digital personal assistant for a network service in Nigeria called MTN). The datasets encompass conversational elements related to emotions such as frustration, sadness, and anger, between L2 speakers of English with the Zigi chatbot as well as human representatives.

The data shows that Zigi chatbot predominantly adopts expressive acts and directive acts to respond to emotions. The expressive act was used to either empathize or render apology to customers, and the directive acts to request information with little flexibility. However, human agents predominantly deploy the expressive act (of apologizing and empathizing), commissive act (of promising) and directive act (of requesting) with a great flexibility based on the context of customers' complaints. The study observes that while the chatbot tries to respond to customers' emotions, its response is pattern driven (EXPRESSIVE + DIRECTIVE). The study shows that Zigi chatbot pacifies customers in a single expressive act and then proceeds to make a request (via the directive act) e.g. "*I apologize for any inconvenience* (EXPRESSIVE-apology). *Please provide your order number* (DIRIECTIVE -request)". Subsequent responses from Zigi chatbot are repetition of same notions (apology + request) with no pragmatic change. Conversely, human representatives adopt flexible strategies based on the severity of the complaints. They tend to respond by first adopting expressive acts (to pacify and apologize). Sometimes they use this multiple times before proceeding to commissive acts (of promising) to make commitments and finally directive acts to make requests. Though a 'request' was necessary, human representatives satisfactorily appease the emotions of customers before initiating a request. E.g. "*I completely understand your frustration* (EXPRESSIVE-empathy)*, and I'm sorry for the inconvenience* (EXPRESSIVE-apology)*. I will resolve this for you* (COMMMISIVE-promise). *Could you provide more details about the issues you've encountered*? (DIR-request)". Human agents are also characterized by duplication of a single act (usually EXPRESSIVE and COMMISSIVE) depending on the severity of the complaints.

Human-human conversations have demonstrated a higher level of adaptability, context recognition and emotional intelligence than Zigi chatbot. Zigi chatbot does not recognize a change in the contexts of customers' complaints, hence, its inability to adapt to the emotional expressions of the customers by providing patterned and formulaic responses, which often result in dissatisfaction. The study has demonstrated that AI chatbots are facing challenges in genuinely imitating human-like conversations, especially in the context of complex emotions.



Amelia Tighe, UIUC

Examining the relationship between filler words and code-switching

Code-switching has many proposed uses (Poplack, 1988; Grosjean and Li, 2013), including as a speech planning and production tool that allows the speaker to retrieve the most accessible words to use in an utterance (Beatty-Martínez et al., 2020). There is a psycholinguistic debate on the extent to which code-switching incurs processing and production costs. One way of evaluating production costs is

through measuring filler words, (*um, like*) which can be used as a hesitation marker to give the speaker more time to formulate the rest of the utterance (Buysse, 2012). Multiple studies have found a correlation between code-switching and fillers in corpus analyses of bilingual speech (Hlavac, 2011; Fricke et al., 2016) which Fricke et al. (2016) theorize is because code-switching incurs a production burden. However, previous research has only looked at corpus data in dialogue contexts where code-switching is permitted. This does not allow a full view of code-switched phrases, as it does not make comparisons to contexts where code-switching is inhibited.

The goals of this study were to attempt to replicate the findings of co-occurring code-switching and filler words in a controlled setting, to examine differences in the use of filler words across switching-permitted and switching-inhibited speech, and to perform further exploratory analysis on the relationship between these phenomena.

This study examined 22 high-proficiency English-Spanish bilinguals who reported code-switching between English and Spanish daily. The participants completed a picture-based oral narrative task with one of three conditions - instructions to use only English or Spanish or instructions that they could switch freely (English, Spanish, Mixed). We found this methodology successful in eliciting code-switching for the Mixed condition, and inhibiting in other conditions.

Narrations were transcribed and annotated for phrase boundaries, code-switching, filler words, and other cues of disfluency. In the Mixed condition, **phrases that contained a code-switch were significantly more likely to contain filler words** than phrases without code-switching ($p < .001$; Figure 1). Between conditions, speakers used significantly more filler words in the English condition than the Spanish condition ($p < .001$), which could be attributed to the sociolinguistic acceptability of certain filler words -'like' and 'um' - in English. **The speakers in the Mixed condition patterned significantly differently than the and Spanish condition**($p < .001$; Figure 2). They used fewer fillers than the English condition, but more than the Spanish condition, despite the vast majority of their utterances being in Spanish. These results suggest that speakers use filler words differently in different language contexts, but more research is necessary to confirm whether the reason for this difference is due to processing cost or other factors. These preliminary results support the correlation between filler word and code-switching use, and offer evidence that speakers use filler words differently when they are permitted to code-switch.

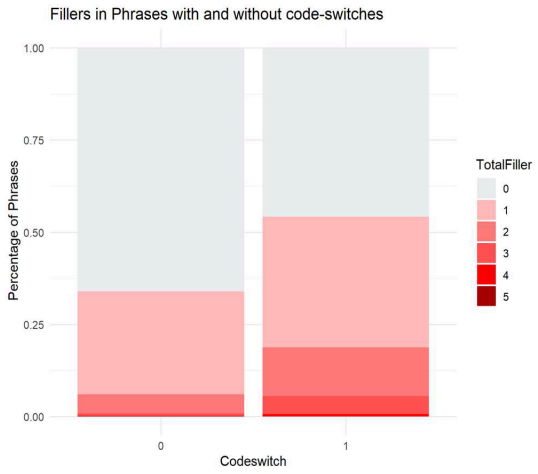


Figure 1: Percentage of phrases containing filler words in code switched utterances and non-codeswitched utterances in Mixed condition

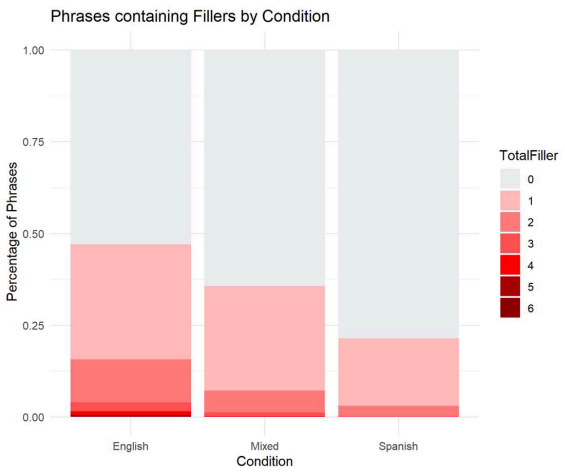


Figure 2: Percentage of phrases containing filler words in the inhibited English and Spanish and the Mixed Condition

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Saturday, March 2

Costanza Vallicelli, UIUC

Linguistic practices and attitudes of Italian-Calabrese heritage speakers in Toronto

Modern societies, and especially Canada's with its multicultural orientation, embrace heritage languages (HLs) as both personal and societal resources (Heller 2003). The case of the Italian-Calabrese (IC) community in Toronto challenges this seemingly positive orientation toward multilingualism, revealing how personal practices and attitudes toward HLs drastically change depending on the societal status of the language both in the country of origin and in the country of immigration.

The IC community in Toronto is part of the larger Italian Canadian ethnic group and comprises immigrants from Calabria, a region in Southern Italy, and their descendants. This community has two heritage languages, Italian and Calabrese, which hold very different statuses in both Italy and Canada. Italian is the national language of education and public institutions in Calabria and other regions of Italy; conversely, Calabrese is a strongly stigmatized local, non-standardized language (Nodari 2017). While in Canada they are both minority languages, Italian is recognized and supported by various institutions as a HL (Nagy 2021), but that is not the case for Calabrese.

Through a qualitative analysis informed by theory in discourse analysis (Blommaert 2005) and language ideology (Irvine and Gal 2000, Woolard 2016), the present study investigates linguistic practices and attitudes of IC heritage speakers and considers how they orient themselves toward the maintenance of their HLs. Particular attention is given to how societal linguistic practices and attitudes (both in the homeland and Canada) affect individual behaviors, and what are the repercussions for HL maintenance. This study draws from data previously collected by the Heritage Language Variation and Change (HLVC) (Nagy 2011), which consists of ethnographic interviews with 13 IC heritage speakers, who belong to three different generations.

The analysis of the interviews reveals considerable differences in the linguistic practices and attitudes of IC heritage speakers. Older generations tend to use both Italian and Calabrese in their daily life, within the family, and in their social circles. However, they are more positively oriented toward Italian, believing that maintaining their national language is necessary to preserve their cultural and ethnic identities and that only those who speak Italian can be recognized as a part of the larger Italian Canadian ethnic group. This causes linguistic insecurity among those heritage speakers who speak Calabrese more often than Italian. Ultimately, younger generations are strongly oriented toward the maintenance of their Italian heritage, linguistic and

cultural, and dismiss their Calabrese linguistic heritage under the pressure of older generations.

The case of IC heritage speakers in Toronto demonstrates how, even in a society that prioritizes multilingualism and multiethnic identities, heritage speakers favor the maintenance of languages and identities aligned with recognized, majority languages in lieu of minority, stigmatized languages. Accordingly, investigating the relationship between minoritized and national/standardized languages in heritage contexts can help us better understand patterns of language maintenance and loss among heritage communities around the world.

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Macy Floyd, University of Wisconsin-Madison

John elbowed the horse: an examination of suprasegmental cues and pragmatic competence

Prosody in pragmatics is an important topic, as missing suprasegmental information like stress or timing can signal pragmatic disfluency or lead to prejudice or biases (Cohen, 2020). However, studies focused on prosodic elements have been relatively neglected within both pragmatics as a whole, as well as L2 instruction (Staples &

Fernández, 2019). Previous studies focused on suprasegmental cues and pragmatics have looked at pragmatic competence and prosody (Hurley, 1992), corpus methods and L2 prosody (Staples & Fernández, 2019), and prosodic feedback in intercultural interactions (Romero-Trillo, 2019). The present study aims to contribute to the field by analyzing implications for pragmatic competence of stress placement in English sentences when analyzed by both native (NS) and non-native (NNS) speakers of English.

This research specifically examined pragmatic understanding of both tonal and non-tonal language speakers when evaluating stress placement, and any potential impacts on L2 speakers and subsequently L2 instruction. This study used qualitative and quantitative data, as mixed methods should allow for data triangulation and could provide a more wholistic view of the data (Moran-Ellis et al., 2006). 29 participants, 10 NS and 19 NNS, listened to sentences with moving stress and attempted to pragmatically interpret and respond to the utterances. Once completed, NNS were evaluated against NS responses. There were clear differences in pragmatic competence between four different permutations of the speakers: tonal and non-tonal, and intermediate and advanced speakers.

The results empirically showed that all native and non-native speakers could hear stress, but lower proficiency NNS participants struggled with the corresponding pragmatic implications. Tonal speakers, whether intermediate or advanced, were better at identifying contrastive stress in English utterances than non-tonal speakers of either advanced or intermediate English competency. Additionally, advanced Mandarin speakers demonstrated native-like levels of pragmatic competence during testing on stress production. A Z-test showed statistical significance between competence for all four participant groupings. Overall, Mandarin participants who spoke English at an advanced level had results most similar to NS, followed by Mandarin L2 English intermediate speakers. Non-tonal participants who spoke English at an advanced level were less similar to NS than intermediate non-tonal participants, but still scored lower than all tonal speakers.

These results empirically demonstrate that, in this study, tonal speakers were better able to identify suprasegmental changes in English sentences; specifically, the movement of stress and corresponding implications for pragmatic changes in meaning. Advanced speakers of non-tonal languages and intermediate speakers of both tonal and non-tonal languages may struggle with these relatively subtle pragmatic cues. Further research is needed; however, this seems to indicate that there may be implications for L2 pragmatic instruction and introduces some sort of timeline for learners being able to understand and apply stress cues. This is important, as a lack of

pragmatic competence may cause stereotyping or lead to misunderstandings between speakers of different, or sometimes even the same, languages (Gumperz, et al. 1981).

Kexin Wang, The Education University of Hong Kong

Voices Unheard: Exploring the Experiences of International Students in English Medium Instruction Programs at Japanese Universities

English Medium Instruction (EMI) has emerged as a prominent teaching approach worldwide, particularly in contexts where English is not the first language (L1) for most of the population (Dearden, 2014). In Japan, EMI has been adopted as part of the country's efforts towards globalization, implemented through initiatives such as Global 30 and TGUP (Galloway et al., 2020). However, the experiences of international students in EMI programs, who play a crucial role in driving the EMI and internationalization agenda in Japanese higher education, often remain overlooked (Heigham, 2017). This study aims to explore the experiences of international students involved in EMI programs at Japanese universities and examine the impacts of these experiences on their identity construction.

The study adopts a qualitative approach, utilizing interviews as the primary data collection method. A small case study was conducted, with three participants serving as a pilot study for the author's doctoral thesis. Drawing on the theoretical framework of language, identity, and investment proposed by Darvin and Norton (2015), the findings shed light on the challenges faced by international students in EMI programs that set them apart from mainstream students.

The implementation of EMI in Japan reflects the influence of neoliberal ideologies, which frame English as the sole medium of academic communication. The university's limited understanding of internationalization and diversity, coupled with the emphasis on English as the primary language, showcases the narrow focus of the neoliberal agenda on market demands and economic growth. The insistence on English proficiency and the belief that administrative staff speaking English is sufficient for achieving internationalization goals demonstrates a market-oriented approach that prioritizes superficial indicators of globalization. This approach may result in the neglect of essential aspects such as support systems, infrastructure, and training for administrative staff, leading to a lack of expertise and knowledge in managing specific matters.

Furthermore, the neoliberal framing of English marginalizes international students from thirdlanguage backgrounds, as their first language (L1) and previous literacy skills are often disregarded. They are unfairly perceived as lacking proficiency in English and Japanese, undermining their self-worth. Additionally, participants with an East Asian

background may find it easier to adapt to Japanese culture but face the risk of becoming an invisible minority. They encounter higher expectations to speak the local language and conform to cultural norms compared to their peers from diverse cultural backgrounds.

In conclusion, this study explores the experiences of international students in EMI programs at Japanese universities and highlights the influence of these experiences on their identity construction. The findings expose the challenges arising from neoliberal ideologies, inadequate planning, and administrative infrastructure. The devaluation of international students' multilingual skills and differential treatment based on cultural backgrounds emerge as significant concerns. This study advocates for a more inclusive and comprehensive approach to EMI in Japan, one that recognizes and values the diverse backgrounds and languages of international students.

Keywords: English Medium Instruction (EMI); Japanese Higher Education; International Students; Language and Identity Construction.

Tara Hazel, Ohio State University

Forensic Voice Identification in Spanish

Forensic voice identification is a method of speaker identification frequently used in criminal investigations in Europe (Jessen & Becker, 2010). Despite this, there is limited investigation into forensic voice identification in Spanish and its dialects. Some forensic data and corpora exist in the language (San Segundo et al., 2013), however, more innovative methodologies, such as longterm formant (LTF) analysis (Nolan & Grigoras, 2005) have not yet been applied to Spanish. To address this gap in the literature, the present investigation seeks to establish the efficacy of this methodology in Spanish.

Long-term formant (LTF) analysis is defined as “the number of times throughout a sample [that] each frequency is chosen as the estimate of a formant by LPC tracker” (Nolan & Grigoras, 163). Vowel formants are clusters of acoustic energy around frequencies, created by the shape of vocal speech organs. LTF analysis is conducted by taking the formant measurements of four of these formants over the entire speech sample. Each LTF measurement is then represented using a histogram for each formant, which is then compared between speakers.

The question posed in this investigation is as follows: This methodology has not yet been applied to Spanish, much less to different dialects of Spanish; Is LTF a reliable methodology for voice comparison in Spanish? To investigate the present research question, data was collected remotely from six Peninsular Spanish speakers.

Participants for this study all come from the autonomous community of the Basque Country and range from 26 to 60 years of age.

Before beginning the LTF analysis, each recording was hand-segmented by the investigator using Praat. Formant values were then extracted automatically at every 5% of the vowel duration beginning at 5% of the vowel and ending at 95% of the vowel. This data was then used to create one histogram per formant for each speaker, resulting in four midpoint value histograms per speaker (see Figure 1). Following Nolan & Grigoras (2005), histograms were subject to visual comparison.

Visual inspection of these histograms revealed clear discrepancies between speakers, indicating that Nolan & Grigoras's innovative forensic voice identification methodology is effective in this variety of Spanish. This suggests that this methodology may be applied to other varieties of Spanish with success, supporting Jessen & Becker's (2010) claim that this methodology is widely applicable to different languages.

Figures

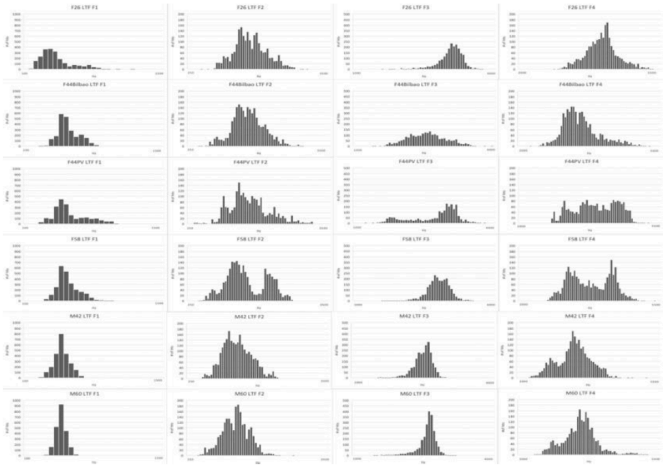

Figure 1: LTF histograms

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Jenna Quafisheh, UIUC

Early Elementary Writing Differences in Children With Disabilities and Children Without Disabilities

Purpose: The ability to express thoughts in writing is critical for success in life, however current approaches to writing instruction are failing our children with only 28% writing proficiently by 4th grade (National Center for Education Statistics, 2012). After reviewing multilevel growth curve modeling results from 56 kindergarteners and 49 first graders whose teachers used the Early Elementary Writing Rubric (McKenna et al., 2022) during a school year, we found significant growth after each assessment period. However, a better understanding of their written language development is needed.

Method: A descriptive longitudinal analysis of 292 narrative, informational, and opinion writing samples produced by 105 kindergarten and first-grade students will occur. We will specifically evaluate differences between demographic subgroups (e.g., students who have disabilities compared to students who do not). Our team is currently coding these writing samples using linguistic and discourse methods. Linguistic analyses will address the skills of: (a) upper/lowercase letter use, (b) sentence structure, (c) punctuation, and (e) vocabulary. Discourse analyses will address the skills of (a) organization and (b) topic maintenance. When measuring upper/lowercase letter use both the correct and incorrect use will be identified. Using capitalization at the beginning of a sentence, proper nouns, and the pronoun 'I' will also be examined. Sentence structure will be analyzed using a sentence-level coding framework adapted from the work of Myhill (2008) and Puranik et al. (2007) to analyze sentence structure. The number of grammatically correct and incorrect sentences attempted will be counted. The number of words in the shortest and longest grammatically correct sentence will be noted. Sentence type (i.e., simple, complex) as well as how the sentence opened (e.g., subject, adverbial phrase). When measuring punctuation, both the correct use of punctuation and errors will be counted. This will include ending punctuation marks and additional punctuation marks (e.g., commas) used correctly, missing, or in random places. To measure vocabulary, the total number of different words and types of words (e.g., nouns, adjectives) will be obtained. We will evaluate vocabulary diversity and measure the frequency of tier 2 and tier 3 words. To measure topic maintenance, we will expand on a coding system for writing through retelling

(Puranik et al., 2007) and apply it to all writing samples. We will indicate if a main idea is stated and report the total number of details or examples related to the main idea for informational and opinion pieces. When reviewing the narrative writing, we will report the total number of times each question word (who, what, when, where, why, and how) was addressed. We will identify the total number of unrelated details. The way in which students plan for their writing will be coded. When measuring organization, we will note if an introduction is present, number of events (narrative), ideas (opinion), or facts (informational) sequenced in a coherent manner, and if a conclusion is present. A genre-specific text structure score (Hall-Mills, 2010) will be used to assign a rating.

Results: Descriptive statistics (i.e., mean, standard deviation, skewness, kurtosis) will be reported to characterize young children's writing skills.

Conclusion: Findings will contribute to an increased understanding of early elementary writing development along with areas of strengths and opportunities for growth that students experience when learning writing skills.

Oluwadamilare Adisa, University of Florida

Speaking of Animals: A Conceptual Analysis of Animal Metaphors in Yoruba

Figurative expressions, particularly metaphors, are often used in everyday conversations without much attention given to them, as they have become an inherent part of our discourse style. Metaphors, particularly those involving animals, play a pivotal role in shaping our interpretation and comprehension of human discourse within a cultural system. In Yoruba culture, the figurative use of animal forms an indispensable component of daily life, manifesting in diverse forms, including proverbs, music, literature, familial eulogies, hunter's poetry, and oracle divination. To this end, previous studies have primarily concentrated on the stylistic use of animal-related metaphors in Yoruba oral literature . This paper diverges by using a conceptual/cognitive approach to explore how specific animal terms and their associated concepts are metaphorically employed to represent various facets of human experiences, behaviors, and attributes. Data collection involved a one-week purposive observation and audio-recording of random discussions among Yoruba speakers in the suburbs of Ibadan, consultation with Yoruba language teachers and elderly family members. Audio-recordings were subsequently transcribed to extract all animal-related metaphoric expressions. These metaphors were then analyzed, organized, and categorized according to the Idealized Cultural or Cognitive Metaphor (ICM) framework (Lakoff and Johnson, 1980).

Using Cognitive Metaphor Theory (CMT), the study demonstrates the existence of conceptual connections between animal attributes and human traits in Yoruba culture as conveyed in twenty metaphorical expressions analyzed. The study also reveals that through the conceptual process of "mapping" across domains, animals in the source

domain are used to depict various human experiences, behaviors, both semantically positive and derogatory to humans in the target domain through metaphorical means. This paper concludes that both domestic and non-domestic animals are employed to communicate intricate concepts and ideas via succinct and vivid imagery based on the sociocultural values, beliefs, and general worldview of the Yoruba people.

Table 1: Figurative use of animals in Yoruba language

Animal	Figurative Use	Contextual Meaning
Àwòdì (Hawk)	**Àwòdì jẹun èpè sanra** 'Àwòdì eat curse get fat.' *"The hawk gets fat by eating cursed food."*	Exploiting or stealing from others.
Ẹyẹlé (pigeon)	**ifé ẹyẹle ni mo ní sí e** 'love pigeon is I have for you.' *"My love for you is here to stay."*	Commitment and loyalty.
Àgùntàn (sheep)	**Àgùntàn tó bá bájá rìn yóò jẹgbẹ́** 'sheep with dog walk will eat feaces' *"The sheep that befriend a dogs will surely eat dirt."*	Corruption/contamination
Ẹ̀lúlùú (coucal)	**Sóra ko máà ba di Ẹ̀lúlùú** 'careful be not turn to coucal.' "Be careful not to invite problems for yourself."	Caution and consequences
Ẹyẹ Ìbáákà (Senegal canary)	**Aládé ni Ẹyẹ ìbáákà láàrìn àwọn ọ̀rẹ́ rẹ̀** 'Aládé is bird Senegal canary among them friend is' *Aládé is the most talkative amongst his friends.*	Derogatory comment
Àparò (Quail)	**Àparò kan ó ga jù kan lo, à fi èyi tó bá gun orí èbè** 'quail one not tall than other, except one climb that the ridge' *"We are more alike than we are different."*	Humility
Òròmọdìẹ (chick)	**Òròmọdìẹ ò màwòdì, ìyá ẹ̀ ló màṣá** 'chick don't know hawk, mother the know it.' *"The chick doesn't know the hawk, only the mother does".*	Ignorance
Ajá (dog)	**Akọ ajá àbìrìn àrè ni Solape** 'male dog that around walk is Solape' *"Solape is a stray dog."*	Promiscuity
ẹdun (colobus monkey)	**Ẹdun arinlẹ̀** 'Colobus monkey walk ground' *"The colobus monkey that tread the bare ground."*	To become unfortunate
Ẹyẹ (bird)	**Mọ ẹyẹ tó ṣu èèyàn** 'know bird that excreted someone.' *"To know someone's background or Ancestry"*	Familiarity
àgbọ̀nrín (Antelope)	**Jẹ àgbọ̀nrín èṣí lọ́bẹ̀** *'to eat last year's antelope as stew.'*	To be irrelevant.
Erin (Elephant)	**Àkànji Erin kọ gbígbé** 'Akanji, elephant refuse carrying.' *"Akanji, the elephant that can't be pushed away."*	Height or social status
Esin (stallion/horse)	**Ẹṣin inú ìwé ni ọkùnrin náà** 'horse inside book is man the.' *"The man is a horse inside a book."*	Uselessness/ impotency
Paramọlẹ (cobra)	***Àkànní paramọ́lẹ̀ wọ̀'lú*** 'Àkànní the cobra enter town' *"Àkànní the hypocrite is in the building."*	Hypocrisy and deceit

Rachel Myers, UIUC

Examining Age-related Changes in Knowledge Use During Language Comprehension Using Brain Electrophysiology

We use context during language comprehension. One form of context that can be used to speed up processing and improve comprehension is event knowledge, or structured knowledge about everyday events (McRae & Matsuki, 2009). Young adults have been shown to activate broader event knowledge structures during online language comprehension (Metusalem et al., 2012). Words that are related to the event described are facilitated, even when they do not fit the current sentence. This facilitation can be examined by measuring the N400, a component of the event-related potential (ERP) that has been associated with meaning access. Words that are better facilitated result in more positive amplitudes.

Older adults have increased world knowledge and vocabulary (Salthouse, 2019; Wang&Kaufman, 1993) and have been shown to use event knowledge for comprehension tasks (Radvansky et al., 1990). This could mean that older adults use event knowledge as they read in ways that are similar to young adults. On the other hand, aging has been linked to a variety of processing changes, including reduced processing speed, retrieval difficulties, and reduced working memory, which have been shown to impact their on-line language comprehension (Wlotko & Federmeier, 2010). Thus, it is possible that older adults are less able or less likely to activate and maintain broad event structures during comprehension.

To probe the impact of aging on the real-time use of event knowledge during comprehension, this study used the design and materials from Metusalem et al. (2012) with 20 older adult participants. Participants were asked to read three sentence stories. The third sentence was presented using rapid serial visual presentation (RSVP), and contained a target word that belonged to one of three categories: the expected continuation, an unexpected word related to the event described in the story, or an unexpected word that was unrelated to the event described.

Older adults showed N400 facilitations for expected compared to unexpected words, showing that their semantic access was facilitated by contextual fit. However, different from the pattern in young adults (Metusalem et al., 2012), there was no difference between the unexpected continuations as a function of event-relatedness. Thus, older adults do not appear to activate (or to maintain their activation of) broader event knowledge structures. It is possible that working memory limitations may reduce the amount of information older adults activate or maintain about events during language comprehension. However, patterns in later time windows suggest that older adults do eventually appreciate the event-relatedness of the words. This could indicate that older adults may do more retrieval of information in response to unexpected words, and this retrieval is easier for words related to the event.

Context Sentences	Final Sentence and Target	Comprehension Question
My Aunt Bettie was very popular in our family. When she died, lots of people gathered to pay their respects.	Her three brothers and three sisters all gave very moving SPEECHES/ COFFINS/DRINKS during the service.	Was Aunt Bettie liked by the rest of the family? Answer: Yes

Table 1: Example of context sentences, third sentence and each experimental condition (green: expected, blue: event-related, red: event-unrelated), and comprehension question and answer.

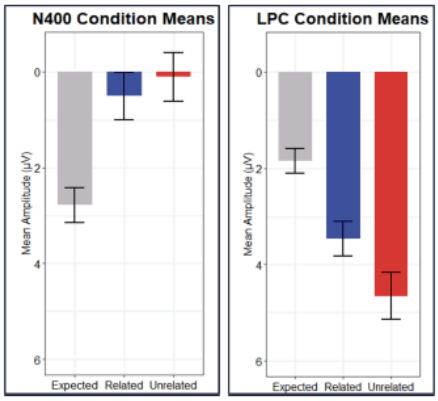

Figure 1 (left): N400s were reliably less negative for expected continuations compared to both types of unexpected continuations ($p < .001$). However, there was no significant difference between the event-related and event-unrelated unexpected continuations.

Figure 2 (right): LPCs were reliably less positive for expected continuations compared to both types of unexpected continuations ($p < .001$). There was also a significant difference between event-related and event-unrelated continuations ($p < .005$).

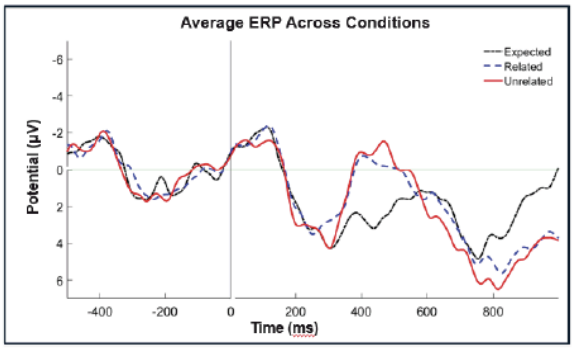

Figure 3: Grand average ERPs from medial central channel (MiPa); N400 amplitudes were measured from 300-500ms, with the expected continuation eliciting the most positive amplitude and the two anomalous continuations eliciting similar, more negative amplitudes; LPC amplitudes were measured from 700-900ms, with the expected continuation eliciting the most negative amplitude, the event-unrelated continuation eliciting the most positive amplitude, and the event-related continuation eliciting an intermediate amplitude.

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Melanie Bernstein, University of Wisconsin-Madison

Reading faces – How modality (i.e., photo, video) influences the perception of facial expressions

Very little research exists on non-verbal communication in instructed second and foreign language learning contexts. In contrast, research on non-verbal communication has a long history in fields adjacent to second language acquisition (SLA) and existing studies have predominantly focused on facial expressions. In psychology, Shuman and Scherer (2014) established that the primary function of facial expression is to communicate (interindividual) meanings. While it was initially assumed that facial expressions communicate universal emotional meanings (Ekman, 1970), Ekman (1972) found that cultural display rules differentiate the communicative use of facial expressions across various target language communities. For example, Matsumoto and Assar (1992) examined how Hindi-English bilingual students rated emotional facial expressions in English and in Hindi. They showed that perceptions of emotions were more aligned with the original (intended) message when ratings were made in English, but emotions were perceived more intensely when the ratings were made in Hindi. Their findings suggest that language and culture have an impact on how people read emotions. Additionally, Wei Dai (2023) showed that facial expression was an important factor for interactional competence (Celce-Murcia, 2007), meaning that not only understanding but also knowing culture-specific facial expressions is crucial for effective communication. Similarly, research on communication and body language shows that "a person's nonverbal behavior has more bearing than his words on communicating feelings or attitudes to others" (Mehrabian, 1971, p. 44). However, non-verbal communication of interpersonal meanings (e.g., emotional facial expressions), which are considered an aspect of interactional competence, is still underresearched in SLA.

To address this gap, this exploratory study investigates the perception of facial expressions that communicate emotional meaning via the following research questions:

1) Do native speakers (NS) of American English perceive the same facial expression by a NS of German differently based on their age, knowledge of German, or self-assessed level of emotional intelligence?

2) What role does stimulus modality (i.e., picture, video with/without audio) play regarding the perception of facial expression of emotion?

Data was collected from 50 NSs of American English through an online survey during the fall semester 2023. The survey collected demographics, linguistic background information, Trait Emotional Intelligence levels (TEIQue; Petrides, 2009), and data on participants' perceptions of facial expressions (i.e., type and intensity of emotions) through pictures, video clips with and without sound. Data will be analyzed through t-tests, which examine group differences with regard to individual differences (e.g., age, emotional intelligence, L2 knowledge) and stimulus modality (e.g., picture, video). Findings will shed light on the role personal characteristics and modality play in perceptions of emotional meanings expressed through facial expressions in exchanges between native and non-native speakers of German. Results will be discussed in reference to the relationship between interactional competence and nonverbal communication and implications for pragmatics instruction in the foreign language classroom will be highlighted.

Jonathan Pye, UIUC

British Latino: Analyzing the construction of identity through language within podcasting

Research on Latin Americans in the UK is a growing field of study in sociolinguistics. Previous work has particularly focused on the identification practices of this community. For example, this work has explored the linguistic and discursive practices used to build interethnic contrasts (Patiño-Santos & Márquez Reiter, 2019) in addition to work on the elaboration of identity within the storytelling practices of Latin American community journalists (Patiño-Santos, 2021). This study expands upon this area of research by analyzing how Latin Americans in the UK, as a digital diaspora (Ponzanesi, 2020), construct identity through new media – in this instance, through the podcast of the British Latino Network. The sociolinguistic construct of the persona (D'Onofrio, 2020) is operationalized as a lens through which to understand how the persona of the British Latino is discursively constructed in this context. In particular, I analyze how three discourse themes – values, attitudes, and beliefs – coalesce, or bricolage, together to index the core attributes of the persona.

In order to achieve this, twelve episodes of the podcast were analyzed and coded using Taguette, a Computer Assisted Qualitative Discourse Analysis Software. As part of this process, the values, attitudes and beliefs of the podcast participants were identified and coded using values coding (Saldaña, 2013). Analysis of the values, attitudes, and beliefs – here understood to be discoursestylistic variables- found that these variables bricolage together to index four principal characterological attributes of the British Latino persona: (1) aspirational, (2) educated, (3) professional/entrepreneurial, and (4) community-oriented/role model.

The indexical dynamics of the British Latino persona are analyzed as a response to discourses and structures in the UK which have historically marginalized and invisibilized Latin American migrants. Likewise, the articulation of the British Latino persona in this context is analyzed as an act of "making presence" (Paffey, 2019; Sassen, 2013); as a discursive tool through which young Latinos in the UK resist the historical lack of Latin American representation in UK society. In this way, the persona of the British Latino as elaborated in the context of the British Latino Network envisions new, transformative, modes of Latin American community engagement, wider "possibilities for diasporic affiliations" (Ponzanesi, 2020, 978) and participation within UK society.

Keywords: British Latino, persona, podcast, invisibility, bricolage

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Kayvan Shakoury, University of Western Ontario

Variation in Metaphors for Multiculturalism: A Cognitive Perspective

People employ analogies to articulate and comprehend various issues and concepts in their daily lives. A powerful figurative tool for conveying these analogies is the metaphor. In simple terms, a metaphor describes something by likening it to

something else based on shared characteristics. For instance, the metaphor “the city is a jungle” draws a parallel between the bustling nature of a city and the density of trees in a jungle. It may also highlight the absence or bending of rules in a city, analogous to the rule-free environment of wildlife in a jungle. There is always argument over the appropriateness of metaphors used to describe a concept. For examples, either of the two metaphors of “battle/fight a cancer” or “wage a war on cancer” was suggested to imply, alternately, that patients suffering from cancer lack the ability to influence the outcome of their disease (as in war, where one may have the upper or lower hand) and to highlight the inefficiency of medical efforts in treating the disease (Wreckers et al., 2020). Additionally, the analogy is critiqued for its lack of resemblance between war activities and medical research.

As regards, the current study examined the aptness of metaphors of multiculturalism and a multicultural society according to a group of students enrolled in a Canadian university. Interviews were conducted with 50 participants, during which they were presented with 24 metaphors associated with these two concepts, as previously identified in the Canadian press. The participants were asked to select the metaphors that they agree or disagree with the most concerning the Canadian multiculturalism and multicultural society. Then, they were required to elaborate on the reasons behind their selections. We drew inspiration from Critical Metaphor Analysis (CMA) (Baş, 2020; Charteris-Black, 2004 & 2011) to analyze interviewees’ statements during the metaphor evaluation activity but took the perspective of the interviewees themselves as well.

The endorsed metaphors comprised, among others, the PROCESS, MOSAIC, ORCHESTRA, SALAD BOWL, SHARED SPACE, A POOL OF VALUABLE RESOURCES, GARDEN, MELTING POT metaphors. The rejected metaphors included the DIVISION, A DIVIDED SPACE, ETHNIC TRIBES/ENCLAVES, A DESTABILIZING FORCE, MELTING POT, and CONTINUUM metaphors. Participants provided multifarious reasons for either accepting or rejecting metaphors, showcasing their understanding of the entailments of the metaphors often mirroring their personal experiences in a multicultural environment. Certain participants appeared to favor specific metaphors based on their demographic backgrounds. For example, the participants' support for the the MOSAIC metaphor was notably influenced by their level of education ($p = 0.03$), while gender played a role in their disapproval of the DESTABILIZING FORCE metaphor ($p = 0.02$). Furthermore, our findings indicated that participants' liking or disliking of some metaphors sometimes occurred without them being fully aware of the potential messages conveyed by these metaphors.

Key words: Metaphor, (critical) metaphor analysis, metaphor aptness, multiculturalism, multicultural society

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Ziyun Chew, Northwestern University

The Corpus of Mexican American Language (COMAL)

Previous research has uncovered how multilingualism and sociolinguistic factors can generate variation in the speech of Mexican Americans (MAs) and similar populations' speech. With the proliferation of general-purpose, multilingual speech corpora, academics can further investigate these phenomena with less cost to individual researchers. However, since discriminatory ideologies (e.g. Deficiency Model of Bilingualism) may influence the behavior of the object of study as well as the researcher's approach to studying the population, scholars are beginning to advocate for more nuanced conceptions and methods of research on racialized and multilingual populations (King, 2020; Cheng et al., 2021).

This project consists of the development of the MA Socio/Historic/Linguistic Framework for the purpose of creating the Corpus of MA Language (COMAL), which provides researchers with linguistic data in both English and Spanish. The data includes multiplex factors affecting MA behavior, and was collected with reflexive consideration of how these and the author's positionality may interact with conventional linguistic methodologies and data collection. COMAL currently consists of 22 hours of recordings of interviews with 11 adult MAs of varying types of multilingualism living in El Paso, TX, in English and/or Spanish; force-aligned transcriptions; annotations; and metadata. Recordings for each participant include 1) a semi structured interview consisting of open-ended questions on the participant's demographics, and experiences/opinions of language/place/race; 2) Audience Design Prompts (ADPs) - a novel style/language shifting elicitation method being piloted in COMAL, which may elicit a shift when other interlocutors are not available, and permit the author to document a participant's conscious motivations behind an audience-related shift; 3) MINT Sprint assessments (Garcia and Gollan, 2022), which

double as a word list and language dominance assessment; and 4) a reading passage where participants are asked to portray themselves through their narration. In addition to annotations of language mode for each utterance (i.e. English, Spanish, code-switching), novel annotation paradigms were created in order to mark indeterminate utterances resulting from nonStandard or partially intelligible speech (e.g. “but I”/”pero I” become indistinguishable in fast speech).

This paper includes a proof-of-concept preliminary analysis of data in COMAL from 3 participants and the author. Vowel charts and /æ/ “backness” (i.e. / æ/ F2 frequency expressed as a percentage of the distance between the F2 frequency of the front-most /i/ and back-most /o/ tokens) were created using reading passage recordings. Although these four speakers have almost identical demographic characteristics and similar language acquisition histories, their linguistic behavior during the interviews and reported personal histories varied along several dimensions. The backness of /æ/ for these speakers appears to be weakly correlated with factors such as “balanced” bilingualism. However, a style/persona-based analysis may have stronger explanatory power, as the speaker with the backmost /æ/ (84%) reported strong personal ties to California.

COMAL provides viable data for analysis using a combination of quantitative experimental and qualitative ethnographic methods from various subfields. The specificity and amount of data for each participant allows for case studies, while the eventual breadth of demographics and number of participants will enable corpus and generalizable studies.

Keywords: corpus, Mexican American, multilingual, Spanish in the US

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LOCAL GUIDE

Lunch:

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

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

Coffee:

The regional chain Espresso Royale dominates the campus coffee business here, and the nearest locations can be found on 6th Street and E Daniel Street, or Goodwin Avenue and Oregon Street. Starbucks has a location in the courtyard in the Illini Union, and a number of other nearby locations. Additional nearby coffee shops include Caffe Paradisso, BrewLab Coffee, Dunkin' Donuts and Caffe Bene.

Dinner:

If you're looking to "live large" and experience the best that CU has to offer, there are several nice restaurants in the downtown Champaign triangle. Big Grove Tavern has tasty farm-to-table treats, and Seven Saints offers some interesting sliders and cocktails. Black Dog Smoke is a locally-renowned BBQ joint, with locations in Urbana and Champaign. Maize also offers authentic Mexican cuisine.

Public transportation:

Within Urbana-Champaign, MTD operates the bus system. Fare is $1 per ride, including any transfers. Download the app Token Transit from Google Play or App Store to electronically purchase and use your ticket.

MAPS

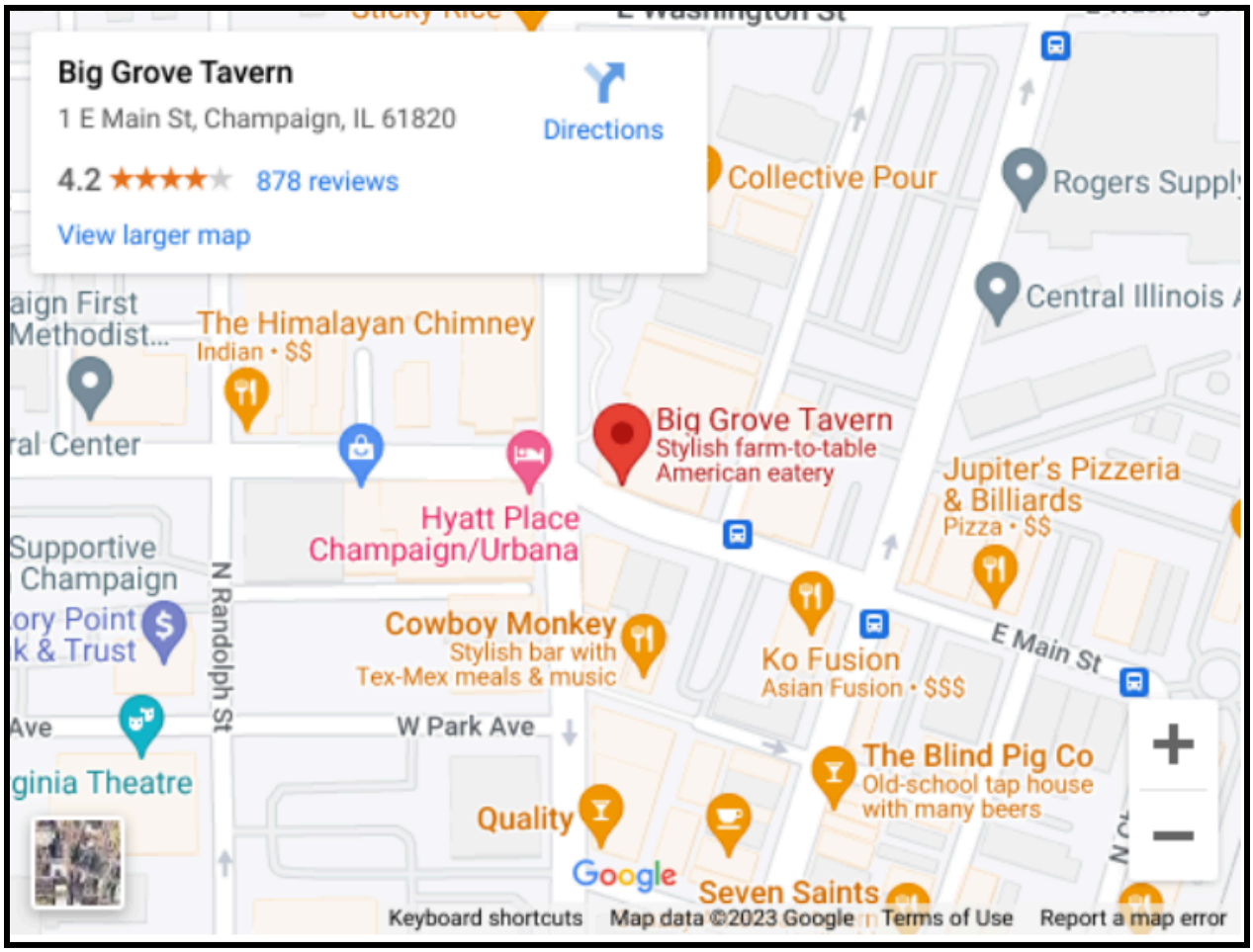
I-Hotel and Illinois Conference Center

Address: 1900 S 1st St, Champaign, IL 61820
Parking lot: 111 St Mary's Road, Champaign, IL (parking is free)

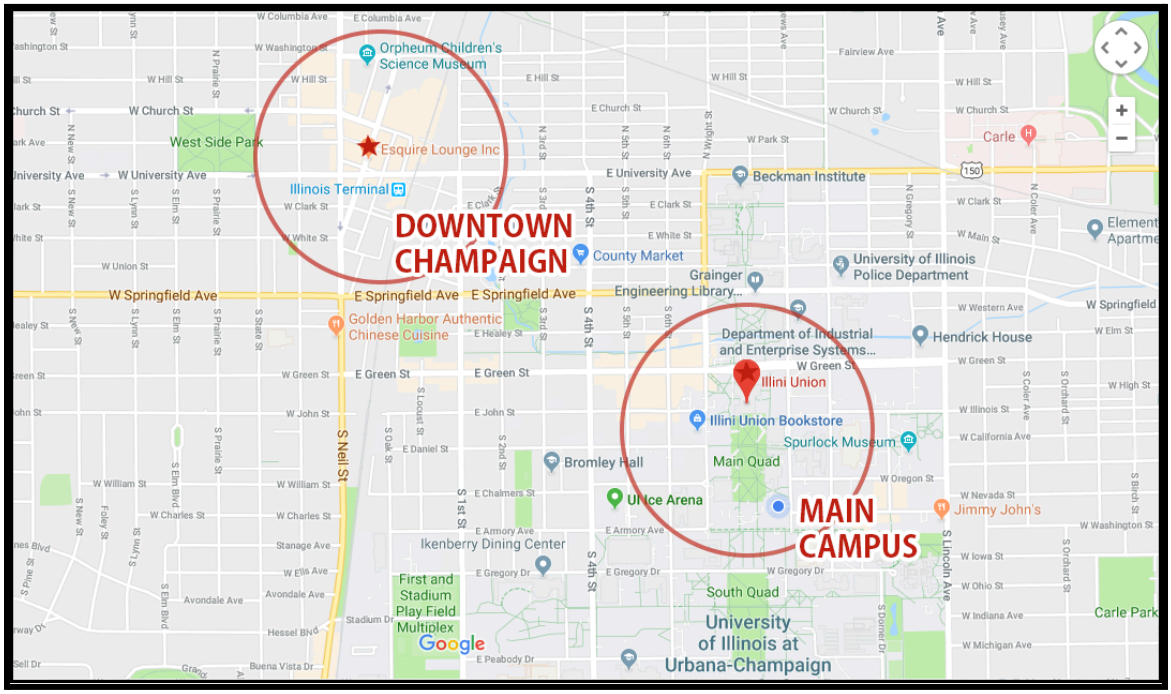
Plenary talks: Honors Room
Oral Presentations: Honors Room and Innovation Room
Poster Presentations: Knowledge Room and Excellence Room
Registration: Loyalty Room
Coffee and refreshments: Humanity Room

Big Grove Tavern - Dinner Venue

The conference dinner will take place on March 2nd in downtown Champaign.



UIUC Campus


DOWNTOWN CHAMPAIGN
MAIN CAMPUS
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Esquire Lounge Inc
Illinois Terminal
West Side Park
County Market
Beckman Institute
Carle
Grainger Engineering Library...
University of Illinois Police Department
Golden Harbor Authentic Chinese Cuisine
Department of Industrial and Enterprise Systems...
Hendrick House
Illini Union
Illini Union Bookstore
Spurlock Museum
Main Quad
Bromley Hall
Ubice Arena
Jimmy John's
Ikenberry Dining Center
First and Stadium Play Field Multiplex
South Quad
University of Illinois at Urbana-Champaign
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