15th DFW Metroplex **Linguistics** Conference

November 10th, 2023
8750 N Central Expy,
Dallas, TX 75231

A&M COMMERCE

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Conference Program

Schedule

8:30 - 9:00	Registration & Coffee	
9:00 - 10:30	Session #1	
	Didactic Humor isn't Funny	Kiki Hempelmann (TAMUC)
	Context, Tone, Community: Which Words Are LGBTQ+ Slurs?	Sloane Cheesebrough (UNT)
	Unveiling the Power of Social Annotation in Online TESOL Education: Elevating Engagement and Transforming the Learning Experience	Dongmei Cheng (TAMUC)
10:30 - 10:45	Break	
10:45 - 12:15	Session #2	
	The Time Course of the Rate of Speaker Transitions in Conversation	David Edwards (UTA)
	Examining controversies in Cia-Cia orthography	Emily Havens (DIU)
	The Morphology of Participial Adjectives in Gheg Albanian	Sara Dalanaj & Konstantia Kapetangianni (UNT)
12:15 - 1:15	LUNCH BREAK & Poster Session Poster Session Schedule Content Analysis of Bullet Comments on Stand-up Comedy in China A Mixed-Method Inquiry of ESL Teachers' Attitudes on Online Language Education Humor in the Workplace: A Corpus Analysis of Humor Usage within Workplace Interactions Open Educational Resources (OER) and the teaching of Spanish language variation to heritage learners Categorizing Linguistic Open Educational Resources Evaluation Metrics Topic Management through Co-speech Gestures Identifying Pan-Sub-Saharan Proverbs Reduction in Colloquial Persian: a Case of Co-Phonology? Phonetic drift in L1 Arabic L2 English speakers' stop production Moodle-Based Teacher Education: Effects on Teacher Professional Development in EAP Contexts	Presenters Yu Lei (TAMUC) Reza Panahi (TAMUC) Stormy Montes & Salvatore Attardo (TAMUC),Laura Di Ferrante (U. of Milan) Amy Aldrete (TAMUC) Jennifer Campbell (TAMUC) Haomei Meng (TAMUC) Pete Unseth (DIU) Samira Hamzehei (UTA) Dema Smadi (UTA) Hoda Salimi & Morteza Hasheminasab (UTA)

Last Updated 11/8/2023

	Non Canonical Possessor Raising in Hebrew: An Account from Multitasking	Ki James (UTA)
	Clear speech, not phonological contrast, constrains convergence to English Sibilants	Ivy Hauser (UTA)
	Current Trends in Bilingual and Biliteracy Development: Leveraging E-books and Bilingual Texts for K-12 Learners in a Digital Age	Peggy Semingson (UTA)
	Children's requests in FL English: A study of request speech acts production of Arabic-English bilingual children	Duaa Makhoul (UTA)
	A Pragmatic Analysis of Gã Proper Names	Daneille Quaye (UTA)
	Optimality Theory Analysis of Italian Syllable Structure	Erica Dagar (UTA)
	Preservation of Okinawan: Linguistic Differences and Endangered Status	Nicole Peterson (UNT)
	University Educators' Perceptions of Student Use of African American Vernacular English	Sam Reeves (UNT)
	Using Information-Theoretic Metrics to Compare Natural and Constructed Language	Carter Smith & Analiese Beeler (UNT)
	The Phonological Nativization of Lexical Borrowings in Mankiyali	Keivan Kaviani (UNT)
	The Flyover Effect: Mapping Locations in Online Left- and Right-Wing Satirical News	Alex Morales & Lazaro Vazquez (UNT-Dallas), Salvatore Attardo, Joshua Loomis, & Shelby Miller (TAMUC), Stephen Skalicky (Victoria U. of Wellington)
1:15 - 2:15	Session #3	
	Labial-velars: Origins and reflexes	Michael Cahill (DIU)
	Phonetic cues of Korean stops across language proficiency levels	Erica Dagar, Sophia Johnson, & Danielle Quaye (UTA)
2:15 - 2:30	Break	
2:30 - 3:30	Session #4	
	~~Applying Grounded Theory to the Study of Interactions among Caregivers and Alzheimer's Patients~~	~~Marco Shappeck (UNT-Dallas)~~
	Re-exploring writer-reader interaction: Analyzing visual metadiscourse in EAP students' infographics	Mimi Li & John Gibbons (TAMUC)
3:30	Closing Remarks	

Abstracts & Bios

(alphabetical order)

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Poster

Open Educational Resources (OER) and the teaching of Spanish language variation to heritage learners

The emergence and expansion of Open Education Resources (OER) create new opportunities for stakeholders at all levels of education; they facilitate social inclusion and access to education, an essential human right, due to low production costs and availability (UNESCO, 2019; Farrow, 2016). In addition, OER allow teachers to share and edit teaching resources and to adapt them to the needs of their students (COERLL, 2021). In the area of Spanish as a Heritage Language (SHL), recent OER publications provide instructors with an increasing variety of resources to support core goals in the field: development, maintenance, and expansion of Spanish among heritage speakers (Beaudrie & Vergara Wilson, 2021; Valdés, 2001). A central question about which variety of Spanish teachers should focus on to fulfill these goals continues to be examined in current critical proposals (Beaudrie & Vergara Wilson, 2021; Parra, 2017). Understanding how the Spanish varieties are presented in educational resources becomes a fundamental task since teachers, by choosing these resources, become creators of educational policies with an extended impact on students. To date, no studies have considered in which ways OER integrate language varieties and whether this integration advances heritage learners' critical understanding of linguistic privilege and marginalization (Leeman & Serafini, 2016). Adopted from Cubillos 2014, this qualitative analysis of five OER for heritage classes (Cabrera, 2019; Casas, 2022; Foulis & Alex, 2022; Hernández & Hernández, 2022; Parra, et al., 2022) categorizes learning activities and language input. Learning activities focus on the most common Spanish regional differences in phonetics, morphosyntax, and vocabulary. These linguistic indicators are compared to the frequency of regional dialects used for input. The methodology provides insights into the level of engagement with linguistic indicators in various Spanish dialects. Findings show that "Mexican Spanish" is the most often used regional dialect, albeit representing only 13% of all activities in the OER, with some texts providing no information about other regional or national varieties. Additionally, vocabulary activities represent most dialect expanding activities (over 20); while /s/ weaking and semantics were the second most common activities (less than 10 activities, combined). Most importantly regarding the research question about critical linguistic understanding, more than 60% of activities fail to identify any dialect at all, providing evidence that Spanish is too often taught as a monolithic, foreign language (Leeman 2014; Beaudrie 2015; Beaudrie & Vergara W. 2021). (386 Words)

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Michael Cahill

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DIU

Presentation

Labial-velars: Origins and reflexes

Labial-velars (sometimes termed "labiovelars") include the doubly articulated /k͡p, g͡b, ŋ͡m/, which I abbreviate as KP here. While KPs have been reconstructed for a number of proto-languages in Africa, and so occur via genetic inheritance, they have also been demonstrated to arise from multiple sources, but most commonly from *Kw. Two patterns of reflexes of KP are also common: first, voicing, so that *k͡p and *g͡b merge to /g͡b/, and second, the velar component is lost, with *KP > P. This paper presents an overview of the historical development of labial-velars – their origins, subsequent changes, and possible reasons for the changes. Certain phonological models, as well as the phonetic characteristics of KP, help explain these sound changes. The change of *Kw > KP can be conceived of in terms of Articulatory Phonology, which proposes gestures as basic abstract units rather than features. Browman & Goldstein (1991:320) briefly schematize the difference between [gw] and [g͡b]. In [gw], the labial and velar gestures only minimally overlap, while in [g͡b] the gestures are realigned so there is almost total overlap. A more complete account would also include the labial gesture changing historically from narrow constriction to complete closure. For the reflexes of *KP, the merger of *k͡p and *g͡b to g͡b is natural in light of the detailed phonetics of k͡p. First, a [k͡p] is typically unaspirated, and this contrastive lack of aspiration may be interpreted over time as voicing. Second, many labial-velars have an ingressive air mechanism and so resemble true implosives, which are almost always voiced. This can lead hearers to interpret even "voiceless" k͡p as voiced. Finally, there is a tendency for even the "voiceless" labial-velars to have some pre-voicing, which simple stops lack, and this partial voicing can extend into the entire consonant. Lastly, we address *KP > P. Though the two articulations of KP are mostly simultaneous, the velar is articulated first, and the labial articulation persists slightly. The release of KP is thus labial and more perceptually salient, which leads to speakers identifying KP as P.

Bio

Michael Cahill has a B.S. degree in biochemistry, but eventually found his true place in linguistics. After serving the Koma people in Ghana for 11 years, he got his Ph.D. in linguistics from The Ohio State University, and has been in various linguistics-related roles in SIL ever since. He is currently SIL's Orthography Services Coordinator, and besides orthography concerns of all types, has an interest in tone issues and the phonetics, phonology, and history of labial-velar obstruents.

Jennifer Campbell

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A&M-Commerce

Poster

Categorizing Linguistic Open Educational Resources Evaluation Metrics

OER (Open Educational Resources) are on the rise, reducing textbook costs for students. There are many benefits to using OER, but how do we evaluate these resources? Several metrics have been created to evaluate these materials. A search was conducted using the popular academic library software, LibGuides by Springshare in comparison to the most popular OER repositories, MERLOT and OER Commons using the search terms "evaluation" and "assessment". Most academic libraries use software from the international company, Springshare for their targeted research guides, LibGuides. To locate OER evaluation tools, a search was conducted in Springshare's database of participating institutions' LibGuides using the same pre-determined keywords. The search results from Springshare were cross-referenced to the search results from OER Commons. The repository MERLOT did not contain evaluation metrics. Duplicate and unusable or mistagged items were eliminated and 17 OER evaluation metrics remained. Three additional metrics were referenced in the 17 selected metrics and added to the list. Ten criteria, generated by Chat GPT, were used as a starting point for classification. Of those ten criteria, 8 listed sub criteria which were also categorized. Five additional criteria emerged in the evaluation metrics themselves. As a result, 23 total criteria were evaluated. Twenty metrics were found in the searches. None met all 23 criteria. Sixteen met at least half of the criteria. As a result of this study, the conclusion is that OER evaluation metrics are not cohesive and are in need of standardization. The most frequently mentioned criteria were relevance (appropriate for the course), accessibility (meets accessibility standards, has alt text and closed captioning), validity (based on credible sources and well cited), accuracy (no grammar or spelling errors), and effectiveness (facilitates understanding for the student).

Sloane Cheesebrough

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Presentation

Context, Tone, Community: Which Words Are LGBTQ+ Slurs?

This research project aims to answer the research question "Which words are LGBTQ+ slurs?" first and foremost. A secondary research question would be "Which words are reclaimed LGBTQ+ slurs?". These questions primarily target the opinions of those who identify as LGBTQ+. I have begun preliminary research on these questions using an online survey targeting eight words of interest that may or may not be LGBTQ+ slurs. These eight words are gay, lesbian, queer, faggot, dyke, transsexual, transvestite, and tranny. I asked the following questions about each word: "Is this word a slur?" and "Would you be offended if someone called you this word?". The answer options were: "Yes"; "No"; "Depends"; "Yes previously, but no now"; and "No previously, but yes now". I also asked participants, if they answered "Depends" for either question, to elaborate in a free response. Next, I asked two Likert scale questions: "On a scale of 1-5, how acceptable is it to "reclaim" an LGBTQ+ slur (provided the person is LGBTQ+)?" and "(On a scale of 1-5, 1 being very hostile and 5 being very friendly) How would you perceive an LGBTQ+ person calling you a word you considered to be an LGBTQ+ slur?" I also included a free response question at the end requesting any other thoughts on the topic. Additionally, I asked for participants' demographic information, specifically age, gender, sexuality, highest level of education achieved, whether they're from an urban or rural environment, and native (first) language. It's hard to look at this study as a whole and not at each individual word. But in general, preliminary conclusions that can be taken from this small sample size are that context, tone, and community status are important when considering whether a word is a slur or not. I would also conclude that, unsurprisingly, there's some disagreement in the LGBTQ+ community (as all my respondents were not straight). As I have such a small sample size and haven't begun to review prior literature, I have much work to do. Chief among this work is reviewing prior literature, collecting more data, and analyzing the data thoroughly.

Bio

Sloane Cheesebrough is a second-year Master's student at the University of North Texas. They completed their undergraduate degree in Linguistics in August 2022 at the University of Texas at Arlington, and had their first paper published in September 2022 with the UTA Global Insights journal on perceptions of the singular they pronoun. Their research interests include LGBTQ+ perceptual dialectology (perceptions of dialects), pronoun usage, generational language variation, and gender with a focus on queer and transgender individuals. They plan to complete their Master's degree and go on to a PhD in Linguistics in order to pursue a career in academia.

Dongmei Cheng

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Presentation

Unveiling the Power of Social Annotation in Online TESOL Education: Elevating Engagement and Transforming the Learning Experience

This study, grounded in the Community of Practice (CoP) theory, delves into the transformative possibilities of Perusall, a social annotation tool, within the context of graduate-level online TESOL classes. The core of this investigation lies in exploring Perusall's role as a collaborative reading and learning facilitator, as well as in understanding the crucial importance of effective training to harness its educational benefits. To provide a comprehensive understanding, data from various sources, including Perusall assignments, an online survey, and Zoom interviews, were triangulated. In line with the CoP theory, we developed a coding scheme for social annotations, covering four key categories: individual meaning-making, collaborative annotation, community building, and identity development. The study revealed a spectrum of engagement levels among participants, reflecting their diverse perceptions of Perusall's strengths and limitations. Additionally, it sheds light on Perusall's pivotal role in fostering collaborative learning, its positive influence on academic assignments, and the consideration of individual learning styles. This research makes a significant contribution to the evolving landscape of distance education. By providing insights into the multifaceted impact of Perusall in the online TESOL environment, it equips educators with valuable knowledge to design more engaging and effective online learning experiences. Whether you are an educator seeking to enhance online pedagogy or a researcher interested in the intersection of technology and education, this study offers a rich exploration of social annotation's potential to elevate the quality of online education and enrich the learning experience.

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Poster

Optimality Theory Analysis of Italian Syllable Structure

This poster is an optimality theory (OT) analysis of Italian syllable structure using the six syllable constraints and five additional constraints proposed by others' research into this topic. There is research into Italian syllable structure, which consists of plain language descriptions of what is allowed as an Italian syllable without the use of constraints. There has not been an OT analysis and ranking of the six syllable constraints and language specific constraints. This analysis fills that research gap by providing a complete OT analysis of Italian syllable structure. This analysis provides a ranking of the eleven constraints proposed with support from a variety of native words and nativized loan words. Firstly, there will be an explanation of the syllable structures allowed in Italian. Then there will be an introduction of the constraints with plain language descriptions. This will be followed by data sets that will be used to propose a single ranking of all eleven constraints. This poster will then conclude with a recap of the analysis highlighting the complete OT analysis of Italian syllable structure.

Bio

Erica Dagar is a 2nd year PhD student and is interested in phonetics and phonology, especially language background on phonetic imitation. She has worked on collaborative projects that have been presented at the "2023 Conference on scholarly teaching in linguistics" and published in "Advanced Methods and Practices in Psychological Science".

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Presentation

Phonetic cues of Korean stops across language proficiency levels

Korean has a three way stop contrast, fortis, lenis and aspirated. The approximate VOT ranges are >30ms, 30-50ms, and ~100ms, respectively (Lee and Ramsey 2001). More recently, there is often overlap in VOT for lenis and aspirated stops (Chang and Mandock 2019). So, the f0 of the following vowel is a distinguishing cue. The f0 of the vowel following lenis stops is lower. This is notoriously difficult for L1 English speakers learning Korean to perceive and produce. Thus, they do not utilize the f0 cue, and tend to merge the lenis stop VOT with one of the other stop categories (Chang and Mandock 2019). This study examined production of the three-way Korean stop contrast across four groups: native, heritage, beginner and advanced learners. The results showed VOT and f0 as the primary acoustic cues differentiating fortis, lenis, and aspirated stops for native and heritage speakers. This follows findings from previous literature. The advanced L2 learners showed two distinct stop categories by merging the VOT for fortis and lenis stops. The beginner group does not show distinct stop categories since the VOT for all three stops overlapped. Neither learner group has the f0 distinction shown by the native and heritage speakers. These results indicate that longer exposure led to more native like production on VOT, but not f0. The implications of these findings can better help instructors assist learners in the production of this stop contrast.

Bio

Erica Dagar is a 2nd year PhD student and is interested in phonetics and phonology, especially language background on phonetic imitation. She has worked on collaborative projects that have been presented at the "2023 Conference on scholarly teaching in linguistics" and published in "Advanced Methods and Practices in Psychological Science".

Danielle Quaye is a second year PhD student at the University of Texas at Arlington (UTA). Her research interests are in phonetics, phonology and TESOL. After graduating with her BA in Linguistics, she taught English in South Korea. As a PhD student, she strives to amplify minority voices and works with understudied languages, specifically Gã, a Kwa language spoken in Ghana. Earlier this year, she received the award for best poster at the 28th annual UTA Linguistics and TESOL conference presenting a pragmatic analysis of the Gã naming system. Currently, she is working on the first phonetic study of the doubly articulated stops of this language.

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Presentation

The Morphology of Participial Adjectives in Gheg Albanian

In this study, we investigate the morphology of participial adjectives still present in today's spoken Gheg Albanian, as one of its most distinctive morphological features (Camaj, 1984; Demiraj, 2015; Koperaj, 2015). Gheg is one of two dialectal subgroups of the Albanian language, with the other being the Tosk subgroup (Eberhard, Simons, & Fennig, 2022). After the linguistic reform in the seventies, Standard Albanian adopted most of its linguistic features from Tosk (Camaj, 1984). Deriving adjective lexemes from participial stems is a common process attested in both dialects (Demiraj, 2015). In Tosk, all adjective lexemes are thoroughly unified with their participial forms of origin (Koperaj, 2015), thus participle forms and participial adjectives are invariant. In Gheg, however, two dominant allomorphs are preserved, more specifically the suffixes [-m] and [-un], which attach to the participle stem to derive adjectives, such as (1) [syt ɛ ʃkɹũ꞉-m] 'the dazzling eyes', and (2) [fmɪ꞉t ɛ bɪ꞉nd̄-un] 'the well-behaved children" (Koperaj, 2015; see also Joseph, Costanzo & Slocum, 2023). Previous grammatical descriptions of participles and their corresponding derived adjectives in Tosk and Gheg are based on data drawn from literary texts. Our study provides evidence from spoken, synchronic data, collected via an online survey, administered to 297 native speakers of the northwest Gheg variant spoken in Shkodër, using a fill-in-the-blank task. Our results show that in addition to the two major suffixes [–un] and [–m] used to derive adjectives from participles, there are also six other historical participial adjective suffixes preserved in spoken discourse. As far as the distribution of the suffixes is concerned, we argue that the suffixes [–un] and [-m] attach to the same participial stems as their respective Standard Albanian/Tosk forms, following Newmark, Hubbard, & Prifti's classification proposed in 1982. Additionally, we show that the suffix [-un] occurs predominantly in monosyllabic participle forms ending in a consonant, and [-m] occurs in monosyllabic participle forms ending in a vowel. Similar phonological conditions seem to apply to the rest of the historical allomorphs attested in the data.

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Bio

Sara Dalanaj is a senior undergrad student of Linguistics at the University of North Texas. Her research interests are focused on morpho-syntax and the Information Theory approach to language data analyses. Her native proficiency of Tosk Albanian motivated the initiative of this study, that began as a Research Contract with UNT's Honors College.

Dr. Konstantia Kapetangianni is a Principal Lecturer of Linguistics at the University of North Texas. Her research work focuses on comparative syntax and syntactic theory, especially description and explanation of phenomena that fall in the interface of syntax, morphology, and semantics.

David Edwards

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Presentation

The Time Course of the Rate of Speaker Transitions in Conversation

Research on the timing of turn-taking has explored various research questions comparing floor transfer offsets (FTOs) across conversations or across languages. However, the research to date has not examined differences within the conversations as they develop over time. Using over 500 hours of recorded conversations from the CallHome and CallFriend corpora (MacWhinney & Wagner 2010), this paper builds on previous work in three ways: (1) in measuring FTOs by using software that measures single speaker segments based solely on acoustic evidence, without the need for a transcription, (2) by breaking down the conversations and evaluating the transition rates minute by minute, and (3) by including the duration of gap time and overlap time along with FTO as additional means of comparing the patterns across languages over the course of the conversations. Across the seven different languages studied, a pattern emerges in the rate of speaker transitions over the course of time. The number of transitions is highest in the first minute and gradually decreases before settling into a more consistent rate. This pattern exists in each of the languages studied, despite language-specific differences in turn-taking behavior. This consistency may indicate that speakers negotiate the cadence of their interchanges with each other as a conversation develops. References:

MacWhinney, Brian & Johannes Wagner. 2010. Transcribing, searching and data sharing: The CLAN software and the TalkBank data repository. Gesprachsforschung 11. 154–173. https://www.talkbank.org/.

Bio

David Edwards is a PhD candidate at UTA. Last year, he stepped away from a career in information technology to focus on his dissertation, which will include an experiment to measure overlap in latency conditions, such as those caused by telecommunications delays. His research interests include Discourse Analysis, Turn-Taking, Intersubjectivity, and Overlapped Speech Perception.

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Poster

Reduction in Colloquial Persian: a Case of Co-Phonology?

The phonological differences between formal and colloquial Persian have remained understudied. Existing studies have uncovered that in colloquial Persian word-final coda clusters are simplified (e.g., [mɑst] > [mɑs], Assadi, 2007) and there are alterations in vowel quality where [ɑ] becomes [u] before nasals (e.g., [ɑrɑm] > [ʔɑrum], Ariyaee, 2019). Building upon this foundation, this study posits that native Persian speakers exhibit a tendency to reduce syllable count in colloquial Persian. In colloquial versions of native Persian words with three or more syllables, the vowel [e] undergoes deletion in the second syllable when the preceding syllable is open and the entire word undergoes re-syllabification. However, not all vowels are subject to deletion in colloquial Persian, even when the phonological context permits it. Vowels, including [a], [æ], [o], [i], and [u], remain unaffected in the second syllable, regardless of the preceding syllable's openness. In this regard, a dataset of Persian words with three or more syllables containing vowels [a], [æ], [o], [i], and [u] in the second syllable was compiled from a contemporary Persian dictionary (Moshiri, 2009). All the pronunciations were transcribed in IPA symbols and then analyzed through an Optimality-Theoretic framework. The results underscored that native Persian speakers possess two distinct mental grammars for each variant of Persian.

Bio

Samira Hamzehei is a second-year Ph.D. student in Linguistics and an Enhanced Graduate Teaching Assistant at the Linguistics and TESOL Department of the University of Texas at Arlington. She has a bachelor's degree in English Language and Literature and a master's degree in TEFL. She is a native speaker of Persian, Turkish, and Azeri and taught English as a second or foreign language to native speakers of these languages for seven years in Iran. She also taught Phonological Theory, Teaching English as a Second or Foreign Language, and An Introduction to the Study of Human Language to undergraduates as a teaching assistant at UTA. Her research focuses on phonological theory, particularly loanword phonology and the complexities of prosodic structures like syllables, covering onset and coda restrictions. Her work primarily uses constraintbased phonological theory, with a focus on Optimality Theory. In 2022, Samira received the Jerold A. Edmondson Research Endowment in Linguistics as an essential support for her loanword study. She is an article reviewer for the TESOL International Association on the TESOL 2023 Graduate Students Research Forum. In addition, she published a review of the eighth edition of George Yule's The Study of Human Language with the LINGUISTList.

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Poster

Clear speech, not phonological contrast, constrains convergence to English Sibilants

People unconsciously shift their pronunciation towards speech they hear. This can be observed gradually over the course of years in a new environment, but small shifts also occur spontaneously within a few minutes of exposure. While tendency towards convergence is well-established, some works suggests that people do not imitate sounds that threaten phonological contrast. For example, English speakers imitate enhanced voice onset time on /p/ but not reduced voice onset time on /p/ (Nielsen, 2011). However, this effect may depend on whether imitation is explicit or spontaneous (Schertz et al., 2022). In addition, using stops as a test case confounds convergence with tendency towards clear speech in laboratory settings. It is possible that reduction is not imitated because participants do not hypoarticulate in laboratory experiments. This talk uses English sibilants as a test case to de-couple clear speech and phonological contrast as constraints on imitation with laboratory studies of /s/ and /sh/ in first and second language speakers. Results indicate that convergence is not constrained by phonological category boundaries and shifts which constitute clear speech are more robustly imitated overall. This has implications for theories of speech sound representation, the perception-production link, and second language pedagogy.

Bio

Dr. Hauser is an Assistant Professor at the University of Texas Arlington where she also directs the Speech Sounds Lab. She uses experimental and computational methods to study speech sounds, focusing on how the acoustics of particular speech sounds differ across languages. Her work has been published in The Journal of the Acoustical Society of America, Language and Speech, Laboratory Phonology, and Glossa. Dr. Hauser has won multiple National Science Foundation awards and has also served as a member of the executive committee of the Linguistic Society of America.

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Presentation

Examining controversies in Cia-Cia orthography

The Cia-Cia speakers of Indonesia have expressed a desire to develop and preserve their language. This goal requires an officially recognized orthography, which Cia-Cia currently lacks. In 2009, ostensibly to meet this need, the Hunminjeongeum Society of South Korea began an initiative to write Cia-Cia using the Hangeul script by implementing a program in two of the seventy-five Cia-Cia villages. Proponents of Hangeul claim Cia-Cia cannot be written with the Latin script, but after over a decade, Hangeul has not spread beyond the original test villages. The failure of either script to gain official status has led some to believe that Cia-Cia cannot be written. Through this research I aim to answer the question: are there phonological factors that prevent either script from becoming officially recognized? To answer this question, I first identify Cia-Cia's phoneme inventory by analyzing word lists from the major dialects. I then compare the inventory with the available graphemes of the two scripts by analyzing six Cia-Cia texts. Two of the texts use Hangeul and four use the Latin script. Most Latin graphemes are transferable from Indonesian. The exceptions lie with phonemes not present in Indonesian, namely the implosive stops /ɓ/ and /ɗ/, the interdental stop /d̪/, the glottal stop /ʔ/, and the voiced velar fricative /ɣ/. Hangeul, on the other hand, presents twenty-five unfamiliar graphemes but has fewer phonological gaps: the interdental stop /d̪/ and the distinction between the velar nasal /ŋ/ and the glottal stop /ʔ/. The results indicate that phonological factors do not prevent either script from becoming officially recognized. Therefore, the challenges must arise from sociolinguistic factors such as politics and group identity.

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Presentation

Didactic Humor isn't Funny

This presentation is part of a research project hosted at the German Museum of Caricature (karikatur-museum.de) in 2023/2024. The project will study the intricate semiotic interaction between the humorous structure and political message in historical caricatures and cartoons, not least those by the German visual-verbal humor pioneer Wilhelm Busch (1832-1908), whose body of work occupies the pivotal place is at the museum's collection. It is motivated by a perceptible shift of focus in contemporary humor from humor with a political message to a political message merely marked as humor, e.g., in news-based comedy formats, much in the way that political caricature has foregrounded message over humor, and similar to the contrast of German Kabarett vs. other stage-based comedy that is not or not primarily intended to convey a (political) message. The semiotic humorous essence of texts, across the semiotic domains, is their compatibility with opposite meanings, apparently bridged by a logic that is ultimately defeasible (SO and LM of the GTVH; Attardo & Raskin 1991). For such texts to carry a message, political or other (Oring 2008), in addition to or on top of that essence, can take several constellations. One initial hypothesis is that this message tends to reside in the opposition, but rarely in the faulty logic, which usually remains implicit (Hempelmann & Attardo 2011). This lack of participation of the logic in the political message might well account for the lack of perceived funniness of such formats which are merely marked for their semiotic meta-message that they are indeed intended to be humor (Attardo 2020), while often actually not containing an appreciable humorous essence. Recent late night formats will be sampled and contrasted with historical caricatures of a primarily political nature and a primarily humorous nature in order to establish this distinction on a relevant theoretical and methodological basis. The clearer distribution and lesser arbitrariness of the semiotic elements that carry the humor and message in visual-verbal texts is assumed to facilitate such an analysis (Hempelmann & Samson 2007, 2008; Samson & Hempelmann 2011).

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Poster

Non Canonical Possessor Raising in Hebrew: An Account from Multitasking

Possessor Raising in Hebrew is a well documented phenomenon; however, the phenomenon is classically limited to "Dative Possession." This paper presents evidence gathered from speakers of Modern Hebrew that possessors can raise out of other kinds of possessive constructions, given that they are wh-phrases. The critical possessive construction is the "Construct State Nominal," consisting of a pair of noun phrases. The sequence must be either [-definite][+definite], or [±definite][Sel][±definite]. To question the possessor, speakers have a number of options. They can either leave the wh-phrase in situ, cleft and raise the structure with an expletive subject, or cleft and raise the structure with an additional phase of movement, pushing the possessor higher. (1) ha-ben Sel ha-rav lomed ivrit the-son of the-rabbi studied hebrew "The rabbi's son studied Hebrew." (2) ha-ben Sel-mi lomed ivrit the-son of-who studied hebrew "Whose son studied hebrew?" (3) ze (hayah) ha-ben Sel-mi Se-lomed ivrit this (was) the-son of-who that-studied hebrew "It was whose son that studied hebrew?" (4) Sel-mi (hayah) ha-ben Se-lomed ivrit of-who (was)   the-son that-studied hebrew "Whose son was it that studied hebrew?" This can be formally explained by a special feature, present in both possessors and expletive subjects, that makes them available for this movement by means of syntactic Multitasking, where those syntactic objects which satisfy two features ($[\cdot DP \cdot]$ and $[\cdot X \cdot]$) are preferred over those object which satisfies one (just $[\cdot DP \cdot]$).

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Poster

The Phonological Nativization of Lexical Borrowings in Mankiyali

This study investigates the presence and productivity of phonological nativization strategies for lexical borrowings in Mankiyali, a highly endangered and previously undocumented language. Less than 500 speakers of Mankiyali reside in the remote mountaintop villages of Danna and Dameka, located in the Mansehra District of Khyber Pakhtunkhwa, Pakistan. Prolonged contact with more dominant languages in the region, as well as socio-economic pressure to assimilate into these larger linguistic communities, has resulted in hundreds of foreign lexical items being borrowed and integrated into the Mankiyali lexicon. Certain sounds in these words must then be modified, substituted, or even removed in order to conform to Mankiyali's native phonemic inventory and phonotactic constraints; this process is better known as phonological nativization (Hutin, 2015). All data was provided and approved by native speaker consultants as part of the Mankiyali Language Documentation Project, funded by the U.S National Science Foundation's Documentation of Endangered Languages Program (Munshi, 2018; Award #1761658). The results suggest that at least five phonological strategies are being utilized in Mankiyali as part of the nativization process, albeit to differing degrees (most to least productive): vowel lengthening (e.g., Urdu /šaram/ > Mankiyali [šaraam] 'shame'), consonant substitution (e.g., Urdu /qaaliin/ > Mankiyali [kaaliin] 'rug'), fortition (e.g., Panjabi /rahmat/ > Mankiyali [raxmaat] 'blessing of God, mercy'), final devoicing (e.g., Hindko /masiid/ > Mankiyali [masiit] 'mosque'), and consonant deletion (e.g., Hindko /ɣosalxaana/ > Mankiyali [osaalxaana] 'bathroom').

Bio

Keivan Kaviani is a second-year graduate student at UNT who specializes in sociolinguistics and language documentation; his work primarily focuses on South Asian languages. Keivan's interest in language is largely informed by his mixed cultural identity. As a second-generation Iranian-American, a heritage speaker of Persian, and a learner of Arabic, Indonesian, Spanish, and Turkish, Keivan's lived experiences provide valuable insight into issues or topics that might otherwise prove difficult to access. Keivan wishes to earn his PhD in Linguistic Anthropology.

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Poster

Content Analysis of Bullet Comments on Stand-up Comedy in China

Bullet comments are anonymous comments superimposed on videos, which synchronize with the scenes and scroll along the videos. The bullet comment is a novel genre of technology-mediated communication with commenters' active viewership. This research aims to describe how bullet commenters respond to humorous content online with active viewership and communicate with other bullet comment users. Bullet comments originated in Japan and have become popular in China, from niche video platforms (e.g., AcFun, Bilibili) to mainstream video platforms (e.g., Tencent, Iqiyi, Youku). They are inclusive and participatory. There are studies about bullet comments on TV series, live-stream sports, reality shows, and videos with different genres and themes. However, only Messerli and Locher (2021) and Wu (2019) touched bullet comments on comedy. Messerli and Locher (2021) examined humor support but did not discuss other reactions to humorous content. This paper researches bullet comments on a video (https://v.qq.com/x/cover/mzc00200sauwjml/t0039krh5qs.html) that includes selected Stand-up comedies from four seasons of Rock & Roast (2018-2021). Stand-up comedy has become popular in China in the past five years. Rock & Roast on Tencent Videos is China's most popular stand-up comedy competition. This research employs content analysis to analyze one quarter of the 417 bullet comments on the video and describes the coding typology and the distribution of codes. It also examines different reactions of bullet comments to the humor in the video. Since one bullet comment may be included under different codes, there are 130 codes for 111 coded bullet comments. The four most frequent comments are about the performing comedians and their performances (51.5%), comments showing communication (23%), emotive stance (17.7%), and comments about other content of the video or related content (6.9%). The comments are further categorized into different kinds of reactions to humor (positive, negative, and neutral).

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Presentation

Re-exploring writer-reader interaction: Analyzing visual metadiscourse in EAP students' infographics

As multimodal texts become increasingly prevalent in the digital age, understanding how writers interact with readers through this genre is of growing importance. This presentation explores an innovative study that examines how English for Academic Purposes (EAP) students used diverse visual metadiscourse resources, encompassing visual interactive and interactional devices, to inform and engage their audiences through infographics. Initially proposed by Kumpf (2000), visual metadiscourse refers to design choices that enhance readability and macrostructural consistency while demonstrating awareness of visual literacy and the communication context. Informed by Kress and van Leeuwen's (2006) work on visual design, D'Angelo (2016) extended the metadiscourse model (Hyland, 2000) and proposed a framework of visual metadiscourse to analyze academic posters. In this study, we have further developed D'Angelo's (2016) visual metadiscourse framework and created new frameworks for analyzing both visual interactive and interactional resources of students' infographics. We collected 127 Visme infographics created by Vietnamese EFL medical students addressing hypertension prevention. We coded interactive and interactional features related to visual metadiscourse for each poster, and identified patterns in the EAP students' metadiscourse use, which we will discuss in this presentation. Additionally, we will provide a closer examination of select posters to illustrate how students harnessed various metadiscourse resources to enhance comprehensibility and engagement in their multimodal products. By the end of this presentation, you will be informed how to apply the visual metadiscourse model to assess your students' multimodal texts. This presentation aims to highlight the role of visual metadiscourse in the multimodal genre and digital multimodal pedagogy.

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Poster

Children's requests in FL English: A study of request speech acts production of Arabic-English bilingual children

This study presents an examination of the request speech acts produced by Arabic (L1) English (FL) school-aged bilingual children in EFL classrooms. This work analyzes the types of request strategies and the level of request directness they employ. Then it investigates how the FL learning context and teaching strategies affect students requesting behavior development. Previous work has shown that the L2/FL children consider the politeness demands of a situation, but they might not have the target linguistic means to realize their social parameters. The variation of strategies used by Arab EFL children is shaped by the cultural values of the society, social power, distance, as well as their L1. Moreover, it has been shown that the learning context and teaching strategies are affecting the requesting production and behavior development of young learners. This work involves real data examples from Jordanian students' practice of requesting speech acts. These examples have been collected using classroom observation checklists to investigate EFL students' practice of these speech acts with their teachers and peers. Twenty-five students in their 2nd to 3rd grades have been observed in a public school in Jordan. The findings show that young learners employ indirect strategies more often and are more polite when requesting from their teacher compared to requesting from another peer. However, they use the direct request along with aggravators "now, immediately" or reinforce a request through immediate repetition to impress the urgency upon the teacher or a peer. This indicates the existence of a close link between pragmatics knowledge and successful communication by EFL language learners within formal and informal interactions. These findings emphasize the need for explicit pragmatic instruction in EFL classrooms.

Bio

Duaa Makhoul is a Ph.D. student at the University of Texas at Arlington (UTA). A bilingual speaker of Arabic and English and a passionate linguistics student with a keen interest in exploring the nuances of human language. She has a master's degree in English for Specific Purposes (ESP) from the University of North Carolina at Charlotte (UNCC). Currently pursuing her Ph.D. in Linguistics and TESOL and is interested in the intricate world of linguistic research. Her research interest focuses on several compelling topics in the realm of pragmatics and speech acts, delving into the subtleties of language use in both English and Arabic contexts. Her research in this area aims to uncover the underlying mechanisms of communication and the social implications of language choices. Currently, she is working on her first pragmatics study on the production of Arabic request speech acts by non-native speakers of Arabic. She is also interested in unraveling the complexities of bilingualism, especially in how individuals navigate multiple languages, exploring the cognitive processes and sociolinguistic factors that influence bilingual communication. Furthermore, she is passionate about TESOL and enhancing the field of second language teaching and learning. Her research aims to investigate innovative teaching methodologies, language acquisition processes, and effective strategies for multilingual classrooms.

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Poster

Topic Management through Co-speech Gestures

This study considers co-speech gestures and body orientation as important devices utilized by comedians either consciously or subconsciously to switch between different roles in their performance to convey or amplify comic messages to the audience. It adopts Kendon's (2004) gesture-speech ensemble model, which states that speech and gesture work hand in hand in discourse construction. The study is based on three hypotheses. First, comedians adopt co-speech gestures to facilitate transitions between segments. Second, comedians designate different spaces for different roles via body orientation. Third, co-speech gestures may consistently accompany jab lines and punch lines. I examined two videos from two Chinese comedians' live performance. They were analyzed and annotated in ELAN and co-speech gestures, iconic gestures, and body orientation were described in detail. The initial results are, first, that both comedians either used preparatory co-speech gestures when they switched roles or relaxed and dropped their hands to a resting position as transition into their next role. At the same time, their body orientation and tone also changed during the transition. Second, the two comedians both allocated different spaces to different roles and they changed body orientations to accomplish the transition. This is consistent with Meier's statement that "The spatial displacement of nouns made in neutral space can be used to establish referential loci" (2012, p. 587). The first comedian distributed the right side to his girlfriend's role, the left to the narrator's, and the front to mark the transition from one role to the other. The second comedian distributed the left side to the boyfriend, the right side to the girlfriend, and the front to the narrator. Third, all punch line gestures lasted either significantly longer than jab line gestures or were followed by a series of iconic gestures without any accompanying speech. Besides, nearly all punch lines were accompanied by co-speech gestures, while jab lines utilized a combination of co-speech and iconic gestures. This study points toward the significance of stand-up comedians' co-speech gesture and body orientation usage, and the necessity to conduct further research to analyze more comedians' performance to further test the validity of our initial findings. References

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Poster

Humor in the Workplace: A Corpus Analysis of Humor Usage within Workplace Interactions

Humor is often used in the workplace for various reasons and different contexts. Different factors, such as social power and gender, can affect the usage of humor in the workplace. (e.g., Holmes, 2000; Holmes and Marra, 2002; Mullany, 2004; Holmes and Schnurr, 2005; Schnurr, 2009; Plester, 2015). However, to the best of our knowledge no study has focused squarely on a corpus-assisted pragmatic analysis of the differences between on-task (work) talk and small talk. The purpose of this study is to analyze the quantity of humor production in the workplace, as seen in the recordings of two participants from the AAC and Non-AAC Workplace Corpus (ANAWC; Pickering et al., 2019). This paper uses data from the ANAWC corpus, organized into two sub-corpora, one for work talk and one for small talk. Each humor instance was identified through triangulation (Attardo, 2020), i.e., by considering a variety of textual and contextual cues (e.g., laughter, the presence of incongruity, metalinguistic comments, etc.). Quantity of humor was operationalized as word count of the humorous turns. The data shows that although small talk takes up less than 10% of the corpus overall, humor occurs much more frequently in small talk. The small talk humor makes up 20 to 22% of the small talk corpus, but the work talk humor makes up only 1 to 2% of the work talk corpus. We speculate that the keying for playfulness required for humor production and appreciation is harder to establish in telic-oriented work talk.

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Poster

The Flyover Effect: Mapping Locations in Online Left- and Right-Wing Satirical News

Research has found that left-wing (progressive) and right-wing (conservative) satirical news appropriate linguistic features of their parent genre in similar ways (i.e., news; Brugman et al. 2022). And like real non-satirical news, satirical news frequently includes a dateline reflecting the geographical location of where the news took place or the information for the news was obtained (e.g., Sacramento, CA). There is a broad consensus that there are significant differences in satirical left and right news websites (Young, 2020; Sienkiewicz & Marx, 2022). In this study, we use several R packages including maps, mapproj, and viridis to visualize the use of datelines, specifically, geographical locations in the United States, between two corpora of satirical news consisting of articles from The Onion and Babylon Bee.

While there are a few notable differences, the results of this study show some similarity between the two satire sets and that regarding frequently reported geographical locations (e.g., Washington D.C. and California). Notably, we observed a "flyover effect", where both sites regularly situated their articles in states on either the West coast or East coast and produced considerably less news pertaining to the "flyover country", the states residing between the coasts. We speculate the similarities between left- and right-wing text regarding datelines is a further reflection on the way in which satirical news models real non-satirical news (Usher, 2021).

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Poster

A Mixed-Method Inquiry of ESL Teachers' Attitudes on Online Language Education

The significant expansion of technology integration in education, particularly in online learning, underscores the critical importance of this research (Albirini, 2006; Buabeng-Andoh, 2012). This study focuses on addressing unique challenges and opportunities in online language education in Texas, a state with a diverse ESL population. A comprehensive literature review reveals various contextual factors significantly influence ESL teachers' attitudes toward technology integration in language instruction. These factors include teaching experience, training, accessibility to technology, compatibility with teaching methods, and the perceived quality of online tools (Albirini, 2006; Buabeng-Andoh, 2012). While prior studies have explored technology integration in education broadly, few have specifically examined the perspectives and experiences of ESL teachers in the Texas context. This represents a critical gap, as the state's large and diverse ESL student population poses unique challenges and opportunities. To address this gap, the current study will utilize a mixed-methods approach to delve into the attitudes of Texas ESL teachers regarding technology-enhanced language teaching. The Three Tier Use Model (3-TUM), a theoretical framework that evaluates attitudes toward information technology across parameters like individual experience, system quality, and behavioral intentions (Liaw, Huang & Chen, 2007), anchors the research. The goal of adopting 3-TUM is to elucidate the determinants behind educators' readiness and willingness to meld technology into their educational practices, especially in online language teaching. This study has created a meticulously designed survey and semi-structured interviews to collect quantitative and qualitative data. These methods include Likert scales, open-ended questions, and pre-testing. The conversational yet guided interview approach is employed to facilitate an in-depth exploration of participants' perspectives while maintaining methodological consistency. The central objective of this research is to examine the attitudes of ESL teachers in Texas toward technology-enhanced language teaching (Albirini, 2006; Buabeng-Andoh, 2012; Liaw, Huang & Chen, 2007). The insights gathered from this study will inform targeted training, innovative teaching methods, and policies aimed at enhancing technology integration in ESL classrooms, while further research on the interrelations between teacher attitudes, technology use, and student outcomes is critical to grasp the evolving dynamics of technology-driven ESL education in Texas.

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Poster

Preservation of Okinawan: Linguistic Differences and Endangered Status

Okinawan, classified as an endangered language by UNESCO, along with five other Ryukyuan languages, stands distinct from standard Japanese in various linguistic aspects. Notably, Okinawan features consonant clusters that favor voiced and voiceless sounds following nasal sounds, diverging from the stricter rules of standard Japanese. A significant difference lies in NP-ellipsis; in Okinawan, it results from NP-deletion, while standard Japanese employs pronominalization due to the absence of NP-deletion. In terms of phonetics, Okinawan has a smaller consonant inventory, involving hard plosives like [p], [t], and [k], a contrast to the richer consonant set of standard Japanese. The vowel system is also simplified, utilizing a relaxed [i] or strongly closed [e] that corresponds to both [i] and [e] in Japanese, as well as a relaxed [u] or strongly closed [o] that corresponds to Japanese [u] and [o]. Okinawan lacks a morpheme for expressing nominal disjunction, with the morpheme "gana" serving an existential purpose rather than a disjunctive function. Historically, the Japanese government's "Dialect Eradication" initiative stigmatized Okinawan by banning it from being used in public education, opinion later shifting to positive associations. Today, the general opinion holds the belief that Okinawan will be a dead language in the onslaught of the approaching years. However, efforts to preserve Okinawan culture persist. Ryūka poetry, kumiwudui opera, and shimauta songs serve as cultural repositories, allowing the public to engage with Okinawan heritage. Linguists also record Okinawan dialect samples for posterity. Furthermore, there is a growing need to investigate the intergenerational gap in the knowledge of standard Japanese versus Okinawan. This research has potential in contributing to the decline of Okinawan as well as informing future preservation strategies. In conclusion, Okinawan, an endangered language, differs significantly from standard Japanese in consonant clusters, NP-ellipsis, phonetics, and morphological features. Despite historical stigmatization, preservation efforts through cultural expression and linguistic documentation continues, while research into the generational knowledge gap may provide insights into its endangered status.

Bio
Nicole Petersen is currently pursuing a master's degree in linguistics at the University of North Texas. She is deeply passionate about bridging communication gaps and fostering understanding among diverse linguistic communities. After graduating with a bachelors in Education, Nicole's experience as a dual language teacher has equipped her to further hone teaching methodologies tailored for English as a Second Language (ESL) learners, integrating innovative strategies to enhance learning experiences. She has also volunteered extensively in Japan, acquiring insight into the intricacies of Japanese linguistics and developing a particular interest in exploring its sociolinguistic aspects. Although primarily focused on practical applications in language teaching, Nicole Petersen is also enthusiastic about delving into research to further understand the interplay between language, society, and culture in multilingual contexts.

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Poster

A Pragmatic Analysis of Gã Proper Names

This presentation describes the proper names of the Gã people of Ghana. Proper names play a very important role in the culture and pattern differently than other linguistic communities. Rigidity can be observed in the fact that a child has a name before birth and cannot be named anything else unless under special circumstances. For example, if the first daughter is named Adjeley, then the second daughter is Adjorkor and third born son Okopti. Okpoti is given to the first son regardless of overall birth order. The primary research question asks what are the name meanings and how they can be analyzed with pragmatic theories. The data used in this paper was collected from native speakers and literature. The questions were answered by providing names with their meanings. The findings revealed that names are a sum of definite descriptors of the bearer. They give information based on gender, birth order, birth day of the week, ancestors, geographic location and family circumstances. There are four main types of names: Alternating Generation, Birth Day of the Week, Multiple Gestation and Special Circumstance names. Examples of Special Circumstance names are Booya meaning 'die quickly' or Fẽhi meaning 'all is good'. Additionally, the interpretations of names vary based on contexts and personal beliefs. Therefore, community members may have different interpretations of one name. Many names are disappearing as the Gã language has become endangered. This presentation is one of few aiming to preserve the beautiful and rich Gã culture which treasures proper names deeply.

Bio

Danielle Quaye is a second year PhD student at the University of Texas at Arlington (UTA). Her research interests are in phonetics, phonology and TESOL. After graduating with her BA in Linguistics, she taught English in South Korea. As a PhD student, she strives to amplify minority voices and works with understudied languages, specifically Gã, a Kwa language spoken in Ghana. Earlier this year, she received the award for best poster at the 28th annual UTA Linguistics and TESOL conference presenting a pragmatic analysis of the Gã naming system. Currently, she is working on the first phonetic study of the doubly articulated stops of this language.

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Poster

University Educators' Perceptions of Student Use of African American Vernacular English

The history of African American Vernacular English (AAVE) and its place within the United States education system has been marked by disdain from the general public and the use of standard language ideology to stigmatize the dialect. There has been much documentation on the language attitudes of both practicing K-12 educators and pre-service teachers towards AAVE, but the language attitudes of university educators have been neglected in the current body of research. This study aims to answer the following research question: What are the common perceptions towards speakers of African American Vernacular English held by university instructors in Texas? The participants are instructors who teach in writing or discussion-heavy disciplines at six different universities in the state of Texas. The study consisted of a small survey including a shortened version of Hoover, McNair, Lewis, & Politzer's (1997) African American English Teacher Attitude Scale, supplemented with questions about how participants personally define AAVE and their personal experiences with students who are speakers of AAVE. The results suggest that this group of educators may hold a more positive view of AAVE as a dialect than K-12 educators, though there was no clear consensus on participants' view of the effect of AAVE use on student success.

Bio

Sam Reeves is a second year graduate student at the University of North Texas, pursuing a Graduate Academic Certificate in TESOL alongside their MA in Linguistics. Sam's interests lie in the intersections of linguistics and education, including ESL pedagogy, multilingualism, and the impacts of language ideologies on education. After completing their master's degree, Sam hopes to pursue a career in ESL education and an eventual PhD in Second Language Acquisition or Applied Linguistics.

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Poster

Moodle-Based Teacher Education: Effects on Teacher Professional Development in EAP Contexts

The study explores the use of Moodle platform in enhancing teacher training programs, particularly for English for Academic Purposes (EAP) instructors, despite its growing importance in technology-enhanced education (Arno–Macia, 2012). To address this gap, the research examines the impact of Moodle on the professional development of ten experienced EAP teachers in Tehran using systematic observations and semi-structured interviews to assess their experiences and viewpoints (Johnson et al., 2004), and solicits their perspectives on the platform's strengths and limitations. To ensure a thorough and reliable analysis, content analysis is used to explore recurring themes in the interview data (Mei-Po Shek, et al., 2021). The study reveals that the Moodle-based EAP teacher education program positively impacts teachers, providing benefits like increased motivation, blended learning support, cost-effectiveness, diverse eLearning methods, and improved student proficiency. Nonetheless, the study highlights limitations in Moodle's effectiveness in enhancing classroom management skills due to internet connectivity issues, technological device requirements, and virtual environment constraints. It also reveals a significant correlation between Moodle-based teacher education programs and EAP teacher professional development, urging policymakers to invest more in online education. (Johnson et al., 2004). The obtained results underscore the potential of technology, particularly Moodle, in empowering teachers and elevating the quality of education, particularly within the realm of EAP instruction.

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Poster

Current Trends in Bilingual and Biliteracy Development: Leveraging E-books and Bilingual Texts for K-12 Learners in a Digital Age

Biliteracy development refers to the process by which individuals acquire proficiency in reading and writing in two languages. Drawing on the author's earlier work on bilingual texts (e.g., Semingson, 2013; Semingson, Pole, & Tommerdahl, 2015) as a rich language source for instruction for second language learners, this paper furthers the dialogue on the use of bilingual books as an educational tool by also examining more current trends and examines empirical studies that use bilingual approaches in combination with e-books (e.g, Cun, 2022; Yang, Xia, Collins, and Warschauer, 2022) and recent studies that examine use of traditional print bilingual books to foster second language acquisition. Literature from the last ten years is examined with a focus on comparing studies that use e-books with more traditional bilingual books. Trends and implications for educators are noted. Frameworks from sociocultural theory, sociolinguistics, additive bilingualism, and the role of technology and multimodal texts in language learning will be noted. Additive bilingualism refers to a situation in which a person acquires a second language (L2) without losing or devaluing their first language (L1). In additive bilingualism, the second language acquisition is seen as an additional linguistic resource that supports the learner's language skills.

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Presentation

Applying Grounded Theory to the Study of Interactions among Caregivers and Alzheimer's Patients

This presentation outlines the research methodology for a qualitative study on caregiver interactions with Alzheimer's patients. Drawing from the recent work on grounded theory by Foley et al (2021), theoretical sampling is harnessed not only when selecting participants based on theoretical considerations, but also during the collection of data, in this case, the semi-structured interviews with the caregivers of family members with Alzheimer's. The methodological objectives center around facilitating the interview process so that better theoretical sampling may be accomplished. Grounded theory intends to contextualize and explain emergent categories in the data to understand the dimensions of a theoretical construct. To fully develop relevant concepts, categories, and theory, a certain level of flexibility and reflexivity is required during the interview process. In the case of caregiver interactions, I highlight the limitations of classical grounded theory (Glaser 2002) which positions the researcher as the agent of discovery, interpretation, and analysis i.e., theory emerges from the data. Data collection and the analysis of the data were significantly advanced when the interviewer and interviewee actively co-constructed the frames that contextualize caregiver interactions. By allowing data collection and analysis to occur in conjunction with each other, grounded theory has the potential to enhance our understanding of what motivates linguistic practices among speakers.

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Poster

Phonetic drift in L1 Arabic L2 English speakers' stop production

This study investigates whether different lengths of L2 exposure affect how you produce sounds in your L1. Previous studies on adult second-language learners showed systematic changes in their production of their L1 due to L2 exposure (Flege, 1987; Chang, 2012; Chang, 2013). This "phonetic drift" of L1 production was investigated in these studies by looking at novice L2 learners and advanced L2 learners. However, the findings of these studies showed contradictory patterns of results. The first pattern is that phonetic drift is strongest at later stages of L2 learning (Flege, 1987). The second pattern is that phonetic drift is strongest at early stages of L2 learning (Chang 2012; Chang, 2013). To explore these contradictory findings, the current study compares L1, Arabic, stop production of L1 Arabic L2 English bilinguals with varying L2 lengths of exposure (6 years, 11 years, 33 years). In addition, this study explores whether phonetic drift occurs only in similar segments with different features or extends to occur in different segments that have similar features (acoustically similar). Arabic stops are a good test-case for this question because Arabic has two types of stops (plain stops and emphatics), this will enable us to better understand the nature of phonetic drift occurring. The results of the study suggest that as L2 length of exposure increases, the robustness of phonetic drift decreases in L1 Arabic L2 English bilinguals voiced stops productions. Also, the results show that phonetic drift occurs only in similar segments and does not extend to different segments.

Bio

Dema Smadi, a fourth-year PhD candidate and an Enhanced Graduate Teaching Assistant, currently works in the Department of Linguistics and TESOL at the University of Texas at Arlington. She has a bachelor's degree in English Language and Literature and a master's degree in Linguistics. In Jordan, she dedicated three years to teaching English, both to native English speakers and as a foreign language to native Arabic speakers. At UTA, she also worked as a teaching assistant for courses like 'Phonological Theory,' 'Teaching English as a Second Language,' and 'An Introduction to the Study of Human Language,' primarily working with undergraduate students. Dema's research revolves around experimental phonology, where she explores phonetic drift with particular focus on the effect of length of L2 exposure and learning on L1 production.

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Poster

Using Information-Theoretic Metrics to Compare Natural and Constructed Language

Constructed languages (aka "conlangs") are languages that arise not through natural evolution, but from conscious construction. As such, they are not subject to the same evolutionary and large-scale communicative pressures as natural languages. Conlangs can be classified into types: auxiliary languages (auxlangs) are languages that work to address communication divides, whether that be on a regional or global scale; artistic languages (artlangs) are built to function as art; and engineered languages (engelangs) serve to test specific goals (Rhiemeier 2012). Our main research question centers around whether various information-theoretic measures can be used to distinguish artlangs and engelangs from natural languages. We narrowed in on these two kinds of conlangs under the assumption that they will be more likely to avoid any biasing from specific natural languages. In terms of information-theoretic measures, we focus on analyzing conlang lexicons (i.e., wordlists) for n-gram entropy and segment-level surprisal. That is, following the landmark papers written by Shannon (1948; 1950) and his discussions of information theory, we measure "how much information is produced" per letter of each word (Shannon 1950). Corpora for natural languages, including corpora acquired from Wiktionary and various others, are tested for these measures alongside the conlangs for comparison. Initial results indicate potential differences between entropy values of bi-grams in conlangs and in natural languages, and as we dive into surprisal values, we anticipate seeing comparable distinctions. One major drawback to the datasets at hand, however, lies in the size of the lexicons. For natural language corpora, the size of the lexicon may surpass 500,000 words. In contrast, due to the time-intensive process of constructing lexicons, many conlangs encompass no more than a few thousand words. To account for this, our analysis uses a series of random samples from the natural language corpora for comparison. The conlang data we will be analyzing will be provided by conlang experts David Peterson and Jessie Sams, who have kindly agreed to assist in our research.

Bios

Carter Smith is a third year undergraduate student at UNT double majoring in linguistics and information sciences. His research interests include computational linguistics, historical phonology, and language conservation.

Analiese Beeler is a senior at UNT double majoring in linguistics and French. Her research interests include metaphor theory, computational linguistics, and dialectal variation.

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Poster

Identifying Pan-Sub-Saharan Proverbs

Identifying Pan-Sub-Saharan Proverbs Though the Sub-Saharan region of Africa is very rich in proverbs, there is not a single proverb that has been documented as being found widely distributed across this region. This poster explains a methodology created to assess the distribution of proverbs across Sub-Saharan Africa, based on geographical regions instead of language families. So far, three proverbs are demonstrated to be Pan-Sub-Saharan, found in at least three communities in each of four geographic regions. Two of the proverbs support values that are very common across Africa, viz, the importance of family and the importance of working together in community. These three proverbs are documented from many language families, including Cushitic, Semitic, Nilotic, Gur, Benue-Congo, Bantu. Though variants of each of these three proverbs are found, enough commonality is found that the proto forms for each can be reconstructed. These proverbs are so deeply rooted in African cultures that all three are still used in the Caribbean region, preserved and spoken by the descendants of people who were taken from Africa for slavery. Forms of the third proverb are also documented as being used across Asia, including in ancient Sumer.

Bio

Pete Unseth (PhD, UTA) enjoys studying proverbs, especially from Ethiopia where he lived a dozen years. As a linguist, he approaches proverbs differently than folklorists. He is writing a book to encourage and guide native speakers to collect and describe their own traditional proverbs.