Meeting Handbook

Linguistic Society of America

American Dialect Society
North American Association for the History of the Language Sciences

Washington Hilton
Washington, D.C.
January 6-9, 2021

96th Annual Meeting
Introductory Note

The LSA Secretariat has prepared this Meeting Handbook to serve as the official program for the 96th Annual Meeting of the Linguistic Society of America (LSA). In addition, the Handbook is the official program for the 2022 Annual Meetings of the American Dialect Society (ADS) and the North American Association for the History of the Language Sciences (NAAHoLS).

We gratefully acknowledge the assistance provided by the LSA Program Committee: Co-chairs Ruth Kramer and Teresa Satterfield and members Ryan Bennett, Tim Hunter, Sarah Murray, Kristine Yu, Anna Babel, Argyro Katsika, Elena Koulidobrova, Emily Manetta, Alicia Parrish (student member), Robert Podesva, David Quinto-Pozos, Joseph Sabbagh, Ivy Sichel, Andrea Sims, and Juliet Stanton.

This year, the Program Committee received 23 proposals for organized sessions, 17 of which were accepted for presentation. The Committee received 474 individual abstracts, of which 171 were accepted for presentation as 20-minute papers and 182 for presentation as posters. All individual abstracts were reviewed anonymously. This year, each abstract was reviewed by the Program Committee and at least two additional reviewers drawn from a panel of 265 subfield experts. The LSA Secretariat and Program Committee extend sincere thanks to these external reviewers, who are listed at the end of this Handbook.

We are also grateful to Kathryn Remlinger (ADS) and David Boe (NAAHoLS). We appreciate the help given by LSA Intern Brody Silva, and Shane Taylor (LSA consultant) who assisted with preparation of this Handbook. Thanks are also due to the staff of the LSA Secretariat—Administrative Assistant Beth Riebe, retired Director of Membership and Meetings David Robinson, Membership Consultant Mark Schaefer, Meetings Consultant Angela Schrader, and Executive Director Alyson Reed—for their work in organizing the 2022 Meeting.

LSA Executive Committee
January, 2022
New Orleans, LA
Contents

Overview of This Handbook .................................................................................................................................................................4
Meeting Conduct Policy .......................................................................................................................................................................5
Exhibit Hall Floor Plan .....................................................................................................................................................................9
Meeting Room Floor Plans ................................................................................................................................................................2
General Meeting Information ..........................................................................................................................................................16
Special Events at the LSA Meeting ............................................................................................................................................19
Especially for Students ...................................................................................................................................................................20
Tourism, Services, and Transportation ....................................................................................................................................21

Meetings at a Glance
Thursday ..............................................................................................................................................................................23
Friday ...................................................................................................................................................................................25
Saturday ................................................................................................................................................................................27
Sunday ..................................................................................................................................................................................29

Programs
Thursday
Morning .................................................................................................................................................................................35
Afternoon ................................................................................................................................................................................37
Evening ...................................................................................................................................................................................45
Friday
Morning ................................................................................................................................................................................46
Afternoon ................................................................................................................................................................................52
Evening ...................................................................................................................................................................................57
Saturday
Morning ................................................................................................................................................................................71
Afternoon ................................................................................................................................................................................74
Evening ...................................................................................................................................................................................80
Sunday
Morning ................................................................................................................................................................................81

Abstracts
LSA Plenary Addresses ..............................................................................................................................................................85
LSA and Sister Society Organized Sessions ..........................................................................................................................95
LSA and Sister Society Paper and Poster Abstracts ...........................................................................................................143
Overview of This Handbook

This Handbook has been prepared with the intention of assisting attendees at the 96th Annual Meeting of the Linguistic Society of America and the meetings of its Sister Societies: the American Dialect Society (ADS) and North American Association for the History of the Language Sciences (NAAHoLS). Below are some guides to using specific portions of this Handbook.

On page 5 is the LSA’s Meeting Conduct Policy, which we ask all attendees to review and abide by. It is meant to promote a safe and welcoming conference environment, protecting our community’s rich diversity of age, ethnicity, gender, disability, professional status, religion, sexual orientation and socioeconomic status.

On pages 6-8 is the LSA’s Safety and Responsibility Policy, which includes details on handling issues regarding COVID-19, including information about testing facilities nearby, what to do if you become ill or are exposed to COVID-19, and what to do in the event that you test positive for COVID-19.

There is a diagram of the Exhibit Hall, on the International Terrace. We encourage attendees to visit our exhibitors and to view the poster presentations on display in the nearby Columbia North and West on Friday and Saturday. There will also be a 100% virtual poster presentation on Thursday afternoon. Complimentary hot beverages will be served in the Exhibit Hall on Friday and Saturday at 10:00 AM and 2:00 PM and on Sunday at 8:30 AM. Diagrams of the meeting rooms at the Washington Hilton are also included.

Please note that:

- There are several LSA organized sessions which will be held virtually: weblinks will be provided via our virtual platform for access to these events. For in-person attendees, there will also be a “virtual viewing room” where you may watch most of these sessions passively – there will be no opportunity for joining Q&A with your questions in this viewing room, however. In order to participate fully in the all-virtual events, you will need to login to the virtual platform via your own laptop computers.
- Most in-person LSA sessions will take place on the Terrace level of the hotel: poster sessions in Columbia North and West, and concurrent sessions in the Columbia 1&2, Columbia 3&4, Columbia 5, Columbia 6, Columbia 7, and Columbia 8 Rooms. The Exhibit Hall will be on the International Terrace. The Family Room is set up as a nursing room, with a small refrigerator. The Presidential Reception will be held on the International Terrace.
- Hybrid LSA Plenary Sessions, hybrid and in-person LSA Organized Sessions and Sister Society sessions will take place in rooms on the Concourse level of the hotel, reached via stairs on the International Terrace or elevator in the Terrace Foyer on the Terrace floor of the hotel. LSA Plenary Sessions will be held in the International Ballroom Center. LSA Organized Sessions will be in Jefferson East and Jefferson West, and Sister Society meetings in Georgetown West (ADS) and Lincoln West (NAAHoLS). Committee meetings and the Student Lounge will also be located on this floor. A variety of special events, including The Five-Minute Linguist, the ADS Word of the Year, the LSA Awards Ceremony, and the LSA Presidential Address, will be held in the International Ballroom Center.

There is a page containing general meeting information, including basic information about exhibit hours and the job information desk. There is a list the times and locations of open committee meetings and office hours held in conjunction with the Annual Meeting, and descriptions of special LSA events which take place at the Meeting. There is a list of events designed especially for the one-third of attendees who are students. There are “Meeting-at-a-Glance” tables for each day of the meeting, which will allow attendees to view LSA and Sister Society schedules by time and location. Be sure to check the full program listings for exact times.

The full programs of the LSA and the Sister Societies are listed. These programs list, in chronological order, all public events taking place as part of the LSA and Sister Society Meetings. Plenary, organized, concurrent, and poster sessions are listed along with the themes of the concurrent sessions, the names and affiliations of presenters, and the titles of their presentations. Each organized, concurrent and poster session is assigned a session number, indicated in large type to the right of the session title; session numbers are cross-referenced with the list of abstracts of regular papers and posters. Reports from the Executive Director, Secretary-Treasurer, Program Committee, and the Editors of Language, Semantics and Pragmatics, and Phonological Data and Analysis accompany the Friday evening portion of the program, when the LSA Business Meeting takes place.

Finally, abstracts for all presentations are listed. Abstracts for LSA plenary presentations are listed first in chronological order, then abstracts for organized sessions (with session abstracts as well as abstracts of individual presentations), also in chronological order. Abstracts for individual posters and papers for the LSA and Sister Society meetings are listed alphabetically by first author. Each abstract is identified with a session number, appearing to the right of the presenter’s name, which will enable you to locate it in the session of which it is a part.
LSA Meeting Conduct Policy

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

The following Meeting Conduct Policy outlines expectations for all those who attend or participate in LSA events. It reminds LSA participants that all professional academic ethics and norms apply as standards of behavior and interaction at these events.

1. Purpose

The LSA is committed to providing a safe and welcoming conference environment, protecting our community’s rich diversity of age, ethnicity, gender, disability, professional status, religion, sexual orientation and socioeconomic status.

“Participant” in this policy refers to anyone present at LSA events, including staff, contractors, vendors, exhibitors, venue staff, LSA members, and all other attendees.

2. Expected Behavior

All participants at LSA events are expected to abide by this Meeting Conduct Policy in all venues including ancillary events and official and unofficial social gatherings, and to abide by the norms of professional respect that are necessary to promote the conditions for free academic interchange.

Participants who witness potential harm to another conference participant are encouraged to be proactive in helping to mitigate or avoid that harm.

Unacceptable Behavior

Unacceptable behaviors include:

- Coercive, intimidating, harassing, abusive, derogatory or demeaning actions or speech. Note that the latter is distinct from vigorous, reasoned disagreement compatible with norms of civil behavior.
- Prejudicial actions or comments, related to a person’s identity or group membership, that coerce others, foment broad hostility, or otherwise undermine professional equity or the principles of free academic exchange. Relevant identities include (but are not limited to) those defined by age, ethnicity, gender, disability, professional status, religion, sexual orientation and socioeconomic status.
- Persistent and unwelcome physical contact or solicitation of emotional, sexual or other physical intimacy, including stalking.

Adopted by the LSA Executive Committee, December 18, 2017

The LSA seeks to assess the quality of conduct at its meetings via the exit survey distributed at the conclusion of the meeting. Should you witness or experience incidents that violate the LSA’s Meeting Conduct policy, please report them using the exit survey. Those who wish to remain anonymous or make confidential reports may do so via the exit survey.

Additionally, in 2021 the LSA created an Ombuds Committee, whose charge is to provide confidential off-the-record opportunities for LSA members to obtain assistance regarding a wide range of issues. The committee shall promote fairness, equity, and inclusion - especially within all purviews of the LSA. Every effort will be made to promote harmonious resolution of problems impacting LSA members. Members can request to speak with an Ombuds Committee member by phone, or submit a written request for assistance. Both processes can be initiated through the LSA member portal at https://www.linguisticsociety.org/form/lsa-ombuds-service-initial-contact-form. All requests for assistance will maintain strict confidentiality.
LSA Safety and Responsibility

**Responsible Drinking:** At some LSA networking events both alcoholic and non-alcoholic beverages are served. The LSA expects participants at our events to drink responsibly.

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

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

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

**COVID-19 Protocols:**
Due to various contractual obligations put in place long before the pandemic began, the LSA is holding a hybrid-format Annual Meeting at the Washington Hilton in DC. There is currently no legal impediment to holding large indoor gatherings that would allow the LSA to withdraw from its contracts (which involve six-figure sums payable to the hotel if the meeting were to be held only virtually).

The hybrid format will include live sessions held in person, with some in-person events live streamed to allow for virtual interaction, others recorded and posted online, and some entirely virtual.

We understand that presenters and attendees will be making decisions about their participation based on safety and other considerations. The LSA will continue to follow all current local and federal laws and regulations governing large indoor gatherings, including mask requirements*, which are available at https://coronavirus.dc.gov/healthguidance. In addition, we have asked the Hilton to set all meeting rooms to allow for social distancing among attendees. The hotel will also be following its own enhanced cleaning and safety measures outlined at https://www.hilton.com/en/corporate/cleanstay/. The hotel has upgraded its air handling equipment since reopening in April 2021. Please see below for additional details.

**The LSA expects all in person attendees to be fully vaccinated.** Those who cannot be vaccinated for medical or other reasons should plan to participate virtually. Those seeking to register for the meeting on-site will be expected to present proof of vaccination or a negative COVID test result performed within the past 24 hours.

*Details on Hilton Washington safety upgrades:*
Please note that while the hotel suspended operations from April 1, 2020 to April 30, 2021, several enhancements were made throughout the property:

- New Air Filters were put in all spaces, meeting rooms, public areas and guests rooms – these filters were upgraded to increase the size of filtrated particles by 50% (MERV 13 is the filter rating)
- Fresh Air Intake – previously, air pushed into all spaces was a mix of fresh air and recycled air, that had been scrubbed. The Washington Hilton is now 100% outside fresh air.
- In the largest spaces, International Ballroom and Columbia Ballroom, there are at least Three Airflow Supplies, all with 100% Outside Air, with an exchange rate of 65,500 cfm.
*Excerpt of current DC regulations on masking indoors:*

Everyone (including fully vaccinated people) must wear masks in indoor public settings. A mask is **not** required indoors during the following activities/situations when a person is:

- actively eating or drinking
- actively playing indoor sports in a collegiate or professional sports setting
- in the water at a swimming pool or aquatic facility
- alone in an enclosed office that no one else is permitted to enter
- giving a speech for broadcast or an audience, provided no one is within six feet of the speaker
- performing (e.g., singing, dancing, acting, playing an instrument), as long as performers maintain six-foot distance from any audience members
- speaking to or translating for a deaf or hard of hearing person
- required to use equipment for a job that precludes the wearing of a mask and the person is wearing or using that equipment, or when wearing a mask would endanger public safety
- lawfully asked to remove their mask for facial recognition purposes

**Rapid testing sites:**

If you need to schedule testing for COVID-19 while you are at the Annual Meeting, you can look up locations at https://coronavirus.dc.gov/testing. Some locations on that site which are close to the hotel include:

- GW University Medical System
- Whitman-Walker Health
- Farragut Medical and Travel Care

Additionally, there is a Walgreens just down the street from the Washington Hilton which carries rapid tests for COVID-19 (1815 Connecticut Ave NW, Washington, DC 20006)

Per DC Health, the use of multi-layered COVID-19 prevention measures is the best way to prevent the spread of COVID-19. No individual method is sufficient, but when used together effectiveness increases. The LSA has identified the following prevention measures and policies for the 2022 Annual Meeting.

If you develop any symptoms of an illness, please do not attend sessions or events in person. Symptoms include fever/chills, cough, shortness of breath, muscle/body aches, severe fatigue, headache, new loss of taste or smell, sore throat, congestion/runny nose, nausea or vomiting, or diarrhea. Similarly, if you develop symptoms during a session, please leave the session immediately and follow the steps described below on what to do if you develop symptoms related to COVID-19.

We will make every effort to maintain physical distancing of 6 feet around individuals during sessions and events. We will work with venues and collaborators to maximize the space available and will inform attendees in advance if physical distancing during a session or event will be reduced.

**What to do if you develop symptoms related to COVID-19:**

If an attendee who has attended a session or event in person develops symptoms, they should contact a medical provider and undergo a COVID-19 PCR test as soon as possible and inform Angela Schrader, LSA Meetings Associate, of the results. If the PCR test is positive, we will engage in contact tracing as described below, and the person with the positive result will need to withdraw from all in-person activities at the Annual Meeting.

**What to do if you are exposed to COVID-19:**

The CDC considers an individual exposed to COVID-19 if they were in close contact with an individual who had a confirmed case of COVID-19. Close contact is defined as within 6 feet of an infected person for a cumulative total of 15 minutes or more over a 24-hour period (for example, three individual 5-minute exposures for a total of 15 minutes). If you are exposed to COVID-19 regardless of whether you are symptomatic, you should withdraw from in-person sessions and events until you receive a negative PCR test. The exposed person should inform the LSA by emailing Angela Schrader, LSA Meetings Associate, at meetings@lsadc.org. The attendee will then need to furnish a negative test result before returning to in-person sessions and events.

**What to do if you receive a positive COVID-19 test result:**

If a person who has attended a LSA session or event within the past 7 days develops symptoms and receives a positive COVID-19 test result, the person must promptly inform the LSA by emailing Angela Schrader, LSA Meetings Associate, at meetings@lsadc.org. The affected person will need to withdraw from all in-person activities at the LSA Annual Meeting.
Notification regarding COVID-19:
The LSA will notify the full list of in-person attendees if a participant receives a positive COVID-19 test result and attended an in-person session or event within the past 7 days. Identifying characteristics of the infected individual (e.g. name, voice part) will remain confidential. Notification will be sent via email. We will provide any resulting schedule updates and information about testing recommendations at the time of the email. The LSA will NOT notify the full list of in-person attendees in the following situations:

- A person attended an in-person session or event, developed symptoms, and received a negative COVID-19 test result
- A person is not attending in-person sessions or events due to possible exposure

The LSA will also comply with all reporting and/or contact tracing protocols imposed by applicable government entities.

At the beginning of each session, in-person participants will be asked to text their name and the name of the session they are attending to (202) 813-9061. This will enable us to keep a record of attendance for each session, in the event a participant should later test positive for COVID-19. This information will ONLY be used in the efforts of contact tracing and notification in the event that a participant should test positive for coronavirus infection.

Please note: if the District of Columbia Government should prohibit large indoor events in response to the emerging omicron variant, the Annual Meeting will be completely virtual. In that event, the LSA will convert in-person registrations to the virtual option and will refund the remaining registration fees upon request. There will also be an option to convert the refunded fees to membership dues or a charitable donation.
We thank our 2022 Annual Meeting exhibitors for their support. Please stop by the Exhibit Hall on the International Terrace to visit their representatives on Friday and Saturday from 9:00 AM to 5:00 PM and on Sunday from 9:00 AM to 12:00 PM.

<table>
<thead>
<tr>
<th>Exhibitor</th>
<th>Booth#</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brill</td>
<td>102</td>
</tr>
<tr>
<td>Cambridge University Press</td>
<td>101</td>
</tr>
<tr>
<td>Gallaudet University Press</td>
<td>109</td>
</tr>
<tr>
<td>The Language Conservancy</td>
<td>114</td>
</tr>
<tr>
<td>Linguistic Society of America</td>
<td>108/110</td>
</tr>
<tr>
<td>MIT Press</td>
<td>118</td>
</tr>
<tr>
<td>Modern Language Association</td>
<td>106</td>
</tr>
<tr>
<td>Oxford University Press</td>
<td>115/117</td>
</tr>
<tr>
<td>SIL International</td>
<td>105</td>
</tr>
<tr>
<td>DeGruyter</td>
<td>LSA Joint Book Table</td>
</tr>
<tr>
<td>Duke Press</td>
<td>LSA Joint Book Table</td>
</tr>
<tr>
<td>John Benjamins</td>
<td>LSA Joint Book Table</td>
</tr>
<tr>
<td>Wiley</td>
<td>LSA Joint Book Table</td>
</tr>
</tbody>
</table>

In the interest of maintaining appropriate social distancing and reducing crowds in the Exhibit Hall, we have spaced the exhibitors’ assigned booths out farther than we normally would, to provide more space for people to move around.

Join us for complimentary hot beverages in the Exhibit Hall on Friday and Saturday at 10:00 AM and 2:00 PM and on Sunday at 8:30 AM.
Mark Your Calendars!

June 8 – 10, 2022  Semantics and Linguistic Theory (SALT) conference, Mexico City, Mexico

June 13 – July 8, 2022  LSA CoLang Institute on Collaborative Language Research, University of Montana

January 5-8, 2023  LSA Annual Meeting, Denver, CO

Summer 2023  Linguistic Institute, University of Massachusetts Amherst

January 4-7, 2024  LSA Centennial Annual Meeting, New York, NY

Summer 2025  Linguistic Institute, University of Oregon
The LSA wishes to thank the following members of this donor category*:

Karen Adams          John T. Hogan          Rodney Sangster
Marlyse Baptista    C-T James Huang      Deborah Schaffer
Ellen Broselow       Jared Klein          Rachel Schaffer
Donna Christian      Sharon Klein         Sanford Schane
Jonathan Coltz      David Lightfoot      Roger Shuy
Willem de Reuse      Joan Maling          Dan Slobin
Susan Kay Donaldson  Gita Martohardjono   Arthur Spears
Laura Downing        Richard Meier         Sarah Thomason
Connie Eble          Frederick Newmeyer    Bernard Tranel
Mary Erbaugh         Patricia Nichols      Gregory Ward
Julia Falk           Ricardo Otheguy       George Williams Jr.
Francine Frank       Dennis Preston        Margaret Winters
Joan Hall            Keren Rice           Anthony Woodbury
Bruce Hayes

*Reflects contributions made from January 1, 2021 through November 30, 2021

About the Leadership Circle

The LSA Leadership Circle was created in October 2008 to recognize those LSA members who have made large, unrestricted, charitable contributions to the LSA. The minimum contribution requested for membership in the Leadership Circle is $100. The suggested contribution range is $500 - $1,000. Membership is offered on an annual basis. Those wishing to enroll in the Leadership Circle may download a contribution form from the LSA website: www.linguisticsociety.org, or contact the LSA staff for enrollment information: areed@lsadc.org; 202-835-1714.
Events located on the Terrace level:

LSA Concurrent Sessions: Columbia 1&2, Columbia 3&4, Columbia 5, Columbia 6, Columbia 7, Columbia 8

In-Person Poster Sessions: Columbia West and North

Presidential Reception: International Terrace

Exhibit Hall: International Terrace West

Nursing Room: Family room (located just off the International Terrace)

The two restrooms adjacent to the Mid-Terrace (to the right of the Coats room) have been designated Gender-Neutral Restrooms.
Concourse Level Meeting Space
Events located on the Concourse Level:

Plenary Sessions: International Ballroom Center

LSA Organized Sessions: Jefferson West, Jefferson East

ADS Sessions: Georgetown West

NAAHoLS Sessions: Lincoln West

LSA Awards Ceremony, Presidential Address, The Five-Minute Linguist, Word of the Year vote and reception: International Ballroom Center

Office Hours: TBD

Student Lounge: TBD

Committee Meetings: TBD
General Meeting Information

Registration
Registration for the LSA and Sister Society meetings will take place in Terrace Foyer on the Terrace level of the hotel during the following hours:

- Thursday, January 6: 8:00 AM – 7:00 PM
- Friday, January 7: 8:00 AM – 7:00 PM
- Saturday, January 8: 8:00 AM – 7:00 PM
- Sunday, January 9: 8:30 AM – 11:00 AM

Exhibit Hall
The Exhibit Hall, including the Joint Book Exhibit, is located in the International Terrace. Complimentary hot beverages will be served in the Exhibit Hall at 10:00 AM and 2:00 PM on Friday and Saturday and at 8:30 AM Sunday. The Exhibit Hall will be open on Friday and Saturday from 9:00 AM – 5:00 PM and on Sunday from 9:00 AM – 12:00 PM.

Child Care/Nursing
The Washington Hilton recommends www.care.com for child care. LSA members who are presenting their research at the Annual Meeting can be reimbursed for up to $100 in child care expenses; contact lsa@lsadc.org for details. Attendees are welcome to breastfeed children at any time and anywhere during the Annual Meeting. The Family Room on the Terrace floor is also set up as a nursing room, with comfortable furniture and a small refrigerator. Please ask any LSA staff member or volunteer if you have questions about the nursing room.

Gender Neutral Restrooms
The two restrooms adjacent to the Mid-Terrace (on the Terrace floor to the right of the Coats room) have been designated gender neutral restrooms for the duration of the Annual Meeting.

Meeting Conduct Policy and Safety Policy
We ask all attendees to review and abide by the LSA Meeting Conduct Policy found on p. 6 of this handbook. It is meant to promote a safe and welcoming conference environment, protecting our community’s rich diversity of age, ethnicity, gender, disability, professional status, religion, sexual orientation and socioeconomic status. A Safety and Security Policy is on p. 6.
Open Committee and Special Interest Group Meetings

- **Committee of Editors of Linguistics Journals (CELxJ):** Sunday, [location TBD], 8:00–9:00 AM
- **Committee for Endangered Languages and their Preservation (CELP):**
  - Business meeting: Thursday, [location TBD], 4:00 – 5:00 PM
  - IDIL Action Items meeting: Friday, [location TBD], 5:00 – 6:30 PM
- **Scholarly Teaching Special Interest Group:** TBD
- **Committee for Linguistics in Higher Education (LiHE):** Saturday, [location TBD], 8:00 – 9:00 AM
- **Committee on Student Issues and Concerns (COSIAC):** Saturday, [location TBD], 8:30 – 9:30 AM

Office Hours

- **CoLang:** [date/time/location TBD]
- **Endangered Language Fund**
  - Business Meeting: Saturday 12:00 – 1:00 PM, Zoom weblink
  - Office Hours: Friday 1:00 – 2:00 PM, Zoom weblink
  - If you are interested in attending this meeting and office hours, contact Kristine Hildebrandt at elf@yale.edu to sign up and get the weblinks for the Zoom meetings
- **Language:** Saturday 5:00 – 6:30 PM, [location TBD]
- **Semantics & Pragmatics:** [date/time/location TBD], virtual office hours [weblink TBD]
- **National Science Foundation:** [date/time/location TBD]
- **National Endowment for the Humanities (NEH):** [date/time/location TBD]

Special Events

**Thursday, January 2**

- **LSA Minicourse: Thriving as an Early-Career Faculty Member:** Columbia 1&2, 9:00 AM – 3:00 PM
- **LSA Minicourse: Community-first Language Documentation and Fieldwork:** Columbia 3&4, 9:00 AM – 3:00 PM
- **LSA Minicourse: Introduction to Qualitative Sociolinguistic Analysis:** Columbia 5, 10:00 AM – 3:00 PM
- **LSA Minicourse: Neural Nets and Language Processing:** Columbia 6, 10:00 AM – 3:00 PM
- **LSA Executive Committee Meeting:** Boundary, 8:00 AM – 3:45 PM
- **ADS Executive Council Meeting:** Georgetown West, 1:00 – 3:00 PM
- **ADS Annual Business Meeting:** Georgetown West, 3:00 – 3:30 PM
- **How to LSA: The Annual Meeting for First-Timers:** Columbia 5, 3:00 – 3:45 PM
- **ADS Words of the Year Nominations:** Georgetown West, 6:15 – 7:15 PM
- **LSA Welcome, Land Acknowledgment, and Annual Report:** International Ballroom Center, 7:00 – 7:30 PM
- **LSA Invited Plenary Address:** International Ballroom Center, 7:30 – 8:30 PM. Julie Hochgesang (Gallaudet University), “Documenting signed language use while considering our spaces as a Deaf linguist”
- **Special Film Screening: A Trilogy of Talking Black in America:** Jefferson East (hybrid), 8:30–10:00 PM
- **Sister Society Meet-and-Greet Reception:** [location TBD], 8:30 – 10:00 PM

**Friday, January 3**

- **LSA Invited Plenary Address:** International Ballroom Center, 12:30 – 2:00 PM. Michel DeGraff (Massachusetts Institute of Technology), [plenary title TBD]
- **Pop up Mentoring (PUMP):** [location TBD], 11:00 AM – 12:00 PM
- **Linguistics Beyond Academia Special Interest Group Linguistics Career Launch Career Mixer:** Virtual – Gather.town, 11:00 AM – 12:30 PM
- **LSA Student Panel on Managing Expectations: 4 Aspects of Navigating Life as a Scholar, Teaching Assistant, and Student Researcher:** Columbia 5, 4:00–5:30 PM
- **ADS Word of the Year Social Event:** International Ballroom Center, 4:30 – 5:30 PM
- **ADS Word of the Year Vote:** International Ballroom Center, 5:00 – 6:30 PM
- **LSA Business Meeting and Induction of 2020 Class of LSA Fellows:** Chart A, 6:00 – 7:00 PM
- **“The Five-minute Linguist” Event:** International Ballroom Center, 7:00 – 8:30 PM
- **Student Mixer:** Sidecar Bar (hotel lobby area), 8:30–10:00 PM
Saturday, January 8

- **LSA Invited Plenary Address**: International Ballroom Center, 10:30 – 11:30 AM. Tracey Weldon (The University of South Carolina), “Talking Black/Sounding Black: Middle Class African American English and the State of the Black Union”
- **Pop up Mentoring (PUMP)**: Virtual – Gather.town, 12:00 – 2:00 PM
- **LiSC-sponsored High School Student Poster Session**: Columbia North and West, 2:00 – 3:30 PM
- **NAAHoLS Business Meeting**: Lincoln West, 3:15 – 4:15 PM
- **LiSC-sponsored High School Meet & Greet**: [location TBD], 3:30 – 7:00 PM
- **LiSC-sponsored High School Escape Room**: [location TBD], 3:30 – 7:00 PM
- **LSA Awards Ceremony**: International Ballroom Center, 6:30 – 7:00 PM
- **LSA Presidential Address**: International Ballroom Center, 7:00 – 8:00 PM. Laurence R. Horn (Yale University), “On Beyond Behaghel: In Quest of Natural Order”
- **LSA Presidential Reception**: International Terrace, 8:00 – 9:30 PM
Special Events at the LSA Meeting

How to LSA: The Annual Meeting for First-timers: Thursday, 6 January, 3:00 – 3:45 PM
Not sure how the Annual Meeting works? What to do? Join student representative to the Program Committee Alicia Parrish (New York University), Michel Temkin Martinez (Boise State University), seasoned Annual Meeting pros, and other newcomers to get answers to your FAQ.

LSA Business Meeting: Friday, 7 January, 6:00–7:00 PM.
This Handbook contains written reports, beginning on page 59, from the LSA Secretary-Treasurer, Executive Director, Program Committee, editors of Language, Phonological Data and Analysis, and Semantics and Pragmatics. The 2022 LSA Fellows will be inducted, and Honorary Members proposed, during this meeting.

Induction of the 2022 LSA Fellows: At the LSA Business Meeting, Friday, 7 January, 6:00 – 7:00 PM
The following members of the Society will be inducted as LSA Fellows in recognition of their distinguished contributions to the discipline:
- Robert Bayley (University of California, Davis)
- Diane Brentari (University of Chicago)
- Anne H. Charity Hudley (Stanford University)
- Beth Hume (The Ohio State University)
- Pauline Jacobson (Brown University)
- Laura A. Michaelis (University of Colorado Boulder)
- Natalie Schilling (Georgetown University)

The LSA Fellows are elected each year by vote of the at-large members of the LSA’s Executive Committee from among nominees put forward by LSA members. Officers of the Society and Directors of Linguistic Institutes are also inducted as Fellows at the conclusion of their terms of service.

The Five-minute Linguist: Friday, 7 January, 7:00 – 8:30 PM The Five-Minute Linguist is a high-profile event during which selected speakers will be judged on their ability to present their research in a brief but informative way. See the Plenary Abstracts section for more details.

Awards Ceremony: Saturday, 8 January, 6:30 – 7:00 PM
LSA awards—the Arnold Zwicky Award; the C.L. Baker Award; the Best Paper in Language 2021 Award; the Leonard Bloomfield Book Award; the CEDL Travel Grant Awards; the Elizabeth Dayton Award; the Early Career Award; the Excellence in Community Linguistics Award; the Kenneth L. Hale Award; the Linguistics, Language, and the Public Award; the Linguistic Service Award; the Linguistics in Journalism Award; the Mentoring Award; the Morris Halle Memorial Award for Faculty Excellence in Phonology; the Victoria A. Fromkin Lifetime Service Award; the Victoria A. Fromkin Memorial Prize for Student Excellence in Phonology; and the Student Abstract Awards—will be presented immediately before the Presidential Address.

Presidential Reception: Saturday, 8 January, 8:00 – 9:30 PM Join the LSA for light refreshments, complimentary nonalcoholic beverages and a cash bar to celebrate the accomplishments of the past year, catch up with old friends and make new ones.
Especially for Students

Approximately one-third of the attendees at the LSA Annual Meeting are students. The following events and activities have been designed especially with their interests and needs in mind.

**Student Lounge**

**Friday-Saturday, 9AM – 5PM, [room TBD]**

The Student Lounge will operate as a space for students to meet, discuss, and socialize. Beverage service and snacks will be provided on Friday and Saturday. Students can also register online to meet with volunteer counselors for help with topics such as:

1) Transferring a CV to a resume, or catering a CV to a specific job (teaching vs. research position),
2) Creating a research profile as you progress through your academic program (focusing your projects on a certain topic, etc.), and
3) Preparing a web page for the job market

**Pop-Up Mentoring Meet-Up**

**Friday 11:00 AM – 12:00 PM [room TBD]**

If you have been matched with a mentor or mentee, please meet your mentoring partner in the [room] and proceed to lunch on your own.

**Student Mixer**

**Friday, 8:30 PM – 10:00 PM, Sidecar Bar (hotel lobby area)**

Join fellow graduate and undergraduate students for a complimentary beverage and a few hours of rest and relaxation, courtesy of the LSA’s Committee on Student Issues and Concerns (COSIAC). This is an excellent opportunity to network, unwind, and learn more about your peers.

**Student Panel: Managing Expectations: Four Aspects of Navigating Academic Life as a Scholar, Teaching Assistant, and Student Researcher**

**Friday, 4:00 – 5:30 PM, Columbia 5 (Hybrid)**

The Student Panel is formed of current or recent graduate/post-graduate students who have had many experiences working in a variety of professional and academic environments. Panelists include: Phoebe Gaston (University of Connecticut), Kathleen Oppenheimer (University of Maryland, College Park), Minnie Quartey (Georgetown University), and Cindy Blanco (Duolingo). This year, the panel focuses on academic life and balancing the roles of being a student, teacher, and researcher.

**Abstract:**

Join us for a panel covering a topic relevant to students and student employees: managing the multifaceted and dynamic expectations of work and life in academia. Our panelists will discuss four factors that can guide students in understanding, setting, and communicating the two-way expectations between students/student employees and their employing departments and faculty: (1) Establishing a healthy working environment (e.g., understanding the parameters of your student contract), (2) Addressing your goals and limits (e.g., setting limits on volunteering your time), (3) Identifying helpful or unhelpful examples of interactions (e.g., explicitly discussing expectations before agreeing to a new project), and (4) Addressing issues at different levels of the university (e.g., identifying college- or university-level ombuds resources). This panel is open to all and will include a question-driven portion.

**Committee on Student Issues and Concerns (COSIAC) Meeting**

**Saturday, 8:30 – 9:30 AM, [room TBD]**

Make your voice heard at the meeting of COSIAC, which is charged with addressing the issues and concerns of student members; reviewing services currently provided to student members with an eye to expanding and improving them; and making recommendations to the Executive Committee on ways to increase student participation and involvement in LSA activities. Student members of the LSA may serve on this or any of the LSA’s other open committees.
Tourism, Services, and Transportation

Events and Places

“Linguistics Day” at Planet Word is an immersive language museum experience featuring interactive galleries and exhibits that bring words and language to life through works on the origins of language, language acquisition, and the spoken word. To attend this event on Sunday afternoon, please email lsa@lsaadc.org for passes. Open Thursday – Sunday, 10AM – 5PM. Visit planetwordmuseum.org for more information about passes at other dates and times.

The National Mall features many memorials and outdoor arts including the Lincoln Memorial, World War II and Vietnam Veterans Memorial, and the iconic Washington Monument. This is a must-see for all first-time visitors of the nation’s capital. Open daily.

Museums are open throughout the weekend, including the National Museum of the American Indian, the Hirshhorn Museum and Sculpture Garden, the National Museum of Natural History, and more. Featured exhibits this winter include:

- ‘Girlhood (It’s Complicated)’ (Smithsonian National Museum of American History)
- Make Good The Promises: Reclaiming Reconstruction and its Legacies (Smithsonian National Museum of African American History and Culture)

More information about Washington, D.C. tourism can be found at washington.org

Food and Drink

The Washington Hilton is located near the vibrant and restaurant-packed area of Dupont Circle. Additionally, the hotel will provide a 10% discount to attendees for food/beverages when using your conference badge.

Rapid testing sites

The nearest site with rapid-response PCR testing for COVID-19 is Precision Clinical Laboratory (6323 Georgia Ave NW, Ste 102). There is also a Walgreens located at 1815 Connecticut Ave NW which carries rapid COVID-19 tests. For more information about COVID protocols and policy, please see LSA Safety and Responsibility (page 7).

Public Transportation

The Washington Hilton is conveniently located near the Dupont Circle Metro Station, but we understand that public transportation is not for everyone. For ease of transit, below are easy directions for accessing the hotel, airports, and surrounding areas. Please note that the D.C. Metro service has recently undergone changes that may cause delays.

Reagan National Airport (DCA, 6.0 mi): take the Metro Blue Line toward Metro Center, then transfer to the Metro Red Line toward Dupont Circle Metro Station.

Washington Dulles International airport (IAD, 27.0 mi): the Silver Line Express Bus from the airport can be taken to Wiehle-Reston East Metro Station ($5 fare). From there, take the Metro Silver Line toward Metro Center, then transfer to the Metro Red Line toward Dupont Circle Metro Station.

Baltimore/Washington International airport (BWI, 33.0 mi): the airport provides shuttle service to and from the BWI MARC/Amtrak Station. From there, take the MARC train to Union Station, then take the Metro Red Line towards Dupont Circle Metro Station.

National Mall/Museums (from Washington Hilton): there are many Metro Red Line stops near the National Mall to make visiting accessible. The Metro Red Line can also be taken to Metro Center, then (via the Orange Line) to Smithsonian Metro Station.
MEET WITH STYLE

Show your LSA love and support our many programs and services for the linguistics community at the same time.

Our items include:
- T-shirts
- Headwear
- Hoodies
- Mugs
- and more!

Whether you’re coming in person or joining us electronically, make your Annual Meeting memorable with some DC LSA souvenirs!

Visit our shop online at www.zazzle.com/linguistic_society
<table>
<thead>
<tr>
<th>Time</th>
<th>International Ballroom Center (Hybrid)</th>
<th>Jefferson East (Hybrid)</th>
<th>Jefferson West (In-Person)</th>
<th>Columbia 1&amp;2 (Hybrid)</th>
<th>Columbia 3&amp;4 (Hybrid)</th>
<th>Columbia 5 (Hybrid)</th>
<th>Columbia 6 (In-Person)</th>
<th>Columbia 7 (In-Person)</th>
<th>Columbia 8 (In-Person)</th>
<th>100% Virtual (no room assigned)</th>
<th>100% Virtual (no room assigned)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:15</td>
<td>Towards best practices in public engagement by linguists</td>
<td>50 Years of Black Language Study in the Chocolate City</td>
<td>Syntax I &amp; Phonology &amp; Phonetics I</td>
<td>Semantics I &amp; Sociolinguistics I</td>
<td>Mentoring &amp; Prof Development</td>
<td>Virtual Plenary Poster Session</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:45</td>
<td>Responsibilities, strategies, ethics, and impact</td>
<td>The Smithsonian Institution and the Field of American Linguistics (LSA/NAAL/ISAS)</td>
<td>Grammaticalization Variational Prosoy</td>
<td>Psycholinguistics I</td>
<td>Semantics &amp; Pragmatics I</td>
<td>Syntax II</td>
<td>Phonology &amp; Phonetics II</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:45</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5:15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5:45</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6:15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7:00</td>
<td>Welcome SML Coaching session</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7:30</td>
<td>Plenary: Julie Hochgesang</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00</td>
<td>A Trilogy of Talking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:30</td>
<td>Black in America (Panel/Guest)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Room</td>
<td>Location</td>
<td>Event Description</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>---------------</td>
<td>--------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:00</td>
<td>200</td>
<td>Ballroom</td>
<td>Motivation, Multilingualism, and International Communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:30</td>
<td>200</td>
<td>Ballroom</td>
<td>Public Understanding of Linguistics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00</td>
<td>200</td>
<td>Ballroom</td>
<td>Critical Issues in Linguistics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:30</td>
<td>200</td>
<td>Ballroom</td>
<td>Phonology &amp; Phonetics: Understanding of Linguistics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00</td>
<td>200</td>
<td>Ballroom</td>
<td>Morphology I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00</td>
<td>200</td>
<td>Ballroom</td>
<td>Semantics I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00</td>
<td>200</td>
<td>Ballroom</td>
<td>Language Acquisition I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:30</td>
<td>200</td>
<td>Ballroom</td>
<td>Discourse Analysis I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13:00</td>
<td>200</td>
<td>Ballroom</td>
<td>Sociolinguistics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13:30</td>
<td>200</td>
<td>Ballroom</td>
<td>Phonetics I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14:00</td>
<td>200</td>
<td>Ballroom</td>
<td>Participation for Native Americans in the Language Sciences (NSLA)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14:30</td>
<td>200</td>
<td>Ballroom</td>
<td>Phonetics Laboratory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15:00</td>
<td>200</td>
<td>Ballroom</td>
<td>Student Panel</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16:00</td>
<td>200</td>
<td>Ballroom</td>
<td>LSA Meeting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17:00</td>
<td>200</td>
<td>Ballroom</td>
<td>The Five-Minute Talk</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17:30</td>
<td>200</td>
<td>Ballroom</td>
<td>Linguistic Snow</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18:00</td>
<td>200</td>
<td>Ballroom</td>
<td>Student Mixer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18:30</td>
<td>200</td>
<td>Ballroom</td>
<td>Student Mixer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Sister Societies at a Glance

**Friday, January 7**

<table>
<thead>
<tr>
<th>Time</th>
<th>ADS Georgetown West</th>
<th>NAAHoLS Lincoln West</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00</td>
<td>8:30</td>
<td></td>
</tr>
<tr>
<td>9:00</td>
<td>Linguistic Practices of Agency, Authenticity, and Identity</td>
<td></td>
</tr>
<tr>
<td>9:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00</td>
<td>10:30</td>
<td></td>
</tr>
<tr>
<td>11:00</td>
<td>Poster Session [Columbia West and North 10:30-12pm];</td>
<td></td>
</tr>
<tr>
<td>11:30</td>
<td>Syntactic Variation and Change [Georgetown West 11:00-12:30pm]</td>
<td>Linguists and Their Contributions</td>
</tr>
<tr>
<td>12:00</td>
<td>12:30</td>
<td></td>
</tr>
<tr>
<td>1:00</td>
<td>1:30</td>
<td></td>
</tr>
<tr>
<td>2:00</td>
<td>2:30</td>
<td></td>
</tr>
<tr>
<td>3:00</td>
<td>3:30</td>
<td>Perspectives on the History of Linguistics</td>
</tr>
<tr>
<td>3:30</td>
<td>A Panel Honoring the Legacy and Impact of Ron Butters (3:00-4:15pm)</td>
<td></td>
</tr>
<tr>
<td>4:00</td>
<td>4:30</td>
<td></td>
</tr>
<tr>
<td>4:30</td>
<td>Word of the Year Social Event (4:30-5:30pm) and Word of the Year Vote (5:00-6:30pm) [International Ballroom Center]</td>
<td></td>
</tr>
<tr>
<td>5:00</td>
<td>5:30</td>
<td></td>
</tr>
<tr>
<td>5:30</td>
<td>6:00</td>
<td></td>
</tr>
<tr>
<td>6:00</td>
<td>6:30</td>
<td></td>
</tr>
<tr>
<td>6:30</td>
<td>7:00</td>
<td></td>
</tr>
<tr>
<td>7:00</td>
<td>7:30</td>
<td></td>
</tr>
<tr>
<td>7:30</td>
<td>8:00</td>
<td></td>
</tr>
<tr>
<td>8:00</td>
<td>8:30</td>
<td></td>
</tr>
<tr>
<td>8:30</td>
<td>9:00</td>
<td></td>
</tr>
<tr>
<td>9:00</td>
<td>9:30</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Event</td>
<td>Location</td>
</tr>
<tr>
<td>-------</td>
<td>--------------------------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>8:00</td>
<td>Small Teaching Examples</td>
<td>Columbia 6 (In-Person)</td>
</tr>
<tr>
<td>9:00</td>
<td>Toward HIETI in Chinese Language</td>
<td>Columbia 6 (In-Person)</td>
</tr>
<tr>
<td>10:00</td>
<td>Linguistics in High School Pathways: High School Pathways</td>
<td>Columbia 6 (In-Person)</td>
</tr>
<tr>
<td>11:00</td>
<td>Language &amp; Literacy in Student Engagement</td>
<td>Columbia 6 (In-Person)</td>
</tr>
<tr>
<td>12:00</td>
<td>Computational Linguistics</td>
<td>Columbia 6 (In-Person)</td>
</tr>
<tr>
<td>1:00</td>
<td>Computational Perspectives on Information Structure</td>
<td>Columbia 6 (In-Person)</td>
</tr>
<tr>
<td>2:00</td>
<td>Performance in Chinese Language</td>
<td>Columbia 6 (In-Person)</td>
</tr>
<tr>
<td>3:00</td>
<td>Syntactic III</td>
<td>Columbia 6 (In-Person)</td>
</tr>
<tr>
<td>4:00</td>
<td>Language &amp; Literacy in History</td>
<td>Columbia 6 (In-Person)</td>
</tr>
<tr>
<td>5:00</td>
<td>Computational Linguistics</td>
<td>Columbia 6 (In-Person)</td>
</tr>
<tr>
<td>6:00</td>
<td>Seminar</td>
<td>Columbia 6 (In-Person)</td>
</tr>
<tr>
<td>7:00</td>
<td>Reception</td>
<td>Columbia 6 (In-Person)</td>
</tr>
<tr>
<td>8:00</td>
<td>Presidential</td>
<td>Columbia 6 (In-Person)</td>
</tr>
<tr>
<td>9:00</td>
<td>[RESERVE BD]</td>
<td>Columbia 6 (In-Person)</td>
</tr>
</tbody>
</table>
### Sister Societies at a Glance
Saturday, January 8

<table>
<thead>
<tr>
<th>Time</th>
<th>ADS</th>
<th>NAAHoLS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Georgetown West</strong></td>
<td><strong>Lincoln West</strong></td>
</tr>
<tr>
<td>8:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:30</td>
<td>Demographic Processes and Language Change</td>
<td>Language Description and Classification</td>
</tr>
<tr>
<td>10:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:30</td>
<td>Vowel Raising, Shifts, and Space in Regional and Ethnic Variation</td>
<td>Historical Backgrounds of Writing Systems (10:45-11:45am)</td>
</tr>
<tr>
<td>11:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:30</td>
<td>President's Address and Annual ADS Awards Ceremony</td>
<td></td>
</tr>
<tr>
<td>1:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:30</td>
<td>Language Attitudes and Perceptions</td>
<td>Resources for the History of Linguistics</td>
</tr>
<tr>
<td>3:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>International Ballroom Center (Hybrid)</td>
<td>Jefferson East (Hybrid)</td>
</tr>
<tr>
<td>-------</td>
<td>----------------------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>8:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:30</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Sister Societies at a Glance
Sunday, January 9

<table>
<thead>
<tr>
<th>Time</th>
<th>ADS</th>
<th>NAAHoLS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Georgetown West</td>
<td>Lincoln West</td>
</tr>
<tr>
<td>8:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:30</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **9:00**: Verb Phrase Variation and Change
- **12:00**: Identity, Place, and Placemaking
The Institute on Collaborative Language Research
Hosted by the University of Montana & Chief Dull Knife College at the University of Montana

COLANG 2022

WORKSHOPS: JUNE 13–24
PRACTICA: JUNE 27–JULY 8

CoLang invites anyone interested in community-based collaborative language work to attend the institute, where they will acquire skills and knowledge in language revitalization and reclamation, through hands-on learning, discussion, and relationship building.

Registration opens February 2022!
Meeting Programs

Linguistic Society of America

American Dialect Society

North American Association for the History of the Language Sciences
Congratulations
2021 Linguistic Society of America Award Winners

The School of Languages and Cultures at The University of Queensland (UQ) celebrates all the outstanding work by colleagues and 2021 LSA Award recipients. Particular congratulations to UQ Professor Felicity Meakins in being awarded the Kenneth L. Hale Award.

Having worked under the direction of First Nations communities for decades in northern Australia, Professor Meakins has been leading teams of community members, students, postdocs, artists, musicologists, and biologists to document Ngumpin-Yapa Languages.

She has committed her research to honouring these languages, recognising new ways of speaking by younger generations and providing First Nations communities with guiding principles for language revitalisation.

UQ proudly supports linguistics research that creates change.

languages-cultures.uq.edu.au
Minicourse:  Thriving as an Early-Career Faculty Member: A mini-course for advanced graduate students and early-career faculty members ($5 fee applies)
Room: Columbia 1 & 2
Time: 9:00 AM - 3:00 PM, including coffee and lunch breaks
Instructors: Miranda McCarvel (Smith College), Michal Temkin Martinez (Boise State University), Lynn Burley (University of Central Arkansas), Jessi Grieser (University of Tennessee), Elizabeth Cannon (Oglethorpe University), Ann Bunker (Indiana University Bloomington)
Target participants: Early career faculty, advanced graduate students (ABD), and postdoctoral fellows.

In person and hybrid option

As rewarding as a career in the academy can be, the transition from graduate student to faculty member can be bumpy and full of unknowns — especially when the transition takes place during a global pandemic. In this mini-course, we will provide advanced (post-qualifying) graduate students and early-career faculty members (those within the first three years of their career) with a toolbox for thriving as early career faculty members. During the mini-course, participants will reflect on their identity as scholars, educators, and community members, taking into consideration best practices for thriving in these three areas.

The minicourse will approach the theme of thriving as an early career faculty member by inviting participants to consider the following key elements of a fulfilling faculty role:
- Identifying the academic values of different types of institutions
- Integrating research, teaching, and service
- Understanding the importance of scholarly teaching
- Aligning your values with institutional expectations

Minicourse:  Community-first Language Documentation and Fieldwork ($30 fee applies)
Room: Columbia 3 & 4
Time: 9:00 a.m. – 3:00 p.m. (hour break for lunch 12-1 and 10-minute breaks at the end of each hour)
Instructor: Sylvia Schreiner (George Mason University)

Indigenous scholars are welcome to register for this minicourse at no cost.

Even in documentation or description projects that do not plan to engage community language experts, a community-first approach can have lasting benefits for both speakers and researchers. Prioritizing the needs and desires of communities and their speakers, including their ways of knowing and their immediate and long-term goals, results in projects that are more useful to the community, more sustainable, and more ethical. These projects also yield better linguistic data.

This minicourse introduces best practices in language documentation and fieldwork from a community-centered perspective. In this context, we will discuss fundamentals of language documentation and description such as starting a documentation project; data collection, storage, and permanence/archiving; field methods and elicitation (including choosing culturally-relevant topics for situating elicitation sessions and discourse-gathering); practical concerns in fieldwork; ethics, relationships, and social considerations; and community-facing results and products. Participants of all levels and backgrounds (Indigenous community members, academics from undergraduate to professor, etc.) are welcome. Participants are encouraged to bring questions, issues (either encountered in fieldwork or anticipated), or project ideas to workshop.
Minicourse: Introduction to Qualitative Sociolinguistic Analysis ($30 fee applies)
Room: Columbia 5
Time: 10:00 AM to 3:00 PM, with a one-hour break for lunch at noon
Instructor: Amelia Tseng (American University)

The importance of qualitative methods has been recognized in sociolinguistics since the beginning of the field. However, methods are constantly evolving, and their implementation can be uneven.

This mini-course offers an introduction to qualitative methodologies for linguists working in sociolinguistics and other fields engaging with a “social turn” who wish to deepen their understanding of how principled qualitative investigation can enhance their methodological toolkits.

The mini-course focuses on selected aspects of discourse analysis, narrative, and ethnography. It includes introduction of key concepts, hands-on workshopping of participants’ own data, discussion, and reflection. We will focus on audio recordings of sociolinguistic interviews (broadly understood); however, other forms of data are welcome as long as they are ELAN compatible and have sufficient qualitative content for the methods to be applicable.

Prior to the mini-course, please install the full version of ELAN (not the simple version): https://archive.mpi.nl/tla/elan/download

Please bring data in .wav form. If you already have transcripts, feel free to bring those as well.

Minicourse: Neural Nets and Language Processing ($30 fee applies)
Room: Columbia 6
Time: 10:00 AM - 3:00 PM, with a lunch break
Instructors: Brian Dillon (University of Massachusetts, Amherst), Suhas Arehalli (Johns Hopkins University)

Deep learning models have become part of the standard toolkit in areas of Natural Language Processing, including language modeling. They have also become an important topic in linguistics, by helping researchers explore how these learning architectures do and don’t generalize linguistic patterns like humans do. But how can these tools be used to help understand human language processing? In this Minicourse, we will explore this question. We will provide a hands-on introduction to basic deep-learning techniques (LSTMs) using out of the box models. We will introduce some of the different ways that such models have been used in the study of linguistic and psycholinguistics. In particular, we will explore the relationship between the workings of deep learning models and key claims in contemporary psycholinguistic theories such as incremental probabilistic prediction and interference in working memory. We do this through two case studies from the psycholinguistic literature, agreement attraction and garden path effects, with the goal of better understanding how these models can illuminate the cognitive processes that underlie widely studied psycholinguistic phenomena. Students in this minicourse should have basic familiarity with Python, but no particular expertise in machine learning or deep learning is expected. Students will be exposed to hands-on modeling using LSTM models through the use of Google CoLab and Jupyter Notebooks, and will be given experience developing their own novel LSTM simulations on psycholinguistic phenomena of their choice.
Thursday, 6 January
Afternoon
Linguistic Society of America

PCIBex Tutorial
Room: 100% Virtual (weblink TBD)
Time: 1:30 PM – 3:15 PM
Organizers: Florian Schwarz (University of Pennsylvania)
Jeremy Zehr (University of Pennsylvania)
Participants: Florian Schwarz (University of Pennsylvania)
Jeremy Zehr (University of Pennsylvania)

Scholarly Communication in Linguistics: Resource workshop and poster session
Room: 100% Virtual (weblink TBD)
Time: 1:30 PM – 3:15 PM
Organizers: Lauren B. Collister (University of Pittsburgh)
Andrea Berez-Kroeker (University of Hawai‘i at Mānoa)
Sponsor: Committee on Scholarly Communication (CoSCIL)

Presentations:
1:30 Lauren B. Collister (University of Pittsburgh): The LSA Statement on Open Scholarship
1:50 Angelina McMillan-Major (University of Washington), Emily M. Bender (University of Washington), Batya Friedman (University of Washington): Linguistic Data Statements: Documenting the datasets used for training and testing natural language processing systems
2:10 Andrea L. Berez-Kroeker (University of Hawai‘i at Mānoa), Bradley McDonnell (University of Hawai‘i at Mānoa), Eve Koller (Brigham Young University Hawai‘i), Lauren Collister (University of Pittsburgh): The Open Handbook of Linguistic Data Management
2:30 Helene N. Andreassen (UiT The Arctic University of Norway): The Tromsø Recommendations for the Citation of Research Data in Linguistics
2:50 Paul De Decker (Memorial University of Newfoundland): Building community-based documentary media in linguistic research

Posters:
(1) Shirley Gabber (University of Hawai‘i at Mānoa): The open-access companion course to The Open Handbook of Linguistic Data Management
(2) Susan Smythe Kung (University of Texas Austin): Developing a data management plan
(3) Claire Boweren (Yale University): Reflections on the Chirila Database
(4) Valerie Fridland (University of Nevada, Reno), Tyler Kendall (University of Oregon/National Science Foundation): Managing sociophonetic data in a study of regional variation
(5) Kristine A. Hildebrandt (Southern Illinois University, Edwardsville), Alena Witzlack-Makarevich (Hebrew University), Johanna Nichols (University of California, Berkeley), Taras Zakharo (University of Zurich), Balthasar Bickel (University of Zurich): Managing AUTOTYP data: Design principles and implementation
(6) Kathleen Currie Hall (University of British Columbia), J. Scott Mackie (University of British Columbia), Roger Yu-Hsiang Lo (University of British Columbia): Managing and analyzing data with phonological corpustools
(7) Lina Hou (University of California, Santa Barbara), Ryan Lepic (Gallaudet University): ASL internet Corpus
(8) Rolando Coto-Solano (Dartmouth College), Sally Akevai Nicholas (Massey University), Brittany Hoback (University of Wellington), Gregorio Tiburcio Cano (Office of the Secretary of Education, Guerrero, Mexico): Data Management in Untrained Forced Alignment for Phonetic Research: Examples from Costa Rica, Mexico, the Cook Islands and Vanuatu
(9) Philip Duncan (University of Kansas), Harold Torrence (University of California, Los Angeles), Travis Major (University of California, Los Angeles), Jason Kandybowicz (City University of New York): Managing data for a theoretical syntactic study of under-documented languages
How to LSA: The LSA Annual Meeting for First-Timers
Room: Columbia 5 (Hybrid)
Time: 3:00 PM – 3:45 PM
Facilitators: Michel Temkin Martinez (Boise State University)
Alicia Parrish (New York University)

Not sure how the Annual Meeting works? What to do? Join seasoned Annual Meeting pros and other newcomers to get answers to your FAQ.

Towards best practices in public outreach by linguists: Responsibilities, strategies, ethics, and impact
Room: Jefferson East (Hybrid)
Time: 3:15 PM – 6:15 PM
Organizers: Jeff Good (University at Buffalo)
Kristen Syrett (Rutgers University – New Brunswick)
Sponsors: LSA Ethics Committee
LSA Public Relations Committee

3:15 Lise Dobrin (University of Virginia): Responsible conduct of research: A regulatory framework for our time
3:45 Laura Wagner (The Ohio State University): Language in a science museum: Promoting interest and credibility
4:15 Phillip M. Carter (Florida International University): Reaching the public through the mass media: What are we actually communicating?
4:45 Kristen Syrett (Rutgers University – New Brunswick): Communicating to the public about the role of language in promoting inclusivity and establishing identity
5:15 Jessi Grieser (University of Tennessee, Knoxville): Media representation and interest in African American English: Is appropriation ever appropriate?
5:45 Emily M. Bender (University of Washington): When the media comes calling: On handling sudden media interest in research and its production

Roundtable Symposium: 50 Years of Black Language Study in the Chocolate City
Room: Jefferson West (In-Person)
Time: 3:15 PM – 4:45 PM
Organizer: Jessi Grieser (University of Tennessee, Knoxville)
Sponsor:
Panelists: Roger Shuy (Georgetown University)
Ralph Fasold (Georgetown University)
Walt Wolfram (North Carolina State University)
Natalie Schilling (Georgetown University)
Sinae Lee (Texas A&M University - Corpus Christi)
Charlie Farrington (Virginia Tech)
Minnie Quartey (Boys & Girls Clubs of Greater Washington)
Jessi Grieser (University of Tennessee, Knoxville) [moderator]

Syntax I
Room: Columbia 1 & 2 (Hybrid)
Time: 3:15 PM – 4:45 PM
Chair: TBD
3:15 Suzana Fong (Massachusetts Institute of Technology): Nominal licensing via dependent case: the view from Pseudo Noun Incorporation in Wolof
3:45 Fulang Chen (Massachusetts Institute of Technology): Can noun modifiers be stranded or extracted in Mandarin?
4:15 Zhuo Chen (University of California, Los Angeles): The syntax of adverbial clauses: a perspective from Mandarin unconditionals

**Phonology & Phonetics I**

Room: Columbia 3 & 4 (Hybrid)
Time: 3:15 PM - 4:45 PM
Chair: TBD

3:15 May Pik Yu Chan (University of Pennsylvania), Jianjing Kuang (University of Pennsylvania): Gradient vowel harmony in Sakha
3:45 Omar Alkhonini (Majmaah University), Harim Kwon (George Mason University): Examining Word-Initial Clusters in Najdi Arabic Using Acoustic Measurements
4:15 Kathryn Franich (University of Delaware), Hermann Keupdjio (McGill University): Tonal and Rhythmic Factors in the Alignment of Speech and Co-Speech Gesture in Medumba

**Semantics I**

Room: Columbia 6 (In-Person)
Time: 3:15 PM – 4:45 PM
Chair: TBD

3:15 Si Kai Lee (University of Connecticut): Movement is Exhausting: Optional wh-fronting in Singlish is not free
3:45 Ian Kirby (Harvard University): Tuvan ‘-daa’ in Quantificational Noun Phrases: Existential or Universal?
4:15 Zahra Mirrazi (University of Massachusetts at Amherst): Functional Indefinites: Skolemization as implicit possession

**Sociolinguistics I**

Room: Columbia 7 (In-Person)
Time: 3:15 PM – 4:45 PM
Chair: TBD

3:15 Mskwaankwad Rice (University of Minnesota): Power and positionality: a case study of Linguistics' relationship to Indigenous peoples
3:45 Andrea Beltrama (University of Pennsylvania), Stephanie Solt (Zentrum für Allgemeine Sprachwissenschaft), Heather Burnett (University of Paris 7, Denis Diderot): Context, precision, and indexicality: the socio-pragmatics of numeral expressions
4:15 Jonathon Coltz (Saarland University): The maintenance of face via distancing in food assessments

**Mentoring & Professional Development**

Room: Columbia 8 (In-Person)
Time: 3:15 PM – 3:45 PM
Chair: TBD

3:15 Kris Cook (Georgetown University), Erin Fell (Georgetown University), Alison Mackey (Georgetown University): Reimagining the Professionalization Seminar: (Re)Orienting to the Needs of Incoming Graduate Students
Thursday Afternoon Plenary Poster Session

Room: 100% Virtual (weblink TBD)
Time: 3:15 PM – 4:45 PM

Assigned poster board numbers are in parentheses before each poster’s author(s). Each poster board will have an identifying number:

1. Yi Jen Chen (National Chengchi University), Yuchau E. Hsiao (National Chengchi University): Derived Environment Effects in Laoling Disyllabic Tone Sandhi
2. Jingyi Chen (Ohio State University): Alignment Contrast in Huiyang Hakka Falling Tones
3. Shengyun Gu (University of Connecticut): Combined methods are informative: weak hand spread in Shanghai Sign Language
4. Em Jessee (University of Michigan), Diane Yu (University of Michigan), Savithry Namboodiripad (University of Michigan): Emergent mappings between form and word origin as morphological knowledge
5. Yu'an Yang (University of Maryland), Nick Huang (National University of Singapore): How do learners know attitude verbs select what in wh-in situ topics?
6. Gregory Antono (University of Toronto): Meh contributes VERUM: A study of biased questions in Colloquial Singapore English
7. Aniello De Santo (University of Utah), So Young Lee (Miami University): Evaluating Theories of Attachment Preference Computationally
8. Jing Ji (McGill University): A Hybrid Analysis of Chinese Right Dislocation
9. Sheng-Fu Wang (Academia Sinica), Yu-An Lu (National Chiao Tung University): Phonotactics and allophony in visual lexical decision of Mandarin nonce syllables
10. Salvatore Callesano (University of Illinois at Urbana-Champaign): What does it mean to be a “no sabo kid?”: Identifying sociolinguistic features on TikTok
11. Carmen Fought (Pitzer College), Karen Eisenhauer: Insults and the construction of masculinity in the Disney/Pixar films
12. Jacob Kodner (University of California, Irvine): The Case of Fragment Answers
13. Adina Camelia Bleotu (University of Massachusetts at Amherst), Tom Roeper (University of Massachusetts at Amherst): Children are more sensitive to the Recursive Set-Subset Ordering Restriction than to Adjective Ordering Restrictions
14. Daniel Hieber (University of Alberta): Lexical polyfunctionality in discourse: A quantitative corpus-based approach
15. Qianqian Ren Chinese (University of Hong Kong): A bi-phasic analysis for the Mandarin Chinese nominal domain: evidence from modification and ellipsis
17. Ji Yea Kim (Stony Brook University): The innovative suffix -ls in Korean: direct affix borrowing and morphological copy epenthesis
18. Minqi Liu (University of California, Los Angeles): The prevalence of long passives in child Mandarin
20. Michael Wilson (University of Massachusetts at Amherst): P-conflation in the English spray/load alternation
21. Deborah Foucault (University of Massachusetts at Amherst), Adina Camelia Bleotu (University of Bucharest), Usha Lakshmanan (Southern Illinois University Carbondale), Emma Merritt (Goethe University Frankfurt)
   Roehl Sybing (Doshisha University), Tom Roeper (University of Massachusetts at Amherst): Relative Gradable Adjective Recursion is More Challenging for Acquisition than Possessive Recursion
22. Khain Chaiphet (Stony Brook University): Processing multiple ClassifierPs in Thai
23. Osamu Sawada (Kobe University): On the properties of expressivity and counter-expectation in the Japanese minimizer NPI kakera ‘piece’
24. Sheryl Bernardo-Hinesley (Western Washington University), Alba Arias Álvarez: Remaking the Spanish Gender Binariness: Online attitudes towards gender pluralities
25. Wesley dos Santos (University of California, Berkeley): Diagnosing unaccusativity in Kawahiva
26. Robert Frank (Yale University), Hadas Kotek (Massachusetts Institute of Technology): Top-down derivations: Flipping syntax on its head
27. Kendra Calhoun (University of California, Los Angeles), Alexia Fawcett (University of California, Santa Barbara): “They edited out her nip nops”: Linguistic innovation as textual censorship avoidance on TikTok
(28) Kimiko Nakanishi (Ochanomizu University), Ken Hiraiwa (Meiji Gakuin University): Indeterminates in Comparatives as Free Choice Items
(29) Matthew Juge (Texas State University - San Marcos): Sound change, paradigmatic relations and analogy produce suppletion in Catalan verbs
(30) Ruihua Yin (University of Queensland): There is no Uniquely Optimal Sonority Hierarchy: A Phonotactic Investigation of 496 Languages Adopting 40 Sonority Hierarchies
(31) Ken Hiraiwa (Meiji Gakuin University): Animacy Hierarchy and Case/Agreement in Okinawan
(32) Fenqi Wang (University of Florida), Ratree Wayland (University of Florida), Kevin Tang (University of Florida): Native English listeners' processing of pitch accent in the perception of English lexical stress
(33) Iman Sheydaei Baghdadeh (University of Michigan): Some consonantal features of Dearborn English: Word-final /t/ glottalization and word-initial stop VOT
(34) Sam Zukoff (University of Leipzig): Less is Moro: Streamlining Jenks & Rose (2015)
(35) Glenn Starr (University of Wisconsin-Madison): Context maintenance ability and QUD sensitivity in scalar implicature
(36) Alyssa Strickler (University of Colorado at Boulder), Rebecca Scarborough (University of Colorado at Boulder): Sensitivity to formant differences in vowels in isolation vs. vowels in word contexts
(37) Kevin Kwong (Cornell University): Nominative infinitival subjects in Hungarian subject-control predicates: a PF-realization of PRO
(38) Lynn Hou (University of California, Santa Barbara), Julie Hochgesang (Gallaudet University), Ryan Lepic (Gallaudet University), Corrine Occhino (Syracuse University): Where do we go from here? Faculty placement of deaf linguists in US PhD programs
(39) Nala H. Lee (National University of Singapore), Cynthia S.Q. Siew (National University of Singapore), Nadine H.N. Ng (National University of Singapore): Endangerment hotspot networks
(40) Yushi Sugimoto (University of Michigan), Andrew McInnerney (University of Michigan): On dissociating adjunct island and subject island effects: syntactic vs. extrasyntactic approaches
(41) Ho-Hsin Huang (Michigan State University), Yen-Hwei Lin (Michigan State University): Linguistic mechanisms behind Mandarin loanword adaptation: Two nasal adaptation processes
(42) Delin Deng (University of Florida), Fenqi Wang (University of Florida): The Affrication of word-initial /ʒ/ in French Native Speech
(43) Carly J. Sommerlot (University of Texas at Arlington): Variation in Case licensing in five Malayic languages of Borneo
(44) Junyu Ruan (Ohio State University): Accentuation in Ancient Greek -es and -to derivatives: a cophonology model vs. a construction model
(45) Kimiko Nakanishi (Ochanomizu University): Pragmatic Variation in Implicit Comparison
(46) Michael Wilson (University of Massachusetts at Amherst), Tom Roeper (University of Massachusetts at Amherst): Re-Visiting Resultatives: Evidence for Non-uniformity
(47) Kaori Miura (Kyushu Sangyou University): On some syntactic properties of psychological adverbs in Japanese
(48) Yosuke Sato (Tsuda College): Crossed-Control in Indonesian: When Passivization Meets Functional Restructuring
(49) Hiroaki Saito (University of Connecticut): Losing a subject, keeping an indirect object
(50) Ari Goertzel (University of Connecticut): The Properties of the -o clitic in Mandinka
(51) Martina Gerds (University of Hamburg): The position of focus adverbs in Italian and Portuguese child-directed speech
(52) Bhuvana Narasimhan (University of Colorado at Boulder), Rebecca Lee (University of Colorado at Boulder), Kathryn Conger (University of Colorado at Boulder), Emily Reynolds (University of Colorado at Boulder), Nadine Salvador (University of Colorado at Boulder), Landon Helwig (University of Colorado at Boulder), Rebekah Tozier (University of Colorado at Boulder): The influence of working memory on syntactic choice in children and adults
(53) Sheng-Fu Wang (Academia Sinica): Pre-boundary lengthening's interaction with surprisal and neighborhood density in Taiwan Southern Min
(54) Zheng Shen (National University of Singapore), Meghan Lim (National University of Singapore): Extraction from definite, indefinite, and superlative NPs: An experimental approach
(55) Jeongho Lew (Sungkyunkwan University), Nayoun Kim (Sungkyunkwan University): Active Nature of Dependency Formation: The Processing of Tough-constructions
(56) Jonathan Jibson (University of Wisconsin-Madison): Formant detail needed for modeling perception of familiar and unfamiliar dialects
(57) Aaron Kaplan (University of Utah): The Timing of Violations in Serial Derivations


(59) Nathan Wendte (University of Virginia): Sporadic Inflectional Morphology in Louisiana Creole: the Verbal Suffix /-se/

(60) Myung Hye Yoo (University of Delaware), Satoshi Tomioka (University of Delaware), Rebecca Tollan (University of Delaware): The difficulty of definiteness: Interference effects of NP type in the processing of cleft sentences

(61) Keith Johnson (University of California, Berkeley): An effect of categorization on auditory/phonetic representation

(62) Hiroyuki Tanaka (Kwansei Gakuin University): Ergativity as a Natural Manifestation of the v > EA Base

(63) Ken Hiraiwa (Meiji Gakuin University), George Akanlig-Pare (University of Ghana): Syntax of Reduplication and Negative-Polarity Items in Buli

(64) Kristian Ali (University of the West Indies at St. Augustine), Ian Dhanoolal (University of the West Indies at St. Augustine): Moving towards more equitable relationships in research on small signing communities: a Caribbean meta-documentation

(65) Jae Weller (University of Wisconsin-Madison), Jeremy Steffman (Northwestern University), Félix Cortés, Iara Mantenuto (California State University Dominguez Hills): Glottalization and Tonal Contrasts in San Sebastián del Monte Mixtec Rearticulated Vowels

(66) Ander Beristain (University of Illinois at Urbana-Champaign): Voicing effect on vowel duration in Spanish as a first, second, and heritage language

(67) Bo-Xuan Huang (National Taiwan University), Chenhao Chiu (National Taiwan University): Vowel-glide distinction in high vocoid diphthong structures in Squliq Atayal: An ultrasound and acoustic study

Psycology of Language LSA6
Room: Columbia 5 (Hybrid)
Time: 3:45 PM – 4:45 PM
Chair: TBD

3:45 Yiran Chen (University of Pennsylvania), Anna Papafragou (University of Pennsylvania), John Trueswell (University of Pennsylvania): Encoding Transfer Events: When the Source-Goal Asymmetry Meets the Thematic Hierarchy

Hispanic Linguistics LSA7
Room: Columbia 8 (In-person)
Time: 3:45 PM – 5:15 PM
Chair: TBD

3:45 Luis Miguel Toquero-Pérez (University of Southern California), Colin Davis (University of Konstanz): Clitic Pronouns and Parasitic Gaps in Spanish: Evidence for Composite A/A-bar Movement

4:15 Rafael Orozco (Louisiana State University), Johnny Orozco (Louisiana State University): The Effect of the Verb on Pronominal Expression: A Reanalysis

4:45 Daniel Erker (Boston University), Natalie Swiacki (Boston University): Does morphology compensate for variable phonology? - A case study of Spanish subject pronoun use in the context of /s/ deletion
The Smithsonian Institution and the Field of American Linguistics

Room: Jefferson West (In-Person)
Time: 4:45 PM – 6:15 PM
Organizers: Brian D. Joseph (Ohio State University)
Marcin Kilarski (Adam Mickiewicz University)
Sponsors: North American Association for the History of the Language Sciences (NAAHoLS)
Linguistic Society of America (LSA)

4:45 Welcome and Introductory Remarks
4:50 Ives Goddard (Smithsonian Institution): The Powell map and its successors: Classifying and mapping the Native languages of North America
5:10 Lucy Thomason (Smithsonian Institution): 26,000 pages of thoughts in Meskwaki by Meskwakis: The National Anthropological Archives’ Truman Michelson Collection
5:30 Mary S. Linn (Smithsonian Center for Folklife and Cultural Heritage): The Americanist tradition in programming and education at the Smithsonian
5:50 Igor Krupnik (Smithsonian Institution): Presentation of the forthcoming Vol. 1 of the Handbook of North American Indians
5:55 Discussion

Grammaticalization/Grammatical Variation

Room: Columbia 1 & 2 (Hybrid)
Time: 4:45 PM – 6:15 PM
Chair: TBD

4:45 Nicola Swinburne (University of Oxford): Do-support in the northern Italian Camuno dialect
5:15 Austin German (University of Texas at Austin): The Emergence of Combinatorial Structure in Zinacantec Family Homesign
5:45 Kendra V. Dickinson (Ohio State University): Spanish past participle variation: A usage-based account of resistance and regularization

Prosody

Room: Columbia 3 & 4 (Hybrid)
Time: 4:45 PM – 6:15 PM
Chair: TBD

4:45 Jiyoung Jang (University of California, Santa Barbara), Argyro Katsika (University of California, Santa Barbara): The role of focus position in boundary tone coordination in Korean, an edge-prominence language
5:15 Rachel Steindel Burdin (University of New Hampshire), Jill C. Thorson (University of New Hampshire): Acoustic Cues to Downstep and Accessibility in Mainstream American English
5:45 Thomas Sostarics (Northwestern University), Jennifer Cole (Northwestern University): What listeners can tell us about epistemic meaning and the LLL tune in American English

Semantics & Pragmatics I

Room: Columbia 6 (In-Person)
Time: 4:45 PM – 6:15 PM
Chair: TBD

4:45 Giuseppe Ricciardi (Harvard University), Joshua Martin (Harvard University): Accounting for variability in the truth-evaluation of bare epistemic possibility statements
5:15 Alexander Göbel (McGill University), Thuy Bui (Other): Accommodating presuppositions cross-linguistically: an experimental investigation on English and Vietnamese
5:45 Kathryn Davidson (Harvard University): Depictive versus patterned iconicity and dual semantic representations

43
Syntax II
Room: Columbia 7 (In-Person)
Time: 4:45 PM – 6:15 PM
Chair: TBD

4:45 Ka-Fai Yip (Yale University), Zhuo Chen (University of California, Los Angeles): Adverbial clauses with and without operator movement
5:15 Aliaksei Akimenka (University of Michigan): Complex predicate approach to ECM constructions: evidence from topicalization and (pseudo-)clefing
5:45 Danfeng Wu (Massachusetts Institute of Technology): Bipartite syntax of negation in corrective "but" sentences

Phonology & Phonetics II
Room: Columbia 8 (In-Person)
Time: 5:15 PM – 6:15 PM
Chair: TBD

5:15 Hironori Katsuda (University of California, Los Angeles): A probabilistic account of accentuation across Japanese lexical strata
5:45 Mohammed Al-Ariqy (University of Utah): Glottal Stop Variation in Classical Arabic: OT-based Optionality Analysis

American Dialect Society (ADS)

Executive Council
Room: Georgetown West
Time: 1:00 PM – 3:00 PM
Chair: ADS President Michael Adams (Indiana University)

Open meeting; all members welcome.

Annual Business Meeting
Room: Georgetown West
Time: 3:00 PM – 3:30 PM
Chair: ADS President Michael Adams (Indiana University)

Reflections of Appalachia and the South in Vowel Variation and Change
Room: Georgetown West
Time: 4:00 PM – 6:00 PM
Chair: Allison Burkette (University of Kentucky)

4:00 Joseph A. Stanley (Brigham Young University), Jon Forrest (University of Georgia), Lelia Glass (Georgia Institute of Technology), and Margaret E. L. Renwick (University of Georgia): Perspectives on Georgia vowels: from legacy to synchrony
4:30 Marie Bissell (The Ohio State University): The social stratification of change over time in /aw/ among White Residents in Raleigh, North Carolina
5:00 Kirk Hazen (West Virginia University): Individual coherence and covariation: evidence from Appalachia
5:30 Katie Carmichael (Virginia Tech) and Lily Carroll (Child Mind Institute): Southerners on the margins: putting the New Orleans vowel system on the dialectological map
North American Association for the History of the Language Sciences (NAAHoLS)

Joint LSA/NAAHoLS Session: The Smithsonian Institution and the Field of American Linguistics
Room: Jefferson West (In-Person)
Time: 4:45 PM – 6:15 PM
Organizers: Brian D. Joseph (Ohio State University)
Marcin Kilarski (Adam Mickiewicz University)
Sponsors: North American Association for the History of the Language Sciences (NAAHoLS)
Linguistic Society of America (LSA)

4:45 Welcome and Introductory Remarks
4:50 Ives Goddard (Smithsonian Institution): The Powell map and its successors: Classifying and mapping the Native languages of North America
5:10 Lucy Thomason (Smithsonian Institution): 26,000 pages of thoughts in Meskwaki by Meskwakis: The National Anthropological Archives’ Truman Michelson Collection
5:30 Mary S. Linn (Smithsonian Center for Folklife and Cultural Heritage): The Americanist tradition in programming and education at the Smithsonian
5:50 Igor Krupnik (Smithsonian Institution): Presentation of the forthcoming Vol. 1 of the Handbook of North American Indians
5:55 Discussion

Thursday, 6 January
Evening
Linguistic Society of America (LSA)

The Five-Minute Linguist – Coaching Session
Room: Jefferson East (Hybrid)
Time: 6:15 PM – 7:30 PM
Organizer: Kristen Syrett

Welcome, Land Acknowledgment, and LSA Annual Report P1
Room: International Ballroom Center
Time: 7:00 PM - 7:30 PM

Welcome: Laurence R. Horn, President, Linguistic Society of America
Land Acknowledgment: Rico Newman (Elder, Choptico Band of Indians)
LSA Annual Report: Alyson W. Reed, Executive Director, Linguistic Society of America

Invited Plenary Address P2
Room: International Ballroom Center
Time: 7:30 PM – 8:30 PM
Chair: TBD

Julie A. Hochgesang (Gallaudet University)
Documenting signed language use while considering our spaces as a Deaf linguist

A Trilogy of Talking Black in America (Panel/movie) OS6
Room: Jefferson East (Hybrid)
Time: 8:30 PM – 10:00 PM
Organizer: Walt Wolfram (North Carolina State University)

8:30 Episode I: Talking Black in America: Roots
9:00 Episode II: Talking Black in America: Performance
9:30 Episode III: Talking Black in America: Implications
American Dialect Society (ADS)

**Words of the Year Nominations**
Room: Georgetown West  
Time: 6:15 – 7:15 PM  
Chair: Ben Zimmer (Chair of ADS New Words Committee)

Open meeting of the New Words Committee; ADS members and friends welcome. This meeting reviews nominations for Words of the Year 2021. Final candidates will be identified in preparation for the vote at 5:30 p.m. Friday.

**Sister Society Meet and Greet Reception**
Room: TBD  
Time: 8:30 – 10:00 PM

Friday, 7 January  
Morning  
Linguistic Society of America (LSA)

**Motivation, Multicompetence and Momentum in the Revitalization of Awakening Languages**  
OS7
Room: Jefferson East (Hybrid)  
Time: 9:00 AM – 10:30 AM  
Organizer: Gabriela Pérez Báez (University of Oregon)

9:00  *Allison Taylor-Adams (University of Oregon), Jaeci Hall (Chasta Costa and University of Oregon)*: Motivations in language awakening

9:30  *Keli Yerian (University of Oregon), Connor Yiamkis (Pit River Tribe), Jarrid Baldwin (Miami Tribe of Oklahoma and Myaamia Center at Miami University)*: A Multicompetence Approach to Awakening Dormant Languages

10:00  *Gabriela Pérez Báez (University of Oregon)*: Supporting momentum and growth

**Public Understanding of Linguistics**  
OS8
Room: Jefferson West (In-Person)  
Time: 9:00 AM – 10:30 AM  
Organizer: Laura Wagner (Ohio State University)

9:00  *Tomas Lehecka (Åbo Akademi University, Finland), Jan-Ola Östman (University of Helsinki, Finland)*: What Everyone Should Know about Language

9:30  *Laura Wagner (Ohio State University), Nikole Patson (Ohio State University), Sumurye Awani (Ohio State University), Rebekah Stanhope (Ohio State University), Katriese Deleon (Ohio State University)*: To What Extent does the General Public Endorse Language Myths?

10:00  *Christina Bjorndahl (Carnegie Mellon University)*: Tackling Language Prejudice in the Introductory Linguistics Classroom
Semantics & Pragmatics II
Room: Columbia 1 & 2 (Hybrid)
Time: 9:00 AM – 10:30 AM
Chair: TBD

9:00  Elsi Kaiser (University of Southern California): Focus-marking with emoji: Information structure and expressive meaning in the digital domain
9:30  Ariel Mathis (University of Pennsylvania), Anna Papafragou (University of Pennsylvania): Is pragmatic (goal) information used in children's computation of event culmination?
10:00 Elsi Kaiser (University of Southern California), Ramida Phoolsombat (University of Southern California), Pritty Patel-Grosz (University of Oslo), Patrick Georg Grosz (University of Oslo): Resolving ambiguity in speaker- and hearer-oriented body part emoji: Reference resolution beyond pronouns

Critical Issues in Linguistics
Room: Columbia 3 & 4 (Hybrid)
Time: 9:00 AM – 10:00 AM
Chair: TBD

9:00  Carlos de Cuba (Kingsborough Community College of the City University of New York), Poppy Slocum (LaGuardia Community College), Laura Spinu (Kingsborough Community College of the City University of New York): Taking action for positive change in faculty and student attitudes toward language variation
9:30  Itamar Kastner (University of Edinburgh), Hadas Kotek (Massachusetts Institute of Technology), Rikker Dockum (Swarthmore College), Michael Dow (Université de Montréal), Maria Esipova (University of Oslo), Caitlin M. Green (None), Todd Snider Heinrich-Heine (University Düsseldorf): The Open Letter: Responses and Recommendations

Prosody/Phonology & Syntax
Room: Columbia 5 (Hybrid)
Time: 9:00 AM – 10:00 AM
Chair: TBD

9:00  Paulina Lyskawa (University of Tromsø), Jade Sandstedt (University of Tromsø), Eline Visser (University of Tromsø), Nathan Young (Stockholm University), Björn Lundquist (University of Tromsø): Successes and shortcomings of phonological accounts of Scandinavian Object Shift
9:30  Katherine Blake (Cornell University): Avoiding phonological markedness via word ordering in French and Italian

Bilingualism
Room: Columbia 6 (In-Person)
Time: 9:00 AM – 10:30 AM
Chair: TBD

9:00  Jennifer Shen (Duke University), Yunchuan Chen (Duke University): Simplified grammar in both languages? On scope assignment in Q-Neg sentences in English-dominant heritage Chinese speakers
9:30  Raksit Lau-Preechathammarach (University of California, Berkeley): Bilingualism as a catalyst for sound change: individual differences in f0 usage in the Kuy register contrast
10:00 Megan M. Brown (Boston University), Charles B. Chang (Boston University): Regressive Cross-Linguistic Influence in Multilingual Speech Rhythm: The Primacy of Typological Similarity

Phonetics I
Room: Columbia 7 (In-Person)
Time: 9:00 AM – 10:30 AM
Chair: TBD

9:00  Kenneth S. Olson (SIL International): The nonexistence of the plain bilabial trill phoneme
9:30  Grayson Ziegler (University of Delaware): An investigation of the stop contrasts in Burmese

10:00 Caroline Crouch (University of California, Santa Barbara), Argyro Katsika (University of California, Santa Barbara), Ioana Chitoran (University of Paris 7, Denis Diderot): "A mountain of tongues": Complex onsets without c-centers in Georgian

Phonology & Phonetics III
Room: Columbia 8 (In-Person)
Time: 9:00 AM – 10:30 AM
Chair: TBD

9:00  Abeer Abbas (University of California, Los Angeles), Sun-Ah Jun (University of California, Los Angeles): Stress is only visible to intonation when a word is focused in Farasani Arabic

9:30  Jeremy Steffman (Northwestern University), Lisa Cox (Northwestern University), Stefanie Shattuck-Hufnagel (Massachusetts Institute of Technology), Jennifer Cole (Northwestern University): Nuclear Tunes lost and found: Modeling intonational tunes in American English with labeled vs. unlabeled data

10:00  Sarah Babinski (Yale University), Claire Bowern (Yale University): Automatic Categorization of Prosodic Contours in Bardi

Morphosyntax I
Room: Columbia 5 (Hybrid)
Time: 10:00 AM – 10:30 AM
Chair: TBD

10:00  Alexandros Kalomoiros (University of Pennsylvania): Differential Object Marking in Western Armenian

Friday Morning Plenary Poster Session
Room: Columbia West and North
Time: 10:30 AM – 12:00 PM

Assigned poster board numbers are in parentheses before each poster’s author(s). Each poster board will have an identifying number:

1. Ryan Walter Smith (University of Texas at El Paso), Jianrong Yu (University of Arizona): Indexicals in the roots of stative verbs and beyond

2. Matthew Tyler (University of Cambridge): CP complements of er-nominalisations in English

3. Danfeng Wu (Massachusetts Institute of Technology), Boer Fu (Massachusetts Institute of Technology): Prosodic evidence for syntax in biased questions in Mandarin

4. Karen Li (Rutgers University), Kristen Syrett (Rutgers University): Mandarin discourse particle a as a speaker-oriented common ground manager of contradiction

5. Irene Yi (University of California, Berkeley): Sociolinguistically-Aware Computational Models of Mandarin-English Codeswitching Using CART

6. Deniz Satik (Harvard University): A truncation theory of finiteness

7. Yaning Yan (Renmin University of China), Jun Lyu (University of Southern California): Syntactic priming of verb copying constructions in (non-)native Chinese speakers

8. Daniil M. Ozernyi (Northwestern University): Linguistic transfer, or there and back again: A chronological study of terminological meandering


10. Amber Lubera (University of Arizona): Linguistic Training Improves Implicit Learning of Vowel Harmony

11. Yuki Seo (University of Delaware), Rebecca Tollan (University of Delaware): D-linking and the effects of contextual set restriction


13. David J. Medeiros (California State University, Northridge): Deliberative Causatives as Hidden Anaphora
Okgi Kim (University of Wisconsin-Milwaukee): On the syntax and semantics of ‘what’-exclamatives in Korean
Carolyn Lutken (Johns Hopkins University), Geraldine Legendre (Johns Hopkins University): WH-Scope Marking: Cross-linguistic variation at the semantics-syntax interface
Oksana Laleko (State University of New York at New Paltz): The complexity of word order change in a heritage language setting: The strengthening of SOV in heritage Russian
Wesley Orth (Northwestern University), Masaya Yoshida (Northwestern University): Processing Profile of Quantifiers in Verb Phrase Ellipsis: Evidence for Grammatical Economy
Miok Pak (George Washington University): Allocutive imposters in the form of referent honorification
Hazel Mitchley (Rutgers University): Transitivization, causative constructions, and the thematic licensing of external arguments
Kazuhiko Fukushima (Kansai Gaidai University): Communicative Intention and the Lexicon: The Implications of Japanese V-V Compounds
Boer Fu (Massachusetts Institute of Technology), Danfeng Wu (Massachusetts Institute of Technology): Numeral Allomorphy of ‘One’ and ‘Two’ in Mandarin Chinese
Duygu Goksu (University of Massachusetts at Amherst): Implicit Proxy Agents of Long Passives in Turkish
Xiaolong Lu (University of Arizona), Jue Wang (University of Hawaii at Manoa): The processing of chunks in Chinese as a second language: A psycholinguistic approach
Erin Wilkinson (University of New Mexico), Ryan Lepic (Gallaudet University), Lynn Hou (University of California, Santa Barbara): Investigating the distribution and functions in the family of ‘what’-signs in American Sign Language
Nicole Holliday (University of Pennsylvania): Siri, You’ve Changed! Acoustic Properties and Racialized Judgments of Voice Assistants
Britni Moore (University of Illinois at Urbana-Champaign): Representational Differences in Rape Coverage in News Outlets
Maggie Baird (University of Massachusetts at Amherst): Investigating the Phonological Representations of Canadian Raising: Experimental Evidence from Gating and Cross-Splicing
Ashley Kentner (Purdue University), Serpil Karabuklu (Purdue University), Ronnie B. Wilbur (Purdue University): An Articulatory Model for Annotating Non-manual Markers in Sign Languages
Martha Johnson (Ohio State University), Andrea Sims (Ohio State University), Micha Elsner (Ohio State University): Do languages differ in semantic transparency of derived words? Using word vectors to explore English and Russian
Felix Kpogo (Boston University): A Potential Vowel Shift in Twi Harmony System: A Case of Urban Twi speakers
Lindon Dedvukaj (Oakland University): The Malsia Madhe Dialect of Albanian
Ria Upreti (University of Texas at Austin), Savithry Namboodiripad (University of Michigan): The effect of English experience on constituent order flexibility in Hindi-Urdu
Joseph Patrick (University of Pittsburgh): Construction of Speaker Style through Stance Acts in Montenegrin Twitter Discourse
Sadaf Munshi (University of North Texas), Eric Englert (University of North Texas), Javid Iqbal (University of North Texas): Mankiyali Consonantal Phonology and the Development of Tone
Mai Al-Khatib (University of Minnesota): Simulating Meaning from Coordinate Structures: Evidence for Embodied Language Processing
Iyad Ghanim (Kean University): The Role of Semantics in Bilingual Lexical Processing
Bethany Gardner (Vanderbilt University), Sarah Brown-Schmidt (Vanderbilt University): Effects of PSAs and Pronoun Modeling on Memory and Production of Singular They
Dawson Petersen (University of South Carolina): Ad Hoc Concepts and Figurative Language: The Contribution of Conceptual Metaphors
Yusuke Yagi (University of Connecticut): Strawson Semantic Value: An explanation for the definite reading in ellipsis
Daoxin Li (University of Pennsylvania): Syntactic bootstrapping mental verbs and perception verbs with limited morphosyntactic cues
Aini Li (University of Pennsylvania), Jianjing Kuang (University of Pennsylvania): Phonetic realization and variation of consonant geminates in Sakha
Teigo Onishi (University of California, Los Angeles): Double layer analysis of mediopassive in Tocharian B
Alex Hong-Lun Yeung (Stony Brook University): Preference for right-edge high tone in expletive affixation in Cantonese adjectives
(45) Laura Ruth-Hirrel (Hirrel) (California State University, Northridge), Brandon Gauthier (California State University, Northridge), Tara Lee (California State University, Northridge), Shervin Nosrati (California State University, Northridge): Local Perceptions about English Language Variation: A Report from Los Angeles County

(46) Savannah Jane Williams (University of Georgia), Margaret Renwick (University of Georgia): A Linguistic Analysis of English Personal Names

(47) Eric Englert (University of North Texas), Sadaf Munshi (University of North Texas): A First Look at Mankiyali Vocatives

(48) Matthew T. Carlson (Pennsylvania State University), Angelica Brill (Pennsylvania State University), Emily Herman (Pennsylvania State University), Anne J. Olmstead (Pennsylvania State University): Can you un-hear that?: Phonotactics and the lexicon in Spanish-English bilinguals’ perception of English words

(49) Faruk Akkus (University of Massachusetts at Amherst): Complementizer Agreement ≠ Clitic Doubling

(50) Faruk Akkus (University of Massachusetts at Amherst), Songul Gundogdu: Language contact and give-causatives in Kurmanji Kurdish and Sason Arabic

(51) Hedde Zeijlstra (Georg-August University Göttingen): Postsyntactic movement on the LF-side of Grammar: Quantifier Raising applies outside narrow syntax

(52) Tracey Adams (University of Texas at Austin): Perceptions of Ethnolectal Variation in Montreal

(53) Ka-Fai Yip (Yale University), Comfort Ahenkorah (Yale University): Non-agreeing resumptive pronouns and partial Copy Deletion

(54) Anna Bjorklund (University of California, Berkeley): Vowel Duration in Nomlaki: An Archival Examination

(55) Jiayi Lu (Stanford University), Nayoun Kim (Sungkyunkwan University): Maximizing Parallelism in the Processing of Gapping: Evidence from Argument Structure Mismatches

(56) Shigeki Yoshida (University of Tokyo): Two ways of marking focus in Sinhala: A study based on web resources

Linguistics Career Launch Mixer
Room: 100% Virtual (Gather.town: Weblink TBD)
Time: 11:00 AM – 12:30 PM
Sponsor: LSA Linguistics Beyond Academia Special Interest Group (SIG)

The Linguistics Career Mixer, hosted by the LSA Special Interest Group Linguistics Beyond Academia, is an annual event that brings linguists who have found professional expression of their skills and training in a variety of fields — from research and consulting to writing and education — together with people who are currently trying to learn about their next steps professionally. The idea is to create a context for having exploratory conversations about career paths. Linguists who have found employment in a range of contexts will be on hand to talk about their work as researchers, consultants, writers, editors, trainers, managers, and language and communication specialists in government, education, business and non-profit sectors (among others). Representatives from many organizations will be in attendance, including the Georgetown University, Verilogue, Appen, Catchword Branding, and Google, to name a few.

The event is designed to be informal, conversational, and as a context for learning. The world of work needs our skills and training, but this requires learning ways of talking about skills and training in linguistics that will make sense to those who we would wish to hire us. Networking is key to learning about some of the paths available, to getting feedback on our professional self-presentation, and to meeting the people who can continue to help guide and support us along the way.

The free virtual meeting platform (Gather.town) will allow for one-to-one or one-to-several conversations, much like speed dating. Participants will have the opportunity to speak with a variety of career linguists over the course of the event.

American Dialect Society (ADS)

Linguistic Practices of Agency, Authenticity, and Identity
Room: Georgetown West
Time: 8:30 AM – 10:30 AM
Chair: Kirk Hazen (West Virginia University)

8:30 Chad Hall (Michigan State University): Uncovering a focused Lebanese American ethnolect in Dearborn Michigan
9:00 Natalie Schilling (Georgetown University): ‘Working the water’: exploring agency, epistemics and dialect endangerment in Smith Island, Chesapeake Bay
9:30 Bryce E Mcleary (Rice University): “We all country”: region, place, and community language among Oklahoma City drag performers
10:00 John McCullough (University of South Carolina): Matter of artifact: indexing authenticity in Gullah Geechee tour guide linguistic media

**ADS Poster Session**

**ADSP**

Room: Columbia West and North
Time: 10:30AM – 12:00PM
Assigned poster board numbers are before each poster’s author(s). Each poster board will have an identifying number.

(1) Sara Loss (Oklahoma State University): American whiches
(2) Jonathan Jibson (University of Wisconsin-Madison): Formant detail needed for dialect classification
(3) Dennis Preston (University of Kentucky): Registration day
(4) Ryan Dekker (Arizona State University): "Southern accent" features in local news in the U.S. South: Comparing Columbus, Georgia to Lexington, Kentucky
(5) Ho’Omana Nathan Horton (Oklahoma State University): From 'air' to 'Z-Boys': an ethnolexicography of the skateboarding subculture
(6) J. Daniel Hasty (Coastal Carolina University) and Becky Childs (Coastal Carolina University): Negotiating norms: language and identity in contemporary Appalachia
(7) Bridget Jankowski (University of Toronto), Jeremy M. Needle (University of Toronto), and Sali Tagliamonte (University of Toronto): Is it a camp or a cottage?: the cultural evolution of a lexical item in Ontario
(8) Marie Bissell (The Ohio State University) and Jennifer Cramer (University of Kentucky): Discursive strategies for constructing regional dialect identities on Twitter
(9) Joseph A. Stanley (Brigham Young University), Jessica Shepherd (Brigham Young University), and Auna Nygaard (Brigham Young University): Homogeneity and heterogeneity in Western American English
(10) Jennifer Renn (Purdue University): A mixed methods study on the impact of EL licensure coursework on teachers’ language attitudes and ideologies
(11) Katie Carmichael (Virginia Tech) and Aaron Dinkin (San Diego State University): Making a merger: social and linguistic factors in the low back merger in New Orleans English
(12) Jaime Benheim (Northwestern University): Northern cities and suburbs: TRAP, LOT, and THOUGHT among White Chicagoland adolescents
(13) Carly Dickerson (Rutgers University): U.S. Albanian heritage speakers’ acquisition of sociolinguistic knowledge
(14) Anna Kristina Moroz (University of Washington): Exploring applications of rootedness in sociolinguistic research in southern Oregon
(15) Nandi Sims (Florida International University): Vowel space without a standard: vowel variation among 6th graders in primarily Black, south Florida neighborhood
(16) Lisa Johnson (Brigham Young University): Ethnic differences in LBMS structure
(17) Leighton Stanfill (University of Chicago): Processes of gesture change within digital media
(18) Stefan Dollinger (University of British Columbia-Vancouver): Modelling standard varieties: epistemological considerations, “fail-safes”, and German doubts about pluricentric theory

**Syntactic Variation and Change**

**ADS3**

Room: Georgetown West
Time: 11:00 AM – 12:30 PM
Chair: Valerie M Fridland (University of Nevada-Reno)

11:00 John Powell (University of Arizona): The what-relative pronoun in historic AAL through Black drama
11:30 Marisa Brook (University of Toronto): Pretending it into existence: syntactic change through the semantic-pragmatic back door
12:00 Patricia Irwin (Swarthmore College): Sassy “I mean” and the conversational scoreboard
North American Association for the History of the Language Sciences (NAAHoLS)

**Linguists and their Contributions**

**Room:** Lincoln West  
**Time:** 9:00 AM – 12:00 PM  
**Chair:** Catherine Fountain (Appalachian State University)

- **9:00**  
  *Danilo Marcondes (Pontifícia Universidade Católica do Rio de Janeiro):* Jean Le Clerc’s theory of language and the *Ars Critica*

- **9:30**  
  *Bernhard Hurch (Universität Graz):* Wilhelm von Humboldt and Basque: An (un-) finished story

- **10:00**  
  *Joseph L. Subbiondo (California Institute for Human Science), Marcin Kilarski (Adam Mickiewicz University):* Archibald Henry Sayce’s approach to linguistic typology and methodology: Initiating a transition from 19th-century comparative philology to 20th-century general linguistics

- **10:30** Break

- **10:45**  
  *David Boe (Northern Michigan University):* Sapir on language (and literature)

- **11:15**  
  *Marc Pierce (University of Texas at Austin):* Bloomfield the book reviewer

---

**Friday, 7 January**  
**Afternoon**

**Linguistic Society of America (LSA)**

**Invited Plenary Address**

**Room:** International Ballroom Center  
**Time:** 12:30 PM – 2:00 PM  
**Chair:** TBD

- *Michel DeGraff (Massachusetts Institute of Technology) [Plenary title – TBD]*

---

**Inclusive Pathways and Broadening Participation for Native Americans in the Language Sciences**

**Room:** Jefferson East (Hybrid)  
**Time:** 2:00 PM – 5:00 PM  
**Organizers:** Colleen M. Fitzgerald (North Dakota State University)  
Wesley Y. Leonard (Miami Tribe of Oklahoma/University of California, Riverside)

- **Sponsor:** Society for the Study of the Indigenous Languages of the Americas (SSILA)  
Linguistic Society of America (LSA)

**Note:** All registrants for the LSA's 2022 Annual Meeting are welcome to attend this hybrid session virtually or in person; no further action is needed. If you are not attending the LSA meeting but would like to attend this session, you are welcome to do so at no charge.

- **2:00**  
  *Colleen M. Fitzgerald (North Dakota State University):* Introductory remarks to “Inclusive Pathways and Broadening Participation for Native Americans in the Language Sciences”

- **2:10**  
  *Josh Holden (University of Alberta):* Using Natives4Linguistics Ideas to Redesign a Linguistics Course on Indigenous Languages

- **2:25**  
  *Gabriela Pérez Báez (University of Oregon), Melissa M. Baese-Berk (University of Oregon):* Developing Research Experiences for Native American Undergraduates Through a Transdisciplinary Approach

- **2:40**  
  *Larry Kimura (University of Hawai‘i at Hilo), Keiki Kawai‘ae’a (University of Hawai‘i at Hilo), Andrea Berez-Kroeker (University of Hawai‘i at Mānoa), Dannii Yarbrough (University of Hawai‘i at Mānoa):* Partnerships with Tribal Colleges and Native-Serving Institutions: Kani‘īina, a Partnership in Language Science across Two Campuses of the University of Hawai‘i
2:50  Mizuki Miyashita (University of Montana), Susan Penfield (University of Montana), Richard Littlebear (Northern Cheyenne/Chief Dull Knife College): Collaborative Language Planning Project: Findings and Implications via Networking with the Tribal Colleges in the State of Montana

3:05  Wilson de Lima Silva (University of Arizona): The Native American Languages & Linguistics M.A. Program (NAMA): Perspectives and Prospectives

3:20  Sonya Bird (University of Victoria), Ewa Czykowska-Higgins (University of Victoria), Megan Lukaniec (Huron-Wendat Nation/University of Victoria), Onowa McIvor (maskēkow-ininiw, kinoseo sipi/University of Victoria), Jean-Paul Restoule (Anishinaabe Nation, Dokis/University of Victoria), Edōsdi–Judy Thompson (Tahltan Nation/University of Victoria): The Master’s and Graduate Certificates in Indigenous Language Revitalization (University of Victoria): Developing Skills and Scholars

3:35  Ray Huaute (Chumash, Cahuilla/University of California, San Diego), Adrienne Tsikewa (Zuni Pueblo/University of California, Santa Barbara): Building Capacity of Indigenous Language Warriors and Scholars through Peer Mentoring

3:50  Colleen M. Fitzgerald (North Dakota State University): A Roadmap to Funding Indigenous-Driven Research Agendas at Every Career Stage: First Steps in the DLI Fellows and Partners Program

4:00  Megan Lukaniec (Huron-Wendat Nation/University of Victoria), Martin Kohlberger (University of Saskatchewan): Putting N4L Ideas into Practice: Internal Capacity Building in Natives4Linguistics


4:30  Keren Rice (University of Toronto): Implications and Gaps

4:40  Wesley Y. Leonard (Miami Tribe of Oklahoma/University of California, Riverside): Indigenous Inclusion

4:50  Audience Q&A

Suitcase Phonetics: Creating a portable phonetics laboratory  OS10

Room:  Jefferson West (In-Person)
Time:  2:00 PM – 5:00 PM
Organizers:  Margaret Cychosz (University of Maryland)
             Kathryn Franich (University of Delaware)

2:00  Sarah Babinski (Yale University): Best practices in the collection and analysis of “noisy” audio in phonetics

2:35  Kelly Harper Berkson (Indiana University Bloomington), Samson Lotven (Indiana University Bloomington): The Chin Languages Research Project (CLRP): Collaborative Research and Documentation in Central Indiana

3:10  Christian Di Canto (University at Buffalo): Challenging WEIRD phonetic assumptions: phonetic fieldwork in rural Mexico


4:20  Matthew Faytak (University at Buffalo): Towards a basic portable ultrasound toolkit

Careers for Linguists / Linguists for Careers  OS11

Room:  100% Virtual (weblink TBD)
Time:  2:00 PM – 5:00 PM
Organizers:  Nancy Frishberg (fishbird.com)
             Emily Pace (Expert System USA)
Sponsor:  LSA Linguistics Beyond Academia Special Interest Group (SIG)

2:00  Alexandra Johnston (Georgetown University), Emily Pace (Expert System USA): Sub-Session 1: Careers Outside Academia: Faculty Workshop

3:00  Nancy Frishberg (fishbird.com), Laurel Sutton (Catchword Branding): Sub-Session 2: Linguistics Career Launch: Analysis and Learnings

4:00  Alexandra Johnston (Georgetown University), Christopher Stewart (Google): Sub-Session 3: Job Hunting beyond Academia
## Socio-phonetics I

**Room:** Columbia 1 & 2 (Hybrid)  
**Time:** 2:00 PM – 3:30 PM  
**Chair:** TBD

<table>
<thead>
<tr>
<th>Time</th>
<th>Presenter(s)</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:00</td>
<td>Patrick Gehringer (Oakland University)</td>
<td>Arguing against Northern Cities Shift Reversal: Counter-shifting in Michigan</td>
</tr>
<tr>
<td>2:30</td>
<td>Joseph A. Stanley (Brigham Young University), Lisa Morgan Johnson (Brigham Young University)</td>
<td>Vowels can merge because of changes in trajectory: Prelaterals in rural Utah English</td>
</tr>
<tr>
<td>3:00</td>
<td>Emily Remirez (University of California, Berkeley)</td>
<td>What are 'social factors' in speech perception, anyway?</td>
</tr>
</tbody>
</table>

## Discourse Analysis I

**Room:** Columbia 3 & 4 (Hybrid)  
**Time:** 2:00 PM – 3:30 PM  
**Chair:** TBD

<table>
<thead>
<tr>
<th>Time</th>
<th>Presenter(s)</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:00</td>
<td>Joy P. G. Peltier (University of Michigan)</td>
<td>Intuitions, Corpora, &amp; Literature: Examining Pragmatic Markers in Kwéyol Donmnik, English, &amp; French</td>
</tr>
<tr>
<td>2:30</td>
<td>Caitlin Green (Independent)</td>
<td>Framing, Stance, and Discourses in Reporting of Political Bias on College Campuses</td>
</tr>
<tr>
<td>3:00</td>
<td>Rexhina Ndoci (Ohio State University)</td>
<td>Investigating mock ethnic speech in internet memes</td>
</tr>
</tbody>
</table>

## Syntax and Semantics

**Room:** Columbia 5 (Hybrid)  
**Time:** 2:00 PM – 4:00 PM  
**Chair:** TBD

<table>
<thead>
<tr>
<th>Time</th>
<th>Presenter(s)</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:00</td>
<td>Jack Isaac Rabinovitch (Harvard University)</td>
<td>Narrow Scoping Content Question Items in Shifty Contexts: A Case of Surprising Non-Quotation in Uyghur</td>
</tr>
<tr>
<td>2:30</td>
<td>Patrick Elliott (Massachusetts Institute of Technology)</td>
<td>A scopal theory of pied-piping in relative clauses</td>
</tr>
<tr>
<td>3:00</td>
<td>Keunhyung Park (University of South Carolina), Stanley Dubinsky (University of South Carolina)</td>
<td>Subjacency effects on overt wh-movement in wh-in-situ languages: Evidence for nominal structure</td>
</tr>
<tr>
<td>3:30</td>
<td>Luke Adamson (Harvard University)</td>
<td>Gender on a noun cannot be licensed through agreement: On gender and scope in German</td>
</tr>
</tbody>
</table>

## Language Acquisition I

**Room:** Columbia 6 (In-Person)  
**Time:** 2:00 PM – 3:30 PM  
**Chair:** TBD

<table>
<thead>
<tr>
<th>Time</th>
<th>Presenter(s)</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:00</td>
<td>Chikako Takahashi (Columbia University)</td>
<td>L1 vowel perceptual drift as a result of L2 vowel learning: L1 Japanese-L2 English bilinguals' perception of high front vowels</td>
</tr>
<tr>
<td>2:30</td>
<td>Abigail Fergus (College of William and Mary), Kaitlyn Harrigan (College of William and Mary), Anya Hogoboom (College of William and Mary)</td>
<td>The Development of Vowel Length as a Subphonemic Cue</td>
</tr>
<tr>
<td>3:00</td>
<td>Daoxin Li (University of Pennsylvania), Kathryn Schuler (University of Pennsylvania)</td>
<td>Acquiring recursive structures through distributional learning</td>
</tr>
</tbody>
</table>

## Semantics II

**Room:** Columbia 7 (In-Person)  
**Time:** 2:00 PM – 3:30 PM  
**Chair:** TBD

<table>
<thead>
<tr>
<th>Time</th>
<th>Presenter(s)</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:00</td>
<td>Joshua Martin (Harvard University)</td>
<td>Privatives across phases: disambiguating the sources of adnominal modification</td>
</tr>
<tr>
<td>2:30</td>
<td>Ayana Whitmal (University of Massachusetts at Amherst)</td>
<td>Deriving a complex BIN through adverbal BIN complexes</td>
</tr>
<tr>
<td>3:00</td>
<td>Shannon Bryant (Harvard University)</td>
<td>Location, Location, Location: Anaphora selection in English locative prepositional phrases</td>
</tr>
</tbody>
</table>
Phonology I
Room: Columbia 8 (In-Person)
Time: 2:00 PM – 3:30 PM
Chair: TBD

2:00 Allegra Robertson (University of California, Berkeley): A subsegmental analysis of contrastive laryngeal features in Yanesha'(Arawakan)
2:30 Ahmed Alnuqaydan (University of Utah): Triconsonantal Clusters in Qassimi Arabic
3:00 Katherine Russell (University of California, Berkeley): Progressive Nasalization in Paraguayan Guarani: Multiply Conditioned Spreading

Socio-phonetics II
Room: Columbia 1 & 2 (Hybrid)
Time: 3:30 PM – 5:00 PM
Chair: TBD

3:30 Isaac L. Bleaman (University of California, Berkeley), Katie Cugno (San Francisco State University), Annie Helms (University of California, Berkeley): Medium shifting as a constraint on intraspeaker variation in virtual interviews
4:00 Peter Joseph Torres (University of California, Davis): Creak and low pitch as prosodic features for misery and pain
4:30 Yunbo Mei (National University of Singapore), Rebecca Starr (National University of Singapore): Constructing and satirizing masculinity via 'fizzy voice' on Chinese social media

Discourse Analysis II
Room: Columbia 3 & 4 (Hybrid)
Time: 3:30 PM – 5:00 PM
Chair: TBD

3:30 Mark Visonà (2017 Linguistic Institute): Constructed Speech as a Linguistic Indicator of Veracity in Truthful vs. Deceptive Online Hotel Reviews
4:00 Robin Melnick (Pomona College), Elise Endlich (Pomona College), Jack Weber (Pomona College), Jay Chok (Other), Michael Spezio (Other), Hovig Tchalian (Other): Corpus discourse analysis: Bots in vaccination Twitter favor an anti-vax stance but with a moderate, not radical, voice
4:30 Jungyoon Koh (Georgetown University): Balancing the Epistemic and Agentive Self: YouTube Narratives of COVID-19 Diagnosis in South Korea

Language Acquisition II
Room: Columbia 6 (In-Person)
Time: 3:30 PM – 4:30 PM
Chair: TBD

3:30 Yu'an Yang (University of Maryland), Daniel Goodhue (University of Maryland), Valentine Hacquard (University of Maryland), Jeffrey Lidz (University of Maryland): Are you asking me or telling me? Learning to identify questions in early speech to children
4:00 Yiran Chen (University of Pennsylvania), Aja Altenhof (University of Pennsylvania), Annalise Kendrick (University of Pennsylvania), Kathryn Schuler (University of Pennsylvania): Adults regularize unpredictable variation when variants resemble possible speech errors

Semantics III
Room: Columbia 7 (In-Person)
Time: 3:30 PM – 5:00 PM
Chair: TBD

3:30 Mary Moroney (Cornell University): Classifier semantics in count and measure expressions
4:00  Gwendolyn Hildebrandt (University of Pennsylvania): Two Classes of Hedge: modifying truth conditions vs. modifying interpretations
4:30  Josh Phillips (Yale University): Cyclicity, narrativity and Djambarrpuyŋu tense

**Phonology II**

Room: Columbia 8 (In-Person)
Time: 3:30 PM – 5:00 PM
Chair: TBD

3:30  Madeline Gilbert (New York University), Kate Mooney (New York University): Metathesis is late and fake
4:00  Ivy Hauser (University of Texas at Arlington), Mitchell Klein (Michigan State University): Prevelar Raising in American English as Non-Derived Environment Blocking
4:30  Michael Stern (Yale University), Jason Shaw (Yale University), Shigeto Kawahara (Keio University): Assessing phonological control of parasagittal tongue shape in Japanese sibilants

**Student Panel**

Room: Columbia 5 (Hybrid)
Time: 4:00 PM – 5:30 PM
Chair: Kees Koopman (North Carolina State University)

The Student Panel is formed of current or recent graduate/post-graduate students who've had many experiences working in a variety of professional and academic environments. Panelists include: Phoebe Gaston (University of Connecticut), Kathleen Oppenheimer (University of Maryland, College Park), Minnie Quartey (Georgetown University), and Cindy Blanco (Duolingo). This year, the panel focuses on academic life and balancing the roles of being a student, teacher, and researcher.

This panel is open to all and will include a question-driven portion.

**American Dialect Society (ADS)**

**Variation and Change among Ethnic and Regional Identities**

Room: Georgetown West
Time: 1:00 PM – 2:30 PM
Chair: Robert Bayley (University of California-Davis)

1:00  Alexus Brown (University of Pittsburgh): Black American rap and Jamaican dancehall: an ecological exploration of diachronic cross-cultural contact through music
1:30  Rebecca Roeder (University of North Carolina-Charlotte) and Elise Berman (University of North Carolina-Charlotte): Marshallese English in the United States: a first sketch

**A Panel Honoring the Legacy and Impact of Ron Butters**

Room: Georgetown West
Time: 3:00 PM - 4:15 PM
Moderator: Phillip Carter (Florida International University)

3:00  Walt Wolfram (North Carolina State University): Legal evidence in arguing for linguistic profiling
3:25  Erik Thomas (North Carolina State University): Ronald Butters’ editing work with the ADS
3:50  Phillip Carter (Florida International University): Language and sexuality: a tribute to Professor Ron Butters
North American Association for the History of the Language Sciences (NAAHoLS)

Perspectives on the History of Linguistics

Room:  Lincoln West  
Time:  2:00 PM – 3:30 PM  
Chair:  Raúl Aranovich (University of California, Davis)

2:00  Hope C. Dawson (The Ohio State University), Brian D. Joseph (The Ohio State University): The demographics of LSA leadership over the years

2:30  Margaret Thomas (Boston College): Racism in modern American linguistics: How did we get to where we are?

3:00  Mark Amsler (University of Auckland): The history of linguistics is not an end in itself

Friday, 7 January
Evening

Linguistic Society of America (LSA)

LSA Business Meeting and Induction of the 2022 Class of Fellows

Room:  Columbia 1 & 2 (Hybrid)  
Time:  6:00 PM – 7:00 PM  
Chair:  Laurence R. Horn, President

This Handbook contains written reports from the LSA Secretary-Treasurer, Executive Director, Program Committee, editors of Language, Phonological Data and Analysis, and Semantics and Pragmatics. The 2022 LSA Fellows will be inducted, and Honorary Members proposed, during this meeting.

The Five-Minute Linguist

Room:  St. Charles Ballroom  
Time:  7:00 – 8:30 PM  
Chair:  Kristen Syrett (Rutgers University)

The Five-Minute Linguist is a high-profile event during which selected speakers are judged on their ability to present their research in a brief but informative way. The Five-Minute Linguist presentations must be done without notes or a podium and they must be informative, engaging, and accessible to a non-specialist audience. Over the past several years this has become one of the most popular events at our annual meeting; join us this year for these dynamic presentations.

Student Mixer

Location: TBD  
Time:  8:30 – 10:00 PM  
Chair:  Kees Koopman, Chair, LSA Committee on Student Issues and Concerns (COSIAC)

American Dialect Society (ADS)

Words of the Year Social Event and Vote

Room:  International Ballroom Center  
4:30 PM-5:30 PM Social Event with cash bar  
5:00 PM – 6:30 PM WOTY Vote
Rules for Motions and Resolutions at LSA Business Meeting

The following rules for motions and resolutions were prepared by William J. Gedney and Ilse Lehiste and approved by the Executive Committee at its June 1973 meeting. LSA members are urged to follow these ground rules in order to have their motions and resolutions considered at the Business Meeting.

1. Definitions

A motion is any proposition calling for action whether by an officer of the Society, the Executive Committee or the membership. A resolution expresses the opinion or feeling of a group. Resolutions are of two kinds: a) resolutions expressing 'the sense of the majority of the meeting,' and b) resolutions expressing 'the sense of the majority of the membership.'

2. Procedure Regarding Motions

2a. Motions are in order only at the duly constituted annual business meeting. Voting is restricted to members of the Society. Motions may be initiated by the Executive Committee or from the floor.
2b. Motions initiated by the Executive Committee require for their passage a majority vote of the members voting at the meeting.
2c. Motions initiated from the floor, if they receive affirmative vote of a majority of members voting at the meeting, are then to be submitted by the Executive Committee to an electronic ballot of the membership of the Society on the LSA website, no later than 90 days following such vote. Passage requires: a) a majority of those voting, and b) that the total of those voting in favor must be at least 2.5% of the individual membership.
2d. If a member wishes to introduce a motion, but prefers to avoid the delay involved in 2c above, the motion may be submitted in advance to the Executive Committee (before their regular meeting preceding the business meeting at which the motion is to be introduced) with a request that the Executive Committee by majority vote of the Committee approve the introduction of the motion at the business meeting as a motion initiated by the Executive Committee (see 2b above).

3. Procedure Regarding Resolutions

3a. Resolutions may be introduced at the annual business meeting or at any special meeting of the Society, such as the summer meeting.
3b. A Resolutions Committee consisting of three members will be appointed by the president prior to the beginning of each regular or special meeting. Any member wishing to introduce a resolution must submit it in advance to the Resolutions Committee which, in addition to its traditional duty of formulating resolutions of thanks and the like, will have the duty to make sure that the language is clear, and that duplication is avoided. The Resolutions Committee may meet in advance for this purpose or may, if necessary, retire to caucus during the course of the meeting.
3c. A resolution expressing the sense of the majority of the meeting requires for its passage the affirmative vote of a majority of the members voting at the meeting.
3d. If at least ten members present at the meeting so desire, a resolution may be broadened to express 'the sense of the majority of the membership,' regardless of whether or not it has passed the procedure in 3c above, by the following steps: the resolution is forwarded to the Executive Committee for submission to the membership by electronic ballot (via the LSA website)). Passage of such a 'sense of the majority of the membership' resolution requires the affirmative vote.
Executive Director’s Report: 2021

In 2021, the LSA continued its ongoing programs and services on behalf of its mission: to advance the scientific study of language. Highlights of new and expanded activities are outlined below. For additional information about these efforts, please visit the web version of this report for hyperlinks: https://www.linguisticsociety.org/content/lsa-accomplishments-2021

Professional Development and Education

- Held the LSA’s first-ever Linguistics Career Launch online event, organized by the Linguistics Beyond Academia Special Interest Group
- Issued new guides on:
  - Avoiding Misgendering in Professional Communications
  - Equity and Inclusion at Linguistics Conferences: REIL
  - Methods in Collaborative and Community-centered Language Documentation
- Co-organized a series of webinars on:
  - The LSA Statement Against Linguistic Misgendering: Review and Practical Applications
  - Reconstructing the Evolution of Proto-Indoeuropean Grammar
  - Publishing in the Language and Public Policy Section of Language
  - Webinar: Language Revitalization and Documentation, the Newest Section of the LSA’s Flagship Journal
  - "Meet the Authors": Toward Racial Justice in Linguistics: Interdisciplinary Insights into Theorizing Race in the Discipline and Diversifying the Profession
- Enhanced the LSA’s ongoing Mentoring Initiative, including “Pop-up” offerings at linguistics conferences, an online distance mentoring facility, special events at the Annual Meeting, webinars, and made our second mentoring award.
Scholarships, Professorships, Honors & Awards

- Granted diversity registration awards to 20 students participating in the 2021 Annual Meeting, under the auspices of the LSA’s Committee on Ethnic Diversity in Linguistics.
- Launched two new awards in honor of Morris Halle and Victoria Fromkin, for student and early career phonologists.
- Permanently endowed the newly named Preston Diversity Travel Awards with a generous donation from Dennis and Carol Guagliardo Preston.
- Launched the new Arnold Zwicky Award to recognize the contributions of LGBTQ+ scholars in Linguistics.

Advocacy

- Continued our campaign in support of Native American Language Revitalization legislation.
- Issued various Statements or Endorsements, independently and in collaboration with colleague organizations:
  - Indigenous Community Issues
    - Language Advocacy Day 2019
  - Importance of Linguistic Expertise in Legal Contexts
  - Against Linguistic Misgendering
  - Scholarly Merit and Evaluation of Open Scholarship in Linguistics
  - Importance of Linguistic Expertise in Legal Contexts
  - Violence and Xenophobia Against Asian-Americans
  - Support of DOXA
  - CNSF letters to Congress requesting funding of NSF for FY2022 and FY2023
  - AHA Statement on Threats to Academic Conferences
  - Scholars At Risk letter urging for aid to Afghanistan’s scholars, students, practitioners, civil society leaders, and activists
  - ACLS Letter to Iowa Lawmakers Opposing Legislation to End Tenure at Public Universities
  - ACLS Statement urging KS Board of Regents to uphold employment protections for faculty

Public Outreach and Media Relations

- Produced nine new episodes of our language and linguistics podcast, Subtitle, with support from the National Endowment for the Humanities, and secured a second grant to continue the podcast in 2022.
- Appointed a new Social Media Committee and relaunched our program of external posts about language and linguistics in the news.
• Coordinated the LSA’s participation in UNESCO’s planning for the International Decade of Indigenous Languages 2022-2032, in partnership with SSILA.
• Expanded the LSA outreach to K-12 teachers via free Annual Meeting registration and special sessions for high school students at the meeting.
• Increased our reach on social media via daily posts about linguistics news stories appearing in the popular news media: over 44K followers on Facebook and more than 30K followers on Twitter.

Continuing Traditions

• Organized the LSA’s first-ever virtual Annual Meeting, attended by over a 1000 linguists from all over the world, and made plans for our first hybrid format meeting in Washington, DC in January, 2022.
• Increased readership of our flagship journal, Language, including for a new section focused on documentation and revitalization of endangered languages.
• Continued LSA co-sponsorship of CoLang and supported planning associated with CoLang 2022 at University of Montana, which was postponed from 2020 as a result of COVID-19.
• Published the sixth volume of the Proceedings of the LSA based on research presented at the 2021 Annual Meeting, and new volumes of the Proceedings of the AMP and SALT.
• Issued a series of news releases about the latest research published in its journals and presented at its Annual Meeting, garnering significant coverage in prominent international media outlets.
• Provided financial assistance and in-kind support for linguists seeking to attend the LSA Annual Meeting and access LSA publications, including a campaign to support LSA members impacted by COVID-19.
• Published a new volumes of Semantics & Pragmatics, and Phonological Data & Analysis, the platinum open-access journals of the LSA.
• Issued the eighth edition of the LSA’s Annual Report on the State of Linguistics in Higher Education, with new longitudinal LSA data.
• Represented linguists at national and international meetings of colleague organizations and through participation in coalitions and consortia working to advance science, the humanities, and higher education.
• Defended linguistics departments and programs against threats of cuts or elimination by contacting administrators and officials and by working behind the scenes to provide data in support of the value of linguistics.
• Conducted successful membership recruitment and retention campaigns using a range of strategies, including social media coupons, bulk student memberships for departments/programs, and specialized outreach by staff and leadership to participants in various LSA programs and services.
• Sponsored a Joint Membership Program with the American Dialect Society (ADS), offering reduced rates to LSA members wishing to join ADS.
SECRETARY-TREASURER’S REPORT, DECEMBER 2021

Report on the Fiscal Year 2020-21

The fiscal year for the LSA runs from October 1- September 30 each year. Thus we have closed out FY 2020-21 and are currently in FY 2021-22.

In my annual report of a year ago, we predicted a budget deficit for FY 2020-21 of $21,130. I am happy to report that this predication was wrong and our unaudited reporting by the LSA’s accountant give us a modest surplus of $160,064. (Note: we are currently undergoing the annual audit.) Most of that is attributable to the Pay Protection Act Loans. We also have rental space in the building that houses the LSA offices; until just recently that space was vacant and we were unable to find tenants, probably due to covid-related reasons.

Membership in a Society is critical for its intellectual and financial health: the bulk of the funding for the LSA comes from memberships, sales and subscriptions to Language, the annual meeting and, to a lesser but nonetheless critical degree, money from donations and some grants. Donations come from the generosity of our members, and the Executive Director Alyson Reed has been tireless in pursuing grants and fellowships.

Membership numbers have historically followed a cycle of up and down, with membership typically going up in years when we hold an Institute and down in the alternate years, when we do not. Due to the pandemic, we did not run the Institute at UMass in summer 2021 as originally scheduled and have now postponed it to 2023. Thus we are in the down side of the membership cycle. Here I provide membership numbers for fiscal year 2020-21 and 2019-20 for you to compare:

*Individual Memberships (as of 18 November 2022 and 1 December 2021)*

<table>
<thead>
<tr>
<th></th>
<th>2022</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Members:</td>
<td>62</td>
<td>48</td>
</tr>
<tr>
<td>Honorary:</td>
<td>32</td>
<td>34</td>
</tr>
<tr>
<td>Life:</td>
<td>699</td>
<td>673</td>
</tr>
<tr>
<td>Complimentary:</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Complimentary Mentee:</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Complimentary Mentor:</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Regular US:</td>
<td>912</td>
<td>927</td>
</tr>
<tr>
<td>Regular Non-US:</td>
<td>401</td>
<td>438</td>
</tr>
<tr>
<td>Student US:</td>
<td>906</td>
<td>870</td>
</tr>
<tr>
<td>Student Non-US:</td>
<td>127</td>
<td>125</td>
</tr>
<tr>
<td>TOTAL</td>
<td>3,143</td>
<td>3,117</td>
</tr>
</tbody>
</table>

Here you see that overall individual membership is slightly higher from this time last year, with an increase in life members and student US members. The largest decrease in members is in the category of regular non-US; I hope that this can be attributed to the pandemic and a reluctance of non-US members to travel to the annual meeting. The fact that some (perhaps many) institutions have cut research support may also be a factor.

The Annual Meeting is an important event for the LSA in all ways, intellectually, professionally, and socially. The planning for the meeting takes place well in advance, and one of the things that we do years in advance is lock in a hotel and discounted room rates by signing a contract in which we guarantee to fill a certain number of rooms. In the past this has been largely predictable, as we could look at attendance in a given city and see how the location affected attendance. (New York is a popular location, as an example, and the meetings there usually have high attendance.) All this predictability went out the window with the pandemic. In 2021 the decision to hold a virtual meeting did not have the worst possible impact on our budget because the hotel agreed to release us from our contract and rebook in the future.

Now the landscape has changed and we have a firm contract for the Washington DC meeting in January 2022, but it is not clear what in-person attendance will look like. This could have serious budget repercussions, as we are committed to filling a number of rooms.
Full financial reports, including the Audited Financial Statements, are available to all members at:
https://www.linguisticsociety.org/about/what-we-do/reports/financial-reports

The manual which describes our Financial and Administrative Policies and Procedures (FAPPM) is available to all members at:
https://www.linguisticsociety.org/about/who-we-are/governance

In memoriam:
This is the time to acknowledge the passing of some cherished colleagues and friends, and it is with great sadness that I report the loss of the following members:

Robbins Burling (1926-2021)
Tucker Childs (1948-2021)
Victor Golla (1939-2021)
Jiahui Huang (1991-2021)
Gjert Kristoffersen (1949-2021)
Anthony Kroch (1946-2021)
Sir John Lyons (1932-2020)
Marilyn Merritt (1941-2021)
Pieter Muysken (1950-2021)
W. Keith Percival (1930-2020)
Zdenek Salzmann (1925-2021)
Pieter Seuren (1934-2021)

Lenore A. Grenoble
Secretary-Treasurer
Language Annual Report for 2021

1 Continuing Impact of the COVID-19 Pandemic
Although operations at Language continue to be impacted by the COVID-19 pandemic, we were able to publish all four issues for 2021 on time, and we are also similarly set for the first two issues of 2022, with some papers ready for the third issue. This is in no small part due to the dedication of the members of the Language editorial team and to reviewers who made time to prepare reports even as they were still dealing with significant shifts and increases in workload and family care responsibilities. We express our deep appreciation to the linguistics community for their continued support of the LSA’s publication program.

The ways in which the pandemic has impacted operations at Language are reflected in an increase in the time-to-decision (due to reviewers and editorial team members needing more time to complete tasks) compared to 2019, more on a par with 2020. We had anticipated that the pandemic might lead to slimmer issues in 2021, but in the end this was not the case, and we are optimistic 2022 will be the same. One effect seen in 2020 that did not reappear is a decline in submissions. Submissions in 2021 were at 2019 levels.

2 Changes in the Editorial Team
We saw several changes in the editorial team in 2021. Kalil Iskarous, David Willis, and Lisa Travis all stepped down at the end of 2020 after three (or more) years as Associate Editors, and Lauren Squires stepped down from her long term position as Book Review Editor. We extend our appreciation to all of them for their service to the LSA and the linguistics community. At the beginning of 2021, we welcomed as new Associate Editors Lisa Cheng (Leiden University), Meredith Tamminga (The University of Pennsylvania), and Graeme Trousdale (The University of Edinburgh), as well as new Book Review Editor Jessi Grieser (The University of Tennessee). We also thank Claire Bowern (Yale University), Megan Crowhurst (The University of Texas at Austin), Line Mikkelsen (The University of California, Berkeley), and Natasha Warner (The University of Arizona) for serving as guest editors during 2021. Finally, Andries Coetzee’s term as Editor of Language is coming to an end at the end of 2022, after which current Co-Editor John Beavers will become Editor. A call for applications for the next Co-Editor was sent to LSA members in November 2021, with a goal of having a candidate by May 2022.

3 Volume 97
Volume 97 of Language consisted of four issues comprising 855 pages in the printed section, containing 21 general research articles, 3 editorial notes, and 14 book reviews. The online section of the volume had 407 pages, consisting of 3 articles in Teaching Linguistics, 8 in Research Reports, 1 in Commentaries, 1 in Replies, and 1 target article in the Perspectives section (with 7 responses). In addition, a new section, Language Revitalization and Documentation, was officially launched with the publication of 1 editorial note.

4 Submission Statistics for 2021
Between January 1st and November 24th of 2021, we received a total of 181 submissions. The breakdown of submissions by section is given below. The numbers from 2019 and 2020 are included for comparison:

<table>
<thead>
<tr>
<th>Category</th>
<th>2019 submissions</th>
<th>2020 submission</th>
<th>2021 submission</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Research Articles</td>
<td>139</td>
<td>21</td>
<td>11</td>
</tr>
<tr>
<td>Research Reports</td>
<td></td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Commentary/Replies/Letters</td>
<td></td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Review Articles</td>
<td></td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Perspectives</td>
<td></td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Teaching Linguistics</td>
<td></td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Language and Public Policy</td>
<td></td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Language Revitalization and Documentation</td>
<td></td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>
For manuscripts submitted during 2021, the average time between submission and the various kinds of editorial decisions are given in the table below (with 2019 and 2020 times included for comparison):

<table>
<thead>
<tr>
<th>Decision</th>
<th>Average number of days between most recent author submission and editorial action</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2019</td>
</tr>
<tr>
<td>Decline</td>
<td>26</td>
</tr>
<tr>
<td>Major revisions requested</td>
<td>107</td>
</tr>
<tr>
<td>Minor revisions requested</td>
<td>85</td>
</tr>
<tr>
<td>Accept</td>
<td>27</td>
</tr>
</tbody>
</table>

Starting in January 2019, authors are asked to indicate the primary field of their submission, using the same categories as those used for abstract submission to the Annual Meeting. The table below shows the number of submissions by author-reported primary field for 2019, 2020, and 2021.

<table>
<thead>
<tr>
<th>Subfield</th>
<th>2019 submissions</th>
<th>2020 submissions</th>
<th>2021 submissions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syntax</td>
<td>30</td>
<td>21</td>
<td>29</td>
</tr>
<tr>
<td>Semantics</td>
<td>11</td>
<td>8</td>
<td>19</td>
</tr>
<tr>
<td>Language acquisition</td>
<td>5</td>
<td>8</td>
<td>17</td>
</tr>
<tr>
<td>Sociolinguistics</td>
<td>12</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td>Historical linguistics</td>
<td>14</td>
<td>17</td>
<td>14</td>
</tr>
<tr>
<td>Phonology</td>
<td>16</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Pragmatics</td>
<td>8</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>Morphology</td>
<td>7</td>
<td>13</td>
<td>8</td>
</tr>
<tr>
<td>Phonetics</td>
<td>8</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Language documentation</td>
<td>4</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Applied linguistics</td>
<td>7</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Anthropological linguistics</td>
<td>8</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Teaching linguistics</td>
<td>2</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>Typology</td>
<td>7</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>History of linguistics</td>
<td>2</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Language evolution</td>
<td></td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Psycholinguistics</td>
<td>8</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Discourse analysis</td>
<td>9</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Neurolinguistics</td>
<td>2</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Text/Corpus linguistics</td>
<td>1</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Translation</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Writing studies</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Computational linguistics</td>
<td>4</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Creolistics</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Linguistics &amp; literature</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Philosophy of language</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Forensic linguistics</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Lexicography</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Field reports</td>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Andries Coetze, Editor
John Beavers, Co-Editor
Phonological Data & Analysis
January 2022 report

Staffing
- We are very pleased to welcome Cia Gladden as a new editorial assistant. Cia is a student at Dartmouth (Laura McPherson’s home institution) and will be assisting with preparation of manuscripts for publication and tracking of submissions through the reviewing pipeline.

Submissions
- PDA has received a record number of submissions in 2021 and fewer reject decisions ⇒ greater visibility and higher quality submissions

- Published papers are down in 2021 relative to 2020 ⇒ slower turnaround times (difficulty finding reviewers, delays in review/report completion)

Visibility
- The last 2.5 years show a general upward trend in aggregate abstract & article views
Staff:
Two associate editors, Elizabeth Coppock and Judith Degen, are leaving the team once they finish their current assignments, and two new associate editors have joined the team, Elin McCready (May 1) and Chris Barker (June 1). We will retain a well-functioning editorial team in the near and, we hope, also more distant future. Our FY2022 budget leaves room for 400 work hours as production assistant(s) with expertise in LaTeX and skills in web applications, and a call for candidates was put out through LSA channels in late October. Once a choice is made among the applicants, this assistance is expected to contribute significantly to accelerating production.

Submissions:
As of November 29, 2021, S&P has fielded 62 new submissions this year, 33 of which have been peer reviewed and received an editorial decision; 27 have been declined, 1 has been accepted, and 5 have had a Resubmit for review or a Revisions required decision. 16 new submissions were desk rejected, 13 are still under review. The number of submissions to date this year is distinctly lower than the number over the same period last year (83) or the year before last (88). There are indications that this development is part of a broader picture. For example, the number of papers posted to the Semantics Archive from January through November 29 has decreased from 155 in 2019 via 133 in 2020 to 91 in 2021. Our assumption is that a delayed impact of the pandemic is making itself felt.

Production:
Early access versions, with a publication date, the final DOI, and an entry in the journal’s table of contents, are now published with next to no delay from acceptance to appearance. Concerning the final typeset versions replacing the early access versions, we expect to see a major acceleration in the months to come, as (i) Kai von Fintel has this year devised a system for mounting papers on Overleaf so that authors and production team members can work through proofreading and typesetting details directly on what will be the final version, and (ii) we are in the process of engaging the production assistant(s) mentioned above.

Policy:
There have been two editorial policy developments over the last year: (i) We have moved to double-blind-only reviewing, (ii) our upper length limits for articles, remarks and replies, and squibs now exclude the lists of references.

Matthew K. Gordon
Laura McPherson
Andrew Nevins

Semantics and Pragmatics Annual Report, 2021
November 29, 2021

Louise McNally
Kjell Johan Sæbø
Executive Summary:

Plenary Speakers
The following plenary speakers were nominated by the PC and endorsed by the EC:

- Michel DeGraff (Massachusetts Institute of Technology)
- Julie Hochgesang (Gallaudet University)
- Tracey Weldon (University of South Carolina)

Review of papers and posters for the LSA Annual Meeting
1. The LSA sent out a call for abstracts with a deadline of June 30, 2021, 11:59PM, EDT
2. There was a call for reviewers to sign up for reviewing abstracts; the PC chairs also wrote to scholars in their own networks to encourage them to sign up as reviewers. A total of 265 subfield experts signed up to review abstracts in addition to the Program Committee members.
3. Recognizing the impact of the COVID19 pandemic on research projects, scholars were asked to submit additional context informing the PC/reviewers if their data collection had been adversely impacted by the pandemic.
4. Each abstract meeting submission guidelines was assigned to three reviewers with external reviewers evaluating a maximum of 15 abstracts.
5. Ratings were normalized, averaged, and ranked.

Submission details for the 2022 Meeting
1. We received a total of 474 abstracts (cf. 533 submissions for New Orleans 2020; 786 for New York 2019, 427 for the virtual Annual Meeting in 2021). We believe that the number of submissions was lower this year due to the uncertainty of the format of the Meeting, and anticipated financial and travel restrictions caused by the pandemic.
2. 459 submissions were considered for papers and 434 for posters (many abstracts were considered for both formats).
3. 171 papers and 182 posters were accepted following the usual protocol, for acceptance rates of 37.3% and 41.9% percent respectively. The overall acceptance rate was 74.47%, comparable to the acceptance rate for the fully virtual meeting in 2021.
Selection of Organized Sessions

1. A call was sent out for organized session proposals with a deadline of May 17, 2021.
2. There were a total of 23 organized session proposal submissions, which were all evaluated by the Program Committee.
3. Each session was evaluated by three PC members and the senior chairs then read through all proposals.
4. 17 proposals were accepted for inclusion in the Annual Meeting Program as organized sessions for a total of 37.5 hours of programming time.
5. Two proposals were accepted for inclusion in the Annual Meeting Program as other kinds of events, namely, a film screening and a poster session for high school students.

Minicourses

The Program Committee co-chairs invited 4 proposals for minicourses.
1. Thriving as an Early-Career Faculty Member: a mini-course for advanced graduate students and early-career faculty members (Ann Bunger, Indiana University Bloomington; Lynn Burley, University of Central Arkansas; Jessi Grieser, University of Tennessee; Michal Temkin Martinez, Boise State University; Miranda McCarvel, Smith College; on behalf of the Linguistics in Higher Education Committee (LiHEC) and the SIG on Scholarly Teaching)
2. Introduction to Qualitative Sociolinguistic Analysis (Amelia Tseng, American University)
3. Community-first language documentation and fieldwork (Sylvia Schreiner, George Mason University)
4. Neural nets and language processing (Brian Dillon, University of Massachusetts Amherst; Suhas Arehalli, Johns Hopkins University)

Thoughts on planning and the hybrid meeting in 2022

As in the previous year, the COVID19 pandemic posed unique and historic challenges for preparation of the 2022 Annual Meeting. Additionally, personnel changes left us without the experience and organizational memory of the former Director of Membership and Meetings, David Robinson, leading to the Program Committee co-chairs having to play a role beyond guiding the purely academic content of the meeting. These factors have affected all aspects of the planning process. Here we reflect on the major points: after considerable discussion, it was decided that the Washington, DC meeting would offer both in-person and virtual options, and the options would be largely based on presenters’ preferences. For better or for worse, the abstract assignment and reviewing system’s flaws had to be addressed this year: the automatically generated reviewer lists led to many recusals. We thus had to frequently add a third reviewer (typically one of the PC co-chairs). In order to maintain the integrity of the process, we strongly suggest that the Reviewer Assignment Tool be updated so that the abstract author will be automatically blocked from appearing on the abstract reviewer list. We also recommend that 4 reviewers be assigned to each abstract instead of 3. Due to recusals, abstract reassignments and a handful of reviewers who volunteered but simply did not respond even after our repeated requests, a small number of abstracts ended up with only 2 reviews. We requested an adjustment to the weighting of reviews in the abstract rating algorithm so that the abstracts with 2 reviews were not disadvantaged. The corrective algorithm programming for this step was accomplished promptly and without additional cost.
Creating a hybrid program with both in-person and virtual sessions led to many decisions and expenses – some anticipated and others, completely novel. For instance, creating paper sessions not only required us to organize talks according to subfield/thematic content, but also based on whether the presenter requested virtual capability or not, in order to economically use the spaces set up for remote presentations. There continue to be delays, as some authors did not initially specify a preference, and/or due to circumstances, authors are only now committing to in-person vs virtual attendance. Poster session planning necessitated in-depth discussion on whether virtual presentations would be live-streamed or simply recorded and made accessible to conference attendees for an extended time period. Similar conversations also took place regarding Mini-courses, Organized sessions and plenary talks, as well as other workshops and Meeting activities. At the time of submitting this report, we are still working to fill many Session-Chair slots (both in-person and virtual).

The Program Committee contributed to decisions on several broader LSA matters, including: collaboration with the Modern Language Association (MLA) which is being held concurrently in Washington, DC. (we are offering shared attendance between the two organizations, and LSA reviewed MLA-member linguistic-related proposals for LSA organized sessions and papers); a special submission for an Organized Session proposal from Natives4Linguistics; determining the nature of participation of high schoolers in the Annual Meeting; Five Minute Linguist protocols and division of labor; COZIL’s request to have an additional subfield of "Queer Linguistics" for the abstract reviewing process (and beyond); and Student Lounge topics.

We will be monitoring the hybrid program closely to see what insight can be gained – particularly with respect to attendance and participation– for the planning of future Annual Meetings.

Nominations to the PC for 2021-22
The PC chairs will nominate eight new members to the Program Committee to replace the members whose terms end after the 2022 Annual Meeting. The nominations must be approved by the Executive Committee. The chairs are currently discussing nominees and will submit a list to the Executive Committee as soon as possible for the following slots:

Incoming junior PC chair 1, Incoming junior PC chair 2

PC member 1, student liaison:

PC members 2 – 6

Committee chairs: Ruth Kramer & Teresa Satterfield (Senior Co-chairs – 2021)

Committee members (showing last year of service):
● Ryan Bennett, University of California, Santa Cruz, Junior Co-chair (2022)
● Tim Hunter, University of California Los Angeles, Junior Co-chair (2022)
● Sarah Murray, Cornell University, Incoming Junior Co-chair (2023)
● Kristine Yu, University of Massachusetts Amherst, Incoming Junior Co-chair (2023)
● Anna Babel, The Ohio State University (2023)
● Argyro Katsika, University of California, Santa Barbara (2021)
● Elena Koulidobrova, Central Connecticut State University (2022)
● Emily Manetta, University of Vermont (2021)
● Alicia Parrish, New York University, Student liaison, (2021)
● Robert Podesva, Stanford University (2022)
● David Quinto-Pozos, University of Texas at Austin (2023)
● Joseph Sabbagh, University of Texas at Arlington (2021)
● Ivy Sichel, University of California, Santa Cruz (2021)
● Andrea Sims, The Ohio State University (2023)
● Juliet Stanton, New York University (2021)
Saturday, 8 January
Morning
Linguistic Society of America (LSA)

Small Teaching toward Justice, Equity, Diversity and Inclusion in Linguistics  
Room: Jefferson East (Hybrid)  
Time: 9:00 AM – 10:30 AM  
Organizers: Kazuko Hiramatsu (University of Michigan-Flint), Michal Temkin Martínez (Boise State University)  
Sponsors: Committee on Ethnic Diversity in Linguistics (CEDL), Committee on LGBTQ+ [Z] Issues in Linguistics (COZIL), Linguistics in Higher Education Committee (LiHEC), Linguistics in the School Curriculum Committee (LiSC), Natives4Linguistics Special Interest Group, Scholarly Teaching in Linguistics Special Interest Group

9:00 Introduction to small teaching  
9:15 JEDI, pedagogy, and student learning  
10:00 Reflection and Discussion

Linguistics in High School: Pathways towards Student Engagement  
Room: Jefferson West (In-Person)  
Time: 9:00 AM – 10:30 AM  
Organizer: Nicoleta Bateman (California State University, San Marcos)  
Sponsor: Linguistics in the School Curriculum Committee (LiSC)

9:00 Amy Plackowski (Hudson High School, Hudson, MA): Linguistics and Media Studies as a core English Language Arts course  
9:20 Tatiana Yudovina (Hawken School, Gates Mills, Ohio), Nick Boros (Hawken School, Gates Mills, Ohio): A Linguistics Elective in High School  
9:40 Cristina Procaccino (Fairfax County Public Schools, Fairfax, VA): Creating a National Linguistics Network for K-12 Students  
10:00 Daniel Ginsberg (American Anthropological Association, Arlington, VA): Socializing High School Students in the Academic Enterprise through Professional Societies  
10:20 Nicoleta Bateman (California State University, San Marcos) Q&A and Discussion

Phonology and Psycholinguistics  
Room: Columbia 1 & 2 (Hybrid)  
Time: 9:00 AM – 10:30 AM  
Chair: TBD

9:00 Chelsea Sanker (Yale University): Dialect-specific phonological features shape perceptual generalization  
9:30 Paula Orzechowska (Adam Mickiewicz University), Andrzej Porębski, Marta Nowak (Adam Mickiewicz University): Correlates of wordlikeness in Polish  
10:00 Shao-Jie Jin (National Chiao Tung University), Sheng-Fu Wang (Academia Sinica), Yu-An Lu (National Chiao Tung University): Tonotactic accidental gaps and syllable-tone phonotactic learning in Mandarin Chinese
Morphosyntax II  
Room: Columbia 3 & 4 (Hybrid)  
Time: 9:00 AM – 10:30 AM  
Chair: TBD

9:00 Dakota Robinson (University of California, Berkeley): Double Plurals in Breton: Evidence for a Split Analysis of Plurality  
9:30 Yash Sinha (Massachusetts Institute of Technology): The Structure of Hindi indirect causatives: Evidence from apparent *ABA violation  
10:00 Eszter Ótott-Kovács (Cornell University): A New Way to Introduce Arguments: Pluractionals Bundling with Argument Introducing Heads

Applied Linguistics I  
Room: Columbia 5 (Hybrid)  
Time: 9:00 AM – 10:30 AM  
Chair: TBD

9:00 Benjamin Naismith (University of Pittsburgh), Alan Juffs (University of Pittsburgh): Finding the sweet spot: Learners' productive knowledge of mid-frequency lexical items  
9:30 Višnja Milojčić (Pennsylvania State University): "I am made to feel like an alien from another planet": language ideologies surrounding ITAs' English-language proficiency  
10:00 Jennifer Sclafani (University of Massachusetts at Boston), Panayota Gounari (University of Massachusetts at Boston), Iuliia Fakhrutdinova (University of Massachusetts at Boston), Vanessa Quintana Sarria (University of Massachusetts at Boston): Applying Critical Language Awareness: A Professional Development Model for Educators

Socio-Discourse  
Room: Columbia 6 (In-Person)  
Time: 9:00 AM – 10:30 AM  
Chair: TBD

9:00 Katherine Hilton (Stanford University): Gender Bias in Perceiving Interruptions  
9:30 Yi-An Chen (Indiana University, Bloomington): "What a standard Taiwanese accent:" Metalinguistic comments on mediated linguistic performances  
10:00 Nicholas Mararac (Georgetown University): Queering military masculinity(ies): Thank you for your service

Computational Linguistics and Language Acquisition  
Room: Columbia 7 (In-Person)  
Time: 9:00 AM – 10:30 AM  
Chair: TBD

9:00 Sarah Payne (University of Pennsylvania), Caleb Belth (University of Michigan), Jordan Kodner (Stony Brook University), Charles Yang (University of Pennsylvania): Searching for Morphological Productivity  
9:30 An Nguyen (Johns Hopkins University), Colin Wilson (Johns Hopkins University): Modeling the acquisition of question variants in English  
10:00 Kevin Liang (University of Pennsylvania), Charles Yang (University of Pennsylvania): Distributional Learning of Syntactic Categories

Semantics IV  
Room: Columbia 8 (In-Person)  
Time: 9:00 AM – 10:30 AM  
Chair: TBD

9:00 Sylvia Schreiner (George Mason University): A lexically-encoded temporal distinction in Scottish Gaelic perfect aspect  
9:30 Kyoko Sano (University of Washington): A compositional account of counterfactual conditional clauses in Old Japanese
10:00 Naomi Lee (New York University), Laurel MacKenzie (New York University): The English particle verb alternation shows sensitivity to syntactic classes over semantic compositionality

Invited Plenary Address
Room: International Ballroom Center
Time: 10:30 AM – 11:30 AM
Chair: TBD

Tracey Weldon (University of South Carolina)
Talking Black/Sounding Black: Middle Class African American English and the State of the Black Union

American Dialect Society (ADS)

Demographic Processes and Language Change
Room: Georgetown West
Time: 8:30 AM – 10:00 AM
Chair: Charles Carson (Duke University Press)

8:30 Auna Nygaard (Brigham Young University): Greenie-be-gone: an exploration of Mormon missionary slang
9:00 Guy Bailey (University of Texas Rio Grande Valley) and Patricia Cukor-Avila (University of North Texas): Demographic complexity and language change
9:30 Haili Su (University of Toronto): “I am a they/them”: a study of the lexicalization of pronoun labels on Twitter

Vowel Raising, Shifts, and Space in Regional and Ethnic Variation
Room: Georgetown West
Time: 10:30 AM – 12:00 PM
Chair: Kelly Wright (University of Michigan)

10:30 Andrew Bray (University of Georgia): Variant Canadian Raising: American-born hockey players and Canadian English
11:00 Rolando Coto-Solano (Dartmouth College), James N. Stanford (Dartmouth College), and Monica Nesbitt (Indiana University): A nationwide study of the low-back-merger shift
11:30 Lisa Jeon (University of North Texas), Andrew Cheng (University of California-Irvine), and Dot-Eum Kim (University of Georgia): Korean Americans’ vowel spaces at the intersection of ethnic and regional variation

North American Association for the History of the Language Sciences (NAAHoLS)

Language Description and Classification
Room: Lincoln West
Time: 9:00 AM – 10:30 AM
Chair: David Boe (Northern Michigan University)

9:00 Raül Aranovich (University of California, Davis): The hermit language: How western linguistics became acquainted with Korean grammar
9:30 Catherine Fountain (Appalachian State University): Descriptions of Spanish-English language contact in the U.S. Southwest, 1900-1950
10:00 Richard D. Janda (Indiana University Bloomington): A flawed folk-view of a language change yields to a partly-parallel attested modern case
10:30 Break
Historical Backgrounds of Writing Systems

Room: Lincoln West
Time: 10:45 AM – 11:45 AM
Chair: David Boe (Northern Michigan University)

10:45 Karin Michelson (University at Buffalo): Mohawk (Kanien’kéha) orthography through the centuries
11:15 Peter T. Daniels (Jersey City, N.J.): Interpreting Mesopotamian and Mesoamerican: Parallels and contrasts in the discoveries and decipherments

Saturday, 8 January
Afternoon
Linguistic Society of America (LSA)

Saturday Afternoon Plenary Poster Session

Room: Columbia West and North
Time: 12:00 PM – 1:30 PM

Assigned poster board numbers are in parentheses before each poster’s author(s). Each poster board will have an identifying number.

(1) Ricardo Napoleão de Souza (University of Helsinki): Contact-induced change in lexical prosody systems from around the globe
(2) Aisulu Raspayeva (Rice University): Discursively constructed ideologies of language maintenance among multilingual caregivers from the post-Soviet states.
(3) Aron Finholt (University of Kansas), John Gluckman (University of Kansas): Complementizer Choice and Relative Belief: On Swahili Complementizer Variation
(4) Justin Pinta (Ohio State University), Hugo Salgado (Ohio State University): Loan verb integration in Spanish
(5) Taylor Jones (Other), Christopher Hall (Other): Reexamining Negative Concord and Definiteness in African American English
(6) Lindon Dedvukaj (Oakland University), Patrick Gehringer (Oakland University): Re-evaluating Albanian's place in Indo-European Studies
(7) Amanda Brown (Syracuse University): Motion-event Typology and Scene Setting in English, Japanese, and Mandarin Chinese
(8) John Powell (University of Arizona): Deictic-to-Dative Clitic Cycles in Pashto
(9) Giuseppina Silvestri (University of California, Los Angeles): Italian dialects at the phonology-syntax interface: a case study
(10) Eric Bakovic (University of California, San Diego), Jason Riggle (University of Chicago): The Irreducible Uncertainty of Ranking and Ordering
(11) Davide Mocci (University of Pavia): On movement out of Sanskrit bahufrīhi compounds
(12) Abigail Jarvis (University of Southern California): A Sociolinguistic Analysis of Phonology Switches in 'Dora the Explorer'
(13) Matteo Fiorini (University of Utah): Discourse Particles as Trigger of Expressive Presupposition: the case of Italian poi
(14) Justin M. Power (University of Texas at Austin), Richard P. Meier (University of Texas at Austin): Young children and the emergence of ASL: The age distribution of students at the American School for the Deaf, 1817-1867
(15) Seoyoung Kim (University of Massachusetts at Amherst): The typology of locality guides restrictive and accurate tier induction
(16) Deborah Morton (Pennsylvania State University), Frances Blanchette (Pennsylvania State University): Irrealis in Gisida Ani: Data and Analysis
(17) Emily Herman (Pennsylvania State University), Matthew T. Carlson (Pennsylvania State University), Angelica Brill (Pennsylvania State University), Anne J. Olmstead (Pennsylvania State University): Tracking illusory vowel effects through auditory and phonetic representations
(18) Elizabeth Wood (University of Texas at Austin), Megan Crowhurst (University of Texas at Austin), Mackenzie Walters (University of Texas at Austin): The perceptual salience of creak and duration as prosodic boundary cues in Spanish and English
(19) Evan D. Bradley (Pennsylvania State University), Laura Evans (Pennsylvania State University): Ethical correlates of and influences on nonbinary pronoun use
(20) Aini Li (University of Pennsylvania), Wei Lai (University of Pennsylvania), Jianjing Kuang (University of Pennsylvania): How do listeners identify creak? The effects of tone, pitch range, prosodic position and creak locality in Mandarin
(21) Sarah Alamri (George Mason University), Harim Kwon (George Mason University): Tongue configuration of Saudi Arabic coronal stops: the effect of voicing and gemination
(22) Justin M. Power (University of Texas at Austin), Richard P. Meier (University of Texas at Austin): Did deaf education and the emergence of American Sign Language trigger the decline of Martha's Vineyard Sign Language?
(23) Eric Wilbanks (University of California, Berkeley): Investigating Selective Adaptation to Socially-Induced Percepts
(24) Sinae Lee (Texas A&M University): Discourse markers as indicators of personality traits
(25) Scott Schwenter (Ohio State University), Kendra V. Dickinson (Ohio State University), Paige Barton (Ohio State University), Marcia Macedo: Comparing Variables and Variants in the Social Evaluation of Grammatical Variation
(26) Ksenia Ershova (Stanford University): Syntactic head movement and PF spellout collide: Nominal predicates in West Circassian
(27) Jun Jie Lim (University of California, San Diego): Dependent accusative case in Khalkha Mongolian: Evidence from converbial adjuncts
(28) David Páez (University of New Mexico): Verbal Semantics in Phonology: a Case of Ideophonic Expressions in Discourse
(29) Pavel Koval (University of Connecticut), Jon Sprouse (University of Connecticut): Relative Clause Extrapolation in Russian is created by syntactic movement
(30) Leslie E. Cochrane (College of William and Mary), Alexandra Johnson (College of William and Mary), Aubrey R. Lay (College of William and Mary), Ginny Helmandollar (College of William and Mary): "One does not simply categorize a meme": A dual classification system for internet memes
(31) Daniel Goodhue (University of Maryland), Junko Shimoyama (McGill University): Clausal complementation under to in Japanese
(32) Yourdanis Sedarous (University of Michigan), Marlyse Baptista (University of Michigan): Optimization of Shared Structures in Egyptian Arabic-English Bilinguals: A View From Language Contact
(33) Soren Christensen (Duke University), Yunchuan Chen (Duke University): Style Shifts in Japanese Videogame Commentary Monologues
(34) Claire Bowern (Yale University): Polysemy as a prelude to semantic change
(35) Naomi Kurtz (University of Chicago): Clitics and Transitivity Conspire: Blocking in Galician Contraction
(36) Grace B. Wivell (State University of New York at Stony Brook): Consonant Acquisition in Lio
(37) Chantal Marie Loresco De Leon (Northwestern University), Annette D’Onofrio (Northwestern University): Race and gender in the perception of /s/
(38) Mariam Asatryan (University of Massachusetts at Amherst): Reference resolution for demonstrative na and the pronoun ing in Eastern Armenian
(39) Jacob Collard (Other), A framework for analyzing the coverage of syntactic theories
(40) Mark Simmons (University of Texas at Austin): Word-final voicing in Nadëb
(41) Toshiyuki Ogihara (University of Washington): Cessation Implicature and simultaneous readings
(42) Boer Fu (Massachusetts Institute of Technology): Prenuclear Glide in Mandarin Chinese: Is It a Segment?
(43) Lisa Hofmann (University of California, Santa Cruz), Jason Ostrove (University of California, Santa Cruz): Pre-nominal mi in San Martin Peras Mixtec
(44) Thomas (Mås) Santos (University of Guam), David Ruskin (University of Guam): Changes in Chamoru Gemination
(45) yan cong (Michigan State University), Phillip Wolff (Emory University): Inferring Markedness from Semantic Weight: An Approach using the T5 Language Model
(46) Cheng Xiao (University of South Carolina), Jiang Liu (University of South Carolina): The Perception of Emotional Prosody in Mandarin Chinese
(47) Sarah Lease (University of New Mexico), Mariana Marchesi (University of New Mexico), Kelsey Treviño (University of New Mexico): Sociophonetic Analysis of Spanish r- Variation by New Mexican Child Heritage Speakers
(48) Leah Pappas (University of Hawai‘i at Manoa): Discordances between verbal and gestural expressions of space
(49) Michael Barrie (Sogang University): The Projection of Number in Reduced Nominals
(50) Irene Vogel (University of Delaware), Angeliki Athanasopoulou (University of Calgary), Grayson Ziegler (University of Delaware): Separation of Stress and Focus Prominence in Bengali
(51) Dag Johan Lindeberg (University of Texas at Austin): No evident effect of iconicity when acquiring a second sign language
(52) Sean Foley (University of North Carolina at Chapel Hill), Dylan Elliott (University of North Carolina at Chapel Hill): Revisiting Central Ngwi tones: a computational approach
Kevin Heffernan (Kwansei Gakuin University), Yusuke Imanishi (Kwansei Gakuin University): A corpus study of diachronic changes in the usage rate of noun incorporation in written Japanese

Paula Orzechowska (Adam Mickiewicz University): What affects the production of s+stop clusters in Polish?

Arynn Byrd (University of Maryland), Zachary Maher (University of Maryland), Yi Ting Huang (University of Maryland), Jan Edwards (University of Maryland): Development and Evaluation of a Dialect Experience Questionnaire

Paul Fallon (University of Mary Washington): Proto-Agawin Relation to Bender's Proto-Cushitic

Pop-Up Mentoring (PUMP)
Room: 100% Virtual (Gather.town weblink TBD)
Time: 12:00 PM – 2:00 PM
Sponsors: LSA Committee on Gender Equity in Linguistics (COGEL, formerly COSWL)
LSA Linguistics Beyond Academia Special Interest Group (LBA-SIG)

The Pop-Up Mentoring Program (PUMP) is a series of events that travel around from conference to conference, giving anyone who is interested a chance to have a brief meeting with a mentor outside of their official support system. Mentors and mentees are paired by a PUMP coordinator based on shared interests for a one-time, no-strings-attached mentoring session. The event is open to all, regardless of career stage or gender (i.e. despite being organized by COGEL, formerly known as COSWL), and the purpose of the mentoring sessions is to help more junior colleagues with a variety of potential problems and questions that arise in a professional context, such as work/life balance, minority status, and graduate or job applications. These events have proved popular and helpful for everyone involved. **PUMP events are open to all!**

Competence Meets Performance: New Perspectives on Information Structure (OS14)
Room: Jefferson East (Hybrid)
Time: 2:00 – 5:00 PM
Organizers: Andrew Hedding (University of California, Santa Cruz)
Morwenna Hoeks (University of California, Santa Cruz)

2:00 Amanda Rysling (University of California, Santa Cruz), Maziar Toosarvandani (University of California, Santa Cruz): Historical perspectives on competence and performance in information structure
2:35 Sasha Calhoun (Victoria University of Wellington), Mengzhu Yan (Victoria University of Wellington): Focus effects on memory for words and their alternatives: evidence from Samoan and Mandarin
3:10 Morwenna Hoeks (University of California, Santa Cruz): Effects of focus vs. givenness in reading
3:45 Beste Kamali (Leibniz-Zentrum Allgemeine Sprachwissenschaft (ZAS), Berlin): Contrastive topics in questions and main prominence across languages
4:20 Andrew A. Hedding (University of California, Santa Cruz): Focus sensitive particles trigger syntactic and prosodic effects in Mixtec

Literary Linguistic Forms (OS15)
Room: Jefferson West (In-Person)
Time: 2:00 – 5:00 PM
Organizers: Kristin Hanson (University of California, Berkeley)
Nigel Fabb (University of Strathclyde)

Sponsor: Modern Language Association (MLA) Literature and Linguistics Special Interest Group

2:00 Geoffrey Russom (Brown University): The Old English verse clause: A metrical constituent based on syntactic structure
2:20 Myfany Turpin (The University of Sydney), Nay San (Stanford University): The prosodic word in literary traditions of variable line length
2:40 Benjamin Glaser (Yale University): Small Metrical Domains and the Problem of Interdisciplinarity
3:00 Ryan Heuser (King’s College, Cambridge), Arto Anttila (Stanford University), Paul Kiparsky (Stanford University): Prose rhythm and antimetricality
3:20 Break
3:40 Anne Furlong (University of Prince Edward Island), Billy Clark (Northumbria University): Half-formed things: a deflationary view of literariness
4:00 deandre miles-hercules (they/them) (University of California, Santa Barbara): 'Everybody’s Zora': Language and Blackness in the Literary Imagination
4:20  Kyoko Sano (University of Washington): Literary forms and semantic representations of focus
4:40  Kristin Hanson (University of California, Berkeley), Nigel Fabb (University of Strathclyde): 'Unlinguistic’ Browning

**Socio-Phonology**

Room: Columbia 1 & 2 (Hybrid)
Time: 2:00 PM – 3:30 PM
Chair: TBD

2:00  Ruaridh Purse (University of Pennsylvania): Covariation across morphological classes in English Coronal Stop Deletion
2:30  Jeffrey Lamontagne (Indiana University): Distinct grammars emerge from highly variable input
3:00  Abigail Patchell (Villanova University), Grant M. Berry (Villanova University): Do Puerto Ricans in Philly say dat? An acoustic analysis of TH-Stopping as a change in-progress

**Phonology and Phonetics IV**

Room: Columbia 3 & 4 (Hybrid)
Time: 2:00 PM – 3:30 PM
Chair: TBD

2:00  Canaan Breiss (University of California, Los Angeles), Jae Weller (University of Wisconsin-Madison): Multiply-conditioned vowel assimilation in Yemba imperatives
2:30  Bowei Shao (Sorbonne University), Matthew Faytak (University of California, Los Angeles): Degrees of frication in three Chinese varieties’ fricative vowels
3:00  Miran Oh (University of Southern California), Louis Goldstein (University of Southern California), Dani Byrd (University of Southern California): Positional Asymmetries in Intra-Segmental Timing: Variability and Modeling

**Historical Linguistics and Linguistics in History**

Room: Columbia 5 (Hybrid)
Time: 2:00 PM – 4:00 PM
Chair: TBD

2:00  Clelia LaMonica (Uppsala University): Exploring Minoan Linear A Language and Culture through Mixed Methods
2:30  Claire Bowern (Yale University), Rikker Dockum (Swarthmore College): Decolonizing Historical Linguistics in the Classroom and Beyond
3:00  Annie Birkeland (University of Michigan), Adeli Block (University of Michigan), Justin Craft (University of Michigan), Youndaris Sedarous (University of Michigan), Sky Wang (University of Michigan), Gou Wu (University of Michigan), Savithry Namboodiripad (University of Michigan): Problematising the "native speaker" in Linguistic Research: History of the term and ways forward
3:30  Michio Hosaka (Nihon University): On the derivation of the three-verb clusters in Old English

**Language Documentation**

Room: Columbia 6 (In-Person)
Time: 2:00 PM – 3:30 PM
Chair: TBD

2:00  Amelia Lake (Yale University), Juhyae Kim (Yale University), Kassandra Haakman (Yale University), Jeremiah Jewell (Yale University), Sarah Babinski (Yale University), Claire Bowern (Yale University): Accessibility, discoverability, and functionality of digital language archives
2:30  Martin Kohlberger (University of Saskatchewan): Applying insights from contemporary language documentation to historical data: the case of Palta
3:00  Sarah Babinski (Yale University), Jeremiah Jewell (Yale University), Kassandra Haakman (Yale University), Juhyae Kim (Yale University), Amelia Lake (Yale University), Claire Bowern (Yale University): How usable are digital collections for endangered languages? A review.
Phonology and Typology
Room: Columbia 7 (In-Person)
Time: 2:00 PM – 3:30 PM
Chair: TBD

2:00 Rachel Vogel (Cornell University): Cross-linguistic patterns of domain-final vowel devoicing: a typological approach
2:30 Ricardo Napoléon de Souza (University of Helsinki), Kaius Sinnemäki (University of Helsinki): A typological survey of changes to syllable structure in contact situations
3:00 Rodrigo Ranero (University of Maryland), Paulina Lyskawa (University of Tromsø): True progressive harmony exists

Morphosyntax III
Room: Columbia 8 (In-Person)
Time: 2:00 PM – 3:30 PM
Chair: TBD

2:00 Aron Finholt (University of Kansas): States and Possession in Mashi: A Novel Argument for Decomposing have
2:30 Colin Davis (University of Konstanz): On the Morpho-Syntax of Possessive Pronouns in English and the Timing of Spell-Out
3:00 Gary Thoms (New York University): Prepositional datives in Goidelic Celtic are derived by VP-fronting

Computational Linguistics I
Room: Columbia 1 & 2 (Hybrid)
Time: 3:30 PM – 5:00 PM
Chair: TBD

3:30 Lelia Glass (Georgia Institute of Technology): Quantifying Relational Nouns in Corpora
4:00 Arum Kang (Korea University), Sanghoun Song (Korea University): A study on subjunctive mood in Korean: Using corpus and experimental linguistic data
4:30 So Young Lee (Miami University), Aniello De Santo (University of Utah): Connecting Sentence Processing and Syntactic Theories in Prenominal Relative Clause Languages

Phonology and Phonetics V
Room: Columbia 3 & 4 (Hybrid)
Time: 3:30 PM – 5:00 PM
Chair: TBD

3:30 Veronica Miatto (State University of New York at Stony Brook): Facial locations in ASL based on production and perception data
4:00 Justin M. Power (University of Texas at Austin), Danny Law (University of Texas at Austin), David Quinto-Pozos (University of Texas at Austin): Adjacency in time and space: An investigation of assimilatory diachronic changes in American Sign Language
4:30 Terra Edwards (University of Chicago), Diane Brentari (University of Chicago): How ASL handshape is transformed in Protactile Language: The case of "indicating verbs"

Language Documentation in Trauma-exposed Indigenous Communities
Room: Columbia 6 (In-Person; NOT RECORDED)
Time: 3:30 PM – 5:30 PM
Organizers: Phillip E. Cash Cash (Cayuse/Nez Perce; Independent Researcher)
Joseph J. Dupris (Klamath-Modoc; University of Colorado Boulder)
Sponsor: LSA Natives4Linguistics Special Interest Group (N4L)
**Pragmatics I**
Room: Columbia 7 (In-Person)
Time: 3:30 PM – 5:00 PM
Chair: TBD

3:30  **Zahra Mirrazi (University of Massachusetts at Amherst), Hedde Zeijlstra (Georg-August University Göttingen):** Neg-raising without Excluded Middle

4:00  **Eszter Ronai (University of Chicago), Ming Xiang (University of Chicago):** Degree estimates predict likelihood of scalar inference

4:30  **Eszter Ronai (University of Chicago), Ming Xiang (University of Chicago):** Overt exhaustification, but not discourse context, reduces scalar diversity

**Syntax III**
Room: Columbia 8 (In-Person)
Time: 3:30 PM – 5:00 PM
Chair: TBD

3:30  **Russell Simonsen (Miami University):** 'Seem' constructions with experiencers in English and Spanish are more similar than they seem

4:00  **Andrew McKenzie (University of Kansas):** Refining the structure of complex locatives

4:30  **Edward Husband (University of Oxford):** On the syntax of generics and the absence of generic articles

**Sociolinguistics II**
Room: Columbia 5 (Hybrid)
Time: 4:00 PM – 5:00 PM
Chair: TBD

4:00  **Gorka Basterretxea Santiso (Georgetown University):** Linguistic landscape in a small Basque town: Perceptions and preferences

4:30  **Cedar Brown (University of California, Santa Barbara), Lal Zimman (University of California, Santa Barbara):** "Critics," "boosters" and the politics of linguistic change: A computational analysis of the lexicon in an online trans community

**American Dialect Society (ADS)**

**President’s Address and ADS Annual Awards**
Room: Georgetown West
Time: 12:30 – 1:30 PM

**Michael Adams, ADS President (Indiana University):** What lies beneath: ideological undercurrents in American dictionaries

Awards:
- Recipient of the Roger Shuy Award for Best Paper of the Year in *American Speech*
- American Dialect Society Fellows
- Student Travel Grants

**ADS Session 8: Language Attitudes and Perceptions**
Room: Columbia 7 (In-Person)
Chair: Julie Roberts (University of Vermont)

2:00  **Alexandra Serbinovskaya (Oklahoma State University):** Perception of American English regional dialects by speakers of other languages

2:30  **Matthew Gordon (University of Missouri), Mike Metz (University of Missouri), and Thanh P. Nguyen (University of Missouri):** Why do they care about that?: Exploring teachers’ corrections from the perspective of language regard
3:00   *Aaron Dinkin (San Diego State University)*: Local attitudes and dialect change in a tourist town
3:30   *Amelia Stecker and Jaime Benheim (Northwestern University)*: Listeners' interpretations of Mock Southern U.S. English in parody
4:00   *Allison Burkette (University of Kentucky) and Lamont Antieau (University of Kentucky)*: “Pieces that was [put together]”: the social and historical contexts of leveled *was* within Linguistic Atlas Project data

**North American Association for the History of the Language Sciences (NAAHoLS)**

**Resources for the History of Linguistics**

Room: Lincoln West  
Time: 2:00 PM – 3:00 PM  
Chair: Joseph L. Subbiondo (California Institute for Human Science)

2:00   *Frederick J. Newmeyer (University of Washington)*: Archival resources for the study of the historiography of American linguistics
2:30   *Brian D. Joseph (The Ohio State University), Anna Taylor (The Ohio State University)*: LingStoryCorps 2021: A progress report on an oral history project

**NAAHoLS Business Meeting**

Room: Lincoln West  
Time: 3:15 - 4:15 PM

**Saturday, 8 January**

**Evening**

**Linguistic Society of America (LSA)**

**LSA Awards Ceremony**

Room: International Ballroom Center  
Time: 6:30 PM – 7:00 PM  
Chair: TBD

**LSA Presidential Address**

Room: International Ballroom Center  
Time: 7:00 PM – 8:00 PM  
Chair: TBD

Laurence R. Horn (Yale University, Emeritus)  
[Title TBD]

**Presidential Reception**

Room: TBD  
Time: 8:00 PM – 10:00 PM
Sunday, 9 January
Morning

Linguistic Society of America (LSA)

Language Acquisition III
Room: Columbia 1 & 2 (Hybrid)
Time: 9:00 AM – 10:30 AM
Chair: TBD

9:00 Dionysia Saratsli (University of Delaware), Anna Papafragou (University of Pennsylvania): Acquiring evidentials: mapping meanings onto forms
9:30 Tyler Knowlton (University of Maryland), Victor Gomes (University of Pennsylvania): Linguistic and non-linguistic cues to acquiring the strong distributivity of "each"
10:00 Nina Feygl Semushina (University of California, San Diego), Monica A. Keller (University of Arizona), Rachel I. Mayberry (University of California, San Diego): Age of Acquisition Effects in the Use of Plural Classifier Constructions in ASL

Typology
Room: Columbia 3 & 4 (Hybrid)
Time: 9:00 AM – 10:00 AM
Chair: TBD

9:00 Maksymilian Dabkowski (University of California, Berkeley): Paraguayan Guaraní and the typology of free affix order
9:30 Caitlin Coons (University of Texas at Austin): Relative Clause Typology Across Signed and Spoken Languages

Syntax IV
Room: Columbia 5 (Hybrid)
Time: 9:00 AM – 10:30 AM
Chair: TBD

9:00 William Johnston (McGill University): Verb serialization as event-building: Evidence from Hmong
9:30 Richard Stockwell (University of Oxford), Matthew Tyler (University of Cambridge): Causative VP-omission in English
10:00 Amer Asiri (University of Kansas): Double Light Verbs in Tihami Arabic

Psycholinguistics II
Room: Columbia 6 (In-Person)
Time: 9:00 AM – 11:00 AM
Chair: TBD

9:00 Grant M. Berry (Villanova University): Cognitive correlates of phonological adaptation: Reactive control predicts participation in simulated sound change
9:30 Margaret (Meg) Cychosz (University of Maryland): Language exposure and the development of phonological working memory
10:00 Youtao Lu (Brown University), James Morgan (Brown University): Task effects in lexical decision: disentangling the effects of feedback activation and mutual inhibition
10:30 Frances Cooley (University of Texas at Austin), David Quinto-Pozos (University of Texas at Austin): Child deaf signers read differently than hearing non-signers: Evidence from a small-scale eye-tracking study
**Sociolinguistics and Language Contact**

**LSA52**

**Room:** Columbia 7 (In-Person)
**Time:** 9:00 AM – 10:30 AM
**Chair:** TBD

9:00  *Jennifer Kaplan (University of California, Berkeley):* Binary-Constrained Code-switching Among Non-binary French-English Bilinguals
9:30  *John McCullough (University of South Carolina):* Sociophonetic style-shifting: R-lessness in the construction of Gullah Geechee performance and personhood
10:00  *Wilkinson Daniel Wong Gonzales (University of Michigan):* Divergent effects of contact: The case of wh-fronting in Lànnáng-uê

**Advancing Trans Linguistics**

**OS17**

**Room:** 100% Virtual (weblinks TBD)
**Time:** 9:00 AM – 12:00 PM
**Organizers:** Archie Crowley [they/them] (University of South Carolina)
Lex Konnelly [they/them] (University of Toronto)
**Sponsor:** LSA Committee on LGBTQ+ [Z]* Issues in Linguistics (COZIL)

9:00  *Lex Konnelly (they/them) (University of Toronto), Archie Crowley (they/them) (University of South Carolina):* Critique and Possibility in Trans Linguistics
9:35  *Julien De Jesus (they/them) (University of California, Santa Barbara):* Fluid Gender, Rigid Race: Setting a New Standard for (Trans) Linguistics
10:10  *j inscoe (they/them) (Towson University):* “To Hear Every Voice”: Taming the Queer Sublime in National Public Radio
10:45  *Brooke English (it/its or she/her) (University of California, Santa Barbara):* Transgender Identity and Technology: Studying Embodiment and Identity with Linguistics
11:20  *Chris Mendoza (they/them/elle) (University of California, Santa Barbara):* Mobilizing Discourses of Patería Combativa: Pensamientos Towards a Trans Latinx (Linguistic) Critique

**Panel: Challenges and Opportunities for Mentoring in Linguistics**

**OS18**

**Room:** 100% Virtual (weblinks TBD)
**Time:** 9:00 AM – 12:00 PM
**Organizers:** Paola Cepeda (Stony Brook University)
Melissa Baese-Berk (University of Oregon)
**Sponsors:** Committee on Gender Equity in Linguistics (COGEL)
Committee on LGBTQ+ [Z] Issues in Linguistics (COZIL)
Committee on Student Issues and Concerns (COSIAC)
Committee on Ethnic Diversity in Linguistics (CEDL)

**Panelists:**
Jamaal Muwwakkil (University of California - Santa Barbara)
Hadas Kotek (industry and Massachusetts Institute of Technology)
Monica Macaulay (University of Wisconsin)
Iara Mantenuto (California State University - Dominguez Hills)
Gabriela Pérez Báez (University of Oregon)
Kirby Conrod (University of Washington)
Computational Linguistics II
Room: Columbia 3 & 4 (Hybrid)
Time: 10:00 AM – 12:00 PM
Chair: TBD

10:00 Zeinab Kachakeche (University of California, Irvine), Richard Futrell (University of California, Irvine), Gregory Scontras (University of California, Irvine): Adjective Use Across Languages
10:30 Canaan Breiss (University of California, Los Angeles): Lexical Conservatism is not always conservative
11:00 Max Nelson (University of Massachusetts at Amherst): Learned distributional phonological classes predict sonority projection
11:30 Andrew Lamont (University of Massachusetts at Amherst): Quadratic constraints are sufficient, but not necessary, to generate complex languages

Semantics V
Room: Columbia 1 & 2 (Hybrid)
Time: 10:30 AM – 12:00 PM
Chair: TBD

10:30 Qiongpeng Luo (Nanjing University): Bare Nouns, Incorporation, and Event Kinds in Mandarin Chinese
11:00 Maryam Mohammadi (University of Konstanz): A unified account of polar particles in Farsi
11:30 Lingzi Zhuang (Cornell University), Eszter Ótott-Kovács (Cornell University): How reportatives become attitudinal: Turkish "double evidential" in diachronic and cross-linguistic view

Syntax V
Room: Columbia 5 (Hybrid)
Time: 10:30 AM – 12:00 PM
Chair: TBD

10:30 Elango Kumaran (University of Southern California): Constraint-driven Agree
11:00 Lefteris Paparounas (University of Pennsylvania): afto-prefixation and Reflexive Voice in Modern Greek
11:30 Muyi Yang (University of Connecticut): The closeness constraint on focus association and the syntax of Q-particles

Movie: Dreaming of Words: Story of a Lexicographer Who Compiled a Dictionary Connecting Four Dravidian Languages
Room: 100% Virtual (Weblinks TBD)
Time: 10:30 AM – 12:00 PM
Organizer: Nandan (Independent Director/Producer/Filmmaker/Writer)
Participants: Nandan (Independent Director/Producer/Filmmaker/Writer)

Applied Linguistics II
Room: Columbia 6 (In-Person)
Time: 11:00 AM – 11:30 AM
Chair: TBD

11:00 Erika Exton (University of Maryland), Kathleen Oppenheimer (University of Maryland), Lauren Salig (University of Maryland), Craig Thorburn (University of Maryland): Taking linguistics to Zoom school: Engaging children in virtual outreach
Verb Phrase Variation and Change

Room: Georgetown West
Time: 8:30 AM – 10:30 AM
Chair: Joe Salmons (University of Wisconsin-Madison)

8:30 Basile Roussel (Université de Moncton-Shippagan) and Sali A. Tagliamonte (University of Toronto): Romancing the future: English will vs. going to in a French majority setting

9:00 Selikem Gotah (New York University), Gregory Guy (New York University), Laurel MacKenzie (New York University), Abed Qaddoumi (New York University), and Begum Saridede (New York University): A new look at a-prefixing in Appalachian English

Identity, Place, and Placemaking

Room: Georgetown West
Time: 11:00 AM – 1:00 PM
Chair: Tyler Kendall

11:00 Paul Reed (University of Alabama): The Southern Vowel Shift and meaningful places: How attachment to place affects vowel production among college students

11:30 Alicia Beckford Wassink (University of Washington) and Robert Squizzero (University of Washington): Back away from the rest of the West: ethnic minorities’ participation in a Washington English vowel pattern

12:00 Sharese King (University of Chicago), Andi Taylor (University of Chicago), and Zez Wyatt (University of Chicago): Investigating word-initial /l/ velarization in a northern African American community

12:30 Cristopher Font-Santiago (University of Puerto Rico) and Joseph Salmons (University of Wisconsin-Madison): Shibboleth or rule?: regional variation in American place-name pronunciation
Abstracts of Plenary Addresses
THE
DEPARTMENT OF LINGUISTICS
AT YALE UNIVERSITY

Congratulates

Larry Horn

on serving as
President of the LSA
and delivering the
96th Presidential Address

Larry, we are immensely grateful
for all you do for the field of Linguistics
and for our department.
Congratulations

to

Marianne Mithun

on the belated occasion of her
2021 Presidential Address: In
Celebration of the Differences
delivered virtually at the
95th Annual Meeting
from your colleagues on the
LSA Executive Committee
I am a Deaf linguist, working to document the language use within American Sign Language (ASL) communities. I don’t see myself as a traditional academic. Instead, I’m a collector and a documenter. I show the stories of the signing communities which I consider myself a member of, particularly various ASL communities. And I think a lot about the choices I make. I also make sure that work is in a space that more than just academics can access.

While doing this work, I have learned from others how limiting “linguistics” can be as well as the categories we wield. I’ve reflected on what “language” means, what “community” means, what “native” means, and all those categories we use to delimit languages and identities and determine our shared spaces. I’m learning to focus more on the language experiences that people have, how they interact with one another, and how all that varies. I see the beauty, messiness, and importance of language practices and feel the shapes of things better as I work, interact and reflect. In my presentation, I describe the language documentation efforts I have done and how I’ve done it, along with the work by others who have shaped my own.

This presentation includes a short retrospective of sign language description to date, especially from a methodological stance, and through the eyes of deaf academics. Based on lessons learned from this work, I then touch upon three tools that I’ve used in my own work for language description or rather documentation, 1) ethical considerations as framed by Deaf people themselves ("Sign Language Communities Terms of Reference" (Harris et al., 2009)), 2) considering representational practices (e.g., minimizing the use of glosses), and 3) "open access" (e.g., Austin Principles of Data Citation (Berez-Kroeker et al., 2018)).

I will focus mostly on language documentation of the ASL communities, especially the annotation tool I maintain - ASL Signbank - and my efforts to create a representative record of language as it is used through the “Gallaudet University Documentation of ASL” (GUDA). GUDA is a shared set of practices and values that I have developed to guide specific projects such as the “Motivated look at indicating verbs in ASL” (MoLo) and “Documenting the experiences of the ASL communities in the time of COVID-19” (O5S5). In each of these projects, I center deaf-led, deaf-centric practices and values.

In short, in this presentation, I present my journey as a Deaf linguist in North America and reflect on how my experiences have influenced my current theoretical preferences and practices in the work I do and how I navigate those spaces. I do this in order to highlight how important it is for our field and communities we work with to recognize and respect what should be a wide range of work reflecting what kind of lives are actually being lived and being meaningfully done by people living these lives.

References


Julie A. Hochgesang (/ˈhoʊkˈsæŋ/) is an associate professor of Linguistics at Gallaudet University. She is a deaf* linguist who specializes in phonetics and phonology of signed languages, fieldwork, documentation, and corpora of signed languages, and ethics of working with signed language communities. Professor Hochgesang also works towards making linguistics accessible to the communities, especially the ASL communities, sharing multimodal products via social media and digital repositories. She has contributed to ongoing efforts to create accessible collections for the ASL communities, most notably as active maintainer of the ASL Signbank. Her most recent ASL documentation projects include the “Motivated Look at Indicating Verbs in ASL (MoLo)”, “Gallaudet University Documentation of ASL (GUDA)”, and, more recently, “Documenting the Experiences of the ASL communities in the time of COVID-19 (O5S5 - ASL name derived from ASL variants for “Document COVID”). Professor Hochgesang also consults with signing communities on documentation projects, such as Haitian Sign Language (LSH) Documentation Project (LSHDoP) and the Philadelphia Signs Project.

*white, sighted, hearing family, early signer, cisgender
Michel DeGraff (PhD. University of Pennsylvania) is a Professor of Linguistics at the Massachusetts Institute of Technology. He is one of the most influential figures in Creole linguistics today. His many publications range from formal studies of the morphosyntax of Kreyòl (Haitian Creole) to investigations of race, linguistic justice, politics, and education in the context of Creole languages. He is the director of the MIT-Haiti Initiative, which “promotes active learning and Kreyòl language in STEM disciplines taught in schools in order to help Haitians learn in the language most of them speak at home.” He has also been a strong advocate for the linguistic rights of children, offering remarks on this topic on behalf of the LSA to the United Nations Office of the High Commissioner for Human Rights and serving as the LSA representative to the Science and Human Rights Coalition for the American Association for the Advancement of Science.
The LSA is pleased to announce the finalists for the fifth annual Five-Minute Linguist (5ML) Event to be held at the 2022 Annual Meeting from 7:00-8:30 PM on Friday, January 7th. The 5ML presentations showcase interesting and exciting linguistics research presented in a dynamic, engaging, and accessible way. This has become one of the most popular events at our annual meeting, and this year it will be live streamed to include both virtual and in-person presentations. Please join us for this perennial audience favorite! This year's event will be emceed by Jessi Grieser (University of Tennessee, Knoxville), and features:

- **Elsi Kaiser (University of Southern California):** How (People React) to Talk About COVID-19: Linguistics and Public Health Communication
- **Kristie Denlinger (University of Texas at Austin):** Does a Man Need to Make a Man-Made Lake?
- **Taylor Jones (CulturePoint/Naval Postgraduate School), Christopher Hall (CulturePoint):** Reexamining Negative Concord and Definiteness in African American English
- **Tracey Adams (University of Texas at Austin):** Perceptions of Ethnolectal Variation in Montreal
- **Jennifer Kaplan (University of California, Berkeley), Cecelia Cutler (City University of New York):** I'm Tawkin' Here: Why don't New Yorkers Sound like Noo Yawkas Anymore?
- **Yuan Yang (University of Maryland), Daniel Goodhue (University of Maryland), Valentine Hacquard (University of Maryland), Jeffrey Lidz (University of Maryland):** Are You Asking Me or Telling Me? Learning to Identify Questions in Early Speech to Children
- **Seyyed Hatam Tamimi Sa'd (Purdue University), Ronnie Wilbur (Purdue University):** ST Homesign: The Story of Natural Language Emergence in a Rural Area
- **Yue Ji (Beijing Institute of Technology), Anna Papafragou (University of Pennsylvania):** Boundedness in Event Cognition: Viewers Spontaneously Represent the Temporal Texture of Events

Each participant will be given five minutes for a presentation that will receive constructive, friendly feedback from a panel of judges. The result will be a combination of a live audience vote and the consensus of the judges. Our panel of judges features Lane Greene (journalist at *The Economist* and 2018 LSA Linguistics Journalism Award winner), Arika Okrent (Author of *Highly Irregular: Why Tough, Through, and Dough Don’t Rhyme* and 2016 LSA Linguistics Journalism Award winner), Ben Zimmer (journalist, *Wall Street Journal*, and co-host of the podcast *Spectacular Vernacular*), and Gretchen McCulloch (host of *Lingthusiasm*). Coaches for this event who've graciously donated their time to prepare presenters include Ann Bunger, Rachel Burdin, Anne Curzan, Lisa Davidson, Jeff Good, Colin Phillips, Laura Wagner, and Georgia Zellou. It has been organized through the many efforts of Kristen Syrett, associate professor at Rutgers University and Chair of the LSA Public Relations Committee.
While “African American English” remains a relatively unfamiliar term outside of linguistic circles, metalinguistic commentary regarding “talking Black” and/or “sounding Black” is both pervasive and longstanding. Studies such as Baugh (1996), Purnell et al. (1999) and others have demonstrated that listeners are able to identify the racial and/or ethnic background of speakers, often with only minimal acoustic cues (see also Buck 1968; Abrams 1973; Lass et al. 1979; Foreman 2000; Wolfram 2001a; Thomas & Reaser 2004) and are even sensitive to the variable patterns of constraint that govern them (Labov et al. 2011).

Beyond racial and ethnic identification, however, the concept of “talking/sounding Black” also speaks to perceptions of racial and ethnic identities (cf. Holliday 2016). Consistent with Smitherman's (1977, 2006) concept of linguistic push-pull, there are often conflicting attitudes associated with this concept. Such references often connote a lack of education or sophistication (cf. "bad English") and can even allude to minstrel-like behavior and other negative racial stereotyping. And yet there remains a keen sense of its significance as a means of constructing an African American identity and signaling affinity to the African American speech community (see Hoover 1978). The concept of “talking/sounding Black” often stands in opposition to that of "talking/sounding White" (also referred to as "talking/sounding Proper"), which tends to connote a certain level of education, sophistication, or "correctness" (cf. "good English"). And yet, African American speakers who are perceived as "talking/sounding White" are often ridiculed and ostracized by members of the African American speech community (see e.g., Mitchell-Kernan 1971).

In this paper, I examine some of the linguistic underpinnings of what it means to “talk/sound Black” among middle-class African Americans, for whom such competing linguistic norms and expectations are often encountered at the intersections of racial and socioeconomic continua. Drawing on the linguistic performances of a group of panelists at Tavis Smiley’s “State of the Black Union” symposium and the results of a perception study that I conducted among college students in the southeast, I explore what it means to “talk/sound Black” among middle-class speakers and the significance of its role in signaling solidarity with the African American speech community.

Dr. Tracey L. Weldon is a Professor in the English Department and the Linguistics Program at the University of South Carolina. She currently serves as Interim Dean of the Graduate School and Vice Provost for Graduate Education. Weldon completed her PhD in Linguistics at The Ohio State University. As a quantitative sociolinguist, she specializes in American dialects, with a particular focus on Gullah and African American English. She has taught both graduate and undergraduate courses in Linguistics, including African American English, Language and Gender, Survey of Linguistics, and Varieties of American English. Weldon is an Associate Producer of the NSF funded documentary “Talking Black in America,” which was released in 2017 by the Language & Life Project at North Carolina State University. She is also the author of Middle Class African American English, published by Cambridge University Press in 2021.
Since Aristotle first set out five rules of natural priority, rhetoricians and linguists have sought the “natural order” of words, phrases and clauses. Accounts of constituent order, from classical rhetoricians (e.g. Quintilian) and philologists (e.g. Weyl 1844) to modern linguists and psychologists (Greenberg 1963, Jakobson 1965, Cooper & Ross 1975, Osgood 1980, Levelt 1989, Benor & Levy 2006), address word order within phrases and phrasal order within clauses. However, they do not investigate clausal order within sentences, with the important but limited exception of Narration sequences (They had a baby and they got married), which—as recognized from Dionysius (“What is prior in time should also be prior in word order”) to Grice (“Be orderly”)—exhibit a robust but defeasible iconic link between order of events and order of mention. For clauses exhibiting the rhetorical relation of Contrast rather than Narration, the literature is less perspicuous. It is on such cases that we focus.

Our starting point is Behaghel’s Second Law (1932: 4): “That which is less important (or already known to the listener) is placed before that which is more important (or unknown)... Old concepts are placed before new”. Heirs of B2L include Prague School functionalists (e.g. Firbas 1992: elements that are contextually bound precede those that aren’t) and pragmaticists (e.g. Gundel 1988: Given precedes New).

Beyond predicting the preponderance of SO over OS word order types, B2L extends to the tendency for the first element in contrastive coordinated structures to be relatively non-controversial and linked to the common ground, while the second element is understood as more important or “more at issue”. Examples include the rhetorical opposition in (1) and the correlative in (2). In each case, \(p\) and \(q\) are both entailed but \(p\) is conceded, while \(q\) is highlighted (cf. Farkas & Roelofsen 2015) as an assertorically stronger expression of the speaker’s goals.

(1) \(p\) but \(q\): He’s rich but he’s sleazy. (vs. He’s sleazy but he’s rich; cf. Anscombe & Ducrot 1977)

(2) not only \(p\) but (also) \(q\): Not only is it cold but it’s windy.

B2L also helps explain a variety of understudied cases of asymmetric Contrast involving rhetorically asymmetric conjunctions based on apparent tautologies. One such construction is the coordination of two identity statements (Escandell-Vidal & Vilinbakhova 2018). When the coordinator is \(and\), the conjunction is symmetric and simply conveys that the two individuals or classes are incommensurate, but when the clauses are connected with \(but\), the second identity is highlighted.

(3) \(A\) is \(A\) and \(B\) is \(B\): East is East and West is West (...and never the twain shall meet).

(4) \(A\) is \(A\) but \(B\) is \(B\): Friends are friends, but money is money. (i.e. money > friends)

Another relevant construction is the conjoined cloned existential:

(5) There’s X and ((then) there’s) X: There are gaffes and then there are gaffes.

Given the apparent redundancy, the kind denoted by X is implicated to be heterogeneous in its membership. As with \(but\) conjunctions, the second conjunct in (5) is assertorically as well as prosodically stronger than the first, following B2L. This study touches on additional properties of the cloned existential conjunction, in particular the illuminating cross-linguistic variation in its formal properties, its expressive pragmatics, and the nature of the highlighting involved.
Dr. Laurence R. Horn received his PhD from UCLA in 1972. His dissertation, *On the semantic properties of logical operators in English*, introduced scalar implicature. Since then, he has sought to extend the Gricean program for non-logical inference to a class of problems in the union (if not intersection) of logical and lexical semantics and the analysis of negation. Since 1981 he has been at Yale U where he is now Professor Emeritus of Linguistics and Philosophy; he previously taught at UC Berkeley, USC, Wisconsin-Madison, and Aix-Marseille; at LSA Institutes at Stanford, UC Santa Cruz, Illinois, and Michigan State U; and at the LOT summer school at Utrecht. He is the author of *A natural history of negation* (Chicago, 1989; reissued with new introduction by CSLI, 2001) and of over 100 papers and handbook entries on negation, polarity, implicature, presupposition, grammatical variation, word meaning, lexicography, and lying. He edited *The Expression of Negation* (de Gruyter, 2010) and is a co-editor with Y. Kato of *Negation and Polarity* (Oxford, 2000), with G. Ward of *The Handbook of Pragmatics* (Blackwell-Wiley, 2004), with I. Kecskes of *Explorations in Pragmatics* (de Gruyter, 2007), with R. Zanuttini of *Micro-Syntactic Variation in North American English* (OUP, 2010), and with K. Turner of *Pragmatics, Truth and Underspecification* (Brill, 2018). He is currently editing *From Lying to Perjury: Linguistic and Legal Perspectives on Lies and Other Falsehoods* (De Gruyter, to appear 2022). With Raffaella Zanuttini and Jim Wood, he is a charter member of the Yale Grammatical Diversity Project (https://ygdp.yale.edu/). He was editor of the Garland/Routledge series of Outstanding Dissertations in Linguistics (1995-2005). A longtime member of the LSA and the American Dialect Society, he is an elected fellow of the LSA and served on the Executive Committee and chair of the Program Committee. An autoportrait of his career can be found in the 2018 volume of the *Annual Review of Linguistics* (https://www.annualreviews.org/doi/full/10.1146/annurev-linguistics-011817-045415).
Abstracts of Organized Sessions
It is with great pride and affection that we congratulate our colleague and friend

Laura Michaelis

2022 Linguistic Society of America Fellow

Longtime member of our faculty
Department Chair

With gratitude and respect for your commitment
to the advancement of Linguistics

Faculty, Staff and Students
Department of Linguistics

University of Colorado Boulder
PCIbex (https://farm.pcibex.net/) is a platform for online behavioral experiments. It provides a simple and accessible experiment design interface, and allows sharing experiments via web browser for both data collection and Open Science resource sharing. The platform builds on IBEX (Drummond, 2007), expanding its capabilities and making a much wider range of tasks easily accessible. PCIbex uses its own mini-language (requiring no JavaScript skills), which is set up to be maximally accessible while providing full control over what happens when (and where) in a given trial. The central ingredients are elements (text, images, audio, video, timers…) which can be subjected to various actions (presentation/playback…) with detailed control over timing and location. It can incorporate a diverse range of simple and complex experimental tasks with dy-namic and interactive features (e.g., visual stimuli, dynamically unfolding trial structure, response feedback, scripted/ timed events, playing audio and video), and also integrates IBEX’s original functionalities, including self-paced reading and rating studies. The design interface provides easy access to all main features on a single page: coding with Ace Editor (ajax.org, 2010-21) with convenient features (command completion drop-down menu, automated color-coding…), a pre-view window for easy test-running, and a resource folder section for upload of stimuli files (e.g., images, sound files, etc.). A list of action links lets users manage sharing and settings, access results, download a zip archive. Users can create new studies from scratch or from templates.

Data collection capacity is directly built into the farm. Participants access an experiment via the data-collection link, which is compatible with SONA, Prolific, Mechanical Turk, etc. Test runs use a separate URL to keep apart actual and test-run results. PCIbex experiments are executed entirely locally after all necessary resources are downloaded, which keeps to a minimum the stand-ard limitations of the hardware used by participants and allows reliable and accurate timing con-trol, both for stimulus presentation and responses. Experiments also come with an anonymized ‘demonstration’ link providing public access to the actual experiment experience, e.g., during re-view and for readers of papers, greatly enhancing methods sections. Furthermore, by default, the demonstration experiment page contains a link for cloning the experiment, with full access to underlying code and resources to promote Open Science practices (this can be turned off if nec-essary), allowing for one-click replication — illustrated here: https://farm.pcibex.net/r/QuFrkC/.

PCIbex offers several advanced functionalities, including audio and video recording. Furthermore, it integrates the webgazer eyetracking API (Papoutsaki et al., 2016). While these require addi-tional initial storage-setup on the experimenter’s own server space, these capacities substantially lower the bar for deploying more sophisticated paradigms in online experimentation. In addition, using researchers’ own server space enhances IRB-compatibility, as more sensitive data, e.g., recordings of child participants, can be stored in institutionally approved ways.

The tutorial aims to introduce PCIbex to a wide audience, with no pre-requisites or prior technical skills required, but will also be of interest to researchers with more background. The first, hands-on introductory part walks through the creation of a sample experiment combining display of un-folding text, images, and audio with different response input options, with both single trial and multi-trial variations. Participants can directly follow along to learn the basic syntax of the PCIbex mini-language, as well as the logic of basic trial and experiment structure, including audio and visual resources. This prepares participants to independently explore in greater depth afterwards, with further support from extensive documentation and the actively maintained support forum. PCIbex’s advanced functionalities offer a wide range of more sophisticated experimental para-digms. While we will not be able to work through all technical details, a basic illustration and general introduction to the additional setup needed should provide a solid starting point for par-ticipants to create their own setup. We will also leave room for Q&A to allow participants to raise any questions—whether basic or advanced—that they run into.
Scholarly Communication in Linguistics: Resource Workshop and Poster Session

100% Virtual (Weblink TBD)
Thursday, January 6
1:30 PM – 3:15 PM

Organizers: Lauren B. Collister (University of Pittsburgh)
Andrea Berez-Kroeker (University of Hawai‘i at Mānoa)

Sponsor: Committee on Scholarly Communication (CoSCIL)

Participants:

Workshop: Lauren B. Collister (University of Pittsburgh)
Angelina McMillan Major (University of Washington)
Emily M. Bender (University of Washington)
Batya Friedman (University of Washington)
Andrea L. Berez-Kroeker (University of Hawai‘i at Mānoa)
Bradley McDonnell (University of Hawai‘i at Mānoa)
Eve Koller (Brigham Young University Hawai‘i)
Helene Andreassen (UiT The Arctic University of Norway)
Paul De Decker (Memorial University of Newfoundland)

Poster Session: Shirley Gabber (University of Hawai‘i at Mānoa)
Susan Smythe Kung (University of Texas, Austin)
Claire Bowern (Yale University)
Valerie Fridland (University of Nevada, Reno)
Tyler Kendall (University of Oregon/National Science Foundation)
Kristine A. Hildebrandt (Southern Illinois University, Edwardsville)
Alena Witzlack-Makarevich (Hebrew University)
Johanna Nichols (University of California, Berkeley)
Taras Zakharko (University of Zurich)
Balthasar Bickel (University of Zurich)
Kathleen Currie Hall (University of British Columbia)
J. Scott Mackie (University of British Columbia)
Roger Yu-Hsiang Lo (University of British Columbia)
Lina Hou (University of California, Santa Barbara)
Ryan Lepic (Gallaudet University)
Rolando Coto-Solano (Dartmouth College)
Sally Akevai Nicholas (Massey University)
Brittany Hoback (University of Wellington)
Gregorio Tiburcio Cano (Office of the Secretary of Education, Guerrero, Mexico)
Philip Duncan (University of Kansas)
Harold Torrence (University of California, Los Angeles)
Travis Major (University of California, Los Angeles)
Jason Kandybowicz (City University of New York)
Cristina Guardiano (Università di Modena e Reggio Emilia)
Hilda Koopman (University of California, Los Angeles)

“Scholarly communication” refers to the many different ways that scholarly work is created, shared, disseminated, evaluated, and preserved. Linguistics as a discipline thrives on robust and varied forms of creating and sharing research work. In recent years, the growing importance of broad awareness of the principles of scholarly communication has become apparent for linguists at all levels of our field. Trends across the social sciences toward Open Science, Open Education, Open Access, and Open Data, as well as forays into Reproducible Research, mean that advancing scholarly communication is an essential responsibility of the LSA to its membership. In fact, the Committee on Scholarly Communication (CoSCIL) sees education and outreach in this
realm to be its main charge. Along these lines, CoSCIL has recently developed the LSA’s Statement on Open Scholarship, which was approved by the Executive Committee in May 2021.

In this workshop plus poster session, sponsored by CoSCIL, we will review some of the latest developments in tools and resources for scholarly communication in linguistics from members of the LSA and the broader global community. Our goal, beyond spreading awareness of these resources, is for workshop participants to consider their own linguistic research, teaching, and creation practices with an eye towards 1.) how to apply these resources in their own work, and 2.) what gaps exist in scholarly communication in linguistics.

Five presentations will focus on resources that participants can use in their own linguistics work. For the “creation” and “preservation” parts of scholarly communication, we will cover a robust data management resource, the *Open Handbook of Linguistic Data Management*. For “sharing” and “dissemination”, we will highlight the Tromsø Recommendations for Citation of Research Data in Linguistics and the broader goals of the Austin Principles for Data Citation in Linguistics; we also discuss why and how to develop data statements for communicating about data in Natural Language Processing. In the realm of “evaluation”, we share the document, resources, and use cases from the LSA Statement on the Merit and Evaluation of Open Scholarship in Linguistics. Finally, as a way to unify scholarly creation, preservation, sharing, dissemination and evaluation, we present resources for developing community-based documentary media as an essential component of linguistics research.

After presentation of these resources, participants will be invited to separate conversation groups specifically about these resources, hosted by the presenters of the resources. Each presenter will prepare a hands-on demonstration of the utility of the resource, and invite questions and comments from participants in the group. In addition to introducing the tools and resources to participants and allowing space for exploration of their applications, these smaller group sessions will aim to answer a big question: what gaps exist in our knowledge and resources for scholarly communication in the field of linguistics and its subdisciplines, and how can we fill them?

Following the group discussions, the workshop will reconvene with each group reporting out on major topics and themes discussed, as well as identifying gaps in needs for scholarly communication needs across the discipline. Organizers will document these desiderata and submit them to the sponsoring committee for consideration and distribution. In this way, participant interaction with these current resources will invite future developments that actively address the needs of scholars in the field.

In addition to the presentations in this workshop, we will have a virtual poster session for all LSA attendees to explore. These ten posters include applications of the highlighted tools and resources and case studies of scholarly communication approaches in linguistics.

**Workshop Abstracts:**

**Lauren B. Collister (University of Pittsburgh)**

*The LSA Statement on Open Scholarship*

In May 2021, the Linguistic Society of America’s Executive Committee approved the *Statement on the Scholarly Merit and Evaluation of Open Scholarship in Linguistics*. This Statement was developed by the Committee on Scholarly Communication in Linguistics (CoSCiL) and driven by a need for advocacy tools for linguists who develop, maintain, and share openly available research and educational works. In this session, I will present a definition of Open Scholarship and outline the struggles with recognition for Open Scholarship relayed to CoSCiL that led to the development of this Statement. I will then present the advocacy tools and approaches set out by the Statement, including ways to show the impact and importance of Open Scholarship works. Finally, I will share use cases for the Statement that have been collected from the community, including stories from individual linguists who have included Open Scholarship in their tenure or review documents, as well as chairs of linguistics departments who have used the Statement to advocate on behalf of linguists who work on Open Scholarship projects. This session will be a frame for the other presentations and posters in this workshop and to situate the role of Open Scholarship in scholarly communication in linguistics, and to show the value that the LSA sees in Open Scholarship for the health and future of our discipline.

**Angelina McMillan-Major (University of Washington)**

**Emily M. Bender (University of Washington)**

**Batya Friedman (University of Washington)**

*Linguistic Data Statements: Documenting the datasets used for training and testing natural language processing systems*

Research in natural language processing (NLP) is driven by datasets: collections of naturally occuring linguistic behavior with and without annotations that are used for both training of machine learning systems and testing of all kinds of NLP technology. Documentation of such datasets are critical for both scientific validity and ethical practices in NLP, helping practitioners understand the domain of generalization for results on a dataset, the potential for mismatch between training data and a deployment context,
and potential biases that may be learned and amplified by systems trained on the data. Data statements (introduced by Bender & Friedman 2018) are a practice structuring that documentation, including information about how the data were selected (curation rationale), the language varieties and speakers represented in the data (including annotators), the speech situation, preprocessing steps, data capture quality, limitations, and pointers to source datasets, licensing information, annotation guidelines, and dataset quality metrics. We present version 2 of the data statements schema and a how-to guide providing best practices for creating data statements, developed on the basis of a workshop where researchers from all around the world developed data statements for diverse datasets. A data statement is a critical kind of scholarly communication that focuses on metadata, helping scholars understand products we create for each other and positioning the general public to advocate for appropriate deployment of so-called “AI” systems.

Andrea L. Berez-Kroeker (University of Hawa‘i at Mānoa)
Bradley McDonnell (University of Hawa‘i at Mānoa)
Eve Koller (Brigham Young University Hawai‘i)
Lauren Collister (University of Pittsburgh)

The Open Handbook of Linguistic Data Management

In this talk, we present the forthcoming Open Handbook of Linguistic Data Management, to be published in late 2021 by MIT Press Open. The Handbook was conceived on the belief that data, in many forms and from many sources, underlie the discipline of linguistics, and proper management of data collections is essential to the future of our field. Linguistic data must be understandable, discoverable, reusable, shareable, remixable, and transformable. Although all data sets must be managed conscientiously and carefully, historically, methods for managing data in our field have been developed somewhat in isolation. Different subfields, research labs, and even individual researchers have developed their own practices and expectations regarding proper management of data. Furthermore, the discipline of linguistics still does not have a culture of broad and open discussion about data. Despite the barriers, however, the reality of linguistic practice today is that most of us use data, most of us wish to use them thoroughly and carefully, many of us share data and code with our colleagues, and most of us have some methods for managing data, whether or not those methods have been codified. Thus, the Handbook grew out of a need to provide a forum in which researchers could share their data management practices with the aim of learning more about the current state of data work across the field. In this way, we hope that the discipline can reflect deeply about the past and present, and foster an open conversation about the future of data work in linguistics. Here we present the two major section of the Handbook. Each of the full-length chapters in Part 1 delves into prominent issues surrounding data and data management. Part 2 consists of 43 shorter data management use cases, each of which demonstrates a concrete application of the abstract principles of data management in specific studies, some actual, and some hypothetical.

Helene N. Andreassen (UiT The Arctic University of Norway)

The Tromsø Recommendations for the Citation of Research Data in Linguistics

Transparency and reproducibility of research receive increasing attention in discussions on scholarly communication and good research practices (Munafò et al. 2017; Alter and Gonzalez 2018). A key element of these practices is appropriate citation of data sources, and data citation practices in linguistics are varied. While linguists have always relied on language data of many types and formats, data from publications are not always available and, when they are, the citation practices make it difficult if not impossible to understand exactly how the data were used (Berez-Kroeker et al. 2018). A great deal of published linguistic research is therefore not reproducible, either in principle or in practice.

In this presentation, I describe the Tromsø recommendations for citation of research data in linguistics (Andreassen et al. 2019), a scholar-led initiative within the frame of the Research Data Alliance which aims to support researchers and scientific publishers who wish to increase the transparency and reproducibility of linguistic research. We first present the rationale behind the recommendation, including movements towards better data citation practices across all disciplines. Thereafter, we explain the recommendations and highlight a few issues that have caused much fruitful discussion in the development process. We end the presentation with a discussion on how linguistic researchers can proceed in order to implement the recommendations in their workflow.

Paul De Decker (Memorial University of Newfoundland)

Building community-based documentary media in linguistic research

In this presentation I introduce two open education resources designed to enhance scholarly communication and community engagement in linguistics through the creation of interactive research documentaries. The first is a multi-sector, online panel
presentation, “Click Your Own Adventure” (CYOA), created in the style of the popular adventure novels from the 1980s. The current iteration features 12 interactive interviews with academics, broadcasters, producers, funders, and charities; by clicking through each interview, the user decides how far to pursue each participant’s ideas, narratives and knowledge about the use of documentary media in scholarly communication. This format allows users to pursue the interview portions and topics of greatest interest. The second, "This is not a documentary film" outlines the principles expressed in the CYOA, offering a guide to using the collaborative media process for graduate students and early career researchers in linguistics. Both CYOA and This is Not... are living texts that are actively updated and revised based on feedback from users and available through Pressbooks, an open education publishing system. The goal with releasing each under a Creative Commons licence is to make them available to linguists and the communities they work with so they might document how the process of research in linguistics works and the contexts in which knowledge is co-created.

**Poster Abstracts:**

**Shirley Gabber (University of Hawai‘i at Mānoa)**

*The open-access companion course to The Open Handbook of Linguistic Data Management*

In this poster I present the open-access online companion course to the forthcoming Open Handbook of Linguistic Data Management. The online companion course will feature units corresponding to the first thirteen chapters of the Handbook, including the need for good data management in linguistics; situating linguistics in the social science data movement; the scope of linguistic data; ethics and Indigenous peoples; the linguistic data lifecycle; copyright; linguistic data in the long view; metrics for evaluating the impact of linguistic data sets; guidance for citing linguistic data; and evaluation of data work in hiring, tenure and promotion. Each unit contains a review of key concepts as well as self-administered quizzes, related activities, and suggestions for implementing lessons into one’s own career.

**Susan Smythe Kung (University of Texas Austin)**

*Developing a data management plan*

A Data Management Plan (DMP) is a document created early in a research project that describes the types of data to be generated; how the data will be compiled, analyzed, and stored; who will have access to the data during the project; the legal and ethical status of the data; and how the data will be handled after the project is complete, including deletion or destruction of some or all of the data, long-term preservation of a subset of the data, and how preserved data will be shared. While many funders, publishers, and institutions require a DMP for all new research projects, many researchers view the DMP as a burden. However, the reality is that good data management planning from the project outset can save time, money, and frustration, while ultimately helping to increase the impact of research. This poster is intended to guide researchers through the process of developing and writing a comprehensive DMP that can be modified to satisfy any requirements.

**Claire Bowern (Yale University)**

*Reflections on the Chirila Database*

This poster provides a data management use case based on the Chirila database; a collection of lexical resources for historical linguistics from the languages of Australia. I build on earlier work which describes the data structures to document decisions about how the database was structured and forms coded. I describe some pitfalls of complex historical data and discuss pros and cons of key choices. The Chirila database has evolved over its 12 years of development, and as the field of historical linguistics has changed. This has created both a test of flexibility in data structures and an illustration of the need to be careful about data curation decisions. I describe a dataset which is simultaneously an archive, a research tool, and a way to disseminate language information to individuals and communities.

**Valerie Fridland (University of Nevada, Reno)**

**Tyler Kendall (University of Oregon/National Science Foundation)**

*Managing sociophonetic data in a study of regional variation*

This poster considers the data and data practices from a multi-year, multi-pronged project studying regional variation in U.S. English, funded by the National Science Foundation, the University of Nevada, Reno, and the University of Oregon. The project collected speech production data and administered a series of speech perception tests in a number of research sites in the Northern, Southern and Western United States. The larger aim of the project was to examine the role of regionally-based social and linguistic
experience in shaping speakers’ production and perception of vowel quality. In this poster, we review our data collection, processing, and management practices, paying particular attention to the problems we encountered and our attempted solutions in working with a regionally diverse project team over many years. Overall, we hope the treatment in the poster and our own experiences might help illuminate potential approaches, and avoid potential pitfalls, for future projects.

Kristine A. Hildebrandt (Southern Illinois University, Edwardsville)
Alena Witzlack-Makarevich (Hebrew University)
Johanna Nichols (University of California, Berkeley)
Taras Zakharko (University of Zurich)
Balthasar Bickel (University of Zurich)

Managing AUTOTYP data: Design principles and implementation

The data management use case presented in this poster describes AUTOTYP, a large-scale research program with goals in both quantitative and qualitative typology. AUTOTYP is one of the oldest typological databases still in use and continuously developed for almost 25 years. From its first days AUTOTYP followed a radically different design philosophy than the one adopted by many traditional typological databases. This poster outlines the five major principles of AUTOTYP viz. modularity and connectivity, autotypology, the division of labor between definition files and data files, the exemplar-based method, and the principle of late aggregation. The implementation of these principles is illustrated using the example of the AUTOTYP module on grammatical relations.

Kathleen Currie Hall (University of British Columbia)
J. Scott Mackie (University of British Columbia)
Roger Yu-Hsiang Lo (University of British Columbia)

Managing and analyzing data with phonological corpustools

The data management use case presented in this poster describes Phonological CorpusTools, a free, open-source, cross-platform software tool that is designed to facilitate the phonological analysis of transcribed corpora. We first explain the overall rationale for and structure of the software and then discuss how it can be used in conjunction with two different kinds of data: pre-existing corpora and original or fieldwork data. Throughout the poster, we present various aspects of the software and its use that we believe reflect good data management practices.

Lina Hou (University of California, Santa Barbara)
Ryan Lepic (Gallaudet University)

ASL internet Corpus

The development of affordable and convenient video recording technology has led to an expansion of sign language videos on the Internet, particularly for American Sign Language (ASL). The availability of such videos opens up new opportunities for researchers to work with naturalistic data, from signers who have voluntarily shared content online. We discuss the advantages and benefits of using Internet-based data to advance sign language research towards open methods, using a few Internet-based ASL studies as examples. We also discuss some of the practical and ethical considerations for managing Internet-based sign language data, to initiate a conversation about how to promote open methods in sign language research.

Rolando Coto-Solano (Dartmouth College)
Sally Akevai Nicholas (Massey University)
Brittany Hoback (University of Wellington)
Gregorio Tiburcio Cano (Office of the Secretary of Education, Guerrero, Mexico)

Data Management in Untrained Forced Alignment for Phonetic Research: Examples from Costa Rica, Mexico, the Cook Islands and Vanuatu

Forced alignment is a technique to match a recording of spoken language with its transcription, down to the level of words and phones. This can be used in an “untrained” manner to align data from Indigenous and other under-resourced languages. Here we show case studies from six languages: Bribri, Cabécar, and Malecu from Costa Rica, Mę’phaa Vátháá from Mexico, Cook Islands
Māori from the Cook Islands and Denggan from Vanuatu. We focus on the workflow to prepare and process this data for phonetic research and we discuss the linguistic, ethical and data management challenges involved in performing this research.

Philip Duncan (University of Kansas)
Harold Torrence (University of California, Los Angeles)
Travis Major (University of California, Los Angeles)
Jason Kandybowicz (City University of New York)

Managing data for a theoretical syntactic study of under-documented languages

This poster highlights key aspects of the design and workflow of a collaborative project to document the interrogative systems of two Ghana-Togo Mountain languages, Ikpana and Avatime. The version of data management we outline here is but one example of what data management for theoretical syntax could look like. Some of what we emphasize is particular to working with un- or under-documented and Indigenous languages, though we also attend to principles that are useful across different contexts. In terms of implementing data management best practices, we aimed to maximize usability (e.g., across linguistic disciplines and for purposes of dissemination/publication), replicability (both in terms of our results as well as our management framework), and accessibility (for project-internal purposes and for sharing). For syntax in particular, we emphasize two interacting priorities that inform all domains of planning and management: first, the importance of doing good descriptive and documentary linguistics throughout to provide a solid foundation for theoretical work; and, second, the need for theoretically-informed description and data collection.

Cristina Guardiano (Università di Modena e Reggio Emilia)
Hilda Koopman (University of California, Los Angeles)

Managing Data in TerraLing

TerraLing is a database-backed web application set up to collect, store and explore data for comparative research in the linguistic sciences. TerraLing is publicly accessible and open-ended: new languages, contributors (preferably native speaker linguists), properties and databases can be added so as to allow the database to grow over time. TerraLing aims to: (a) make linguistic data widely available on a group of sister databases, whether the data come from well-studied or understudied languages (including dialects), from spoken or signed languages, or from endangered, extinct, or emerging languages, (b) to provide a common set of powerful queries and analytical tools on the web application to explore the data in each database, and (c) to enable language researchers to easily set up additional sister databases. The long-term goal is to turn TerraLing into a ready-made community tool that linguistic projects can use to gather and store their data for comparative research purposes.
Outreach and engagement with the media and general public allow professional linguists to inform broad audiences about exciting research in the field of linguistics, to engage in discussion with non-linguists about current events and topics that are connected to language and research in linguistics, to educate diverse publics about the role of linguistics in advancing our collective understanding of the world, and to address sociocultural concerns related to language. Such outward-facing activities serve not only to solidify the field and its representatives in the public eye and further advance linguistic research, but also to shape public dialogues about language, inform public policy, and invite a reevaluation of attitudes about languages and language users (both speakers and signers), perspectives on language and our identities, and approaches to language instruction and education.

In this symposium, we consider the ethical obligations that linguists have when working directly with the public. By foregrounding ethics in this symposium, we hope to recognize that ethical norms evolve over time in response to new understandings of the most appropriate ways to conduct and explain research and in response to changes in the attitudes of diverse publics that alter the social contexts in which research takes place. We also acknowledge the timeliness of this symposium, in light of the recommendations of the two task forces convened by the LSA in 2020 to consider issues connected to professional conduct and media resources, and note that it aligns, in particular, (a) with recommendations for the LSA to organize regular workshops, trainings, and webinars to promote conduct consistent with the values espoused by the LSA and (b) for the need for training opportunities for members of the LSA who are interested in serving in roles involving interaction with the media.

The overall goal of the symposium is to help individual linguists and the discipline of linguistics address the following questions:

- What is our role as professional linguists doing public-facing work to the media and different public audiences, and how does this relate to general principles of professional ethics?
- What kinds of channels and platforms should we use to inform the media and the general public about issues connected to language and linguistics?
- What responsibilities do we have when sharing our expertise and our knowledge with the public and how can we best fulfill those responsibilities?
- How can our engagement efforts positively impact public policy, the public’s understanding of language and linguistics, and the way in which practitioners and educators appeal to linguistics in their work?
- How can linguists who want to engage with the media and the general public balance the necessary time commitment with their other professional obligations?

The symposium will bring together linguists whose media and public outreach efforts span diverse research topics, outlets, approaches, and with differing areas of expertise, most of whom have direct experience interacting with the media and performing public outreach in the service of advancing linguistics and educating the broader public about language and its speakers. It will also consider evolving notions of professional ethics in the discipline, including increasing emphasis on how linguists should...
communicate research results, as well as the consensus views of the field to the general public and on the role of linguists in promoting social justice.

The talks will touch upon aspects of the speakers’ personal experiences, sharing lessons they have learned and suggesting best practices we can all follow when transforming our expertise and passions as linguistic researchers into an accessible, public-facing message to the public. At their core, these best practices should be reflective of fundamental ethical obligations to the field and the public that may not be readily apparent, but which are crucial to recognize and articulate.

Abstracts:

Lise Dobrin (University of Virginia)
Responsible conduct of research: A regulatory framework for our time

There are two regulatory ethics frameworks that linguists are regularly expected to comply with as a condition for receiving Federal research funding. While Institutional Review Boards monitor the treatment of human subjects to minimize harms and ensure their informed consent, Responsible Conduct of Research (RCR) is a much broader framework that also covers researchers’ professional relationships and the place of their work in society. RCR seems like a valuable focus for ethics education in the current historical moment, when social scientists of many stripes are asking themselves what publics they are accountable to, and what for. In this presentation, I invite discussion about possible models for RCR training that move beyond regulatory compliance and instead have as their goal the cultivation of a new generation of linguists who are better able to see and respond to the ethical issues that arise in all aspects of the work that they do.

Laura Wagner (The Ohio State University)
Language in a science museum: Promoting interest and credibility

I will discuss how my lab engages with the public in a science museum, where our educational mission is both to advocate for language science and to demystify the process of science. I will focus on techniques for establishing credibility with the public, and how it critically depends not only on conveying one’s expertise, but also on conveying one’s integrity and good will (Hendriks et al., 2015). Demonstrations of honesty, including a willingness to admit what you don’t know, and an openness to listening to others are critical for gaining trust and creating a receptive ground for new information. By contrast, an over-emphasis on rigor and detail not only leads to less engagement, but can foster an adversarial climate which engenders distrust. I advocate for an incremental approach where each public encounter is treated as one, often very small, step forward towards changing societal understanding of language.

Phillip M. Carter (Florida International University)
Reaching the public through the mass media: What are we actually communicating?

When linguists are given the opportunity to speak with the mass media about language, we typically only have a few brief moments on television or radio or a few lines in print to communicate complex perspectives. The educational and emancipatory potential of media engagement thus requires that our messaging be airtight. In this talk I think through some disciplinary storylines that sometimes make it into our public messaging that I argue may undercut the effectiveness of media engagement. I also remark on linguists’ complicated relationship with journalists, who are often blamed for misunderstanding our work and for sensationalizing our findings. I hope to offer some practical advice on communicating effectively with the media in ways that center issues of social justice and promote change. I draw on my own experience working with the media in the last decade, which includes hundreds of interviews on television, radio, newspaper, and internet outlets.

Kristen Syrett (Rutgers University – New Brunswick)
Communicating to the public about the role of language in promoting inclusivity and establishing identity

Members of the media and public sector often turn to linguists to answer questions about language, politics, policy, parenting, education, and professional conduct in the workplace. What is the role of the linguist who is brought on as a specialist, consultant, or expert? I will discuss my experiences and how I have navigated the landscape of questions and interests about topics including child language development, word meaning, and inclusive language. In doing so, I will shine a light on how to strike a balance between advancing research in linguistics, promoting a broader interest in language, underscoring the intimate connection between a language and its users, and balancing personal viewpoints. Finally, I will address the importance of channeling this public-facing
activity into concrete deliverables, and tangible opportunities at one’s home institution, so that public outreach enhances and informs our research and connections among others.

**Jessi Grieser (University of Tennessee, Knoxville)**
*Media representation and interest in African American English: Is appropriation ever appropriate?*

In the 2020s African American English (AAE) is well, lit. Often co-opted through appropriation as “internet language” or “Gen Z slang,” the variety once described as “the most studied nonstandard variety of English,” has made its way mainstream. While media outlets are increasingly asking good questions about this variety as the result of its broad appeal, this also often leads to a difficult situation wherein they want linguists, especially Black linguists, to give guidelines about when it’s okay for other people to use AAE. In this presentation, I will talk about my experiences giving media interviews across a wide variety of spoken and written media about AAE and address some fruitful ways to think about and redirect questions about appropriation in ways which both respect the variety’s mainstream popular status while also advancing Black linguistic justice.

**Emily M. Bender (University of Washington)**
*When the media comes calling: On handling sudden media interest in research and its production*

In late 2020, I co-authored a paper with Dr. Timnit Gebru and Dr. Margaret Mitchell, then of Google, and others, about the risks of the rush towards ever larger language models in natural language processing. Although it was approved for publication via Google's internal process before submission, while it was under review, the Google co-authors were abruptly told to remove their names or retract the paper. Dr. Gebru and Dr. Mitchell objected and Google subsequently fired them. This brought intense media interest in the story of their firing, the environment in tech for AI ethics researchers and members of marginalized groups, and in our research. I will reflect on the experience of speaking with the media in this context, focusing on using the moment to raise public awareness of a) discrimination experienced by many women, especially Black women, in tech and b) the uses and impact of large language models.
Roundtable Symposium: 50 Years of Black Language Study in the Chocolate City
Jefferson West (In-Person)
Thursday, January 6
3:15 PM – 4:45 PM

Organizer: Jessi Grieser (University of Tennessee, Knoxville)

Sponsor:

Participants: Roger Shuy (Georgetown University)
Ralph Fasold (Georgetown University)
Walt Wolfram (North Carolina State University)
Natalie Schilling (Georgetown University)
Sinae Lee (Texas A&M University - Corpus Christi)
Charlie Farrington (Virginia Tech)
Minnie Quartey (Boys & Girls Clubs of Greater Washington)
Jessi Grieser (University of Tennessee, Knoxville) [moderator]

Washington, D.C., the original “Chocolate City” as so dubbed by the band Funkadelic Parliament in 1971, is home to one of the United States’ largest, continuous presence of African Americans in any city in the U.S. The presence of Howard University, the existence of the “Black Gold Coast” on Upper 16 St. NW, and ample opportunities for African Americans to be paid good wages in federal jobs which were legally prevented from discriminatory hiring practices have meant Washington has long been a mecca for Black culture, Black talent, and Black wealth. While D.C. has always had a large population of free Black citizens, and was one of the first places in the U.S. to experience emancipation (Jaffe 2014) the Great Migration (cf. Wilkerson 2010) brought even more Black residents to Washington, bringing it to, at its zenith, of over 70% “Black Alone” population in the 1970s.

It is not surprising then, that D.C. has also long been the center for study of Black language. The scholars at the Urban Language Studies division at the Center for Applied Linguistics (CAL), directed by Roger Shuy, steadily produced works throughout the late 1960s and 1970s which challenged assumptions about the then-named “Nonstandard Negro English:” arguing for the systematicity of the variety (see Fasold and Wolfram 1970, Fasold 1972, Wolfram 1970) and doing early interventionist, sustainability work in the academic progress of Black D.C. residents (Baratz and Shuy 1969). Several foundational sociolinguistic texts emerged from this period, including Ralph Fasold’s 1972 book: Tense Marking in Black English.

This panel, convened on the 50th anniversary of Tense Marking will discuss the entirety of the span of the half century of study of Black Language in D.C., beginning with the Urban Language Studies directorship at CAL, continuing through Roger Shuy’s establishment of the Sociolinguistics Ph.D. at the Georgetown University, the development therein of the Language and Communication in the District of Columbia (LCDC) project (Schilling 2006-), and the recent creation of CORAAL, the Corpus of Regional African American Language (Farrington and Kendall 2018), which brings interviews conducted in the 1960s together with a new corpus of interviews collected in the 2010s by Annan, to allow linguists of all disciplinary areas access to the rich history of D.C. African American Language.

We bring together scholars ranging over sixty years in age, over fifty years of scholarship, spanning three generations of scholars representing all academic ranks as well as industry, and hailing from five institutions across the entire United States for a lively, unscripted 90-minute conversation.

Panelists:

Roger Shuy (Georgetown University)
Roger Shuy is Professor of Linguistics Emeritus at Georgetown University, where he created and headed the Sociolinguistics PhD program in 1969 and retired in 1996. During the early 1960s he carried out 90 tape-recorded interviews for the Linguistic Atlas in Illinois and in 1965 directed the Detroit Dialect Study with 700 tape-recorded interviews. He later turned his focus to language in the legal arena and was involved in over 500 cases, testifying at trial in 26 states, before the US Congress, and the International Criminal Tribunal. To date he has published thirteen books about linguistics and law.
Ralph Fasold (Georgetown University)

Walt Wolfram (North Carolina State University)
Walt Wolfram is the William C. Friday Distinguished University Professor at North Carolina State University, where he also directs the North Carolina Language and Life Project. In addition to his involvement with the Urban Language Studies directorate at the Center for Applied Linguistics, he also was a Professor at the University of the District of Columbia from 1970 to 1992. He has pioneered research on social and ethnic dialects since the 1960s and published 23 books, 8 edited collections, and more than 300 articles.

Natalie Schilling (Georgetown University)
Natalie Schilling is a Professor of Linguistics at Georgetown University who specializes in the study of dialect variation in American English. She is director and co-founder of the Language and Communication in Washington, DC project (LCDC), out of which have come numerous publications and presentations, including her co-authored work on “Contextualizing the Corpus of Regional African American Language, D.C.: AAL in the nation’s capital” (2019, with Charlie Farrington) and “Shaping ‘connected’ vs. ‘disconnected’ identities in narrative discourse in D.C. African American Language” (2019, with Minnie Quartey).

Sinae Lee (Texas A&M University – Corpus Christi)
Sinae Lee is an assistant professor in the Department of English at Texas A&M University – Corpus Christi. She is interested in studying the extent to which phonetic variation is explained by ethnicity and socioeconomic class, and also by their interactions. Her variationist inquiries gain insights from ethnographic studies and discourse analysis, through which attitudes towards both in-group and out-group members are often revealed. Currently, she is studying language variation among Hispanic residents in South Texas.

Charlie Farrington (Virginia Tech)
Charlie Farrington is a Visiting Assistant Professor in the Department of English at Virginia Tech and a 2019 doctoral graduate of the University of Oregon. He, along with Tyler Kendall, is a founder of the Corpus of Regional African American Language (CORAAL), which brings historical and contemporary data on D.C. African American Language together with data from other African American Language communities across the United States in the first public research corpus of its kind. His past research has focused on segmental variation in dialects of American English.

Minnie Quartey (Boys & Girls Clubs of Greater Washington)
Minnie Annan is Senior Director of Impact & Innovation at Boys & Girls Clubs of Greater Washington. In addition to her dissertation work on African American English variation and discourse in D.C., Quartey has been crucial in the collection of the “B” component of contemporary D.C. data in CORAAL.

Jessi Grieser (University of Tennessee)
Jessi Grieser is associate professor of English Linguistics at the University of Tennessee. Her work on D.C. African American Language using CORAAL has appeared in American Speech, and her book, The Black Side of the River, about the role Black language practice plays in identities of place for residents of Southeast, Washington D.C. is forthcoming 2022 from Georgetown University Press.
The Smithsonian Institution occupies a key place in the documentation of the rich history of the United States. Recognizing the Linguistic Society of America’s annual meeting in our nation’s capital, the home of the Smithsonian, and drawing on the longstanding partnership between the LSA and the North American Association for the History of the Language Sciences (NAAHoLS), an LSA “sister society”, this 90-minute session treats different aspects of the relationship between the Smithsonian and the field of American linguistics. For linguists, the Smithsonian is most associated with the study of the Indigenous languages of the United States, and thus the session concentrates on its contributions to the development of the Americanist tradition, with particular attention to language documentation and the creation of resources for analyzing the languages, tracing their history, and developing materials for both scholarly and practical purposes.

The session starts with a brief introduction by the organizers, and then moves to three presentations. First, Ives Goddard discusses issues related to the classification and mapping of the Indigenous languages of North America since the publication in 1891 of John Wesley Powell’s (1834–1902) report “Linguistic Stocks of American Indians North of Mexico”. Second, Lucy Thomason examines the work carried out in the Bureau of American Ethnology by Truman Michelson (1879–1938) and its implications for the study of Algonquian languages. Third, Mary S. Linn evaluates programs at the Smithsonian involving education, documentation, and revitalization in light of the methodological principles characteristic of the Americanist tradition. Finally, Igor Krupnik (Smithsonian Institution) presents the forthcoming vol. 1 of the Handbook of North American Indians. Time for general discussion follows the presentations.

The session comes at a time when the Smithsonian’s contributions to American linguistics are particularly important to highlight. With unfortunate but inevitable generational changes in the ranks of Americanists in recent years and with the consequent thinning of the ranks of those who are knowledgeable about work at the Smithsonian, a reminder of the significant role the Smithsonian has played in the development of linguistics in America is certainly in order. Moreover, the session’s focus on Indigenous North American languages comes at a time when attention to Indigenous peoples and their cultures and their rights is widely considered to be especially important so that the need to recognize them is stronger than ever. In a small way, therefore, this session is working towards accomplishing that important social goal, as well as contributing to a key educational goal for current linguists in America.

Abstracts:

Ives Goddard (Smithsonian Institution)

The Powell Map and Its Successors: Classifying and mapping the Native American Languages of North America

After J.W. Powell’s map of 58 “Linguistic Stocks” (1892) appeared there was a period of lumping, followed by re-splitting. Sapir proposed six superstocks (1929). A 1964 conference posited seven “phyla” and nine “isolates,” and one in 1976 yielded 63 units, essentially the same as Powell’s. Powell’s linguistic stocks became effectively the basic ethnomethodological framework. Mapping of the separate tribes was undertaken by Driver and produced a map of “Indian Tribes of North America” (1953). Mapping in the Handbook of North American Indians (1978—) was based on Driver and the 1976 classification. The “Wall Map”, revising the map for the Languages volume (Goddard 1996), indicates all known languages, leaving large areas blank. A linguistic classification like Powell’s and the Handbook’s obviously has different implications for the prehistory of North America than a classification by severe lumping, and it also raises its own set of questions. The impact of Powell’s map continues.
Lucy Thomason (Smithsonian Institution)
26,000 Pages of Thoughts in Meskwaki by Meskwakis: The National Anthropological Archives’ Truman Michelson Collection

The Smithsonian’s National Anthropological Archives contains nearly 27,000 pages of history, religion, winter stories, autobiography, scholarship, reimagined French fairytales, and a smattering of other kinds of writing commissioned from some fifty native speakers of Meskwaki by Franz Boas’ student Truman Michelson, beginning in 1911. These manuscripts were written in papepipo, an alphabetic syllabary invented by one of the Meskwakis’ Potawatomi cousins circa 1878. A few dozen texts from the collection have been transcribed into phonemic notation and published with glosses and English translations. Texts from the collection made an indispensable contribution to Leonard Bloomfield’s “Algonquian” sketch, and inspired dozens of other scholarly papers on aspects of Meskwaki linguistics and Meskwaki verbal art. They also provided the basis of two dictionaries and two all-but-published grammars of the Meskwaki language. And they have provided useful information to language teachers and revitalization programs, as well as to students of literature, linguistics, culture, and history.

Mary S. Linn (Smithsonian Center for Folklife and Cultural Heritage)
The Americanist Tradition in Programming and Education at the Smithsonian

From the Bureau of American Ethnology on, the Smithsonian Institution is inextricably linked to the Americanist Tradition. This talk describes language revitalization research and practices at the Smithsonian Center for Folklife and Cultural Heritage’s Cultural Sustainability program and situates them as an outgrowth of the Americanist theory and methods. The efforts and methodologies strive to reinforce community-initiated (re)development and work with communities on activities that include documentation, workshops and trainings, network building, and artisan (and other) market access for economic sustainability. While the goals of cultural sustainability may be intentional cultural change (Mason & Turner 2020: 288) and this may seem antithetical to a philosophical tradition, it is an extension of the commitment to preserve traditional knowledge while acknowledging cultural change, from giving voice to more forthright dialogue, and from being an ally for communities to their having full control of their narratives and futures (Linn 2021; Darnell 1999).
A Trilogy of Talking Black in America
Jefferson East (Hybrid)
Thursday, January 6
8:30 PM – 10:00 pm

Organizer: Walt Wolfram (North Carolina State University)

Sponsors:

Participants: Walt Wolfram (North Carolina State University)
Marissa Morgan (North Carolina State University)
Reneé Blake (North York University)
Sharese King (University of Chicago)
Neal Hutcheson (North Carolina State University)
Danica Cullinan (North Carolina State University)

Vignettes of approximately 20 minutes will be previewed, with ten minutes allocated for presentation following each of the segments. The commentators will include Executive Producer Walt Wolfram, Associate Producer Renee Blake, Producers Neal Hutcheson and Danica Cullinan, expert Sharese King, and graduate student Marissa Morgan, a member of the filming crew. The audience will also conveniently serve as a focus group for finalizing these episodes into their final format for television broadcast.

**Vignette Episodes**

**Episode One**

Talking Black in America: Roots profiles the development of African American Language from its earliest roots in the contact situation in West Africa to the middle passages in the Caribbean and its diffusion throughout the United States. Original, onsite footage relevant to its history is combined with linguistic, cultural, and historical commentary from experts who demonstrate how the diaspora was formed and diffused while maintaining continuity in disparate conditions and circumstances, connecting African American Language in time and place.

**Episode Two**

Talking Black in America: Performance summarizes the vast array of African American Language use in performance styles and genres that include musical traditions, spoken genres, rituals, and other presentation formats. Earlier traditions of oratory are connected to current performance routines that range from oral traditions and theatrical performance to current expression in Black twitter and other social media formats. These different formats illustrate some of the ways in which African American Language is essential to such routines.

**Episode Three**

Talking Black in America: Implications examines the role of African American Language and social and educational justice in the U.S. Illustrative cases of (in)justice ranging from linguistic profiling to courtroom cases are highlighted, along with issues of equitable assessment that extend from diagnostics in speech and language pathology to explicit and implicit language bias in the schools and other institutions. We further explore some of the issues of language nuance in assumptions about race as a nominal construct vis-a-vis a fluid one.
An awakening language is a language that is being brought back into use after a period of dormancy during which it ceased to be used. Work to revitalize awakening languages is a growing field due to the large numbers of languages that have experienced dormancy. Of the more than 300 languages documented to have been in use at the time of European contact in what are now the United States and Canada, over half do not have native users at present (Campbell & Rehg 2018). Community Researchers are actively working to revitalize them. One example is the scope of the National Breath of Life Archival Institute for Indigenous Languages which has provided training in archives-based research for the revitalization of awakening languages to 137 researchers from 65 language communities. In Australia, 22 languages are reported as awakening languages with ongoing revitalization efforts (Belew and Simpson 2018). The Global Survey of Language Revitalization Efforts reported that 20% of 242 efforts were in support of awakening languages (Pérez Báez et al 2019).

The revitalization of awakening languages requires a web of skills and strategies ranging from research into historical documentation, linguistic and ethnographic analysis, the creation of community-curated archives with tools and methods for their management, and community-directed efforts to turn all the above into meaningful language and culture learning opportunities. Language awakening is a process that is rather recent in human history (cf. Pérez Báez et al 2018, Pérez Báez et al. 2019). A well-known but rather unique example is that of Hebrew. It is unique in that it benefitted from the economic and political support of the State of Israel and afforded the language a multitude of domains (cf. Zuckermann 2020). Most other awakening languages have been systematically excluded from most domains (Fishman 1991 inter alia). Further, revitalizationists across the landscape of awakening languages are aware of the importance of community-centered domains of language use (cf. Bomмелyn and Tuttle 2018, O’Reagan 2018, Zahir 2018, inter alia). Therefore, efforts in support of awakening languages are strongly grounded on efforts to strengthen cultural and spiritual domains of community life to promote language use, and conversely, increasing language use to strengthen community life.

This special session includes three presentations. Rather than focusing on case studies alone, these presentations focus on topics that are critical for the conceptualization of approaches to revitalization in awakening language contexts. In the presentation **Motivation and goals in language awakening** Allison Taylor-Adams and Jaeci Hall, Chasta Costa revitalizationist, build upon the concept of motivation in second-language acquisition and discuss its relevance for awakening languages. In **A Multicompetence Approach to Awakening Dormant Languages** Keli Yerian along with revitalization practitioners Connor Yiamkis (Pit River Tribe) and Jarrid Baldwin (Miami Tribe of Oklahoma) discuss the need of learners to strategically and intentionally embrace their dominant language(s) as part of the path to learning or strengthening an awakening language. In **Supporting momentum and growth**, Gabriela Pérez Báez takes on the question on how best to support the language awakening movement from various domains of life beyond that of the movement itself.

The proposed presentations are informed by academic literature, tools and principles. At the same time, the presentations acknowledge the fact that the efforts are born within the language community and follow community needs, principles and leadership. Therefore, these presentations foreground the voices of community-based revitalizationists and researchers. They do so with the purpose of sharing their experiences with other revitalizationists and with academia to support and facilitate efforts in other communities engaged in language awakening.
Abstracts:

Allison Taylor-Adams (University of Oregon)
Jaeci Hall (Chasta Costa and University of Oregon)

Motivations in language awakening

Motivation has been an important topic in language learning research for decades, but to date this research has focused on learning well-resourced global languages, especially English (Dörnyei & Al-Hoorie, 2017; Duff, 2017). In this presentation, we look at the motivations that sustain revitalization practitioners through the challenges that face their language awakening efforts. Co-presenter Taylor-Adams presents an analysis of textual data from the Global Survey of Revitalization Efforts (Peréz Báez et al., 2019), giving a comparative picture of motivations underlying community efforts. She extends this with interviews she conducted with individual practitioners from North American Indigenous communities. Co-presenter Hall reflects on her experience awakening her heritage language. Her process has involved many practices, including learning, teaching, research, cultural activities, and social activism. Hall explores how this broadened range of activities interacts with her motivation to learn and speak her language and how Indigenous methodologies (Singh & Major, 2017) support motivation.

Keli Yerian (University of Oregon)
Connor Yiamkis (Pit River Tribe)
Jarrid Baldwin (Miami Tribe of Oklahoma and Myaamia Center at Miami University)

A Multicompetence Approach to Awakening Dormant Languages

This presentation explores a multicompetence approach to awakening dormant languages. A multicompetence approach (Hirata-Edds & Peter, 2016) acknowledges the supportive role dominant languages can play in reawakening ancestral languages and does not involve simply reverting to the dominant language. We first introduce current work in multicompetence and translanguaging approaches to language learning, and link this research to endangered and dormant language revitalization. Next we describe two current examples of revitalization efforts that embrace multicompetence as a path to eventual full bilingualism. Our first example describes Myaamia language revitalization efforts, which have grown over several decades from one family’s initiative to a broader community and institutional movement (Baldwin et al., 2013). Our second example describes recent initial efforts to revive the Ótissi language in Northern California (Yiamkis, 2020). The presentation concludes with some factors that language activists can consider when evaluating whether this approach may be useful for them.

Gabriela Pérez Báez (University of Oregon)

Supporting momentum and growth

The Global Survey of Revitalization Efforts (Survey) documented 47 out of 242 revitalization efforts (20%) focused on awakening languages. This presentation takes on the question of how best to support the language awakening movement from various domains of life beyond that of the movement itself, and with the goal to sustain momentum. The analysis presented is based on Survey data to show that generating “fluent” speakers, establishing prescriptive language norms and/or proficiency standards are not short nor mid-term objectives. Rather, the objectives center around raising awareness, infusing language learning within knowledge transmission, domain reclamation and acquisition of domain-specific language. These efforts need engagement from community members and their authorities. They also benefit from an improved understanding from members of adjacent communities. Finally, while financial support is a critical need, legislative recognition and support from authorities, both internal to the language community as well as external, are essential.
Public Understanding of Linguistics

Jefferson West (In-Person)
Friday, January 7
9:00 AM – 10:30 am

Organizer: Laura Wagner (Ohio State University)

Sponsor:

Participants: Tomas Lehecka (Åbo Akademi University, Finland)
Jan-Ola Östman (University of Helsinki, Finland)
Laura Wagner (Ohio State University)
Nikole Patson (Ohio State University)
Sumurye Awani (Ohio State University)
Rebekah Stanhope (Ohio State University)
Katriese Deleon (Ohio State University)
Christina Bjorndahl (Carnegie Mellon University)
Jessi Grieser (University of Tennessee, Knoxville) - discussant

As attendees of the LSA, we readily understand the importance of linguistic inquiry. Understanding language is key to understanding human behavior and cognition, and over the last century, the field has generated important insights into core social issues. For example, we know a lot about how humans use language to construct social identity; how to get computers to understand and produce language; how to teach language to people; how language changes over time. In contrast, it seems that the general public knows very little about language and that they often subscribe to pernicious myths about language that lead to a range of detrimental societal consequences (see for example, Curzan, 2009; Lanehart & Malik, 2018). While even linguists have much yet to learn about language, as the range of papers being presented at this LSA conference attests, society would benefit from a deeper understanding of many of the insights the field has already generated. The topic of this symposium is to consider this knowledge gap between professional linguists and the general public. In three talks, we ask: What should the general public know about language? What does the general public know about language? and How can we bridge the gap between those two?

The first paper will address the questions of what the public should know. It uses professional linguists as its participants and asks what we as a field think is important for non-linguists to understand. How do we conceptualize our work for public consumption? The second paper will address the question of what the public knows. It investigates members of the general public to see the extent to which people endorse a variety of popular myths about language. How bad is the mis-information problem among the general public? The final paper will describe one approach to improving language understanding among students in an introductory linguistics class. It will offer a potential pathway towards improving public understanding.

We will allow for a brief question period after each talk. Moreover, following the full set of talks, our discussant Jessi Grieser (University of Tennessee) will provide her thoughts and facilitate a more general discussion. Our intention with this symposium is not to “settle the question” of how to create a more informed public with respect to language issues, but to generate discussion about what our goals as a field should be for promoting public awareness of language and about how best to achieve them.

Abstracts:

Tomas Lehecka (Åbo Akademi University, Finland)
Jan-Ola Östman (University of Helsinki, Finland)

What Everyone Should Know about Language

We examine whether there is agreement within the global linguistics community on what should constitute common knowledge about language among the general public. We report the results of a large-scale survey study where we asked established linguists around the world (n = 552) to write down questions about language which they think everyone should know the answer to. We show that, overall, questions related to language change and language learning are the ones most frequently represented among the responses. However, we also demonstrate that the opinions about what everyone should know vary between linguists from different parts of the world as well as linguists working in different subfields of linguistics. We ask to what extent this variation is a
disadvantage for the field of linguistics from the perspective of public outreach, and what general principles should be adhered to when assessing the public importance of different topics in linguistics.

Laura Wagner (Ohio State University)
Nikole Patson (Ohio State University)
Sumurye Awani (Ohio State University)
Rebekah Stanhope (Ohio State University)
Katriese Deleon (Ohio State University)

To What Extent does the General Public Endorse Language Myths?

Popular language myths encompass a range of topics, including children’s language (babytalk stunts children’s learning), the speakers of specific words and dialects (people who say “ain’t” aren’t educated) and the overall nature of some languages (all sign languages are the same). Given this diverse landscape, it seems likely that some myths are more deeply rooted than others. We presented 200 adults with brief vignettes where a myth was on display and asked them to judge the behavior of the vignette characters. The results suggest that not all myths are readily believed, although myths focusing on prejudicial judgments about individuals had high rates of endorsement. However, even within the commonly endorsed myths, participants showed degrees of nuance in their beliefs, raising the possibility that they were open to myth de-bunking. We will suggest how the different patterns of belief might link naturally to different approaches for informing the public.

Christina Bjorndahl (Carnegie Mellon University)

Tackling Language Prejudice in the Introductory Linguistics Classroom

Across a wide range of institution types, introductory linguistics courses are often popular courses that serve to satisfy general education requirements; because of this status in the curriculum, such courses are often the only linguistics classes that many students will ever take. This presents an important outreach opportunity, yet many introductory courses do not exploit this. I present various pedagogical initiatives designed to promote social justice that I have implemented in an introductory course at Carnegie Mellon University. The structure of the course is such that issues related to justice, equity, diversity, and inclusion are interwoven throughout the course content, and aims to make explicit the harms that public misunderstandings of language and linguistics have on communities. Finally, I also discuss the effectiveness of this approach in shifting language attitudes based on pre- and post-language attitudes surveys administered before and after the course.
Inclusive Pathways and Broadening Participation for Native Americans in the Language Sciences
Jefferson East (Hybrid)
Friday, January 7
2:00 PM – 5:00 PM

Organizers:  Colleen M. Fitzgerald (North Dakota State University)
Wesley Y. Leonard (Miami Tribe of Oklahoma/University of California, Riverside)

Sponsor:  Society for the Study of the Indigenous Languages of the Americas (SSILA)
Linguistic Society of America (LSA)

Participants:  Colleen M. Fitzgerald (North Dakota State University)
Josh Holden (University of Alberta)
Gabriela Pérez Báez (University of Oregon)
Melissa M. Baese-Berk (University of Oregon)
Larry Kimura (University of Hawai‘i at Hilo)
Keiki Kawai‘ae’a (University of Hawai‘i at Hilo)
Andrea Berez-Kroecker (University of Hawai‘i at Mānoa)
Dannii Yarbrough (University of Hawai‘i at Mānoa)
Mizuki Miyashita (University of Montana)
Susan Penfield (University of Montana)
Richard Littlebear (Northern Cheyenne/Chief Dull Knife College)
Wilson de Lima Silva (University of Arizona)
Sonya Bird (University of Victoria)
Ewa Czaykowska-Higgins (University of Victoria)
Megan Lukaniec (Huron-Wendat Nation/University of Victoria)
Onowa McIvor (maskēkow-ininiw, kinoseo sipi/University of Victoria)
Jean-Paul Restoule (Anishinaabe Nation, Dokis/University of Victoria)
Edōsdi–Judy Thompson (Tahltan Nation/University of Victoria)
Ray Huaute (Chumash, Cahuilla/University of California, San Diego)
Adrienne Tsikewa (Zuni Pueblo/University of California, Santa Barbara)
Megan Lukaniec (Huron-Wendat Nation/University of Victoria)
Martin Kohlberger (University of Saskatchewan)
Kari A. B. Chew (Chickasaw/University of Oklahoma)
Sheilah E. Nicholas (Hopi/University of Arizona)
Keren Rice (University of Toronto)
Wesley Y. Leonard (Miami Tribe of Oklahoma/University of California, Riverside)

Note: All registrants for the LSA's 2022 Annual Meeting are welcome to attend this hybrid session virtually or in person; no further action is needed. If you are not attending the LSA meeting but would like to attend this session, you are welcome to do so at no charge.

The National Science Foundation (NSF) frames broadening participation as the greater “representation of groups and institutions traditionally underrepresented in Science, Technology, Engineering, and Mathematics (STEM).” Greater inclusion and participation in the language sciences of members of underrepresented groups is an increasing priority for the discipline of Linguistics, as well as a highly significant broader outcome. The language sciences can contribute to a better understanding of pathways that advance diversity, equity, inclusion, and belonging (DEIB) for Native Americans, as in Fitzgerald (2018), by highlighting how mechanisms such as training opportunities and partnerships funded by the NSF function as indicators of Indigenous language interest connected to the earning of graduate degrees in language sciences. This session builds on existing efforts to advance DEIB and build a scholarly literature on race in linguistics, particularly one that draws from Indigenous Studies models and methodologies (Davis 2017; Leonard 2017, 2020; Montoya 2020; Tsikewa 2021).

The talks in this session draw upon the existing knowledgebase on participation and representation of Native Americans in STEM (e.g., Brayboy et al. 2015), focusing primarily on efforts that broaden participation of Indigenous people in the Americas.
in the field of Linguistics, and that fit into larger efforts to identify and transform exclusionary practices in the discipline (cf. Davis 2017; Leonard 2018; Mellow 2015). The session’s goal is to communicate how efforts to include Indigenous scholars in the discipline present challenges beyond recruitment, as the research and methodologies of language sciences often replicate and support the very structures that have fostered exclusion. Transforming research models and methodologies is thus necessary to create a Linguistics that is inclusive of Indigenous needs and epistemologies. A key objective of this session is thus to lay groundwork for moving beyond merely increasing the number of Native Americans and members of other underrepresented groups, to a more critical and dynamic engagement with the need to enact disciplinary and institutional transformative change.

Referencing the paradigm shift already occurring through efforts such as Natives4Linguistics, presenters will incorporate discussion of concrete steps for undertaking change at the undergraduate and graduate levels, as well as the professoriate, by advancing knowledge about inclusive pathways for greater participation of tribal citizens at various stages of academic careers. By highlighting gaps and needs in current practices and knowledge, and providing best practices, presenters will share examples and strategies for collaboratively generating disciplinary and institutional transformation, whether through a more inclusive curriculum, through a partnership with a tribal college or university, or by facilitating mentoring among Indigenous students and faculty. A range of efforts at different academic points will be discussed to enable the audience to consider how to scale or adopt such initiatives at their own institutions.

Abstracts:

Colleen M. Fitzgerald (North Dakota State University)
Introductory remarks to "Inclusive Pathways and Broadening Participation for Native Americans in the Language Sciences"

Josh Holden (University of Alberta)
Using Natives4Linguistics Ideas to Redesign a Linguistics Course on Indigenous Languages

This presentation describes redesigning a linguistics course on Denesųłiné to apply an Indigenous paradigm of interrelatedness posited by Leonard (2018, 2019) for linguistics. While group- and context-specific, its common themes include linking language to resilient peoplehood, territorial specificity, and refraining from rigidly separating categories of linguistics, cultural education, and reclamation. A Dene focus group and interviews with First Nations educators in Holden (2020) led to going beyond language structure to include basic L2 competence, land use, and historical knowledge of residential school impacts. The instructor and students being non-Indigenous, Dene perspectives were offered by a series of guest speakers given honoraria and freedom to select topics. While requiring integration of more elements than a traditional Linguistics 101 course without diluting students’ formal linguistics training, the varied skills obtained reinforced students’ training for collaborative community-based research and non-extractive practices. Concluding discussions and post-course surveys revealed that students found this approach unique and valuable.

Gabriela Pérez Báez (University of Oregon)
Melissa M. Baese-Berk (University of Oregon)
Developing Research Experiences for Native American Undergraduates Through a Transdisciplinary Approach

Native American students are underrepresented in academia and this situation has remained unchanged for decades. A growing body of research points to the need for higher education to increase its cultural competency as a critical strategy for becoming accessible to underrepresented groups, including Native Americans. Further, academia cannot achieve excellence without perspectives from a diversity of backgrounds to inform and improve it.

In this presentation, we describe a new program for Native American undergraduate students that introduces them to STEM through a linguistics perspective, funded by the National Science Foundation’s Research Experience for Undergraduates Program, through the University of Oregon Linguistics Department. We describe the details of our site including student recruitment and activities during the program. We also describe our partnership with campus entities to ensure graduate student involvement in the program, such that undergraduate participants will receive near-peer mentoring in addition to their work with faculty on campus.
Kaniʻāina, a Partnership in Language Science across Two Campuses of the University of Hawaiʻi

Kaniʻāina (http://ulukau.org/kaniaina/) is a digital repository with a bilingual ʻŌlelo Hawaiʻi and English interface that currently provides interactive access to 525 hours of audio recordings, including the celebrated Ka Leo Hawaiʻi radio broadcasts that aired between 1972 and 1988. These recordings are a treasure trove of Hawaiian linguistic, scientific, and cultural knowledge shared from among Hawaiʻi’s last L1 ʻŌlelo Hawaiʻi speakers, born between 1882 and 1920. The Kaniʻāina website is hosted on Ulukau, a bilingual digital library interface that, with some 2 million page-hits per month, is already arguably the single most-accessed site for ʻŌlelo Hawaiʻi materials. The Kaniʻāina project represents a partnership between Indigenous and non-Indigenous scholars and activists from Ka Haka ʻUla O Keʻelikōlani College of Hawaiian Language at the University of Hawaiʻi at Hilo, and the Department of Linguistics at the University of Hawaiʻi at Mānoa. We will present a brief tutorial on accessing and using Kaniʻāina.

Collaborative Language Planning Project: Findings and Implications via Networking with the Tribal Colleges in the State of Montana

The Collaborative Language Planning Project (CLPP) is a networking framework whose goal is to increase participation from Native American communities in language sciences. CLPP serves as a venue for communication among Tribal Colleges and Universities (TCUs) in Montana where they share experiences and concerns and learn about each other’s activities with respect to their language work in the communities. Since the inception of CLPP, several noteworthy actions have emerged and some issues have been identified: differences between the mainstream linguistic training and needs of the TCUs and the communities, various forms of the infrastructure among TCUs’ sponsored project offices, and challenges with respect to Indigenous language education at TCUs. Our presentation will describe the development of CLPP, the activities implemented thus far, as well as our future plans toward increasing the inclusion of Native perspectives as well as Indigenous scholars’ participation in language sciences.

The Native American Languages & Linguistics M.A. Program (NAMA): Perspectives and Prospectives

Since 1999, the Native American Languages & Linguistics Master of Arts (NAMA) program of the Department of Linguistics at the University of Arizona has been serving Native American students interested in linguistic training, language documentation, and language revitalization. NAMA addresses the challenge of broadening the participation of Native American students in language sciences, social sciences, and STEM. In this talk, I discuss the newly revised curriculum (including the implementation of NAMA online courses), and broadening the audience to serve Indigenous students from across the Americas and beyond. Finally, I will talk about why NAMA is an important pipeline to prepare Indigenous students for doctoral programs in linguistics and other disciplines, and show some examples of what some NAMA alumni are currently doing.

The Master’s and Graduate Certificates in Indigenous Language Revitalization (University of Victoria): Developing Skills and Scholars

Since 2012, the University of Victoria has offered a cohort-based Master’s and Graduate Certificate in Indigenous Language Revitalization, in partnership between Indigenous Education and Linguistics. MILR has graduated over 60 students and contributed to Indigenizing the academy through recognizing and transforming exclusionary spaces (Leonard 2018). Built alongside a B.Ed. in
Indigenous Language Revitalization (Czaykowska-Higgins, Burton, Marinakis, & McIvor 2017) and developed through community consultation, MILR provides skills in language revitalization theory, practice, and leadership to support Indigenous language reclamation. Core goals are 1) to recognize, through accreditation, the existing knowledge and expertise of Indigenous Language Revitalization practitioners; and 2) to develop scholars (5 graduates currently pursuing doctorates) in post-secondary research and instruction in Indigenous Language Revitalization and Reclamation as a field of study. Factors contributing to student support include that the program is constructed around Indigenous epistemologies, pedagogies, and research methodologies, and protocols and practices honoring language, land, and community.

Ray Huaute (Chumash, Cahuilla/University of California, San Diego)
Adrienne Tsikewa (Zuni Pueblo/University of California, Santa Barbara)

Building Capacity of Indigenous Language Warriors and Scholars through Peer Mentoring

Through an Indigenous peer-to-peer network, sometimes exclusively so, the Natives4Linguistics (N4L) peer mentoring initiative seeks to address two major needs that pertain to capacity building: 1) Increase the participation and representation of Native Americans and other Indigenous peoples within the discipline of Linguistics, as well as at the LSA Annual Meeting, and 2) Create a space for Indigenous community scholars and linguists to network and share knowledge on relevant issues concerning Indigenous communities and their respective languages. In our presentation, we share how our virtual peer meetings address critical gaps Indigenous language scholars may feel in higher education: navigating academia as an Indigenous scholar; the challenges of working with your own community and/or language; bridging the gap between academia and communities; and the lack of Indigenous role models in the language sciences. The presentation shares major takeaways to support efforts to recruit and retain Indigenous students in the language sciences.

Colleen M. Fitzgerald (North Dakota State University)

A Roadmap to Funding Indigenous-Driven Research Agendas at Every Career Stage: First Steps in the DLI Fellows and Partners Program

The National Science Foundation (NSF) is the main funder of U.S. research in the social and behavioral sciences. This project, “Strengthening Capacity in Dynamic Language Infrastructure for Tribal Nations,” is funded by NSF’s Dynamic Language Infrastructure (DLI) Program. DLI functions as part of a larger NSF ecosystem that seeks to broaden participation of Native Americans (Fitzgerald 2018), especially as key leaders of scientific inquiry. The project pairs Native American principal investigators (DLI Fellows) with Indigenous and non-Indigenous linguist partners (DLI Partners) for grant proposal development. With research driven by Indigenous epistemologies, methodologies, and frameworks, the resulting work will advance knowledge in U.S. Indigenous languages and the language sciences. The talk provides a roadmap to enhance capacity in grant proposal development for Indigenous scholars and communities. Capacity building, both for the DLI Fellows and the Partners, serves as a mechanism to better understand barriers and inclusive practices in the language sciences.

Megan Lukaniec (Huron-Wendat Nation/University of Victoria)
Martin Kohlberger (University of Saskatchewan)

Putting N4L Ideas into Practice: Internal Capacity Building in Natives4Linguistics

Emerging from a 2018 LSA satellite workshop and symposium, Natives4Linguistics (N4L) was founded with the goal of incorporating Indigenous intellectual traditions into the discipline of linguistics (Leonard 2018). One of the commitments of N4L is to create a space for Indigenous community scholars and linguists and non-Indigenous linguist allies to network and mentor one another concerning Indigenous language work. In spring 2021, we hosted three workshops to build internal capacity among N4L members with regards to how the needs and values of Indigenous communities can be incorporated into teaching and research practices. These professional development opportunities, targeted towards all N4L members, are critical for disrupting the status quo in linguistics and language work and for providing a safe space to brainstorm ways in which to do so. In this paper, we will present some of our own practices that move towards more decolonial interventions in linguistics and language work.
As Indigenous professors of language revitalization, we use storywork—storytelling to educate the heart, mind, body, and spirit (Archibald 2008)—to explore genealogies of mentorship. We reflect on our own mentorship relationship as the embodiment of a carved-out space for Indigenous ways of knowing, being, and doing work from within the academy propelled by aspirations to benefit our communities and languages. We view mentoring as a long term and holistic pathway based in Indigenous concepts of relationality and relational accountability (Wilson 2008). Mentorship is more than simply getting students through their programs; it privileges an Indigenous gift paradigm (Kuokkanen 2007) and notions of kinship. We work to nurture potential—unique gifts that we bring to the academy as individuals—as the resurgent, critical, and dynamic Indigenous synergy to realize Indigenous communities of scholarship within the professoriate and other professional spaces which mobilize Indigenous epistemologies and knowledges (Moreton-Robinson 2016).

**Symposium Discussants:**

**Keren Rice (University of Toronto)**

*Implications and Gaps*

**Wesley Y. Leonard (Miami Tribe of Oklahoma/University of California, Riverside)**

*Indigenous Inclusion*
Suitcase Phonetics: Creating a Portable Phonetics Laboratory
Jefferson West (In-Person)
Friday, January 7
2:00 PM – 5:00 PM

Organizers: Margaret Cychoz (University of Maryland)
Kathryn Franich (University of Delaware)

Sponsor:

Participants: Sarah Babinski (Yale University)
Kelly Harper Berkson (Indiana University Bloomington)
Samson Lotven (Indiana University Bloomington)

Abstracts:

Sarah Babinski (Yale University)
*Best practices in the collection and analysis of “noisy” audio in phonetics*

Traditional phonetics training focuses heavily on the availability of highly controlled experiments and quiet recording locations, but such settings are difficult, if not impossible, to come by when working in the field. Increasingly, linguists have had success using field recordings to investigate phonetic questions, using archival field recordings to analyze, among others, duration-based contrasts such as voice onset time and phonemic vowel length; f0 contrasts such as tone, stress, and other prosodic phenomena; and vowel space and quality. In this talk, I discuss my work on the acoustic correlates of stress in Australian languages, using archival deposits collected in a variety of field settings. I focus on the practical implementation of post-hoc digital signal processing techniques such as forced alignment; data normalization; and statistical modeling to mitigate the effects of “noisy” data; and on the effects of different audio collection methods, especially remote recording strategies.

Kelly Harper Berkson (Indiana University Bloomington)
Samson Lotven (Indiana University Bloomington)

*The Chin Languages Research Project (CLRP): Collaborative Research and Documentation in Central Indiana*

The CLRP is a collaboration between speech scientists and members of Indiana’s linguistically-rich Burmese refugee community, a group of >20,000 people who hail largely from Chin State in western Myanmar and speak 30+ under- and undocumented Chin languages (Lotven et al. 2020, Van Bik 2009). As Burmese student enrollment at Indiana University (IU) increases, so too do opportunities for IU linguists to conduct intensive, sustained fieldwork with under-resourced languages on/near campus while mentoring Chin student researchers-in-training. Students build connections between the university and the community, co-determining innovative research and service directions. In this talk, we outline a developing model of scholarship and engagement, adaptable for use with other communities. We describe how we have incorporated basic, trustworthy technologies accessible by all language scholars (e.g. strategic use of word lists and targeted acoustic experimentation) to ensure that phonetic documentation occurs in tandem with all of our projects.

Christian Di Canio (University at Buffalo)

*Challenging WEIRD phonetic assumptions: phonetic fieldwork in rural Mexico*

Phonetic fieldwork on endangered or minority languages often presents difficult methodological challenges. Typical assumptions and constraints in experimental design may either be inapplicable or impossible to implement. Understanding how to address these issues is of crucial importance as the empirical scope of phonetics and laboratory phonology grows to include a more typologically representative sample of the world's languages. The initial part of this talk will focus on how certain methodological expectations from laboratory phonological research fail in certain field contexts and the methods that fieldworkers have developed to address these issues. The second part of the talk focuses on how local capacity-building can serve to address methodological obstacles in research and how journals may create more inclusive spaces for this type of research. In particular, I discuss ways in which methodological conflicts can be resolved within a modern research paradigm promoting preregistration of experimental design.
**Michael Obiri-Yeboah (Georgetown University)**  
*Alternative Methods for Collecting Oral and Nasal Data: The Earbud Method*

Sound booths in phonetic research support the collection of fine-grained data that is free from noise. Recently, equipment like ultrasound, MRI, nasal airflow masks, etc., have enhanced articulatory research in phonetics and phonology. However, their cost, weight and size make them difficult for fieldwork in remote areas. For example, for nasality, airflow data can be hampered by the expensive, large, and sometimes delicate equipment needed. Consequently, this talk discusses the earbud method originally proposed by Stewart & Kohlberger (2017) as an alternative portable equipment to collect nasality data. It shows that the earbud method helps to account for the phonemic basis of nasality in Gua (a Hill-Guang of Ghana). The results show that the earbud method appears to be as effective as the airflow mask. However, the earbud-method has added advantage because it is cheaper, lighter and easier to travel with for data collection in the field.

**Matthew Faytak (University at Buffalo)**  
*Towards a basic portable ultrasound toolkit*

Ultrasound imaging is a non-invasive, highly portable, and relatively affordable means of imaging the vocal tract in non-laboratory environments. This makes it a potentially critical tool for documenting speech production in the world’s languages and shifting phonetics and speech science away from the near-exclusive study of locally convenient populations in WEIRD (Western, educated, industrialized, rich, democratic) settings. In this talk, I use my work on Suzhounese (Wu Chinese, ISO 639-3 wuu) to highlight the possibilities of a portable ultrasound toolkit for data collection outside the lab. I describe an emerging equipment standard which records high-frame-rate (80+ fps) video directly to disk as raw scan lines. Use of this imaging method allowed for characterization of tongue shape for the typologically unusual vowel contrasts present in Suzhounese in a large (44-speaker) sample collected in Suzhou. The data clarify some articulatory differences among these segments and reveal age-graded variation in tongue shape.
The Linguistics Society of America (LSA) has adopted a new strategic plan for 2019-2023. Inspired by the plan, the Linguistics Beyond Academia SIG proposes to further the goals of that plan, specifically §1.A.1 and §1.B quoted here:

A. Ensure that the LSA increases access and participation of linguists whose primary focus is beyond academia...

B. Foster the development and maintenance of networks among linguists by using Special Interest Groups, tailored activities, and other venues to facilitate the interaction between linguists with shared interests.

As the LSA has recognized, employment insecurity is a major contributor to anxieties felt by early career linguists. Linguistics departments can support students seeking academic jobs, but as one of the primary professional associations for linguists, it is up to the LSA to provide support and access to the wider job market by connecting linguistic students and faculty in academic linguistics programs with linguists working outside of academia in business, government, nonprofit, and tech organizations.

The SIG has continued to support both students and faculty in this effort. To this end the SIG held its first-ever virtual summer “career boot camp” in July 2021 that focused exclusively on career training for linguists. The Linguistics Career Launch (LCL) was a four-week series of professional development programming, courses, talks, workshops, and events designed for linguists who want to pursue work outside of academia. We had a total of 166 registered participants (many students/recent graduates (BA, MA, PhD) and a few faculty) and 100+ individual Career Linguists - working professionals from industry, government, and non-profits who contributed to the events.

This multi-part session, based on our learnings from the SIG’s past 7 years of experience as well as the LCL, aims to increase academic advisors’ (faculty and staff) and students’ awareness of career opportunities in industry, government, and nonprofit organizations (all beyond the Academy), as well as to report on the results of the LCL.

Abstracts:

Alexandra Johnston (Georgetown University)
Emily Pace (Expert System USA)

Sub-Session 1: Careers Outside Academia: Faculty Workshop - 1 hr

This workshop for faculty who teach linguistics courses is designed to support a long-term plan for academic advisor involvement with the LSA’s Linguistics Beyond Academia SIG. Data show that students who choose to leave the academic path often struggle with a lack of advisor support during the transition. By encouraging and supporting advisors to take an active role in promoting a variety of professional paths for their students, we can expand the network of “career linguists” who are interested in maintaining their academic connections and being part of the broader linguistics community in all sectors. Given that there are fewer tenure-track jobs than there are graduating PhDs in linguistics, both undergraduate and graduate students often turn to their faculty and advisors for career advice about other employment options. This facilitated workshop and guided discussion will address a number of challenges that can arise when advising on careers for linguists in the public, private, and nonprofit sectors.
In this session, we will report on the Linguistics Career Launch (LCL21), held in July 2021, to discuss the structure and content of the event as well as how the data gathered will inform future career-preparation events. LCL21 was a four-week summer “career boot camp” designed to help people with linguistics degrees explore career possibilities outside of academia. Programming included events providing career guidance and exploration, including workshops on career management topics like resume writing, leveraging LinkedIn, and finding job opportunities; career panels with linguists representing a wide variety of organizations and sectors, networking and mentoring opportunities, and two intensive 12-hour courses. We will provide an overview of the event, as well as data on the number and range of attendees, presenters, Career Linguists, employers, and sponsors. Based on post-event data collection, we’ll break down what worked and what needs to be improved for the next LCL. Finally, we’ll make recommendations for faculty and advisors who want to incorporate our learnings into their own programs.

How do you find a job outside of academia? Where do you start? What preparation do you need? If you have no idea how to find a job outside of academia, this is the workshop for you. You’ll learn 1) the genre differences between a resume and an academic CV, 2) how resumes differ by professional sector, 3) how you should structure your resume, 4) how to write effective resume and LinkedIn bullet points, 4) how to locate and explore job opportunities and 5) how to grow your professional network. You’ll learn to use the skills you’ve honed through your academic linguistic training in your own career research and development process. This session will provide a hands-on approach grounded in real-world experience in industry.
The Student Panel is formed of current or recent graduate/post-graduate students who’ve had many experiences working in a variety of professional and academic environments. This year, the panel focuses on academic life and balancing the roles of being a student, teacher, and researcher. The abstract is below:

Join us for a panel covering a topic relevant to students and student employees: managing the multifaceted and dynamic expectations of work and life in academia. Our panelists will discuss four factors that can guide students in understanding, setting, and communicating the two-way expectations between students/student employees and their employing departments and faculty: (1) Establishing a healthy working environment (e.g., understanding the parameters of your student contract), (2) Addressing your goals and limits (e.g., setting limits on volunteering your time), (3) Identifying helpful or unhelpful examples of interactions (e.g., explicitly discussing expectations before agreeing to a new project), and (4) Addressing issues at different levels of the university (e.g., identifying college- or university-level ombuds resources). This panel is open to all and will include a question-driven portion.

Phoebe Gaston (University of Connecticut) is a post-doctoral fellow in the Cognitive Neuroscience of Communication-CT training program. Her background is in psycho- and neurolinguistics. In July 2020, she completed her PhD in Linguistics at the University of Maryland, College Park, where she was advised by Colin Phillips and Ellen Lau. She was also actively involved with UMD’s Language Science Center as an NRT fellow.

Kathleen Oppenheimer (University of Maryland, College Park) is a doctoral student in Hearing and Speech Sciences who received her MS in Speech-Language Pathology from Northwestern University and her BA in Linguistics and Chinese from Harvard College. She previously worked as a speech-language pathologist in a children’s hospital and now she studies language processing in children with Developmental Language Disorder. She is also interested in the diagnosis and treatment of language disorders in children who speak non-mainstream dialects of English. Kathleen is actively involved in language science outreach as an NRT fellow at UMD's Language Science Center.

Minnie Quartey (Georgetown University) is a doctoral candidate at Georgetown University, and her dissertation explores how speakers of African American Language construct multifaceted local identities through storytelling as well as analyzes vowel centralization in the Washington, DC area. She has been a guest on NPR. Minnie also has an interest in linguistic diversity and awareness and its effects from the classroom to the boardroom. She has conducted workshops for private corporations, service organizations, and various student groups at Georgetown University. Minnie earned her Bachelors and Masters degrees from Georgetown University, and she has lived and worked in the Washington, DC area for the last nine years.

Cindy Blanco (Duolingo) received her PhD from University of Texas, Austin before completing a post-doctoral fellowship at Northwestern University focusing on cognitive psychology. Working at Duolingo as a learning scientist, she works across teams to develop new ways to teach language through technology. She is interested in language learning, bilingualism, pronunciation and how learners adjust to accents and dialects in their new language.
Small Teaching toward Justice, Equity, Diversity and Inclusion in Linguistics

Jefferson East (Hybrid)
Saturday, January 8
9:00 – 10:30 am

Organizers: Kazuko Hiramatsu (University of Michigan-Flint)
Michal Temkin Martínez (Boise State University)

Sponsors: Committee on Ethnic Diversity in Linguistics (CEDL)
Committee on LGBTQ+ [Z] Issues in Linguistics (COZIL)
Linguistics in Higher Education Committee (LiHEC)
Linguistics in the School Curriculum Committee (LISC)
Natives4Linguistics Special Interest Group
Scholarly Teaching in Linguistics Special Interest Group

Participants: Christina Bjorndahl (Carnegie Mellon University)
Reed Blaylock (University of Southern California)
Evan Bradley (Penn State Brandywine)
Ann Bunger (Indiana University)
Kristin Denham (Western Washington University)
Jessi Grieser (University of Tennessee, Knoxville)
Wesley Y. Leonard (University of California, Riverside)
Michael Rushforth (University of Texas at San Antonio)
Rosa Vallejos (University of New Mexico)
Lynsey Wolter (University of Wisconsin, Eau Claire)

Introduction to small teaching: 15 minutes
JEDI, pedagogy, and student learning: 45 minutes
Reflection and Discussion: 30 minutes

“Small teaching as a fully developed strategy draws from the deep well of research on learning and higher education to create a deliberate, structured, and incremental approach to changing our courses for the better.” (Lang 2021)

Adjusting one’s pedagogical approach in order to improve student learning is a regular part of a scholarly teacher’s reflective process: trying a new strategy that addresses a pedagogical goal, evaluating its effectiveness, and making adjustments for next time. This process can feel overwhelming if an instructor attempts a large-scale overhaul of their courses or pedagogical approach. The small teaching approach offers a way to draw on cognitive theory to make incremental curricular or pedagogical changes grounded in evidence-based practices in face-to-face and online environments (Lang 2021, Darby & Lang 2019). Lang notes that these can take the form of short learning activities, small tweaks to curricular or communicative approaches with your students, or one-time interventions in a given course. Small teaching strives for an immediate and lasting positive impact on student learning with relatively minimal preparation.

The goal of this session is to introduce the concept of small teaching as a way for linguists to promote justice, equity, diversity, and inclusion (JEDI) in our classrooms. Over the past five years, there has been a significant increase in explicit conversations focused on identifying and addressing issues related to JEDI within our discipline. The LSA has supported these discussions through statements on race and racial justice; a webinar series; workshops, organized sessions, and plenary addresses at the annual meeting; and intentional work by committees and special interest groups, such as the Natives4Linguistics special interest group, CEDL, COZIL, and COGEL. These JEDI discussions have principally been in the context of research. At the same time, the Faculty Learning Community and the Special Interest Group for Scholarly Teaching in linguistics have begun the press for increased adoption of scholarly teaching practices and research on teaching and learning in linguistics. This panel shows how JEDI and scholarly teaching go hand-in-hand, introducing small teaching as a way for linguists to leverage small-scale changes that promote JEDI at various levels of course design to have big impacts on the learning outcomes of all students. We extend the conversation begun in the 2021 organized session on Scholarly Teaching in the Age of COVID-19 and Beyond in a way that puts JEDI at the center of our practice. Audience members will leave the session with concrete strategies to implement in their classrooms in the Spring/Winter term.
The session format will include introductory remarks about small teaching and JEDI issues in our discipline and in the classroom. Following the panel discussion, we invite session participants to engage with these topics as they relate to their positional and institutional contexts. We are committed to providing space for diverse perspectives in this session, and we welcome linguists from all teaching and learning experiences who are interested in improving teaching and learning and working towards an equity-minded linguistics classroom.
Linguistics in High School: Pathways for Student Engagement
Jefferson West (In-Person)
Saturday, January 8
9:00 – 10:30 AM

Organizer: Nicoleta Bateman (California State University, San Marcos)
Sponsor: Linguistics in the School Curriculum Committee (LiSC)
Participants: Amy Plackowski (Hudson High School, Hudson, MA)
Tatiana Yudovina (Hawken School, Gates Mills, OH)
Nick Boros (Hawken School, Gates Mills, OH)
Cristina Procaccino (Fairfax County Public Schools, Fairfax, VA)
Daniel Ginsberg (American Anthropological Association, Arlington, VA)
Nicoleta Bateman (California State University, San Marcos)

Over the past several years, considerable efforts and progress have been made toward bringing linguistics in various forms to K-12 students and the general public, and in particular toward highlighting the benefits of using a linguistics framework to address issues of equity, diversity, and discrimination both in schools and in society at large. As the community of linguists in the schools grows, whether through teachers who have linguistics backgrounds, self-taught linguists with a passion for the discipline and bringing it to their students, or linguists in higher education partnering with K-12 teachers, opportunities for engaging students in linguistics research and introducing them to the disciplines also grow. The opportunities are as varied as the different settings within which each linguist operates, whether in their classroom, school, district, or professional organization.

This symposium highlights a range of ways in which teachers have engaged high school students in the study of linguistics and linguistics research, and possible ways in which students can become further engaged in linguistics via professional organizations. In her presentation, Amy Plackowski describes a thematic approach in a core English Language Arts (ELA) high school class in which students used a linguistics framework to address both current issues of interest in our nation and the world, such as fake news and prescriptivism in the public sphere, and traditional ELA content such as poetry, fiction, and film. Tatiana Yudovina and Nick Boros, math teachers, bring a different perspective to those interested in linguistics in schools. They present their work with high school juniors and seniors in an intensive linguistics elective course framed around constructed languages. In her presentation, Cristina Procaccino, a high school Latin teacher who has sponsored a linguistics club at her school for nearly a decade, describes how the club’s activities and network have grown over the past year. They have formed a Linguistics League and developed a strong social media presence and following, drawing in several hundred students from across the world. Daniel Ginsberg’s presentation provides a model for how high school students can be brought into an academic discipline by intentionally providing opportunities for academic discourse socialization. In this case study, the American Anthropological Association (AAA) accepted two high school student interns who, under the guidance of AAA staff, researched and selected academic articles of interest, and wrote accessible and engaging summaries that were published on the AAA’s public education website. This model could be extended to the LSA and linguistics, and provides insight into how professional societies can work to further advance their disciplines.

Each presenter will have 20 minutes, and then Nicoleta Bateman, Chair of LiSC, will moderate a Question/Answer and discussion period until the end of the session.

Abstracts:

Amy Plackowski (Hudson High School, Hudson, MA)
Linguistics and Media Studies as a core English Language Arts course
In the fall of 2020, Hudson High School in Hudson, Massachusetts began offering a Linguistics and Media Studies course that 11th and 12th grade students can take for core English Language Arts (ELA) credit. Teachers developed creative approaches to offering content in linguistics while meeting the requirements of a core ELA curriculum. They organized the course around thematic units that present students with a question, issue, or case study that can be examined through a linguistic framework. These units include “Descriptivism and Prescriptivism in the Public Sphere,” “Black Language on Trial,” and “Fake News: Politics, the Media, and Language.” Students approach these issues by gaining knowledge in phonology, syntax, semantics, sociolinguistics, and other
This course structure allows students to explore the application of linguistics to media literacy, anti-racism, and traditional ELA content such as poetry, fiction, and film.

**Tatiana Yudovina (Hawken School, Gates Mills, Ohio)**  
**Nick Boros (Hawken School, Gates Mills, Ohio)**  
*An Elective in High School*

In Winter of 2019, Hawken School in Gates Mills, Ohio offered an Introduction to Linguistics elective to high school students. The course was structured around the creation of a constructed language for an imaginary world. Students began by creating the phonetic inventory and developed other components following units on writing systems, morphology, syntax, and pragmatics. As their final project, students created a grammar and dictionary for their language and wrote a creative piece in it. Students were also exposed to several types of linguistic research, such as field data collection by interviewing a Hungarian speaker, replicating the Wug Test on kindergarteners, and deciphering Egyptian hieroglyphics. These activities addressed one of our essential questions: How can language be studied scientifically? Our other essential question examined how linguistics can be used to solve societal problems and was addressed by learning about language preservation efforts, accent-based prejudice, and issues surrounding African American Language.

**Cristina Procaccino (Fairfax County Public Schools, Fairfax, VA)**  
*Creating a National Linguistics Network for K-12 Students*

In January 2021, a group of high school students formed a Linguistics League (LL). Their mission was to build a national network of high school students interested in linguistics and provide extra-curricular programming for high school students. They have developed a social media presence, and prepare and share facts about language and linguistics, working to engage K-12 students and teachers. Through social media, the group has also partnered with members of indigenous language groups to help highlight the voices and languages of Indigenous people. Through these outreach efforts, the LL has recruited several hundred high school students from across the world. They have partnered with undergraduate linguistics groups and have led linguistics Quiz Bowl events and social meet-ups. The LL has collected data on the interests of K-12 students interested in pursuing linguistics and has worked to offer a wide variety of linguistics activities to high school students.

*Socializing High School Students in the Academic Enterprise through Professional Societies*

In spring of 2020 and 2021, the American Anthropological Association (AAA) offered virtual internships to two high school students each year. During four weeks of virtual collaboration, their task was to select recent articles from AAA journals that matched their interest, and to rewrite those articles as engaging summaries for their fellow high school students. To accomplish this, interns analyzed the discourse structure of academic writing and contrasted it with popular science journalism, a genre that intersperses expert perspectives with concrete narratives that make the topic relatable to lay audiences. This analysis informed their approach to their final write-ups, which are now available on the website of the AAA’s public education initiative. Our experience shows that a brief intervention can involve high school students in the real work of an academic discipline, positioning them as valued community members who provide something of value to the community.
Linguists have long been interested in the grammatical devices that language makes available for highlighting and backgrounding information in discourse, such as topic, focus, and givenness, collectively referred to as information structure. In the past several decades, researchers in formal phonology, syntax, and semantics have developed increasingly sophisticated theories of the grammatical representation of these categories and their relationship to prosodic prominence. Meanwhile, psycholinguists have shown that focus marking has significant impacts on the way language is processed online: focus marking has been shown to improve memory representations (Birch & Garnsey, 1995), to improve responses in change- and error-detection tasks (Bredart and Modolo, 1988; Sanford & Sturt, 2002) to guide hearers’ attention in auditory tasks (Cutler, 1976; Cutler & Fodor, 1979), and to modulate responses in different priming tasks (Braun & Tagliapietra, 2010; Fraundorf et al., 2010; Gotzner et al., 2013).

Despite these developments, within formal linguistics there is no consensus on how focus and givenness should be encoded in the grammar. Empirically, both new information and contrasting material are pronounced with non-neutral prosody in many languages. It is therefore sometimes argued that focus marking encompasses both givenness (non-newness) and contrast (Schwarzchild, 1999). While this connection seems self-evident, there are many (often lesser studied) languages in which a link between focus and prosody is less clear. The connection between focus and prosodic prominence could therefore simply be an artifact of the skew in the literature toward a small set of European languages that happen to share a particular realization for focus. The fact that prosodic prominence does not coincide perfectly with focus has led some theorists to conclude that the primary role of focus is to mark contrast (Chafe, 1976; Beaver et al., 2007; Féry & Samek-Lodovici, 2006).

Moreover, the formal literature has had limited contact with psycholinguistic studies, which have the potential to reveal how the representations of speakers’ knowledge are used online. The lack of interaction between both domains seems particularly pressing, because even among these psycholinguistic studies, and especially those in reading, findings are not always mutually consistent. A careful assessment of these contradictory results is needed to discern which of the partially overlapping notions of contrast, givenness, and prosodic prominence is driving them.

This organized session aims to make progress toward a theory of information structure informed by both formal and psycholinguistic approaches. By bringing into conversation researchers from both domains, we hope to begin to uncover which formal representations are needed for mapping the time course of information structure processing and their manifestations in different measures. Conversely, we hope that this enriched understanding of on-line processing will enable more sophisticated arbitration amongst competing formal theories. Moreover, we believe that progress in both these areas will only be possible through a deeper understanding of uniformity and variation in the crosslinguistic realizations of information structure, as well as the degree to which these realizations are a product of formal representations as opposed to comprehension and production pressures.

The workshop is structured to facilitate a dialogue between formal and psycholinguistic perspectives. The four plenary speakers comprise both formal linguists and psycholinguists, and their research emphasizes languages that are less studied, or not included at all, in the literature on information structure. Their talks will be preceded by two brief presentations highlighting the goals of the workshop and its historical context within both psycholinguistics and formal linguistics. In addition, two discussants will contextualize and comment on presentations, setting the stage for questions from the audience.
Abstracts:

Amanda Rysling (University of California, Santa Cruz)
Maziar Toosarvandani (University of California, Santa Cruz)

Historical perspectives on competence and performance in information structure

Information structure has played an important role in the development of formal theories of phonology, syntax, and semantics over the past several decades, giving rise to competing views of how the interpretive content of categories like focus relates to their phonological and syntactic realizations. Within psycholinguistics, disparate methods — eyetracking while reading, phoneme monitoring, cross-modal priming, change detection/accuracy in recognition memory — have been employed to examine comprehenders’ real-time responses to focus. These two literatures have proceeded with little mutual information, and without the benefit of each other’s strengths. We sketch the development of theories of focus and related information-structural categories within both formal linguistics and psycholinguistics, with the goal of identifying places where experimental results may have the potential to shed light on formal theories and vice versa.

Sasha Calhoun (Victoria University of Wellington)
Mengzhu Yan (Victoria University of Wellington)

Focus effects on memory for words and their alternatives: evidence from Samoan and Mandarin

Focus-marking highlights discourse referents and indicates alternatives relevant for interpretation (Krifka, 2008). There is longstanding evidence that focused words are remembered better (Birch & Garnsey, 1995, Kember et al., 2019), while recent work has explored memory representations for alternatives (Fraundorf et al., 2010, Gotzner et al., 2016). However, the impact of the type of focus-marking on memory representations across languages is largely unknown. We present two experiments addressing these issues in Samoan, where the primary focus-marker is a cleft-like construction (Calhoun, 2015; Calhoun et al., 2019) and Mandarin, where it is prosodic prominence (Xu, 1999). We show that, in both languages, focus-marking enhances memory for the whole alternative set, making it harder to reject unmentioned alternatives (see Gotzner et al., 2016 for German). However, unexpectedly, focus-marking did not enhance memory for focused words. We relate this to differential weighting of types of focus-markers in different languages.

Morwenna Hoeks (University of California, Santa Cruz)

Effects of focus vs. givenness in reading

Investigations of focus in reading have found mixed results: Some report a decrease in RTs on foci (Morris & Folk, 1998; Birch & Rayner, 2010), while others report an increase (Birch & Rayner, 1997; Benatar & Clifton, 2014; Lowder & Gordon, 2015; Sloggett et al., 2019). We show that these inconsistencies are clarified by a more semantically-informed notion of focus. In Exp1, we crossed newness with focus and found longer RTs when comparing focused to non-focused targets and new to given foci—suggesting a focus cost that doesn’t reduce to newness. In Exp2&3, we manipulated whether focus alternatives were mentioned in the preceding context. We report a significant reduction in the slowdown on new foci in the presence of alternatives, suggesting that presenting alternatives aids reading of foci. Controlling for these contextual factors clarifies the earlier results, in which slowdowns were only found in the absence of alternatives, and speedups were only found in the absence of a newness-givenness contrast.

Beste Kamali (Leibniz-Zentrum Allgemeine Sprachwissenschaft (ZAS), Berlin)

Contrastive topics in questions and main prominence across languages

The underlined element in the discourse How about Luke? What did Luke eat? has main prominence like focus, but recent analyses treat it as a contrastive topic (CT) (Constant 2014, Kamali & Krifka 2020). Drawing on polar questions in Turkish, Greek and Hungarian, I unpack and strengthen the case for CTs in questions, and introduce a point of variation in their prominence manifestation. While Turkish questions with CT have main prominence like English, Greek exemplifies multiple loci of prominence like English declaratives. I analyze the options in terms of mapping to intonational phrases and discuss the possible sources and further implications of the observed variation.
There is no consensus on why displaced foci are often marked with special prosody. On one view, a [Focus] feature that triggers syntactic movement also triggers a distinct prosodic realization (Kratzer and Selkirk, 2020). However, [Focus] features have been challenged on theoretical and empirical grounds (Fanselow, 2006), leading to claims that focus displacement is primarily prosodic (Féry, 2013). In this talk, I argue that focus displacement in San Martín Peras Mixtec is phrasal movement of a segmentally null focus particle along with its c-command domain (Horvath, 2007). Evidence for this analysis comes from focus pied-piping and tonal sandhi triggered by the focus particle, which give some foci a unique prosody. This analysis suggests a new approach to the relationship between focus movement and focus prosody: in some languages, they are not triggered by foci, per se, but can be reduced to the properties of lexical items sensitive to focus alternatives.
Literary Linguistic Forms
Jefferson West (In-Person)
Saturday, January 8
2:00 – 5:00 PM

Organizer: Kristin Hanson (University of California, Berkeley)
Nigel Fabb (University of Strathclyde)

Sponsor: Modern Language Association (MLA) Literature and Linguistics Special Interest Group

Participants: Geoffrey Russom (Brown University)
Myfany Turpin (The University of Sydney)
Nay San (Stanford University)
Benjamin Glaser (Yale University)
Ryan Heuser (King’s College, Cambridge)
Arto Anttila (Stanford University)
Paul Kiparsky (Stanford University)
Anne Furlong (University of Prince Edward Island)
Billy Clark (Northumbria University)
deandre miles-hercules (they/them) (University of California, Santa Barbara)
Kyoko Sano (University of Washington)
Kristin Hanson (University of California, Berkeley)
Nigel Fabb (University of Strathclyde)

Linguistic study of the language of literature has long been a source of information about forms and uses of language, illuminating descriptive and theoretical issues across many fields of linguistics. It has also long been a source of insight into literature’s capabilities and accomplishments. Both lines of inquiry, however, also pose methodological complexities, sometimes leading to tensions between linguistic and literary aspects of such study. Perhaps most famously, the conference on “Language and Style” which produced Jakobson’s (1960) call for poetics to be construed as a part of linguistic theory also produced intellectual rifts which have separated linguistics and literary study. The “Linguistics of Writing” conference (Fabb et al. 1987) offered an opportunity for communication, but did not produce rapprochement. Much has changed since then, however. Not only have both fields made advances of their own; within literary studies there is a renewed interest in form (Levine 2015), and within linguistics, theories of communication like Sperber and Wilson (1986) have clarified what linguistics can contribute to questions of interpretation (Kiparsky 1987, Fabb 2002). This LSA Symposium aims, therefore, to seize the moment to reopen, even in a very small way, a cross-disciplinary discussion of literary language. Developed in cooperation with the MLA’s Literature and Linguistics interest group, it takes advantage of the co-occurrence of both associations’ annual meetings to gather a set of scholars and papers representing linguistic and literary orientations to current problems in the field.

The first 80-minute session focuses on meter, probably the most extensively studied of all literary linguistic forms. Four papers consider it from a linguistic perspective as a set of rules or constraints that control the composition of literary texts, but go beyond considerations of meter’s relationship to phonology. Russom addresses a long-standing problem in Germanic alliterative poetry by demonstrating the role of universal principles of syntax in its metrical form. Turpin and San explore the relevance of the prosodic word in Central Australian meters as used in songs. Glaser asks how modernist poets can be handled within a linguistic approach that requires generalization over instances when the poets create idiosyncratic texts, with potential generalizations suggested by only very small domains. Heuser, Anttila and Kiparsky draw on digital humanities methods to explore very large bodies of English verse and prose and show how their formal properties vary according to which is dominant in the culture in a given period.

After a brief break, a second 80 minute session offers four papers which relate literary linguistic forms to broader questions of art and its interpretation. Furlong and Clark draw on theories of pragmatics to ask whether there is a distinct kind of ‘literary’ reading. Sano explores an issue in Old Japanese literary texts that falls in the intersection of formal semantics and literary aesthetics. miles-hercules explores characteristics of African American English in the novels of Zora Neale Hurston to illuminate how aspects of race are used to construct reading publics. Finally, Hanson and Fabb return to meter, considering a poem of Robert Browning in light of his interest in music, and suggesting that the poem explores ways in which textsetting differs from rhythmic art made of language alone.
Hopefully the Symposium will also include plenty of time for open discussion. Ultimately it aims to offer an opportunity for scholars interested in linguistic literary forms to get to know each other, and to build connections supporting inquiry into the many interesting open questions in this area.

Abstracts:

**Geoffrey Russom (Brown University)**

*The Old English verse clause: A metrical constituent based on syntactic structure*

In previous work I have developed a universalist theory of poetic form based on the hypothesis that metrical constituents are abstracted from linguistic constituents: metrical positions from syllables, feet from words, lines from sentences, etc. The universalist theory is scaled up from a theory of Germanic alliterative meters, which differ significantly from meters with a regular rhythm. Here I use the theory to explain the VERSE CLAUSE, a metrical constituent posited by Hans Kuhn, who formulated influential laws of early Germanic word order that apply in poetry but not in prose. Kuhn thought that these laws were originally linguistic rules and that they survived within the verse clause as poetic archaisms. Here I argue that Kuhn’s Laws were metrical rules rather than linguistic rules. If the verse clause is a metrical constituent, the observed constraints on word order follow without further stipulation from general principles of verse construction.

**Myfany Turpin (The University of Sydney)**

**Nay San (Stanford University)**

*The prosodic word in literary traditions of variable line length*

The sung literary traditions of central Australia have variable line length regulated by the number of prosodic words. We argue that the preferred line length that emerges is the result of an interaction between the rhythmic template of the tradition and the morphophonological properties of the languages; in particular, how certain monosyllabic suffixes in morphologically complex words can ‘hinge’ (Dell & Elmedlaoui 2008). For example, the underlying song text /a.jə.ɲə-pə-ιɲ.ca.ɻə-la/ is sung as [la.jə.ɲə.pίɲ.ca.ɻə], where the suffixes [-pə] and [-lə] form a rhythmic constituent with the following prosodic word (e.g. /-pə/ + /iɲ/ → [pίɲ], with the second vowel omitted under standard vowel hiatus resolution), wrapping around the line if required (e.g. /a.jə…ɾə-ɻə/ → [la.jə…ɾə]). We argue that this behavior is motivated by the onset-sensitive stress of the language combined with the need to place initial syllables in rhythmically strong positions.

**Benjamin Glaser (Yale University)**

*Small Metrical Domains and the Problem of Interdisciplinarity*

Fabb and Halle (2008) scan the opening seven lines of *The Waste Land* as a *sui generis* loose iambic meter. To scan over idiosyncratic domains challenges linguistic approaches to poetics. Yet Eliot’s poem knows it is inhospitable to the corpus analysis proper to earlier metrical cultures, where phonological explanation may sufficiently predict our recognitions. To recognize a modification of iambics in Eliot, we would specifically need a more rigorous prediction of which syllables remain “ungrouped” (Fabb and Halle (2008)). In Glaser (2016) I show how Robert Frost’s loose iambics unusually preserve this rigor. To solve the problem of arbitrary non-grouping / non-projection in Eliot, I suggest the presence of meter along literally different lines: clearly scannable lines exist throughout the poem only in traces disfigured by line breaks and Ezra Pound’s edits. Generative metrics can and should register “literary linguistic form” in this modern transformation of lineation.

**Ryan Heuser (King’s College, Cambridge)**

**Arto Anttila (Stanford University)**

**Paul Kiparsky (Stanford University)**

*Prose rhythm and antimetricality*

Metrics is usually concerned with verse while prose has been neglected. We propose an approach to detecting rhythm in both verse and prose on a large scale building on the computational methodology of Heuser, Falk, and Anttila 2010. Using constraints from Hanson and Kiparsky 1996 we define the METRICAL TENSION SUM of a line (cf. Halle and Keyser 1971) as the sum of all metrical constraint violations across all the scansion permitted by the metrical grammar. We test the ANTIMETRICALITY HYPOTHESIS inspired by Saintsbury (1912) and Jakobson (1941) which claims prose to assume the role of anti-verse in historical periods where metrical verse is the dominant literary form. We start with a sample of thirteen canonical authors and then scale up
Anne Furlong (University of Prince Edward Island)
Billy Clark (Northumbria University)

*Half-formed things: a deflationary view of literariness*

This paper argues against views of literariness tied to linguistic form, authorial intention, reader responses, cultural assumptions, or interactions of more than one of these. We propose instead that each of these can exhibit properties or give rise to effects which lead to judgments of literariness but that none come close to being definitive. Further, we view each of the things which give rise to judgments of ‘literariness’ as being matters of degree. We illustrate our approach here by considering how linguistic forms and inferential interpretation processes can give rise to judgments of literariness for readers of Eimear McBride’s novel *A Girl Is A Half-formed Thing*. Theoretically, our approach adopts and adapts previous approaches, including Rosenblatt’s (1938, 1978) transactional theory of literature and relevance theory (Sperber and Wilson 1995). This account has significant implications for how we view creative and critical practice as well as literariness itself.

deandre miles-hercules (they/them) (University of California, Santa Barbara)

*'Everybody’s Zora’: Language and Blackness in the Literary Imagination*

Linguistic studies of literature in English have left under-described the myriad ways African American English (AAE) appears in literary forms and the ends to which it has been employed. I explore the ways author and anthropologist Zora Neale Hurston mobilized African American English (AAE) throughout her oeuvre, arguing that they constitute distinctly Black reading publics. Hurston frequently invoked “native”-speaker knowledge and extensive ethnographic fieldwork in her writing practice and, in doing so, dialogically constructed social worlds for readers in which legibility could hinge upon intimate knowledge of such AAE features as church discourse (Smitherman 1977), embodied practices like cut-eye and suck-teeth (Rickford and Rickford 1976), and so on. My analysis centers on the ways Hurston entextualizes AAE through prose, written speech, and narrative, ultimately concluding that her work offers novel insights into the function of race in aesthetic perception and the sociolinguistic constitution of literary imaginaries.

Kyoko Sano (University of Washington)

*Literary forms and semantic representations of focus*

I discuss how semantic forms interfere with literary forms. Old Japanese emphatic construction of the form [p-koso q-e], concordance of the emphatic particle koso with the sentence ending form -e (conjunctive subordinator), is found in literary contexts. According to Ohno (1993), the original use of this concordance is to make contrastive effect, but this use is slowly transformed to other uses. Ohno classifies the process into three stages: (1) the contrastive uses, (2) the stand-alone uses, and (3) the simple emphatic uses. In Ohno’s analysis, (1) is not semantically distinct from (2). Sano (2021) argues that the process from (1) to (2) involves semantic change from Topic to Focus. In this presentation, I argue that the two semantic forms become less distinct due to aesthetic uses attached to this form but are adapted to literary effects of making contrast in (1) and making emphasis in (2).

Kristin Hanson (University of California, Berkeley)
Nigel Fabb (University of Strathclyde)

*‘Unlinguistic’ Browning*

Sapir (1921) described Browning's poetry as "unlinguistic," "like a translation from an unknown original"; Frye (1957), in a similar vein, described it as “musical”. In this paper, we analyze Browning's poem ‘Pietro of Abano’ (1880), which in its time was criticized for its 'liberties with metre', and which concludes with a brief musical score where its final lines would be expected to be. This offers an opportunity to explore how meter can be understood as formally resembling setting a text to music, with positions in a template resembling beats in music. We suggest that the meter of ‘Pietro of Abano’ has a simple template defined by a hierarchically organized binary rhythm available to either medium, which Browning uses to explore differences in how empty positions and beats arise in poetry and in music. He also finds similarities in how both are sensitive to linguistic constituent boundaries, which he distributes in confounding and thereby revealing ways.
Language Documentation in Trauma-exposed Indigenous Communities
Columbia 6 (In-Person; NOT RECORDED)
Saturday, January 8
3:30 PM – 5:30 PM

Organizers: Phillip E. Cash Cash (Cayuse/Nez Perce; Independent Researcher)
Joseph J. Dupris (Klamath-Modoc; University of Colorado Boulder)

Sponsor: LSA Natives4Linguistics Special Interest Group (N4L)

This panel provokes discussion and storytelling on the role of language workers in trauma-exposed communities and linguistic alienation and violence experienced therein. Storytelling offers individuals forms of disclosure, offering elements for a coherent narrative through individual hardships are transformed into generalized social relations, establishing impetus for action. Stories in tribal language research often acknowledge the establishment and replication of inequitable power relations within national systems and institutions. They also share equitable representations of Indigenous excellence in the face of adversity.

Relationships between the formation of revitalization movements and healing arcs of historical trauma will be considered from the perspective of an Indigenous researcher engaging with their own trauma-exposed communities. Working with tribal community members to better understand how linguistic elements have been mobilized to establish targeted groups for violence and alienation is critical. Where individuals and communities can identify events or chronic issues, those can be shared with trusted others toward building healthy habits of introspection.

Researchers engaged with trauma-exposed communities must respond carefully to past and present traumatic stress. Native American and Indigenous communities continue to be impacted by structural legacies of settler colonialism, including land dispossession, racism, and federal Indian law. Alienation from tribal lifeways, instigated by systemic violence through events of genocide and policies diminishing access to basic needs, can produce deep philosophical disorientation and hinder healing. Approaches for engaging trauma in tribal communities include mobilizing relationships of reciprocity and stewardship, facilitating healing through relationships with among self, others, lands, and the spirit world.
Emerging scholarship within a *trans linguistic* framework (Zimman 2020) that centers the work and analytic lenses of trans researchers has instituted new perspectives on language, gender, sexuality, and their many intersections. Contemporary trans linguistic work continues to document shifting ideologies of gender and language that not only move beyond a gender binary, but that fundamentally work towards “social and linguistic justice for gender non-normative communities” (Zimman 2020, 1) and to “uplift collective movements of transgender joy and liberation” (Konnelly 2021, 79). As we take up the call for a trans linguistics that orients to these goals, we envision this panel as the first of many forums that attend to discussions of what advancing trans linguistics could entail.

In early queer linguistic research, transgender and gender non-conforming people were largely studied for their exceptionalism to existing theories of gender and language: studies in sociolinguistics and linguistic anthropology in the 1990s and 2000s centered on the subversive potential of (perceived) sex and gender transgressions, analyzing practices within communities whose members were viewed as occupying a liminal position in relation to sexual and gendered categories. Heavily influenced by queer theory, work *on* (typically not *with*) gender-diverse communities attempted to denaturalize normative links between sex, gender, and sexuality by investigating the language of individuals who challenge such normative alignments (e.g., Besnier 2003, Gaudio 1997, Hall 1997, Kulick 1998, etc.). Though some of these works were more affirming of the individuals they studied than others – and some characterizeable as outright transphobic – nearly all were written from the perspective of cisgender researchers. It is not until the last decade that the field of linguistics has seen an expansion in the kinds of research undertaken with transgender and gender-diverse communities, including not just a wider representation of trans subjectivities, but a growth of openly trans scholars pursuing a plurality of trans analytic perspectives.

By bringing together the work of scholars that considers these questions, this panel seeks to address issues that are impactful to the lived experiences of trans people, leading discussions of what it means for our research to be in relation to trans liberation. The papers in this panel consider a wide range of topics, such as Asian American transmasculinity and white supremacy, discourses of trans visibility in US public radio, technology and embodiment in online virtual reality settings from a trans linguistic perspective, and the innovative linguistic practices in the Puerto Rican Ballroom scene as the initiation of an outlining of a trans Latinx critique. Rather than simply frontloading the state violence experienced by trans people and perpetuating a singular narrative of trans experience as suffering, these papers acknowledge the often fatal realities of trans precarity and the ineffectuality of ‘representation’ alone, hard truths which the future of trans linguistics must be accountable to as part of a larger process of imagining more trans-affirming worlds (Mendoza, abstract).

Finally, if the goal of trans linguistics is the pursuit of trans joy, celebration of trans life, and trans liberation, we necessarily must also engage in reflexive critique: critique of power and the systems that uphold it, critique of our own advocacy work, critique of what our (sub)discipline(s) are, have been, and could be. As we consider what it might mean to advance trans linguistic research, this panel hopes to engage with what we can envision these possibilities for trans linguistics to be – as well as what we, within our positionalities as researchers, want it to be in service to.
Abstracts:

Lex Konnelly (they/them) (University of Toronto)
Archie Crowley (they/them) (University of South Carolina)

Critique and Possibility in Trans Linguistics

While research on transgender and gender non-conforming communities in linguistics has existed for decades, a concentrated effort to prioritize the perspectives of transgender communities and researchers has emerged within the last five years. Despite a semblance of increased resources, legal protections, and representations of (some) trans people in mainstream media, this recognition has done little to mitigate backlash against our participation in public space. We attend to critiques of a trans linguistic framework that address these precarious material realities, particularly with respect to multiple intersecting norms: the centering of whiteness, metronormativity, transmasculinities, and the emphasis on how trans people subvert gender only in relation to cisgender expectations. Ultimately, we conclude with an array of possibilities for trans linguistics as a field, noting that when linguistic scholarship makes room for trans people on our own terms, it is better positioned to advance trans liberation as a core part of its praxis.

Julien De Jesus (they/them) (University of California, Santa Barbara)

Fluid Gender, Rigid Race: Setting a New Standard for (Trans) Linguistics

As a matter of survival, many trans people value “passing” (being perceived by others as their gender) out of a desire to not be “seen.” However, the reality is that trans people of color will always be seen when we are visibly non-white in spaces that cater to the white gaze. The current trans linguistics framework fails to account for the ways white supremacy dictates ideas of “passing,” among other supposedly universal trans experiences, and thus must reckon with race.

In this presentation, I utilize an autoethnographic approach informed by my lived experience as a Filipinx American transmasculine person and leverage my linguistic background in Indigenous language reclamation and revitalization, emphasizing the need for collaborative and non-extractive community-based research models that explicitly consider race. Trans linguistics is an emerging subdiscipline, and with growth comes growing pains, especially if we are to do and be better.

j inscoe (they/them) (Towson University)

“To Hear Every Voice”: Taming the Queer Sublime in National Public Radio

In 2021, National Public Radio (NPR) celebrated its 50th anniversary, promising “We Hear Every Voice”; yet NPR as a media organization often includes diverse voices primarily to satiate the taste of its predominantly white, middle class listenership. Despite the salience of voice in radio and trans studies, little work investigates the discursive communication of transgender life in sonic media, which remain popular modes for that discourse, often to our exclusion, if not our problematic inclusion.

How has a media organization that holds as its mission to “hear every voice” incorporated the voices of transgender people? Through a discourse analysis of NPR’s programming on transgender lives and the social forces that threaten them, I argue that NPR’s mission to meet the tastes of a mainstream donor audience shapes the communication of transgender issues in ways that mute or otherwise control transgender people’s communication of their own lives.

Brooke English (it/its or she/her) (University of California, Santa Barbara)

Transgender Identity and Technology: Studying Embodiment and Identity with Linguistics

The ways in which technology mediates communication and identity are vast, complex, and constantly shifting. Technology proliferates possibility, making identity more malleable as we negotiate the differences in our lives online and offline, or “AFK” (away from keyboard) (Russell 2020). With these possibilities available, identity enters a state of transrealism, as we live in multiple worlds, navigating identity in the self and in community and limitless contexts.

Sociolinguistics has long studied the linguistic shifts in speaker identities with the variationist paradigm and developing technology provides new ways of studying identity and embodiment holistically. Transness in the context of technology resists the boundaries of static identity. Transness supersedes the concept of a “true identity” and linguistics as a field needs to incorporate that in its research and methodology of language and identity, accounting for marginalized experiences of identity that have been omitted from linguistic research such as race and class.
A trans linguistics framework should attenuate to the interwoven colonial structures that dictate normativities of embodiment that have simultaneously gendered, sexualized, and racialized consequences. Ballroom culture has long been a site of trans resistance for Black and Latinx people to use performance to construct alternate discursive framings of family, the body, sex, gender, and social relations. I trace the linguistic innovations of both diasporic and archipelago-based Puerto Rican Ballroom artists to investigate how the language of patería, or Puerto Rican queerness, from micro-scale grammatical changes to larger threads in political discourse gives us trans (and cis) scholars a map to reconsider the creative capacity of language. Moving beyond the work of analyzing the language of trans communities of color, this work calls for linguists to reckon with their material realities and how any trans linguistics framework needs to be committed to an anti-racist politic.
Challenges and Opportunities for Mentoring in Linguistics

100% Virtual (weblinks TBD)
Sunday, January 9
9:00 AM – 12:00 PM

Organizers: Paola Cepeda (Stony Brook University)
Melissa Baese-Berk (University of Oregon)

Sponsors: Committee on Gender Equity in Linguistics (COGEL)
Committee on LGBTQ+ [Z] Issues in Linguistics (COZIL)
Committee on Student Issues and Concerns (COSIAC)
Committee on Ethnic Diversity in Linguistics (CEDL)

Participants: Jamaal Muwwakkil (University of California - Santa Barbara)
Hadas Kotek (industry and Massachusetts Institute of Technology)
Monica Macaulay (University of Wisconsin)
Iara Mantenuto (California State University - Dominguez Hills)
Gabriela Pérez Báez (University of Oregon)
Kirby Conrod (University of Washington)

Mentoring is critically important in academia and the workplace. For mentors, it represents both an opportunity to impact on some other people’s lives as they find their place in their field, and to gain a sense of fulfillment and personal growth in doing so. For mentees, mentoring symbolizes a strong connection with a senior member of the field which allows them to feel welcome, to find answers to their questions, and to feel supported in their professional journey. Mentoring is especially crucial for mentees from underrepresented groups, as they face additional challenges when it comes to inclusion and career progression due to some systemic barriers that prevent them from easily achieving their academic goals.

For years, the Linguistic Society of America has recognized the importance of mentoring through a series of initiatives, from the Women in Linguistics Mentoring Alliance to the Committee on Gender Equity in Linguistics’ Pop-Up Mentoring Program, the new Mentoring Initiative hosted, and the establishment of a Mentoring Award within the Society. As these different programs show, mentoring is not a one-size-fits-all endeavor. Both formal and informal types of mentoring must evolve to meet the specific needs of the mentor-mentee pairing.

Given the interest in mentoring, but the relative lack of scholarly work on mentoring within Linguistics specifically, the Committee on Gender Equity in Linguistics (COGEL) proposes a panel discussion on the challenges and opportunities of mentoring in our field and how it intersects with issues of diversity, equity, inclusion, and access. This panel is co-sponsored by the Committee on LGBTQ+ [Z] Issues in Linguistics (COZIL), the Committee on Student Issues and Concerns (COSIAC), and the Committee on Ethnic Diversity in Linguistics (CEDL).

Following a semi-structured Q&A format, panelists from a variety of career stages and a variety of identities will offer insights on mentoring needs, projects and achievements that need to be shared in the linguistics community. Due to the nature of the format we will use, rather than submitting abstracts for individual presentations, the panelists will be prompted with questions from the moderator and the public to address the following discussion topics:

1. The mentoring relationship: goal negotiation, supporting equity and inclusion efforts while acknowledging unequal power issues between mentees and mentors, dealing with unhealthy pseudo-mentoring relationships

2. The role of mentors: importance of representation, culturally-relevant mentorship, awareness of intersectionality issues, peer-mentoring, mentoring in online settings

3. Seeking a mentor: identity and sense of belonging, social capital for underrepresented mentees, short or long term mentoring relationships, dealing with bias and discrimination

4. Mentoring initiatives: current projects in linguistics, availability of institutional support, possibilities for developing common efforts in the field to promote systemic change

The following individuals have agreed to serve on the panel:

● Jamaal Muwwakkil (University of California - Santa Barbara)
Our hope is that this panel will spur conversation on this topic and set the stage for future work and initiatives on mentoring in Linguistics.
Dreaming of Words: Story of a Lexicographer Who Compiled a Dictionary Connecting Four Dravidian Languages

100% Virtual
Sunday, January 9
10:30 AM – 12:00 PM

Organizer: Nandan (Independent Director/Producer/Filmmaker/Writer)
Participants: Nandan (Independent Director/Producer/Filmmaker/Writer)

Njattyela Sreedharan, a fourth standard drop-out, compiles a dictionary that connects four major Dravidian languages. Travelling across four states and doing extensive research, he spent twenty five years making the multilingual dictionary. This unique dictionary offers a comparative study of Malayalam, Kannada, Tamil and Telugu. 'Dreaming of Words' is a documentary that traces Sreedharan's life, work, love for languages and the struggles to get the dictionary published. The detailed conversations with Sreedharan sheds light upon various aspects of his life and work such as how he managed to study these languages, drew inspirations from earlier lexicographers like Hermann Gundert and proceeded with compiling the dictionary. He also shares his insights on the need to conserve these languages. And we get to know more about him and his working style from people who helped him during this mammoth task. Through journeys to neighboring states and further conversations with the former director of the State Institute of Languages and the secretary of Kerala Literature Akademi, the documentary explores the linguistic and cultural diversity in India and the importance of Sreedharan’s work.

It was an official selection at the Mindanao Film Festival, RapidLion Film festival and Micheaux Film Festival. https://www.imdb.com/title/tt13150132/

Here is the link to the trailer: https://drive.google.com/file/d/13mGl-hRHoqIgPYWGhFSGkI6acvM-9h6g/view?usp=sharing

Here is the link to the full movie: https://drive.google.com/file/d/1tXnLMx-j8SCqD-KKKLe4YVtTd4N4wR-/view?usp=sharing

Articles on media:
3) https://www.thenewsminute.com/article/love-words-82-year-old-compiles-dictionary-4-south-indian-languages-138684
Abstracts of Regular Sessions
Changes in Chamoru Gemination

The Chamoru language on Guam has undergone major shifts due colonization, globalization, and near elimination of intergenerational transmission. This study - the first phonetic study of Chamoru - examines changes in production and perception of gemination in plosive consonants in younger and older speakers. In line with public perception, we find younger speakers infrequently geminating compared to older speakers, and younger speakers collapsing geminates and singletons into one perceptual category. We also find that, overall, Chamoru compensatorily shortens vowels preceding geminates. Results help illuminate the rate of change and degree of endangerment of Chamoru, and add to the literature on gemination.

Stress is only visible to intonation when a word is focused in Farasani Arabic

Stress is only visible to intonation when a word is focused in Farasani Arabic. It is typologically rare that intonation ignores stress. Only a few languages have been claimed to be an exception (e.g., Kuot, Wolof). The goal of this study is to argue that Farasani Arabic, an underdocumented variety of Arabic spoken in Farasan Island, is a further exception because stress is visible to intonation only when a word is narrowly focused. In neutral-focus conditions, each content word typically forms one Accentual Phrase (AP) marked by a rising tone pattern regardless of its stress location. This system is very unique among Arabic dialects and challenges the current models of intonation and prosodic typology.
Tracey Adams (University of Texas at Austin)  
_Perceptions of Ethnolectal Variation in Montreal_  

Due to encouragement to assimilate, coupled with easy access to a French education, Boberg (2006) argues that French ethnolects should not be prominent in Quebec. I present here a study that evaluates Boberg's claim via sociolinguistic interviews with women across the three largest ethnic groups in Montreal: Quebeckers, second-generation North African Montrealers, and second-generation Haitian Montrealers. I use the data collected in these interviews to run a qualitative analysis for common themes across and between groups in order to elucidate the linguistic landscape from an esoteric perspective and highlight what, if any, aspects of potential ethnolects should be investigated.

Luke Adamson (Harvard University)  
_Gender on a noun cannot be licensed through agreement: On gender and scope in German_  

This work examines the ambiguity of the feminine interpretation of the nominal suffix -in found with e.g. professional nouns (Politiker-in 'politician-f') in the context of superlatives. According to a previous proposal by Yatsushiro and Sauerland (2006), gender is interpreted outside of the scope of the superlative, licensing uninterpretable gender pronounced on the noun. The current work provides evidence against this account from scopal readings, comparative constructions, agreement in coordinate structures, and ellipsis. A semantic account is suggested instead, scaffolding off of semantic analyses of e.g. bound pronouns.

Aliaksei Akimenka (University of Michigan)  
_Complex predicate approach to ECM constructions: evidence from topicalization and (pseudo-)clefting_  

The goal of this paper is to provide some initial evidence for the complex predicate approach to ECM introduced by Chomsky in LSLT (1955/1975), but abandoned in GB framework in favor of the now standard view that ECM verbs combine with a "reduced" clausal complement. By contrast, resultatives within GB/Minimalism have been analyzed as either "reduced-clause" (aka "small-clause") constructions (Stowell 1981; Hoekstra 1988) or "complex predicates" (Neeleman 1994; Snyder 1995; Larson 2014). I show that resultative and ECM constructions exhibit parallel behavior with respect to topicalization and (pseudo-)clefting that cannot be straightforwardly accounted for under the "reduced clause" account.

Faruk Akkus (University of Massachusetts at Amherst)  
_Complementizer Agreement ≠ Clitic Doubling_  

Various approaches to complementizer agreement (CA) argue that CA is the result of clitic doubling (CD), (e.g., Van Craenenbroeck & Van Koppen 2008, van Alem 2020), as one view to CD involves an Agree-based approach, in which clitic results from Agree with a functional head (e.g., Sportiche 1996, Angelopoulos 2019). We argue on the basis of CA from Arabic varieties that CA cannot be reduced to CD, at least in Arabic. CA exhibits distinct behavior from CD (and Clitic Left Dislocation, CLLD) although the morpheme on the complementizer is also morphophonologically a weak clitic in CA.
Sarah Alamri (George Mason University)
Harim Kwon (George Mason University)

*Tongue configuration of Saudi Arabic coronal stops: the effect of voicing and gemination*

We examine tongue configurations of Saudi Arabic coronal stops using ultrasound tongue imaging. To investigate how voicing and gemination can simultaneously influence the tongue configuration, we compared tongue contours of /t, d/ word-initially and /t, d, tː, dː/ word-medially. Preliminary results suggest voicing and gemination influence the tongue shape, but in different ways. Voiced stops have more advanced tongue root and/or lower tongue body than voiceless stops. Geminates have lower tongue body than singletons. The magnitude of the adjustment seems greater for gemination than for voicing. These outcomes confirm consonantal duration and voicing influence the tongue configuration, and suggest cross-linguistic differences in geminate articulation.

Mohammed Al-Ariqy (University of Utah)

*Glottal Stop Variation in Classical Arabic: OT-based Optionality Analysis*

This paper analyzes optional glottal stop deletion in Classical Arabic. This deletion is typically accompanied by lengthening or gliding of an adjacent vowel, and deletion can be blocked when this lengthening/gliding is not possible, and also when deletion would create homophony. This paper assesses the ability of various OT-based theories of optionality to account for [ʔ] deletion, arguing that the rank-ordered model of EVAL (ROE; Coetzee 2006) provides a better account than alternatives such as partially ordered grammars (PO; Anttila 1997, 2007) and serial variation (SV; Kimper 2011).

Kristian Ali (University of the West Indies at St. Augustine)
Ben Braithwaite (University of the West Indies at St. Augustine)
Ian Dhanoolal (University of the West Indies at St. Augustine)

*Moving towards more equitable relationships in research on small signing communities: a Caribbean meta-documentation*

There has been a dramatic increase in interest in the study of signed languages around the world over recent years. We argue that this kind of work may have little positive impact on signing communities in the global South, and can have unforeseen negative consequences, and that it is essential that linguists interested in such languages engage in overdue discussions concerning the ethical and methodological aspects of their research. We contribute to this discussion by describing work carried out over the past decade on signed languages across the Caribbean.

Mai Al-Khatib (University of Minnesota)

*Simulating Meaning from Coordinate Structures: Evidence for Embodied Language Processing*

Bergen's (2015) Embodied Simulation Hypothesis posits that construction of meaning happens through simulating language content in multiple modalities in the mind of the hearer. This account converges with an earlier theory named Frame Semantics by Fillmore (1976; 2006). It was adopted by Lakoff (1986) to account for extraction from coordinate structures (CS). I test this account on experimental data from Harris (2009) that collects acceptability judgements on extraction from these structures. I calculate simulations of CS's by referring to the FrameNet corpus. I find an interaction between acceptability judgements and frame relatedness between conjuncts giving evidence for embodied language processing.

Omar Alkhonini (Majmaah University)
Harim Kwon (George Mason University)

*Examining Word-Initial Clusters in Najdi Arabic Using Acoustic Measurements*

This study investigated the syllabic affiliations of Najdi Arabic (NA) word-initial consonant sequences (#CC), by examining temporal relation among segments using acoustic measures. Using #CCVX vs. #CVX, two intervals were compared: c-center (from the mean of the midpoint(s) of C(s) to V offset) and right-edge (from the release of immediately prevocalic C to V offset). Results demonstrated right-edge stability. While c-center was significantly longer in #CCVX than in #CVX, right-edge was not.
Additionally, the durational variance was smaller in right-edge than in c-center. These suggest #CC is heterosyllabically parsed in NA. NA may not allow word-initial tautosyllabic consonant clusters.

**Ahmed Alnuqaydan** (University of Utah)  
*Triconsonantal Clusters in Qassimi Arabic*

Many Arabic varieties use fixed epenthesis site to break up CCCs: CVCC or CCVC. On the other hand, Qassimi Arabic (QA) follows both patterns. Older QA speakers show variation between these two patterns in avoidance of morpheme-internal CCCs: 
/sthresh/ [ja.ššəl.əhuh] (CVCC) ~ [jąš.šəl.əhuh] (CCVC) "he guides him"

QA optionality, I argue, is best accounted for by a partial order grammar (Antilla, 1997) involving an interaction between stress and epenthesis. The proposed approach is appealing because, unlike alternatives, it connects the choice of epenthesis site to independent facts about QA.

**Mark Amsler** (University of Auckland)  
*The history of linguistics is not an end in itself*

If we take linguistics and history of linguistics as a critical practice, we need to shift historiographies of linguistics and language study beyond intellectual history or the history of ideas (especially philosophy). Expanding the historical archive to include primary documents related to social, political, or cultural history or literature locates the tensions and potentials within the formation of linguistic ideas, attitudes, and implications for understanding human nature as embodied rather than logos-constrained living. I discuss the cases of Merleau-Ponty's phenomenology and the emergence of missionary linguistics as examples of such critical practice in linguistic historiography.

**Gregory Antono** (University of Toronto)  
*Meh contributes VERUM: A study of biased questions in Colloquial Singapore English*

This paper analyzes the contribution of the meh particle in biased questions in Colloquial Singapore English (CSE). Canonical CSE questions are formed with declaratives with rising intonation (maintaining neutrality), while non-canonical questions typically require discourse particles. Meh occurs clause-finally (It's raining meh?) and has been described specifically to mark questions and express scepticism, encoding the opposite of what the speaker thinks to be true. Drawing from Romero and Han (2004), I propose that meh contributes the meta-conversational operator VERUM, which triggers the existence of an epistemic implicature.

**Raúl Aranovich** (University of California, Davis)  
*The hermit language: How western linguistics became acquainted with Korean grammar*

In 1878, L. de Rosny was still lamenting the lack of sources and trustworthy studies to understand the Korean language and its place among other Oriental languages. By the time the first Korean grammars and dictionaries were published (e.g., Ridel 1880, 1881), some preconceived ideas about the language families of Asia were predominant in the West. I will review Hulbert's (1905) comparative study of Korean and the Dravidian languages, which attempted to lend support to the classification of Korean as a "Turanian" language (cf. Müller 1855).

**Mariam Asatryan** (University of Massachusetts at Amherst)  
*Reference resolution for demonstrative na and the pronoun inq in Eastern Armenian*

In this abstract I discuss the question of whether there is a difference between pronouns and demonstratives with respect to the level of salience of their antecedent or not. The results of two Eastern Armenian (EA) comprehension experiments, allowing to extend Kaiser and Truswell (2008)'s finding for Finnish anaphoric expressions to EA pronoun and demonstrative, suggest that each anaphoric form has its own set of weighted constraints that guide its interpretation.
Amer Asiri (University of Kansas)  
Double Light Verbs in Tihami Arabic

Tihami Arabic, an Arabic dialect spoken on the south-eastern coast of the Red Sea, has a closed set of light verbs. The light verbs may be used in a "Double Light Verb Construction" (DLVC): two light verbs can cluster in front of the main verb. The ordering of any two light verbs in the DLVC is strict, and is the exact opposite ordering of what is predicted in Cinque's (1999; 2006) adverbial hierarchy. The aim of this paper is to account for (i) the restriction on the number of clustering light verbs, and (ii) for their rigid orderings.

Sarah Babinski (Yale University)  
Jeremiah Jewell (Yale University)  
Kassandra Haakman (Yale University)  
Juhyea Kim (Yale University)  
Amelia Lake (Yale University)  
Claire Bowern (Yale University)
How usable are digital collections for endangered languages? A review

We report on pilot research on the extent to which language collections in digital linguistic archives are discoverable, accessible, and functional. Using a test case of common tasks in phonetic documentation, we evaluate a random sample of collections for suitability for phonetic/phonological documentation. Of the original 20, only six had digitized audio files and transcripts. Data was largely nonviable for phonetic and phonological research, at least without substantial further modification. If our random sample is indicative, linguistic documentation practices for future phonetic work need to change rapidly, if such work from archival collections is to be done in future.

Sarah Babinski (Yale University)  
Claire Bowern (Yale University)
Automatic Categorization of Prosodic Contours in Bardi

This study presents preliminary results of an automated prosodic clustering analysis of Bardi, a Nyulnyulan language, using methods from Kaland (2021). Previous work on Bardi prosody identified several functions of boundary tones and two main phrase types, but stressed that findings were preliminary. Here we extend that work and show evidence for several additional phrase types, as well as confirming the overall accuracy of automated clustering. When coupled with evaluation by a knowledgeable researcher, this automated approach can greatly expedite prosodic analysis on a large scale and expand our typology of prosodic systems.

Guy Bailey (University of Texas Rio Grande Valley)  
Patricia Cuckor-Avila (University of North Texas)
Linguistic insights from a longitudinal case study

This paper analyzes the relationship between demographic and language change for four morphosyntactic features (‘y’all fixin’ to, might could, and quotative be like) in Texas between 1989-2015. The data comes from two studies: (1) Linguistic Survey of the Southern Great Plains and (2) AAE data from the Springville Project. The data were analyzed using logistic regression procedures (both mixed and fixed models). ‘y’all, fixin’ to, and might could show effects of migration and metropolitanization (though not ethnicity), but they show much less change in either real or apparent time than the extensive demographic change in Texas would suggest. The Springville evidence confirms that demographic change can have complex linguistic consequences. Although the younger Springville population has adopted quotative be like, most likely brought in by Hispanics and Whites as the composition of the school changed, they have maintained two iconic AAE features, zero copula and habitual be.
Maggie Baird (University of Massachusetts at Amherst)  
Investigating the Phonological Representations of Canadian Raising: Experimental Evidence from Gating and Cross-Splicing

Canadian Raising is often analyzed as an opaque process, but other literature posits that the vowels actually have an underlying contrast. This work presents two studies using gating and cross-splicing paradigms to show that the raised vowel makes a stronger prediction about the upcoming voicing of the consonant, suggesting that the representation is in fact allophonic and opaque.

Eric Bakovic (University of California, San Diego)  
Jason Riggle (University of Chicago)  
The Irreducible Uncertainty of Ranking and Ordering

In OT, there are often many rankings consistent with a given observation and, in some cases, these must be described with disjunction. Merchant & Riggle (2016) prove that the mathematical structure needed to describe disjunctions of rankings is that of an antimatroid, a more general order-theoretic class than partial orders. We provide a parallel proof that disjunctions arise in the description of rule orderings and thus that the mathematical structure needed to describe rule orderings is also that of an antimatroid, and connect this to work showing how learners generalize from grammatically ambiguous data (e.g. Durvasula & Liter 2020).

Michael Barrie (Sogang University)  
The Projection of Number in Reduced Nominals

Wiltshire (2014) argues that functional categories can either project or adjoin. Among other properties mentioned, a projecting feature is obligatory while an adjoining feature is optional. Kim et al. (2017) argue that in Blackfoot (Algic, bla) number typically projects, but adjoins in pseudo noun incorporation (PNI Massam, 2001). I suggest that this is a pervasive (albeit not universal) property of number with reduced nominal expressions (PNI and differential object marking (DOM)), with data shown here from Uzbek (Turkic, uzb) and Nepali (Indo-European, nep). In full KPs in these languages, number marking is obligatory (akin to English), while in reduced nominals number marking is optional.

Andrea Beltrama (University of Pennsylvania)  
Stephanie Solt (Zentrum für Allgemeine Sprachwissenschaft)  
Heather Burnett (University of Paris 7, Denis Diderot)  
Context, precision, and indexicality: the socio-pragmatics of numeral expressions

Speakers can express numerals with varying levels of precision (Lewis 1979, Lasersohn 1999). We explore the social indexicality of this variable by asking two questions: (i) What social meanings are associated with numerals deployed with different degrees of precision? (ii) How are such indexical associations modulated by the conversational setting? We show that approximate ("about 50") vs. precise ("49") numbers are perceived as indexically distinct along the dimensions of Status, Solidarity and Anti-Solidarity; that social meanings of these two variants are to a certain extent independent of one another; and that these contrasts are subject to (limited) context modulation.

Jaime Benheim (Northwestern University)  
Northern cities and suburbs: TRAP, LOT, and THOUGHT among white Chicagoland adolescents

The apparent time reversal of some components of the Northern Cities Shift (NCS) mirrors the “Third Dialect” pattern, in which LOT-THOUGHT merger is predicted to trigger TRAP retraction. In wordlist data from white Chicago-area adolescents, TRAP F2 was significantly predicted by LOT-THOUGHT distance, consistent with previous work. Additionally, city residents produced higher TRAP, frontier LOT, and backer THOUGHT vowels than suburbanites. Though suburbanites lead these elements of NCS reversal, no city-suburb differences emerged for other NCS- or Third Dialect-implicated vowel classes, suggesting that speakers who lead reversal of TRAP and LOT are not applying supra-local norms across the vowel space.
Ander Beristain (University of Illinois at Urbana-Champaign)  
*Voicing effect on vowel duration in Spanish as a first, second, and heritage language*

Previous research has shown that vowels are not universally longer before tautosyllabic voiced consonants than before voiceless consonants. For instance, while French and English show this effect, Italian and Spanish do not. This study investigates whether L1-English and heritage Spanish speakers can adjust their vocalic durational patterns cross-linguistically. A read-aloud task was conducted in Spanish and English from where near-minimal pairs were extracted for the analysis. Results show a clear pattern where vowel duration and difference between voicing specification increases as English dominance does, too. However, L1-English and heritage Spanish speakers showed successful cross-linguistic coarticulatory adjustment.

Sheryl Bernardo-Hinesley (Western Washington University)  
*Alba Arias Álvarez*

*Remaking the Spanish Gender Binarity: Online attitudes towards gender pluralities*

In this presentation, the authors shed light on the held system of beliefs about inclusive language in Spanish by the readership of three Spanish newspapers of particular political orientation. Discourse analysis enables the exemplification of the relationship between ideology and power. Thus, discursive strategies and language forms employed by users of online platforms which portray their attitudes towards inclusive language are analyzed. The goal is to illustrate how language shapes an individual's representation of social reality which, in turn, impacts the lived experiences of marginalized trans, gender non-conforming, and non-binary individuals who do not identify within the gender binary system.

Grant M. Berry (Villanova University)  
*LSA51*

*Cognitive correlates of phonological adaptation: Reactive control predicts participation in simulated sound change*

We simulate sound change in a controlled setting: 35 English monolinguals alternated between blocks where they heard words from a model talker and blocks where they produced the same words. With each exposure block, a higher percentage of /ɪ/ preceding voiceless coronals was presented with a lowered vowel. Vowel height (F1) was analyzed by block and reactive cognitive control to assess the influence of processing strategy on adaptation. Individuals with lower reactive control produced the novel variant—but only in phonetic contexts where it was presented. Findings suggest that engagement of specific control modes may modulate perception and subsequent production.

Annie Birkeland (University of Michigan)  
Adeli Block (University of Michigan)  
Justin Craft (University of Michigan)  
Yourdanis Sedarous (University of Michigan)  
Sky Wang (University of Michigan)  
Gou Wu (University of Michigan)  
Savithry Namboodiripad (University of Michigan)  

*Problematicizing the "native speaker" in Linguistic Research: History of the term and ways forward*

In this paper we trace the history of the term "native speaker" and propose that it should be treated as a linguistic and semiotic ideology rather than an idealized category for linguistics research. We suggest that this ideological construct is not the desired object of study in Linguistics, and cannot be the object of study in a Linguistics that is aiming to be more inclusive. We propose that all researchers engaged in linguistic research specifically describe their participants' language use and learning as contextually relevant.
Marie Bissell (The Ohio State University)  
*The social stratification of change over time in /aw/ among White residents in Raleigh, North Carolina*

I examined change over apparent time in two canonically southern aspects of English /aw/ productions, fronted nuclei and lowered glides, among white residents in Raleigh, a city that has undergone prolonged contact with non-southern varieties. My results suggest leveling of both characteristics over apparent time without consistent social patterning: women led glide raising relative to same-aged men, but there were no other sex-based or class-based patterns. Movements away from the SVS for /aw/ in this study were not uniformly implemented, such that socially-stratified groups of talkers led certain aspects of an ongoing change while simultaneously not leading other (related) aspects.

Marie Bissell (The Ohio State University)  
Jennifer Cramer (University of Kentucky)  
*Discursive strategies for constructing regional dialect identities on Twitter*

We examined commentaries on Kentucky’s regional identity in the comments and quoted retweets of a publicly available Twitter poll published by The Courier-Journal, the state’s largest newspaper. We coded responses for several discursive strategies: demonstrating support for Midwestern/Southern poll options, offering alternative classifications, or proposing a compromise. Our results expand upon previous perceptual dialectology work about how native Kentuckians frequently divide the state into urban, rural, and mountain rural perceptual regions. This tripartite division, mirrored in the heavy use of the labels of Midwest, South, and Appalachian in the current study, serves as further exemplification of Kentucky’s contested regionality.

Anna Bjorklund (University of California, Berkeley)  
*Vowel Duration in Nomlaki: An Archival Examination*

This study examines vowel duration in Nomlaki, a Wintuan language of Northern California that survives via archival materials. Though phonemic vowel length is reconstructed in Proto-Wintuan (Shepherd 2005) and is present in Nomlaki's sister languages Wintu (Pitkin 1984) and Patwin (Lawyer 2015), current orthography used in tribal revitalization efforts distinguishes Nomlaki vowel pairs solely via quality. This study uses data from archival audio recordings to demonstrate that length differences were still present within Nomlaki vowels as late as the 1950s. These findings not only increase our knowledge of Wintuan historical development, but are crucial for teaching Nomlaki faithfully in revitalization.

Katherine Blake (Cornell University)  
*Avoiding phonological markedness via word ordering in French and Italian*

This work investigates the phonological conditioning factors on variable word order of {noun, adjective} phrases in two Romance languages: French and Italian. In both of these languages, the default order of modified noun phrases is [noun adjective], with the modifier coming postnominally (Laenzlinger, 2005; Cinque, 2010). Prenominal order, [adjective noun] is also available for some adjectives. Critically, there are cases reported in the literature where certain adjectives are permissible in both positions, some without a difference in meaning. Examples of all three types are below (French: Knittel, 2005; Italian: Cinque, 2010). Results of a corpus study conducted for the present

Frances Blanchette (Penn State)  
Stanley Dubinsky (University of South Carolina)  
Amanda Harman (Penn State)  
Rok Sim (University of South Carolina)  
*Linguistic adaptation and the vernacular verbal passive*

Previous work on the vernacular verbal passive (VVP) “needs washed” construction has identified an implicational hierarchy among VVP verbs, where need is most frequent and acceptable, followed by want, then like. To explain this, we propose that the VVP began with need, then adapted to want, and then like. We hypothesize that this adaptation was conditioned by distinct lexical
semantic properties of the verbs. We present the results of an in-progress experiment that probes whether adaptation to the VVP is dependent on native speaker knowledge, or only basic knowledge of the lexical semantics of need, want, and like.

Isaac L. Bleaman (University of California, Berkeley)  
Katie Cugno (San Francisco State University)  
Annie Helms (University of California, Berkeley)  

Medium shifting as a constraint on intraspeaker variation in virtual interviews

We investigate the effect of medium of communication (in-person vs. Zoom) on intraspeaker variation in a corpus of interviews with 33 repeat guests from "The Late Show with Stephen Colbert." Compared to in-person interviews, Zoom interviews involve a significantly slower articulation rate and a larger vowel space area, but no significant difference in (ING). The results suggest that speakers may be motivated to enhance their intelligibility over Zoom, through more precise articulatory movements and greater contrast between phonemic vowels. Furthermore, the analysis of (ING) suggests that this is likely to be an effect of "medium shifting" rather than style shifting.

Adina Camelia Bleotu (University of Massachusetts at Amherst)  
Tom Roeper (University of Massachusetts at Amherst)  

Children are more sensitive to the Recursive Set-Subset Ordering Restriction than to Adjective Ordering Restrictions

Romanian 4-year-olds and adults show that recursive set-subset orderings of adjectives (RSSO) are stronger than universal crosslinguistic adjectival orderings (AORs) such as QUALITY > SIZE > SHAPE > COLOR > PROVENANCE (Sproat & Shih 1991, Dixon 1982, Scott 2002). For instance, in a context where they identify green leaves out of a set of big leaves of various colors, children and adults preferred to name them "frunze mari verzi" 'green big leaves', even if the order predicted by AOR is "frunze verzi mari" 'big green leaves'. RSSO reflects the core structure building capacity of Merge, taking priority over the AOR.

David Boe (Northern Michigan University)  

Sapir on language (and literature)

This past year represents the 100th anniversary of the publication of Language: An Introduction to the Study of Speech (1921), by the American anthropologist and linguist Edward Sapir (1884-1939). The book is organized as an introductory text in linguistics, and also includes a final chapter (entitled “Language and Literature”) focusing on the use of linguistic perspectives in the examination of poetry and prose. In this presentation, I will provide a centenary reflection on Sapir’s Language, with particular attention given to the concluding literary analysis chapter, as contrasted with recent ideas about the relevance of linguistic theory to the study of literature.

Claire Bowern (Yale University)  

Polysemy as a prelude to semantic change

It is widely assumed that prior to lexical semantic shift, words go through a period of polysemy. In this paper, we build on work by Evans (1992) and Croft et al (2009) to investigate polysemy patterns in 350 Australian languages. We apply techniques from Social Network Analysis to analyze the strength of relationships. Frequent patterns included bopy part toponym polysemies, meronymy, and shape-based polysemies. Metonymy and meronymy are major polysemy types, but (culturally-specific) metaphor-based polysemies are also prevalent. This work highlights the usefulness of large-scale lexicographic databases and provides a way to search systematically for the precursors to semantic
Claire Bowern (Yale University)  
Rikker Dockum (Swarthmore College)  
Decolonizing Historical Linguistics in the Classroom and Beyond

The study of language variation and change is both one of the oldest areas of the scientific study of language and one of the most global. Its origins are steeped in Empire and colonialism. Yet it is also an important way to study language and society. Here we describe experiences in adapting historical linguistics classes from a "traditional" curriculum to one which engages more concretely with colonialism and social justice issues. We hope this will serve as an example in disciplines of linguistics which consider themselves "difficult to decolonize" because of the natures of their traditional curricula.

Evan D. Bradley (Pennsylvania State University)  
Laura Evans (Pennsylvania State University)  
Ethical correlates of and influences on nonbinary pronoun use

Recent and historical changes in nonbinary language are not only a matter of linguistic change because the acceptability of some pronouns is affected by extralinguistic factors including personality, language ideology, and social attitudes. When we use pronouns and other gendered language, we engage in speech acts of (mis)gendering others. We wanted to know how ethical reasoning, as a component of how we make decisions about how to treat others, impacts pronoun use and whether pronouns can be influenced by appealing to ethical beliefs.

Andrew R. Bray (University of Georgia)  
Variant Canadian raising: American-born hockey players and Canadian English

The speech of 20 American-born professional hockey players was analyzed for Canadian Raising (CR). Every player produced statistically significant tie/tight differences and surpassed 60 Hz difference. Thirteen produced statistically significant cow/house differences, but only seven surpassed 60 Hz difference at any percentage. Sixteen produced statistically significant down/house differences at multiple percentages, and ten surpassed 60 Hz difference. Three players exhibited down/house raising with no cow/house raising. Furthermore, every player who exhibited cow/house raising produced larger down/house differences. The uniform down/house differences suggest potentially novel CR variation, where down/house raising occurs without or to a greater degree than cow/house raising.

Canaan Breiss (University of California, Los Angeles)  
Lexical Conservatism is not always conservative

This talk provides empirical evidence against the claim markedness-avoidance alone determines Base selection in Lexical Conservatism. I propose a novel analysis in which Base selection is driven by lexical analogical pressures, moderated by markedness.

Canaan Breiss (University of California, Los Angeles)  
Jae Weller (University of Wisconsin-Madison)  
Multiply-conditioned vowel assimilation in Yemba imperatives

We present a description of a novel pattern of vowel assimilation targeting the suffixal vowel in CVC imperatives in Yemba (a.k.a. Dschang). Previous work described vowel assimilation in verbs with codas, and found a system where the height and backness of the root vowel alone determines the realization of the imperative suffix. Here we present evidence of a more complex pattern where both the height of the vowel and the identity of the intervening coda consonant both play a role. This talk adds novel data to the typology of vowel assimilation and blocking, and advances our understanding of an under-studied
Pretending it into existence: syntactic change through the semantic-pragmatic back door

Like as a complementizer is often found with perception verbs seem, look, sound, and feel (López-Couso and Méndez-Naya 2012) – following lexical replacement of as if and as though (Brook 2018, 2020). Like can also be found after pretend; it is a minor variant in the Corpus of Historical American English (COHA) (Davies 2010–) but has been increasing since the 1960s despite not having a pre-existing foothold for as if and as though. The existence of pretend like is interpreted as influence from neighboring structures: verbs of behaviour (act like CP, behave like CP) and/or hypotheticality of perception verbs.

"What are you talking about?: Indexing stances about gender-based language reform

This paper explores how members of an LGBTQIA community on a university campus mark their stances about language policies and ideologies within their community. Some of these policies include asking interlocutors for their chosen gendered, third-person pronouns or not using certain words that could be considered non-inclusive or offensive. The analysis is made up of two complementary parts: critical discourse analysis to elucidate underlying ideologies being discussed by the participants and sociophonetic analysis of prosodic features. Suprasegmental phenomena like intonation and non-modal phonation are tied to a speaker's construction of gendered styles and stances.

Black American rap music and Jamaican dancehall: an ecological exploration of diachronic cross-cultural contact through music

Music is a central aspect of the collective Black diasporic experience and Black musical traditions like Black American Rap Music (BARM) and Jamaican Dancehall have influenced each other due to contact. Jamaica and Black America’s socio-historical and socio-cultural contexts, i.e., language ecologies (Thomason & Kaufman, 1988; Eliasson, 2015; Ludwig et. al, 2018), are and continue to be plagued with similar injustices. This paper will provide reasoning as to why there is apparent intermingling in BARM. This work underscores the importance of interdisciplinary research into musical genres and cultural expression in unearthing linguistic connections across the Black Diaspora.

Motion-event Typology and Scene Setting in English, Japanese, and Mandarin Chinese

Description of motion differs typologically, but proposed consequences for rhetorical structure e.g. 'scene-setting' are underexplored. This study examined the relationship between dynamic motion and static scene descriptions in narratives from satellite-framed English, verb-framed Japanese, and equipollently-framed Mandarin-Chinese. English speakers included significantly more dynamic Manner-of-motion descriptions and fewer static scene descriptions than Mandarin speakers, with Japanese speaker patterns in-between. Results speak to mixed findings regarding the frequency of Manner mention in Mandarin-Chinese, Mandarin versus English speakers' focus on location versus trajectory, and the topic/comment structure of Mandarin. Overall, results support the hypothesis that less explicit motion depiction yields more explicit scene-setting.

"Critics," "boosters" and the politics of linguistic change: A computational analysis of the lexicon in an online trans community

An ideology about terminology for non-hegemonic gender identities holds that it is undergoing rapid shift, perhaps to the point of unintelligibility. This study examines whether language change in an online trans community in the TransLiveCorpus (Zimman & Hayworth 2020) follows the same patterns identified in previous literature on language change in online discourse. While the trans community follows a common pattern in becoming more predictable over time, it differs in showing no cohort effect for highly salient shifts in identity terminology, suggesting that frameworks of language change should expand to better account for personal and political aspects of the lexicon.
Regressive Cross-Linguistic Influence in Multilingual Speech Rhythm: The Primacy of Typological Similarity

The current study investigated the nature of regressive cross-linguistic influence (rCLI) in sequential trilinguals, learners of Spanish as a third language (L3) with English/German as L1/L2. We examined whether, and how, the "syllable-timed" rhythm of L3 would influence the "stress-timed" rhythm of L1/L2, by comparing trilinguals to sequential bilingual controls. VarcoV data on participants' semi-spontaneous speech in L1/L2/L3 showed evidence of rCLI from L3 Spanish on the more typologically similar language (English), but not on the less similar language (German), regardless of order of acquisition. These findings support the view that rCLI is crucially modulated by typological similarity between languages.

Location, Location, Location: Anaphora selection in English locative prepositional phrases

In English, both reflexives and pronouns can be used to refer to someone previously mentioned in a sentence. This project investigates factors affecting the choice between subject-oriented reflexives and pronouns in locative prepositional phrases (LPPs). While ample work has argued that anaphor selection depends on structural factors, experimental results reveal that both verb meaning (whether or not the verb expresses an action) and preposition meaning (whether or not the preposition expresses contact) play a significant role in shaping speakers' preferences. We suggest that these findings favors theoretical approaches to anaphor licensing that take both structural and semantic factors into consideration.

"Pieces that was [put together] 

The present study expands what we know about was-leveling via an in-depth examination of leveled was within eight Linguistic Atlas Project regional surveys. This paper looks at connections between was-leveling and extra-linguistic features that are likely relevant to the use of the feature (education level, profession, etc.). We will also consider grammatical conditions that favor leveled was, such as subject type, negation, etc., and will investigate how the use of leveled was has changed over time. Taking advantage of the increased availability of LAP data, this paper provides a broad socio-historical context for the use of was-leveling today.

Balancing Social Determinism and Sound Change

This paper explores the motivation underlying morphological complexity in Fang (Bantoid A75), an underdocumented language of Cameroon. Previous research has focused on social motivation underpinning morphological complexity (Good et al. 2020), but I propose that social motivations are not enough to capture the regular behavior of innovations. I suggest that Fang's morphological complexity arises due to convergent processes commonly observed across Bantu: spirantization and palatalization (Ohala 1983, Bateman 2010, Merrill 2013). I also highlight that the environments which trigger the alternations are also the environments which phonetically trigger implosive/egressive alternations in Bantu languages of Cameroon.
in adults. The researcher-developed survey used naturalistic audio clips from three dialects of American English and asked participants to rate on a scale from 1 ("never") to 7 ("always") their familiarity and usage of the presented dialect. Results demonstrated participants are willing to report usage of a stigmatized dialect when they receive naturalistic examples. Future work will incorporate language samples to validate the survey.

Kendra Calhoun (University of California, Los Angeles) LSAVP
Alexia Fawcett (University of California, Santa Barbara)
"They edited out her nip nops": Linguistic innovation as textual censorship avoidance on TikTok

Many TikTok trends rely on linguistic creativity and are specific to the technologies and interactional norms of the platform. In response to community guidelines for "appropriate" content, users now employ linguistic resources including homophony, morphological reanalysis, innovative morphology, nonce words, and creative orthography to circumvent lexical items that may be censored (e.g., YT soup remassy 'white supremacy'). We argue that TikTok users have developed a linguistic repertoire whose communicative effect is akin to that of avoidance registers. Rather than demonstrating adherence to cultural mores, use of avoidance forms on TikTok reflects creativity, makes social commentary, and indexes sociopolitical alignment.

Salvatore Callesano (University of Illinois at Urbana-Champaign) LSAVP
What does it mean to be a "no sabo kid?": Identifying sociolinguistic features on TikTok

The goal of the current paper is to identify the most salient linguistic features and themes of an online community that centers itself on language variation, specifically that of heritage Spanish speakers and the derogatory label "no sabo kids." Hashtags (e.g. #nosabokid) were used to locate videos about heritage Spanish speakers in the U.S. A grounded qualitative analysis highlights three areas of linguistic features (i.e. code-switching, lexical, and phonological) and three areas of discourse. On TikTok, producers (who are often the heritage Spanish speakers themselves) perform what the "no sabo" identity means as well as their community's reactions.

Matthew T. Carlson (Pennsylvania State University) LSAIPP1
Angelica Brill (Pennsylvania State University)
Emily Herman (Pennsylvania State University)
Anne J. Olmstead (Pennsylvania State University)
Can you un-hear that?: Phonotactics and the lexicon in Spanish-English bilinguals' perception of English words

Spanish speakers often produce English words with initial /s/-consonant clusters with an initial [e], e.g. school as [esku:l]. This has been linked to the perception of an illusory [e] preceding acoustic [sC] sequences, but there is evidence that exposure to English can weaken this illusion, raising the possibility that late Spanish-English bilinguals can learn to distinguish tokens like eschool from school, but they map both to the target word. Lexical decision and auditory discrimination experiments confirmed this hypothesis. Late Spanish-English bilinguals accepted both pronunciations readily (from either native- or Spanish-accented talkers), but they also discriminated them easily.

Katie Carmichael (Virginia Tech) ADS1
Lily Carroll (Virginia Tech)
Southerners on the margins: Putting the New Orleans vowel system on the dialectological map

In linguistic research on American English, New Orleans English has been described as “marginal to the South” (Labov, Ash, & Boberg 2006). This paper updates the dialectological record via analysis of the vowel systems of 57 New Orleans English speakers. We describe several changes-in-progress including a shift away from the split short-a system and raised THOUGHT, as well as shifts towards GOOSE/GOAT-fronting and Canadian raising of pre-voiceless MOUTH. We thus argue that New Orleans English continues to defy straightforward dialectal classification as the rise of a “New” New Orleans dialect continues to be distinctive within the American South.
Katie Carmichael (Virginia Tech)  
Making a merger: social and linguistic factors in the low back merger in New Orleans English

New Orleans English has historically retained distinct low back lot and thought vowels, but there is evidence of recent shift towards merger. In a sample of 57 speakers, we find men and women are trending toward merger in different ways: men through backing of LOT, and women through lowering of THOUGHT. Moreover, lowering of thought is most advanced preceding /l/, contrasting with other regions in which following /l/ typically conditions raising and backing of both thought and lot. We thus situate our analysis of New Orleans English low back vowels in terms of broader US trends.

Phillip M. Carter (Florida International University)  
Language and sexuality: a tribute to Professor Ron Butters

Although Ron Butters is best known for his work on American dialects, in the first part of his career, and as a leading practitioner of forensic linguistics in the latter part, he also wrote several important papers on language and sexuality, an aspect of his career that is easy to overlook, but key to understanding Professor Butters as a person and a scholar. In this short talk, I consider Butters’ contributions to language and sexuality research, and place them in historical and personal context.

Khanin Chaiphet (Stony Brook University)  
Processing multiple ClassifierPs in Thai

This paper provides experimental support for the structures of the Thai nominals containing multiple classifier-modifier sequences. The results from the attachment experiment reveal that the number of sequences affects how speakers comprehend the nominals. For the nominals with one classifier-modifier sequence, the sequence tends to attach the lower DP while those with two sequences are likely to be ambiguous between high and low attachment interpretations. I propose that both of these nominals have embedded structures similar to restrictive relative clauses. For those with three and four sequences, the preference for high attachment suggests these sequences should be analyzed as appositive.

May Pik Yu Chan (University of Pennsylvania)  
Jianjing Kuang (University of Pennsylvania)  
Gradient vowel harmony in Sakha

Sakha is a Turkic language that has both backness and roundness harmony. This study investigates gradient vowel centralization conditioned by syllable position in Sakha vowel harmony. A native speaker of Sakha produced inflected or conjugated lexical items that were up to five syllables in length in a carrier phrase. Both alternating monophthongs and diphthongs were included. Results find vowel centralization by syllable position conditioned by backness but not roundness, suggesting that gradience in vowel harmony is backness feature specific and is likely to be part of Sakha speakers' phonological knowledge.

Yiran Chen (University of Pennsylvania)  
Aja Altenhof (University of Pennsylvania)  
Annalise Kendrick (University of Pennsylvania)  
Kathryn Schuler (University of Pennsylvania)  
Adults regularize unpredictable variation when variants resemble possible speech errors

When faced with unpredictable linguistic variation, children tend to regularize while adults match the probability of the variants in their input. Recent research suggests that adults assume variation is predictable and may regularize more if this assumption is challenged. Here we ask whether these findings extend to more natural language learning circumstances. Participants acquire a complex variable pattern from a spoken artificial language. We find that adults regularize more when variants are likely mistakes.
(e.g. speech errors) and that subtle linguistic cues in the language input may be more likely to modulate regularization than top-down knowledge about speaker's fluency.

Yiran Chen (University of Pennsylvania)  
Anna Papafragou (University of Pennsylvania)  
John Trueswell (University of Pennsylvania)  

Encoding Transfer Events: When the Source-Goal Asymmetry Meets the Thematic Hierarchy

The present study focuses on the linguistic and non-linguistic encoding of giving and taking events. For both Chinese and English speakers, the linguistic encoding of these transfer events observes the Thematic Hierarchy and the Source-Goal asymmetry: Agents are mentioned more often than Patient; Goals are encoded more often than Sources. However, in non-linguistic construals, the bias against Sources is not observed: Giver, Givee, Taker and Takee are equally prominent in memory. Taken together, results support that Source-Goal asymmetry is more than an invariant attentional preference to the endpoint - causative attribution and social and pragmatic factors all play important roles.

Zhuo Chen (University of California, Los Angeles)  

The syntax of adverbial clauses: a perspective from Mandarin unconditionals

There are two different approaches to main clause phenomena: the “truncation” approach (Benincà & Poletto 2004; Haegeman 2003, 2006; Villalba 2019) and the “intervention” approach (Roberts 2004; Haegeman 2010a,b; Abels 2012; Jiménez-Fernández & Miyagawa 2014). This paper contributes to this debate by focusing on two types of Mandarin unconditionals. I argue that the differences in their internal syntax are better understood under the truncation approach. I further show that they also differ in their merge sites within the consequent, providing cross-linguistic evidence for a correlation between the external syntax of adverbial clauses and their internal syntax (Endo & Haegeman 2019).

Yi-An Chen (Indiana University, Bloomington)  

"What a standard Taiwanese accent:" Metalinguistic comments on mediated linguistic performances

The present study aims to examine the authenticating practices of Chinese Internet users who make metalinguistic evaluations of two language users' mediated linguistic performances. 1448 bullet comments extracted from Bilibili, a Chinese video-sharing site, were analyzed using the web content analysis paradigm. The findings show that distinctive communicative practices were employed to authenticate the two language users' mediated linguistic performances. The results suggest that semiotic affordances of bullet comments can prompt Chinese netizens to employ their multilingual repertoire to discursively judge, interpret, and negotiate indexical associations between language use and social values within the globalized modernity.

Yi Jen Chen (National Chengchi University)  

Yuchau E. Hsiao (National Chengchi University)  

Derived Environment Effects in Laoling Disyllabic Tone Sandhi

Derived environment effects (DEE) refer to the phenomena in which some phonological processes apply in derived environments but are blocked in non-derived ones. Most DEE studies focus on segmental processes, and only few on tonal processes. This study presents the DEE in Laoling regular disyllabic tone sandhi, which demonstrates a grandfathering effect where some tones are allowed in non-derived contexts but banned in derived contexts. The DEE are analyzed under Optimality Theory (Prince and Smolensky 1993/2004) with Comparative Markedness (McCarthy 2003) constraints.

Jingyi Chen (Ohio State University)  

Alignment Contrast in Huiyang Hakka Falling Tones

Whether tonal alignment can be contrastive in contour tones within a language is a long-standing debate in tonal typology. Although some previous research indicates that tonal alignment can differ systematically in production, no evidence has ever been provided
to indicate tonal alignment is contrastive in perception. In this study, the production and perception experiment were designed to examine the role of tonal alignment in Huiyang Hakka falling tones. The results indicate that tonal alignment is contrastive in both production and perception of Huiyang Hakka falling tones, for the first time providing evidence of the perceptual relevance of alignment contrasts.

Fulang Chen (Massachusetts Institute of Technology)

Can noun modifiers be stranded or extracted in Mandarin?

In this paper, I show that noun modifiers cannot be stranded or extracted in Mandarin. Split partitivity, a phenomenon where a partitive construction is split into a definite DP and a quantifier, or a modifier, or a combination of the two, does not involve stranding or extraction of (a quantifier and/or) a noun modifier, but provides novel evidence that subextraction from DP is observed in Mandarin.

Lauretta S. P. Cheng (University of Michigan)
Mathew A. Kramer (University of Michigan)

Exploring Asian North American English: A YouTube Corpus-based Approach

To extend previous research on Asian North American (ANA) English, we conduct an exploratory cluster analysis on vocalic durational variability and /oʊ/-backing using YouTube speech data. Preliminary analysis of 20 Californians (17 ANA-identified and 3 non-ANA-identified) revealed three emergent clusters. Results are generally inconsistent with previous findings: (1) non-ANA, rather than ANA, speakers were differentiated by consistently less variable vowel durations, (2) ANA speakers did not produce notably backer /oʊ/ than non-ANA speakers, and (3) ANA speakers did not cluster by specific ethnicity. This indicates a need for additional research, particularly including more speakers and additional phonetic features.

Soren Christensen (Duke University)

Yunchuan Chen (Duke University)

Style Shifts in Japanese Videogame Commentary Monologues

Honofric markers play an integral role in many languages, but their purpose and meaning are still widely debated. Ide (1989) claims that there exists a one-to-one relationship between social rank difference and linguistic form but Cook (1999, 2011) proposes that honorifics are used to display a 'disciplined self,’ which further indexes a variety of social meanings. This study examined style shifts between the honorific and plain form in Japanese videogame commentary monologues. We found that instances of honorific form can be grouped into three categories regarding their contextual functions: to make an announcement, to indicate seriousness, and to quote others, which supports Cook's proposal.

Leslie E. Cochrane (College of William and Mary)
Alexandra Johnson (College of William and Mary)
Aubrey R. Lay (College of William and Mary)
Ginny Helmandollar (College of William and Mary)

“One does not simply categorize a meme”: A dual classification system for internet memes

Internet memes are a popular genre of discourse on social media platforms, using intertextual images to express meanings from emotional states to political opinions. In order to capture and compare these rapidly-changing discourses, we propose a classification system with two components: meme composition and multimodal quality. Meme composition categorizes memes beyond individual images; multimodal quality describes how texts interact with images. We both apply this system to recent English-language data on Instagram and show its usefulness with past data. We argue that the dual classification system enables linguists to study memes across a variety of platforms and over time.
Kendyll Cole (Carnegie Mellon University)  

Bonnie Chan (Carnegie Mellon University)  

Seth Wiener (Carnegie Mellon University)  

Black Aggression in the Wake of Pandemic Panic: Effects of Word Choice and Race on Speaker Judgments

An internet-based speaker judgment task was carried out to examine to what degree race, language, and COVID-19 interact. Ninety English-speaking adults watched videos of four female speakers (Black, White, Asian, South Asian) talking about COVID-19 or a distractor topic, and answered Likert-scale questions about the speaker and language used. The videos contained either neutral language or aggressive language. Listeners rated the Black speaker's aggressive COVID-19 video as significantly more expected than the White speaker's. Listeners were also significantly less willing to continue hearing the Black speaker's aggressive COVID-19 message compared to the White speaker's. Race-based expectations thus affect speaker judgments.

Jacob Collard (Other)  

A framework for analyzing the coverage of syntactic theories

I propose an evaluation methodology that aims to provide an evolving, community-driven metric for determining the coverage of syntactic theories. The data consists of sentences that illustrate syntactic phenomena, while the evaluation consists of implementations of theoretical models that can produce judgments for these sentences. Each model can be evaluated by comparing judgments to grammaticality labels of sentences in the dataset. The dataset is designed to evolve over time, allowing the community to review example sentences, suggest new sentences, review syntactic analyses, and implement new models. The evaluation framework is presented as an open-source web interface to facilitate community involvement.

Jonathon Coltz (Saarland University)  

The maintenance of face via distancing in food assessments

I explore ways in which focus group participants use linguistic and paralinguistic devices and strategies to maintain others' face while making assessments. I show that participants do this: (1) Through the use of counterfactual conditionals; (2) by using self-quoted monologue; and (3) via laughter. Further, I claim that the use of these strategies serves to distance the assessor from assessments that may be - or may have been - potential face-threatening acts (FTAs). These findings have implications for a model of stancetaking, the Stance Triangle (Du Bois 2007); specifically, they show that this model is dynamic and multilayered.

yan cong (Michigan State University)  

Phillip Wolff (Emory University)  

Inferring Markedness from Semantic Weight: An Approach using the T5 Language Model

Markedness in adjectives has been used to explain a range of linguistic phenomena, but the concept has yet to be clearly specified. Here we used a Natural Language Processing model, T5, to automate the generation of definitions and extraction of semantic components. Data from the definition allowed for the identification of the marked member in each antonym pair with a high degree of accuracy. Implications for the automated decomposition of word meaning will be discussed.

Kris Cook (Georgetown University)  

Erin Fell (Georgetown University)  

Alison Mackey (Georgetown University)  

Reimagining the Professionalization Seminar: (Re)Orienting to the Needs of Incoming Graduate Students

Marom (2018) warned against treating the works of minoritized scholars as tangential. However, despite calls to action from applied linguists (e.g., Kubota, 2020; Motha, 2020), little has been published to show how programs are responding to these calls. This presentation will report an analysis of a curricular modification process undertaken by [institution] of its graduate professionalization course. This class was redesigned to foster doctoral students' personal and professional growth while centering
diversity, equity, inclusion, and access concerns throughout the course (e.g., navigating feedback, coping with imposter syndrome, preparing for the job market).

**Frances Cooley** (University of Texas at Austin)  
**David Quinto-Pozos** (University of Texas at Austin)  
*Child deaf signers read differently than hearing non-signers: Evidence from a small-scale eye-tracking study*

In this paper we describe a psycholinguistic study targeting the role of speech-based phonology on reading patterns in deaf signing children. In addition we speculate on the impact of considering deaf signers as developing bilinguals of American sign language and written English. We report that deaf and hearing children ages 10-13 read differently, particularly with regards to the activation of speech sounds and reading efficiency.

**Caitlin Coons** (University of Texas at Austin)  
*Relative Clause Typology Across Signed and Spoken Languages*

Typological studies of relativizing strategies, which have important implications for the understanding of cognitive processing and linguistic universals, frequently exclude a crucial subset of human languages—signed languages. In this study, we present the first larger-scale typological study of relativizing strategies across 30 signed languages and consider the typology of signed language relative clauses in the context of spoken language typology. We show that relative clause typology has striking similarities across spoken and signed languages, suggesting that language modality does not affect the structure of relative clauses in the same way that is does other linguistic phenomena.

**Rolando Coto-Solano** (Dartmouth College)  
**Monica Nesbitt** (Indiana University)  
**James Stanford** (Dartmouth College)  
*A nationwide study of the low-back-merger shift*

This study presents a large-scale acoustic sociophonetic analysis of the "Low-Back-Merger Shift" (LBMS; Becker 2019; Boberg 2019 inter alia), using audio recordings that we extracted from the International Dialects of English Archive (IDEA). We analyze this shift using 376 speakers in reading style and 241 speakers in spontaneous speech (birth-years 1917-2000). LBMS appears to be increasing among younger speakers across regions. It is higher in the West (where it likely originated), and higher in reading than spontaneous speech (perhaps due to increasingly negative evaluations of local features). Overall, these results suggest LBMS is spreading widely, starting to diminish some regional diversity of Labov et al. (2006).

**Caroline Crouch** (University of California, Santa Barbara)  
**Argyro Katsika** (University of California, Santa Barbara)  
**Ioana Chitoran** (University of Paris 7, Denis Diderot)  
*A mountain of tongues": Complex onsets without c-centers in Georgian*

We investigate the relationship between sonority shape and global timing in complex onsets in Georgian. We hypothesize that all onsets, regardless of sonority shape, will show the global timing pattern predicted: the c-center effect, first described in Browman and Goldstein (1988). However, our data show no evidence for the c-center effect, and therefore for global coordination of the syllable onset as unit, in Georgian. We discuss possible motivations for this unexpected finding and its broader implications for analyses of Georgian and theoretical definitions of the syllable.

**Margaret (Meg) Cychosz** (University of Maryland)  
*Language exposure and the development of phonological working memory*

How does word length impact children's phonological working memory development? We answer this by studying nonword repetition patterns in two languages—Quechua and Spanish—that have vastly different modal word lengths. N=57 bilingual Quechua-
Spanish children, aged 3-11 years, heard and repeated Quechua and Spanish nonwords; N=36 also completed daylong audio recordings to measure their Quechua/Spanish exposure. Results showed a language advantage: children repeated Quechua words more faithfully than Spanish. Children who heard more speech from caregivers, in either language, also performed better. Results from this bilingual community are evidence for language-specific and language-general impacts on phonological working memory.

Maksymilian Dabkowski (University of California, Berkeley)  
Paraguayan Guaraní and the typology of free affix order  

Free affix order (henceforth FAO) is a typologically uncommon situation where affixes may be reordered without a change in meaning. I show that FAO is not unified; both morphological and phonological mechanisms can give rise to FAO, depending on the language. "Morphological FAO" refers to FAO modeled with freely ranked templatic constraints, predicting that FAO is highly marked and rare. Most documented FAO systems are morphological. "Phonological FAO" refers to FAO modeled with prosodic subcategorization, predicting that affixes are independently prosodified and that FAO is common. This analysis has been proposed for Chintang. I extend it to Paraguayan Guaraní.

Peter T. Daniels (Jersey City, N.J.)  
Interpreting Mesopotamian and Mesoamerican: Parallels and contrasts in the discoveries and decipherments  

The discoveries and decipherments of Mesopotamian cuneiform and Mesoamerican glyphs proceeded in surprisingly parallel and sometimes simultaneous achievement, but because of the great gulf, or ocean, fixed between specialists in the two fields, the similarities have been largely unremarked. I lay out on the one hand the two convergent timelines and on the other the two divergent methodologies, suggesting that had the decipherment of cuneiform been properly understood in the mid-20th century, the decipherment of Maya glyphs might have been accomplished more efficiently. An even more recently published “decipherment,” of Aztec glyphs, is brought in as a cautionary tale.

Kathryn Davidson (Harvard University)  
Depictive versus patterned iconicity and dual semantic representations  

Traditionally, arbitrariness has been discussed as a core property of language, but there has been recent interest in the idea that, instead, iconicity is pervasive throughout language. The claim here is that two types of iconicity (patterned iconicity and depictive iconicity) must be distinguished in order to evaluate claims about how "core" iconicity is to language, and that the result is, perhaps surprisingly, that one type plays a role in conventionalizing mappings (patterned iconicity) and the other one in building image-like representations (depictive iconicity), yet both are absent from a "core" layer of meaning (the logical semantic engine).

Colin Davis (University of Konstanz)  
On the Morpho-Syntax of Possessive Pronouns in English and the Timing of Spell-Out  

For many English speakers, A-bar movement of a possessor must pied-pipe the containing DP. However, Davis (2021) shows that about half of speakers also permit possessor extraction. Based on a new study of 17 possessor-extracting speakers, I show that extraction of possessive pronouns is uniquely banned. I argue that such elements are immobile because they are portmanteau morphemes which express a non-constituent unit - a possessive D and the pronoun in its specifier - via morphological spanning (Svenonius 2016, a.o.). Further, I argue that this finding entails that phase spell-out applies to entire phases, including their edges (Fox & Pesetsky 2005).

Hope C. Dawson (The Ohio State University)  
Brian D. Joseph (The Ohio State University)  
The demographics of LSA leadership over the years  

In summer 2020, concerns were raised about the leadership of the LSA being out of touch with the Society’s rank-and-file membership. Such claims are by nature subjective and highly politicized, but they raise important questions that call for objective data. We report here on our investigation of the age and gender of LSA officers, Executive Committee members, the Society’s
Fellows, and the editors of LSA publications over the lifespan of the Society. Furthermore, to understand better why the leadership demographics are as they are, we add the further metric of the makeup of the Nominating Committee, as it held the greatest power for shaping the composition of the group of LSA officers and Executive Committee.

Carlos de Cuba (Kingsborough Community College of the City University of New York) LSA14
Poppy Slocum (LaGuardia Community College)
Laura Spinu (Kingsborough Community College of the City University of New York)

Taking action for positive change in faculty and student attitudes toward language variation

In this talk we discuss ongoing work we are doing to change negative language attitudes toward dialectal variation among students and faculty. We hope to encourage others to do undertake similar types of activities to help forward the cause of linguistic justice in educational settings. Activities we will discuss include outreach through professional presentations at academic conferences, curricular changes to new/existing courses (for undergraduate students and for teachers in training), and providing professional development opportunities for in-service faculty. The things we do are easily reproducible, and if taken up by enough people could produce a meaningful reduction in linguistic discrimination.

Aniello De Santo (University of Utah) LSAVP
So Young Lee (Miami University)

Evaluating Theories of Attachment Preference Computationally

Grillo and Costa (2014) argue for a pseudo-relative first hypothesis of attachment preferences such that, when faced with a sentence ambiguous between a PR and a RC interpretation, the parser prefers committing to a PR structure first, thus giving rise to what looks like a HA preference. Importantly, this parsing choice is accounted for in terms of simplicity of the PR structure, and overall economy principles. Here, we evaluate this hypothesis by testing the predictions of a parser for for Minimalist grammars for PR and RC structures in Italian and Spanish.

Lindon Dedvukaj (Oakland University) LSAIPP1

The Malsia Madhe Dialect of Albanian

The Albanian dialect of Malsia Madhe follows Proto Indo-European and the ancient Indo-European language pattern. This presents Malsia Madhe Albanian (M.M. Alb) as the oldest Albanian dialect and allows for a new analysis and classification of Albanian within the Indo-European family tree. The specific phonological sound change of nasal homorganic assimilation between the plosives in M.M. Alb. to the standard Tosk Albanian, which is the prevalent Albanian dialect, validates that the M.M. dialect is the proto form of Albanian. This assimilation change positions the order of Proto Indo European > M.M. Albanian > Tosk Albanian.

Lindon Dedvukaj (Oakland University) LSAIPP2
Patrick Gehringer (Oakland University)

Re-evaluating Albanian’s place in Indo-European Studies

While Albanian has traditionally marginalized due in Indo-European (IE) Studies, this has been to to the extensive borrowing in the Tosk Albanian dialect used by previous literature. However, we demonstrate that the Malsia Madhe dialect of Albanian better preserves the phonotactics and lexicon of Proto-Albanian, Proto-Illyrian, and Proto-Indo-European. Therefore, we propose using Malsia Madhe Albanian when discussing the history of Albanian and its place in IE Studies, and demonstrate some of the utilities gained by using Malsia Madhe Albanian rather than Tosk Albanian.

Ryan Dekker (Arizona State University) ADSPoster

“Southern accent” features in local news in the U.S. South: comparing Columbus, Georgia to Lexington, Kentucky

‘Southern accent’ features were found to be prevalent among most of the 20 speakers in this sample broadcasters in two mid-size Southern cities. Columbus, GA, a city in the “Deep South”, was expected to have more regionally marked realizations, but both
Columbus and Lexington had remarkably similar composite realizations for two features, the “pin-pen” merger and /e/-/ɛ/ proximity, that are socially salient (Allbritten, 2011). However, vowel trajectory evidence shows that the GA broadcasters incorporated Southern realizations more often, with significantly more monophthongal /au/ and /u/. KY broadcasters also exhibited a significant difference where younger speakers realized monophthongal /au/ less often.

**Delin Deng** (University of Florida)  
**Fenqi Wang** (University of Florida)  
*The Affrication of word-initial /ʒ/ in French Native Speech*

By exploiting 82 interviews in two French sociolinguistic corpora ESLO 1 (1968 and 1974) and ESLO 2 (2008), with a time interval of 40 years in between, we investigated the affrication of word-initial /ʒ/ in French native speech, a recent phenomenon that has not yet been documented by previous researchers. In this study, by conducting multivariate analysis, we examined both the phonological environments and some social factors. Our results indicated that the grammatical category of the word and the preceding sounds are statistically significant for the affrication. We also suggested that this is a recent variation in change.

**Carly Dickerson** (Rutgers University)  
*U.S. Albanian heritage speakers’ acquisition of sociolinguistic knowledge*

Very little is known about heritage speakers’ sociolinguistic knowledge about variation in their language, either as it is spoken in heritage contexts or in the homeland. Based on interviews with Albanian heritage speakers and their parents, I describe how heritage speakers come to acquire social meanings in Albanian. Such acquisition involves a great degree of overt instruction from families and friends, and is often based on a relatively small set of personal experiences. While these social meanings generally overlap with those held by non-heritage speakers, there are also important differences that can be traced to the heritage-specific context.

**Kendra V. Dickinson** (Ohio State University)  
*Spanish past participle variation: A usage-based account of resistance and regularization*

This project investigates synchronic variation of Spanish past participle forms used across different grammatical functions. Though Spanish past participles tend to show inflectional systematicity, the language also possesses suppletives that exist in variation with regularized forms. Data collected from Sketch Engine's Spanish Web 2018 corpus reveal that the potential for regularization of suppletive participles is conditioned by verb frequency, and that regularized variants are statistically significantly more likely to be found in perfect tenses. This analysis highlights the critical roles of frequency, grammatical context, and paradigmatic relationships in synchronic variation and provides additional support for usage-based analyses of linguistic variation.

**Aaron J. Dinkin** (San Diego State University)  
*Local attitudes and dialect change in a tourist town*

I examine the social embedding of the loss of the Northern Cities Shift in Cooperstown, N.Y., home of the Baseball Hall of Fame. Among Baby Boom–generation speakers, but not younger speakers, NCS features are correlated with distaste for tourists. Post-Boomers have less NCS overall, and also show style-shifting that Boomers don’t, retreating further from NCS in wordlist reading than spontaneous speech. Non-NCS vowels undergoing change do not show these patterns. These findings suggest that for Baby Boomers, NCS functions as a marker of local orientation; but for younger generations, it is merely something to be avoided in careful pronunciation.

**Stefan Dollinger** (UBC Vancouver)  
*Modelling standard varieties: epistemological considerations, “fail-safes”, and German doubts about pluricentricity*

What we consider a language and a dialect is socio-politically influenced. Generally, linguistic treatments have embraced emerging social differentiations, e.g. American and Canadian English evading its former colonial British English umbrella, or Luxembourgish and Belgian Dutch leaving the heteronomy of German and Netherlandic Dutch. Not all philologies, however, follow a pluricentric
approach today. German linguistics seems to express hegemonic tendencies in its treatment of Austrian German. This contribution characterizes this bias and proposes three “fail-safes”: a “horizontal” uniformitarian hypothesis, falsifiable theory-derived predictions and language-attitudinal interpretations that are sensitive to linguistic insecurity, which is widespread in speakers of non-dominant varieties.

Wesley dos Santos (University of California, Berkeley)  LSAVP
Diagnosing unaccusativity in Kawahiwa

This study diagnoses unaccusativity (Perlmutter 1978, a.o) in Kawahiwa (Tupi-Guarani-; appx. 550 speakers). I argue for a distinction between unaccusative (e.g., ikatu 'to be pretty', iro'y 'be cold') and unergative verbs (e.g., kwam 'to dance', pyryvyky 'to work') via a pattern of morphologically-marked object extraction with i- and based on various constructions showing that this prefix results from the extraction of IAs from VPs containing in situ verbs. It is also shown that traditional diagnostics for unaccusativity (passivization, participle, resultative predicates etc.) are not possible, because the language lacks these structures.

Terra Edwards (University of Chicago)  LSA44
Diane Brentari (University of Chicago)
How ASL handshape is transformed in Protactile Language: The case of "indicating verbs"

This paper focuses on the production/perception of Handshape (HS), and Movement-Contact (MC) in a language emerging in some DeafBlind communities in the United States known as "Protactile" (PT). Previous work has shown that, unlike visual signed languages, which are produced with two articulators, PT optimizes the tactile modality by assigning specific grammatical roles to the four articulators of Signer 1 ("author") and Signer 2 ("co-animator") in the PT spatial lexicon. Here, we analyze the coordination of the four articulators in the CORE lexicon, using indicating verbs as a case study, thereby furthering understandings of PT grammar as distinct from ASL.

Patrick Elliott (Massachusetts Institute of Technology)  LSA22
A scopal theory of pied-piping in relative clauses

Cable's (2010) Q-based theory of pied-piping, and subsequent refinements have invariably focused on wh-interrogatives. This paper fleshes out, for the first time, a Q-based approach to the syntax and semantics of pied-piping in restrictive relative clauses, paving the way towards a unified theory. We develop a compositional semantics for pied-piping in restrictive relatives, by incorporating insights from variable free semantics (Jacobson 1998), and recent applications of scopal mechanisms to the problem of pied-piping (Charlow 2019, Demirok 2019). An empirical payoff of this approach is an account of Heck's edge generalization based on the demands of semantic composition.

Eric Englert (University of North Texas)  LSAIPPI
Sadaf Munshi (University of North Texas)
A First Look at Mankiyali Vocatives

Vocativity refers to methods that speakers may use in order to catch the attention of an addressee. In Indo-Aryan languages, there are multiple methods of conveying vocative expressions, including use of particles, declensions, and intonational patterns. This study uses elicitation and textual analysis to describe and analyze the features of vocative expressions present in Mankiyali, an endangered Indo-Aryan language spoken by an estimated 500 people in Pakistan's Khyber Pakhtunkhwa Province. Diachronic and synchronic approaches comparing historic and modern Indo-Aryan languages are used to analyze Mankiyali vocative expressions in order to investigate their relationship with vocative expressions in other regional languages.

Daniel Erker (Boston University)  LSA7
Natalie Swiacki (Boston University)
Does morphology compensate for variable phonology? - A case study of Spanish subject pronoun use in the context of /s/ deletion
This study analyzed 1300 tokens of /s/ in sociolinguistic interviews with seven Spanish speakers with high rates of subject pronoun use and /s/ deletion. Deletion of /s/ was significantly more likely in (i) faster speech, (ii) preconsonantal position, (iii) unstressed syllables, and (iv) verb forms co-occurring with subject pronouns. The effect of pronoun presence was restricted to second-person singular forms. Results are strongly consistent with functional predictions and are indicative of a communicatively driven, compensatory link between two variable processes, one phonological and the other morphosyntactic.

Ksenia Ershova (Stanford University)

Syntactic head movement and PF spellout collide: Nominal predicates in West Circassian

Noun incorporation in polysynthetic languages has been analyzed as either head movement (Baker 1988, 2009) or the result of postsyntactic spellout rules, where a phrasal constituent is pronounced as part of a larger word (Compton & Pittman 2010; Barrie & Mathieu 2016; Ershova 2020). Based on evidence from West Circassian (or Adyghe; Northwest Caucasian), I argue that both approaches are correct. Depending on the syntactic context, the concatenation of multiple lexical roots in West Circassian is derived in two distinct ways: (i) the mapping of complex syntactic material to one phonological word and (ii) syntactic phrase-to-head movement.

Edwin Everhart (University of Pittsburgh)
Julia Nagai (University of Tsukuba)

Oral Proficiency Tests: Uses and Abuses of Linguistics

This paper investigates a form of professional (mal)practice in linguistics: the oral proficiency examination for international teaching assistants in US universities. Testing systems claim is to ensure intelligibility, but define intelligibility only as a set of shared semiotic resources. As a result, test takers must conform to a prescribed form of American English if they wish to be understood. The practical effect of these tests is to enforce assimilation to a set of upper class white American interactional norms. This paper uses ethnographic methods to investigate testing systems, their effects, and their underlying understanding of language and linguistics.

Erika Exton (University of Maryland)
Kathleen Oppenheimer (University of Maryland)
Lauren Salig (University of Maryland)
Craig Thorburn (University of Maryland)

Taking linguistics to Zoom school: Engaging children in virtual outreach

The Covid-19 pandemic created many challenges to engaging the public in learning about linguistics. We adapted to these challenges by creating innovative and interactive linguistics demonstrations for elementary school students using green screens, virtual backgrounds, and a variety of Zoom features to bring linguistics to virtual STEM nights and assemblies at elementary schools. Allowing students to respond in multiple modalities (e.g., speaking, typing, emoji reactions) increased student engagement, leading to their discovery of core concepts in linguistics. Discovery-based approaches to learning ensured that students left with new knowledge and curiosity about language.

Paul Fallon (University of Mary Washington)

Proto-Agaw in Relation to Bender's Proto-Cushitic

This paper examines the use of Appleyard's Proto-Agaw in Bender's reconstruction of Proto-Cushitic, assessing accuracy, recording errors, but generally concluding that Bender's use of Agaw materials is accurate in his landmark study, which is a contribution to historical-comparative reconstruction.
Abigail Fergus (College of William and Mary)  
Kaitlyn Harrigan (College of William and Mary)  
Anya Hogoboom (College of William and Mary)  
*The Development of Vowel Length as a Subphonemic Cue*

A phonemic decision is not only derived from acoustic characteristics internal to the phoneme but also external subphonemic cues; one such cue being vowel length. In this study, we sought to better understand the development of subphonemic cues by testing 4-6-year-old children's use of vowel length as a subphonemic cue to voicing. Results indicated that 4-6-year-olds demonstrated a phonetic sensitivity to vowel length but failed to show subphonemic use thus questioning the long held assumption that children fully develop their phonology by their first birthday.

Nina Feygl Semushina (University of California, San Diego)  
Monica A. Keller (University of Arizona)  
Rachel I. Mayberry (University of California, San Diego)  
*Age of Acquisition Effects in the Use of Plural Classifier Constructions in ASL*

Using a variety of tasks, we investigated how the age-onset of language acquisition affects the acquisition of plural classifier constructions in American Sign Language by testing participants who were deaf early learners of ASL (L1), hearing second language learners (L2), and deaf late first-language learners who experienced early language deprivation (LL1). Despite potential iconicity, plural CL constructions are difficult for both LL1 and L2 learners to acquire. LL1 participants prefer morphologically simpler constructions, are affected by the frequency of the entity, and often omit plural marking. LL1 and L2 participants have different error patterns that have different implications for

Aron Finholt (University of Kansas)  
*States and Possession in Mashi: A Novel Argument for Decomposing have*

It is cross-linguistically common to find a distinction between "temporary" vs. "permanent" states in copular verbs (e.g. Spanish ser/estar). In Mashi (Bantu, JD53), we find that a similar temporary/permanent distinction holds not only of the two copular verbs in the language, -li (temporary state) and -ba (permanent state), but also of the two possessive have-verbs, -dwiire (temporary possession) and -jira (permanent possession). This parallelism provides a novel argument in support of a decompositional approach to possessive verbs: HAVE is composed of a verbal head vBE that incorporates a relational element P (Kayne, 1993); (Harley, 1998) a.o.

Aron Finholt (University of Kansas)  
John Gluckman (University of Kansas)  
*Complementizer Choice and Relative Belief: On Swahili Complementizer Variation*

This project investigates the question of complementizer choice in (Tanzanian) Swahili, which is reported to use two complementizers, kwamba and kuwa, interchangeably to introduce a finite selected embedded clause. We provide the results of a large-scale corpus study and elicited speaker judgements to demonstrate that, in contrast to what has previously been reported, the complementizers kwamba/kuwa are not in free variation, but rather encode differences in relative belief; with kwamba, the embedded proposition is evaluated relative to the local attitude holder, while with kuwa it is instead evaluated relative to a larger set of discourse individuals.

Matteo Fiorini (University of Utah)  
*Discourse Particles as Trigger of Expressive Presupposition: the case of Italian poi*

The paper discusses the Italian temporal adverb poi 'afterwards', in its use as a Discourse Particle (DiP) in sub-standard northern varieties. After introducing the two main available readings, I show that a characterization in terms of "self-fulfilling" presupposition containing indexical components (cf. Schlenker, 2007, i.a.) can capture its interpretative and semantic properties. The paper shows,
that (i) an analysis of DiP in terms of presupposition is 'self-sufficient' and thus to be preferred for reasons of parsimony; and (ii) that the mapping at the syntax-semantic interface can be straightforwardly derived from the core semantic properties of DiPs.

**Sean Foley** (University of North Carolina at Chapel Hill)  
**Dylan Elliott** (University of North Carolina at Chapel Hill)  
*Revisiting Central Ngwi tones: a computational approach*

This study applies computational methods to aid in reconstructing tone categories for Proto-Central Ngwi (PCN), one of the four sub-branches of Ngwi (Tibeto-Burman). Using lexical data compiled from 21 proposed members of Central Ngwi (CN), tone-onset correspondence sets were extracted to demonstrate shared tone changes and shared conditioning environments for these changes. The Python dataframe structure was applied to more easily parse the lexical data and establish tone-onset correspondences. The results of these comparisons suggest PCN would have conserved the relative tone values of Proto-Ngwi and the proposed tone changes for CN would have occurred after PCN split up.

**Suzana Fong** (Massachusetts Institute of Technology)  
*Nominal licensing via dependent case: the view from Pseudo Noun Incorporation in Wolof*

Marantz (1991) argues that case is assigned to an NP due to the c-command relationship with another NP in a given domain and not by a dedicated head. The author also contends that case assignment and nominal licensing are dissociated. Following Branan (to appear), I argue instead that dependent case and nominal licensing are not necessarily contradictory with each other: dependent case can be a licensing strategy for a nominal. The empirical basis is provided by pseudo noun incorporation in Wolof, specially with regards to the conditions under which a PNI-ed nominal is not adjacent to the verb.

**Cristopher Font-Santiago** (University of Puerto Rico)  
**Joseph Salmons** (University of Wisconsin – Madison)  
*Shibboleth or rule?: Regional variation in American place-name pronunciation*

Place-name pronunciation is talked about in two dramatically different ways. First, they function as markers of local identity — not knowing the local pronunciation of Passyunk, Pennsylvania or Oconomowoc, Wisconsin marks you as an outsider. Second, phonologists posit complex metrical rules to capture pronunciations like Ticonderoga and Apalachicola, treating them as ultimately rule-governed. We present survey responses on place-names from Georgia, Pennsylvania, and Wisconsin. Most respondents could not identify metrically and otherwise complex pronunciations outside the state they live in. These findings call for further research on the sociolinguistics of these names for local identity.

**Deborah Foucault** (University of Massachusetts at Amherst)  
**Adina Camelia Bleotu** (University of Bucharest)  
**Usha Lakshmanan** (Southern Illinois University Carbondale)  
**Emma Merritt** (Goethe University Frankfurt)  
**Roehl Sybing** (Doshisha University)  
**Tom Roeper** (University of Massachusetts at Amherst)  
*Relative Gradable Adjective Recursion is More Challenging for Acquisition than Possessive Recursion*

Children’s comprehension and production of recursive relative gradable adjectives (R-RGA) (small big mushrooms) supports a different developmental path than for recursive possessives (R-Poss) (the deer’s mushroom’s circle). With 16 (72.73%) out of 22 children ≥7 and 3 (17.65%) out of 17 children <7 handling 3-level recursion for both adjectives and possessives, the acquisition path appears significantly easier for R-Poss. We conclude that R-RGA syntax-semantics is more complex than R-Poss syntax-semantics as set/subset semantics is more difficult than possessive relational semantics. We attribute this difficulty to cognitive demands of ascribing gradable properties that rely on comparative scales for definition.
Carmen Fought (Pitzer College)  
Karen Eisenhauer  
*Insults and the construction of masculinity in the Disney/Pixar films*

This paper explores how language that indexes masculinity is presented in the Disney/Pixar films, specifically how insults are used to construct masculinity and frame male-male homosocial relationships. We analyzed a total of 1,259 insults from 31 films with the following results:

- Male characters were significantly more likely to use insults than female characters
- Male characters were most likely to use inoffensive “bonding” insults with each other
- Even offensive insults between male characters were treated as humorous rather than face-threatening

We discuss the implications of these results in the context of ideologies about masculinity, aggression, and violence.

Catherine Fountain (Appalachian State University)  
*NAAHoLS3*  
*Descriptions of Spanish-English language contact in the U.S. Southwest, 1900-1950*

This paper provides an overview and analysis of early accounts of language contact between Spanish and English in the U.S. Southwest. Description of language contact in this region began in the first decades of the 20th century and was largely carried out by linguists, philologists, and folklorists living and working in the area. Apart from the valuable linguistic data they contain, these early works provide insight into a particular period of research on language contact in the United States. While some frame bilingual speech patterns more as a curiosity than a subject worthy of serious study, in others linguistic phenomena are treated systematically and their social functions recognized, revealing themes and topics that would come to define later research in bilingualism and language contact.

Kathryn Franich (University of Delaware)  
Hermann Keupdjio (McGill University)  
*LSA2*  
*Tonal and Rhythmic Factors in the Alignment of Speech and Co-Speech Gesture in Medumba*

There is growing interest in how speakers of different languages align manual and head gestures to speech. Less is known about how this process works for tonal languages in which clear cues to stress or phrase level prominence are more difficult to discern. In the present work, we examine how gesture-speech alignment works in Medumba, a tonal Grassfields Bantu language which does not show the familiar Indo-European acoustic correlates of word or phrase-level prominence. Specifically, we investigate the influence of two specific factors - tone and stem position - on gesture alignment.

Robert Frank (Yale University)  
Hadas Kotek (Massachusetts Institute of Technology)  
*LSAVP*  
*Top-down derivations: Flipping syntax on its head*

This talk argues for a top-down approach to syntactic structure building, instead of the more popularly assume bottom-up approach. We present phenomena where properties of a higher structure condition elements or operations in a lower domain. The opposite pattern is, we claim, much rarer and more restricted. This follows from a top-down approach, given the relative time at which elements are integrated into the structure. Bottom-up derivations, in contrast, would naturally lead to opposite predictions. Our goal is not to show that bottom-up theories cannot explain the facts, but rather that a top-down account is more natural and less stipulative.

Boer Fu (Massachusetts Institute of Technology)  
*LSAIPP2*  
*Prenuclear Glide in Mandarin Chinese: Is It a Segment?*

Mandarin Chinese provides a testing ground for the problem of segmentation learning. I focus on the prenuclear glide /w/ and demonstrate that it is indeed a segment of its own, as opposed to forming a complex segment with the onset (Duanmu 2002). Evidence is drawn from an interesting exception to the phonotactics constraint *pw: [pwo]. I include an OT analysis for the
distribution of /w/ glides. I also show that the segmentation of /w/ proves to be a challenge for the CompSeg Learner (Gouskova & Stanton 2021), and propose a tentative direction for improvement.

**Boer Fu** (Massachusetts Institute of Technology)

**Danfeng Wu** (Massachusetts Institute of Technology)

*Numeral Allomorphy of 'One' and 'Two' in Mandarin Chinese*

In Mandarin, the numerals '1' and '2' exhibit allomorphy between the contextual form (yī-/yì '1', liang '2') and the absolute form (yī '1', er '2'). We propose a morphological rule that applies at lexical insertion and a phonological rule to account for the distribution of the allomorphs. We argue that contrary to appearance, Mandarin actually distinguishes between synthetic and analytic forms in the numeral domain. It is part of a universal monotonic trend in which morphological regularity increases with the value of the numeral base (10, 100), which cannot be easily accounted for by the traditional containment analysis for *ABA.*

**Kazuhiko Fukushima** (Kansai Gaidai University)

*Communicative Intention and the Lexicon: The Implications of Japanese V-V Compounds*

Pragmatic factors are often relegated to 'post-formal-grammar conditions'. This paper suggests, instead, that use-based factors play an active role in a formal linguistic domain, namely, the lexicon equipped with word-formation. Evidence is drawn from argument structure synthesis seen in lexical V-V compound formation to show speaker-oriented reference and perspective choices are determinants in complex word-formation. The paper demonstrates that downplaying or denying the significance of pragmatic factors undermines formal generalization, analytical precision, efficiency, and creativity in the domain of morphology.

**Bethany Gardner** (Vanderbilt University)

**Sarah Brown-Schmidt** (Vanderbilt University)

*Effects of PSAs and Pronoun Modeling on Memory and Production of Singular They*

We investigate what types of information support learning to use singular they/them pronouns, specifically whether reading information about why pronouns matter and seeing they/them modelled in a story affects the ability to remember which characters use they/them and accurately refer to them. We find that reading a PSA about gender and pronouns improved memory and production accuracy and increased the proportion of participants who produced they/them at least once. Seeing they/them modelled modulated the PSA effect. These results suggest that higher-level information about gendered language affects learning more than mere exposure to examples of pronoun usage.

**Patrick Gehringer** (Oakland University)

*Arguing against Northern Cities Shift Reversal: Counter-shifting in Michigan*

I have analyzed the vowels /i, i, e, æ, u, o, ɔ, a/ across multiple regions in the state of Michigan. By organizing them by demographics of age, region, population-density, and sex, I identified that the Northern Cities Vowel Shift (NCS) is reversing as indicated in other areas of the Inland North, but its distribution among the demographic categories and the mechanism of reversal are inconsistent across Michigan and the rest of the Inland North. On account of this, I propose that we are not observing a “reversal” of the NCS, but a series of “counter-shifts.”

**Martina Gerdts** (University of Hamburg)

*The position of focus adverbs in Italian and Portuguese child-directed speech*

In this talk, I show the difference in adverb position of the Italian (It.) and Portuguese (Pt.) focus adverbs ‘anche’ (It.) and ‘também’ (Pt.) and their negated counterparts in child-directed language. For the analysis, I differentiate several kinds of focus and, thus, different kinds of use of focus adverbs in the language data. The data in question comes from CHILDES corpora. I suggest verb movement and a different base generated position for the adverbs as an explanation for the findings, i.e. ‘também’ having a higher overt position in the language data.
Austin German (University of Texas at Austin)  
*The Emergence of Combinatorial Structure in Zinacantec Family Homesign*

This study traces the development of discrete, combinatorial structure in "Z sign", a sign language developed since the 1970s by several deaf siblings in Mexico (Haviland 2020), focusing on the expression of motion. The results reveal that the first signer, who generated the original homesign system without access to language models, represents motion events holistically. Later-born signers, who acquired these homesigns natively, distribute the components of motion events over sequences of discrete signs. Thus, transmission and acquisition drive language emergence, extending previous findings for Nicaraguan Sign Language (Senghas et al. 2004) to a social group of a much smaller scale.

Iyad Ghanim (Kean University)  
*The Role of Semantics in Bilingual Lexical Processing*

We investigate how early bilinguals use semantics for lexical recognition. A visual masked priming paradigm determined the degree to which semantic relatedness between prime and target facilitated retroactive recognition of the degraded prime (Golestan et al., 2009). 28 monolinguals and 34 highly proficient early-acquiring bilinguals viewed imperceptible visual word primes in English followed by target words and then identified the prime word from a pair of related follow-up words. We show that early bilingual lexical processing matches the automaticity and efficiency of monolinguals but is slower due to a less effective use of the available semantic information compared to monolinguals.

Madeline Gilbert (New York University)  
Kate Mooney (New York University)  
*Metathesis is late and fake*

We argue that productive, synchronic metathesis patterns have similar implementations. Based on Sevillian Spanish and Uab Meto, we argue that these metathesis patterns are not transposition, but rather gestural overlap that occurs late in the derivation. Three properties lead us to this conclusion: (1) metathesized forms show increased articulatory overlap; (2) metathesis occurs after other phonological processes; (3) metathesis is mostly blind to morphological structure. Finally, we consider other metathesis patterns fitting our generalizations, as well as apparent exceptions, and raise the question of if true segmental transposition is ever phonological, or if it is best left to morphology.

Lelia Glass (Georgia Institute of Technology)  
*Quantifying Relational Nouns in Corpora*

Facing the distinction between relational and sortal nouns ("cousin" versus "tree"), this paper assumes that all nouns polysemously allow both interpretations and offers a continuous corpus metric (Percent Possessive) to quantify a noun's preference for a relational interpretation. Comparing across nouns and across uses of the same noun in different web communities, I present corpus evidence that a noun is more often used as relational (by Percent Possessive) when human interaction with its referent is more conventional (approximated by frequency). Quantifying typologists' suggestion that relationality/possession is cultural, I show how nouns reflect the conventions of people who use them.

Alexander Göbel (McGill University)  
Thuy Bui (Other)  
*Accommodating presuppositions cross-linguistically: an experimental investigation on English and Vietnamese*

Despite the common characterization as content that is taken for granted, presupposition triggers are known to be useable when their presupposition is not explicitly satisfied in the context, i.e. their presupposition can be accommodated. In this study, we compare four types of presupposition triggers - additives, clefts, aspectual verbs, and achievement verbs - with respect to their global and local accommodation difficulty in English and Vietnamese using an acceptability judgment task. The results raise doubt about the validity of prior classifications, in addition to arguing against a unified account of local and global accommodation.
Ari Goertzel (University of Connecticut)  
*The Properties of the -o clitic in Mandinka*

The Mandinka -o clitic is a determiner with unusual properties. Almost every noun must be followed by -o, and it usually contributes no meaning to the DP. This paper analyzes the few environments where -o is not present: indefinite DPs containing numerals and objects of nominalized verbs. I will argue that -o is sometimes inserted as an expletive determiner, and that there are separate explanations for the two environments where it is missing. In particular, I claim that objects of nominalized verbs are not full DPs, and that the phenomenon can be analyzed as pseudo noun incorporation.

Duygu Goksu (University of Massachusetts at Amherst)  
*Implicit Proxy Agents of Long Passives in Turkish*

Dolinana and Sundaresan (2021) proposed a new kind of control dependency: Proxy Control, available in German and Italian with permission requesting and granting verbs. This paper presents novel data from Turkish that exemplify this control dependency by also extending it to a new environment: implicit agents in Long Passives (i.e., Restructuring). This contribution has implications for theories of Implicit and Proxy Control as well as Restructuring. These new data points from Turkish suggest that the proxy control dependency is actually available with a wider set of control verbs cross-linguistically if we look at implicit control data more closely.

Wilkinson Daniel Wong Gonzales (University of Michigan)  
*Divergent effects of contact: The case of wh-fronting in Lánnáng-uë*

This presentation explores the structural and social conditions for variation in wh-fronting in Lánnáng-uë. The correlation between fronting and wh-phrase type (i.e., why) suggests that why-fronting is the only conventionalized form of fronting in Lánnáng-uë. The correlation between fronting of argument wh-phrases and high fronting language proficiency suggests that language proficiency may be responsible for the emergence of the feature. Despite robust use, the wh-fronting feature is negatively stigmatized, particularly by fronting-language-proficient speakers. Altogether, I demonstrate a scenario where language contact has divergent effects on community production and acceptability judgments.

Daniel Goodhue (University of Maryland)  
Junko Shimoyama (McGill University)  
*Clausal complementation under to in Japanese*

In this talk, we propose a formal semantics for Japanese complementizer ‘to’. ‘to’ clauses can be selected or unselected by the matrix predicate. We treat them as adjuncts that contain an embedded speech act phrase. ‘to’ functions as a verb of saying. We discuss several empirically accurate predictions of the account.

Matthew J. Gordon (University of Missouri, Columbia)  
Mike Metz (University of Missouri, Columbia)  
Thanh P. Nguyen (University of Missouri, Columbia)  
*Why do they care about that?: exploring teachers’ corrections from the perspective of language regard*

In US education, correcting students’ language is generally viewed as part of a teacher’s job. This paper asks what do teachers consider “errors” and what motivates them to make such corrections. We draw on a survey of K-12 educators from across Missouri. Teachers were asked about the likelihood that they would correct various deviations from “Standard English” in students’ speech and writing. We explore the results through a language-ideological lens to argue that teachers’ priorities with regard to their students’ language are shaped by sociolinguistic prejudices as well as a body of “traditional wisdom” within education.
This paper presents a quantitative study of *a-*prefixing in Appalachian English in five subcorpora of the Audio-Aligned and Parsed Corpus of Appalachian English (Tortora et al. 2017). We find constraints consistent with previous studies: *a-*prefixing is rare (but does occur) with non-verbs and words beginning with vowels or unstressed syllables. It is decreasing over time, from 30.5% in the 1939 corpus to 11.21% in 1997; this is consistent with Hazen et al. 2010’s account of the loss of traditional features of Appalachian English. Notably, the interviewers use *a-*prefixing very rarely compared to interviewees, reflecting a negative correlation with education/status.

Caitlin Green (Independent)  
*Framing, Stance, and Discourses in Reporting of Political Bias on College Campuses*  
In this paper, I analyze archived snapshots from one month of a conservative campus watchdog outlet, as well as perennial text on their website and social media from that month, employing textual analysis (Fairclough 2003), stance-taking (Ochs 1993), and frame analysis (Goffman 1974) to describe how it achieves its mission to counteract what its authors perceive as liberal bias on campuses. I discuss the containment strategies "monitoring" and "discrediting," discourse strategies such as metaphors of abuse, assault, persecution, and war, stance-taking when describing the actors in each story, and ideologies related to education and politics.

Shengyun Gu (University of Connecticut)  
*Combined methods are informative: weak hand spread in Shanghai Sign Language*  
This study investigates weak hand spread through the lens of Shanghai Sign Language based on corpus, acceptability judgment, and elicited production. Using these combined methods, I propose a more simplified and clear-cut classification of weak hand spread (articulatory, syntactic, discourse) and elucidate the properties of each category. I show that weak hand spread is rule-governed and bounded in terms of its operating domain. While weak hand spread is preferred to mark a (morpho-)syntactic constituent, evidence for mismatches between weak hand spread domains and syntactic constituents is found.

Chad Hall (Michigan State University)  
*Uncovering a focused Lebanese American ethnolect in Dearborn Michigan*  
This study presents findings from a quantitative analysis of inter- and intraspeaker phonetic variability in the realization of /t/ and /d/ from second and third generation Lebanese American speakers in Dearborn, Michigan. In this speech community, /t/ and /d/ have an alveolar and a dental variant. It is hypothesized that the dental variant is a feature of a focused Lebanese American ethnolect. This study provides some of the first sociolinguistic descriptions of the English spoken by Lebanese Americans. It is also one of the first ethnolinguistic studies to introduce the concept of the ‘focused ethnolect’.

J. Daniel Hasty (Coastal Carolina University)  
*Negotiating norms: language and identity in contemporary Appalachia*  
In this poster we report on a survey of self-reported AppE usage, investigating subregional variation among young speakers in three Appalachian regions: Northern Appalachia, Middle Appalachia, and Southern Appalachia. We investigate how speakers’ orientation towards AppE is connected to Appalachian identity and urban-rural differences related to recent changes in isolation. Rather than a homogeneous AppE, we see instead a distinction between the northern and southern ends of Appalachia with middle
Appalachia as a transitional area. While shifts away from AppE are happening in northern Appalachia, speakers in southern Appalachia are maintaining AppE as an important part of their identity.

Ivy Hauser (University of Texas at Arlington)  
Mitchell Klein (Michigan State University)  
*Prevelar Raising in American English as Non-Derived Environment Blocking*

Non-Derived Environment Blocking (NDEB) occurs when some phonological process applies when fed by another process but is blocked elsewhere (e.g. Baković 2011; Rasin, 2016). The phenomenon is classically difficult to analyze in both constraint and rule-based systems, and few examples exist in the literature. The first goal of this paper is empirical: we present data from American English prevelar raising, which (to our knowledge) is a previously-unnoticed case of NDEB. The second goal is analytical: we demonstrate how this case of NDEB can be analyzed using the contextual faithfulness framework of Hauser & Hughto (2020).

Kirk Hazen (West Virginia University)  
*Individual coherence and covariation: evidence from Appalachia*

Drawing from scholarship on covariation, this paper examines both phonological and morphological variables for natives of Appalachia, a region of substantive change in the 1900s. This paper asks whether changing or stable variables have coherence at the level of the individual as separate from any particular intersection of social factors? Findings indicate that some components of the Southern Vowel Shift align with vernacular morphosyntactic variants for certain individuals but not others. Coherence at the individual level appears to be obtained at certain points in apparent time for changing variables when multiple social factors guide vernacular variants in the same direction.

Kevin Heffernan (Kwansei Gakuin University)  
Yusuke Imanishi (Kwansei Gakuin University)  
*A corpus study of diachronic changes in the usage rate of noun incorporation in written Japanese*

Our previous work on diachronic change in written Japanese has shown that the usage rate of compound nouns is generally decreasing with time. Building on that work, this study investigates the status of Sino-Japanese compound nouns created through noun incorporation. We conducted a corpus study using the Balanced Corpus of Contemporary Written Japanese. Our results are mixed: the usage rate of word-accent (i.e., lexical) compounds is currently decreasing with time, but the usage rate of phrase-accent (i.e., syntactic) compounds is not. Collectively, our results imply that Japanese is gradually shift from lexical word formation towards syntactic word formation.

Emily Herman (Pennsylvania State University)  
Matthew T. Carlson (Pennsylvania State University)  
Angelica Brill (Pennsylvania State University)  
Anne J. Olmstead (Pennsylvania State University)  
*Tracking illusory vowel effects through auditory and phonetic representations*

Spanish speakers perceive an illusory [e] preceding word-initial [s]-consonant sequences, related to a productive loanword adaptation process, e.g. escáner from English scanner. We tracked the emergence of this illusion in 4IAX auditory discrimination. Native speakers heard initial portions of Spanish-like nonce words, e.g. estipa/astipa/stipa. The perceptual illusion was expected to hinder discrimination of pairs like estipa-stipa. For these pairs, when stimuli were truncated after the stop burst following the [s], discrimination was near ceiling although the burst confirmed the conditioning environment for the illusion. Accuracy dropped when longer portions were presented (e.g. esti-sti). The illusion is thus linguistic, not auditory.
Daniel Hieber (University of Alberta)  
*Lexical polyfunctionality in discourse: A quantitative corpus-based approach*

This paper is a quantitative corpus-based study of lexical polyfunctionality (where a lexical item is used for multiple discourse functions or "parts of speech") in English (Indo-European) and Nuuchahnulth (Wakashan). This phenomenon is also described as lexical flexibility, lexical polycategoriality, conversion, functional shift, or zero-derivation. Using corpora of spoken texts and annotating each token for its discourse function, I show that English and Nuuchahnulth differ in both their overall degree of polyfunctionality, and the way in which that polyfunctionality is realized. I argue that polyfunctionality is not exceptional crosslinguistically, but rather a fundamental design feature of language.

Gwendolyn Hildebrandt (University of Pennsylvania)  
*Two Classes of Hedge: modifying truth conditions vs. modifying interpretations*

Hedges are modifiers that de-intensify the meaning of linguistic expressions. Here, we reveal an empirical split between two subgroups of hedge and outline a semantic proposal to capture this distinction. Using three diagnostics, we demonstrate a systematic pattern of variation between two classes of hedge: the 'almost' class, which includes 'almost', 'nearly', 'close to'; and the 'pretty much' class, which includes 'pretty much', 'more or less', 'practically', 'sort of'. We argue that the former class of hedge compositionally modifies the truth conditions of propositions, while the latter changes how interlocutors evaluate the truth of propositions without changing the truth conditions.

Katherine Hilton (Stanford University)  
*Gender Bias in Perceiving Interruptions*

In public discourses about gender equality, a common recommendation is that women should respond to being interrupted by interrupting back. This assumes that women and men are perceived the same way when interrupting. This study used a perception experiment to see if this is true. All speakers were perceived more negatively when interrupting their interlocutors, but the social consequences were more costly for female speakers. Relative to men, women were perceived as significantly less friendly, less intelligent, and more dismissive when interrupting, even though the speakers who recorded the stimuli were performing identical scripts manipulated in the same ways.

Ken Hiraiwa (Meiji Gakuin University)  
*Animacy Hierarchy and Case/Agreement in Okinawan*

In languages like Japanese and Okinawan, morphological evidence for agreement is scarce, which has led to the long-standing controversy as to its existence (see Fukui 1986, Kuroda 1988, 2007 vs. Takezawa 1987, Ura 1996, Miyagawa 2010, etc.) In this paper, I argue that while φ-agreement is not morphologically realized on the predicates in Okinawan, it is nevertheless indirectly detectable in the form of animacy agreement in case-marking.

Ken Hiraiwa (Meiji Gakuin University)  
*Syntax of Reduplication and Negative-Polarity Items in Buli*

Negative-polarity items in Buli, a Mabia (Gur) language spoken in Ghana, exhibit a mixed behavior between NCIs/strong NPIs and weak NPIs. Thus, Buli presents a counterexample to Vallduvi's generalization. Adopting and extending the framework of Collins and Postal (2014) and Collins et al. (2017), we will first provide a detailed description of negative-polarity items in Buli and then show that their apparently mysterious mixed behavior can be explained by articulating syntax of reduplication and unary/binary-NEG structures.
Lisa Hofmann (University of California, Santa Cruz)

Jason Ostrove (University of California, Santa Cruz)

Pre-nominal mi in San Martín Peras Mixtec

The Mixtec languages (Oto-Manguean) include a set of pre-nominal particles traditionally termed a ‘specifier’ whose precise semantic contribution is largely unreported. Based on original fieldwork from San Martín Peras Mixtec, we show that it exhibits properties of a strong definite article (Schwarz 2009) being obligatory with anaphorically unique nouns. Adopting the fine-grained uniqueness scale of Löbner 2011, Ortmann 2014, we further propose it encodes uniqueness, being mandatory only where its functional load is greatest and optional or pragmatically marked elsewhere. In this way, we contribute to the burgeoning field of definiteness cross-linguistically.

Nicole Holliday (University of Pennsylvania)

Siri, You’ve Changed! Acoustic Properties and Racialized Judgments of Voice Assistants

This paper compares listener perceptions and voice quality features of the four Apple Siri voice assistant voices that debuted in 2021. A survey of 485 American English listeners found that some voices are significantly more likely to be attributed to a black speaker and that these voices are also more negatively evaluated on personal characteristics. Post-hoc analysis of voice quality features found that pitch ratio, HNR, and jitter differ between the Siri voices that are attributed to white speakers and those attributed to black speakers. These results have implications for linguistic profiling as well as speech recognition and synthesis.

Alex Hong-Lun Yeung (Stony Brook University)

Preference for right-edge high tone in expletive affixation in Cantonese adjectives

In this talk, I will show that a low-toned expletive is more restricted than other semantically similar high-toned expletives across various expletive constructions. I argue that these asymmetries are results of the fact that expletive affixation in Cantonese adjectives is sensitive to a preference for high tones at the right edges of prosodic words (REHT) which is prevalent in the core morphology and phonology in Cantonese. I will also report results from three perception experiments that test the asymmetries.

Ho'omana Nathan Horton (Oklahoma State University)

From ‘air’ to Z-Boys: an ethnolexicography of the skateboarding subculture

In this presentation, I take an ethnolexicographic approach (Silverstein, 2006) to present a glossary of community-specific lexical items used by members of the skateboarding subculture, skaters as we call ourselves. These items come primarily from sociolinguistic interviews with 11 skaters, supplemented by my own experience as a current and longtime member of the community. In addition to presenting the first documentation and description of the lexicon used by skaters, this project demonstrates the usefulness of the sociolinguistic interview as a source of (ethno)lexicographic data and describes the crucial role that lexicon plays in the performance and maintenance of skater values.

Michio Hosaka (Nihon University)

On the derivation of the three-verb clusters in Old English

Word order in Old English has some properties in common with other Germanic languages, such as V2 in a main clause and Vf-final order in a subordinate clause. However, it also has idiosyncratic traits that led to word order changes in the later stages of English. Focusing on the word order of the three-verb clusters (Modal+have/be+Participle) in OE, this paper argues that the rise of a functional projection with the head in its initial position shaped changes in word order in the history of English.
This paper discusses the faculty placement of deaf linguists in PhD-granting departments in the U.S. Out of 69 departments with Linguistics PhD programs listed by the LSA, we identified four active tenured or tenure-track deaf faculty; two at Gallaudet University and one in a department with a signed language interpreting program. We also estimated the number of hearing linguists who research sign languages; this yields 20 departments with hearing linguists, six with more than one. We discuss institutional barriers to deaf linguists and provide recommendations for departments for better hiring practices and recruitment and retention of deaf linguists.

Based on corpus generalizations and perceptual experimental data, this study reveals distinct linguistic mechanisms underlying two nasal adaptation processes of English names into Mandarin Chinese: English intervocalic nasals adapted with nasal insertion (Denis > tan.niː.siː] and English coda [m] adapted with vowel insertion (Camden > [khaː.muː.təŋ]). We argue that phonetically-driven and phonologically-driven adaptation processes coexist in the same language depending on the presence or absence of phonotactic violations. The perceptual experimental results from monolingual Mandarin and Mandarin-English bilingual speakers show that the nasal insertion in Mandarin loanwords is phonetically driven, whereas vowel epenthesis after coda [m] is phonologically driven.

In this study, the glide-vowel distinction in the two high vocoid diphthong structures /ui/ and /iu/ in Squilq Atayal are investigated with ultrasound imaging, with support from acoustic data. It is found that /i/ in both structures is closer to the vowel, while /u/ in both is less vowel-like, supporting the idea that /i/ is the nucleus. It is also found that the glide-vowel distinction in Squilq Atayal high vocoid clusters are not categorical as previously imagined, but gradient, forming a continuum from the /i/ in /ui/, to /i/ in /iu/, and finally /u/ in /ui/ and /iu/.

The early period of Basque studies was in many ways of crucial importance for Wilhelm von Humboldt’s linguistic program. But only after the re-discovery of his unpublished paper legacy in the early 1990s, which for various decades was thought to be lost, was it possible to thoroughly evaluate its real importance. This presentation will aim at giving a survey of the specific innovations of linguistic ideas (as on ergativity, separative marking, among others), together with the introduction of the recently finished three volumes of the Basque section of the new historical-critical edition of Humboldt’s linguistic writings.

Cross-linguistically, no language has a dedicated generic article. To address why this is, I decompose GEN's quantificational and modal elements into parts of the nominal. Adopting Borer's (2005) EP analysis of pre- and post-verbal bare subjects in Modern Hebrew, I use the restriction of pre-verb bare subjects to generic interpretations and unacceptability of pre-verbal bare singulars to argue that GEN is a D-quantifier. Evidence from adnominal conditionals further identifies an adjectival modal source for GEN.
within the nominal. I propose that the formation of generic articles is blocked by the non-local (e.g. non-spanning) relationship between these quantificational and modal elements.

Myung Hye Yoo (University of Delaware)  
Satoshi Tomioka (University of Delaware)  
Rebecca Tollan (University of Delaware)

The difficulty of definiteness: Interference effects of NP type in the processing of cleft sentences

This study examines how types of "distractor" NPs, which intervene between a filler and gap site, modulate the processing of filler-gap dependencies. We examined whether interference effects are modulated by (i) similarity of NP types or (ii) discourse, or both. In Experiment 1, we found (i) the ease processing of pronouns compared to definite and indefinite distractors pooled, and (ii) the processing difficulty of definite compared to indefinites. These results were not fully accounted for by similarity-based interference effects nor the givenness hierarchy. Experiment 2 showed that the difficulty of definiteness was attenuated with the right contextual support.

Sarah Hye-yeon Lee (University of Southern California)  
Elsi Kaiser (University of Southern California)

Grammatical markers of temporal event structure interact with real-world event knowledge during event comprehension

How do (i) grammatical aspect (Experiment 1) and (ii) tense (Experiment 2) affect the processing of events wherein the object's change-of-state (i) is likely (e.g. dropping a wine glass) vs. (ii) unlikely (e.g. dropping a plastic cup), according to real-world event knowledge? We show that grammatical markers that encode temporal properties of events play a fundamental role in constraining and guiding event representations and activations of object states. Furthermore, effects of tense and aspect are modulated by event knowledge. We conclude that comprehenders rapidly integrate linguistic information with event knowledge information to integrate visual information into the mental event representation.

Patricia Irwin (Swarthmore College)

Sassy “I mean” and the conversational scoreboard

This paper analyzes a newly-identified use of the discourse marker “I mean”, termed SASSY “I mean”:

(1) A: I’m trying to decide whether to live it up and have some wine tonight  
    B: I mean it IS your birthday
(2) [context: B enters the room soaking wet]
    A: Do you need help?  
    B: I mean I could use a towel!

We discuss features of this use, including how it can convey in-group solidarity (1) or snarky admonishment (2). Incorporating early insights on “I mean” (Schiffrin 1987), the analysis utilizes Farkas & Bruce’s (2010) model of a Lewis-style conversational scoreboard.

Richard D. Janda (Indiana University Bloomington)

A flawed folk-view of a language change yields to a partly-parallel attested modern case

Do scared sycophants ever spread autocrats’ linguistic errors? When folk-beliefs about such phenomena yield to documentable cases, historiographers take notice. Claiming that Andalusian /s/ corresponds to Castilian /θ/ because courtiers imitated a lisping monarch is unsustainable: myriad words retain /s/; the one “lisping” Spanish king antedated /θ/’s dominance by 200+ years. Yet Hitler’s last-minute edit in a 1941 speech (replacing a preposition without making a dative-to-accusative switch for all relevant case-endings) created ungrammaticality. The accusative case survived, but sampling twenty German publications reveals fifteen (nearer Berlin) reprinting the mistake. Only five (in Austria and neighboring Liechtenstein) corrected or avoided it.
**Jiyoung Jang** (University of California, Santa Barbara)  
**Argyro Katsika** (University of California, Santa Barbara)

*The role of focus position in boundary tone coordination in Korean, an edge-prominence language*

Boundaries of major phrases are associated with falling and/or rising pitch movements, called boundary tones. Recent work on Greek, a stress language, has found that the coordination of boundary tones is affected by lexical, but not phrasal, prominence. Same effect was found for phrase-final lengthening. This study examines the coordination of boundary tones with articulatory constrictions in Korean, an edge-prominence language without lexical prosody, as a function of focus position and Accentual Phrase length. Results show that the coordination of boundary tone is affected by focus position, providing evidence supporting the view that tonal events are coordinated with temporal ones.

**Bridget L. Jankowski** (University of Toronto)  
**Jeremy M. Needle** (University of Toronto)  
**Sali A. Tagliamonte** (University of Toronto)

*Is it a camp or a cottage?: the cultural evolution of a lexical item in Ontario*

Words for the place where Canadians go on summer weekends are considered among “the most powerful variables for distinguishing Canadian regions” (Boberg 2005:22). Using an 11-million-word corpus spanning 20 communities across Canada’s most populated province, we expose distinct regional patterns between camp (17%) and cottage (70%), a geographic riddle that cannot be reconciled with a broad ‘Northwestern Ontario’ vs. ‘Ontario’ distinction (Boberg 2005: 42). We argue that use of cottage outside its traditional territory reflects southern Ontario’s cultural hegemony. More than a region-defining feature, this variable is actually an icon of 20th century cultural change in Ontario.

**Abigail Jarvis** (University of Southern California)

*A Sociolinguistic Analysis of Phonology Switches in 'Dora the Explorer'*

Loanwords are often sites of phonological exceptionality. By examining loanwords within Nickelodeon’s children’s TV show Dora the Explorer and by observing when Dora chooses to implement either her Spanish or English phonological system, the results indicated that Dora performs lexically specific phonology switches (LSPS) on Spanish-origin loanwords based on their frequency of use in English and the social context in which she finds herself (Baird, Rohena-Madrazo, Cating 2018). By choosing to retain the L2 phonology during the pronunciation of a loanword within a larger, English-phonology utterance, she socially indexes herself as a member of two linguistic communities.

**Lisa Jeon** (University of North Texas)  
**Andrew Cheng** (Simon Fraser University)  
**Dot-Eum Kim** (University of Georgia)

*Korean Americans’ vowel spaces at the intersection of ethnic and regional variation*

This is the first comparative sociophonetic study of Korean Americans in different regions. We investigate the vowel spaces of 52 Korean Americans in three cities: Los Angeles (n=28), Houston (n=12), and Atlanta (n=12). We calculate speakers’ vowel space areas using normalized F1/F2. Linear models show that each region patterns differently, with between-group variation influenced by region and gender. Holistic vowel space compression occurs in California and Texas, but not Georgia. We connect these patterns with speakers’ differing orientations to metropolitanness, Southernness, and supra-regional Korean American identity. Variation in vowel space may index region but also diverging Korean American identities.
Emergent mappings between form and word origin as morphological knowledge

We propose English speakers have some form of morphological knowledge that aids in determining word origin. We asked what types of strategies "monolingual" English-speakers in the US use to identify origin of low-frequency or nonce words. 2/3 of participants spontaneously mentioned a sub-unit as part of their reasoning. This shows that English speakers make consistent associations between sub-units of words and specific languages, which we argue is a form of morphological knowledge. By making explicit associations between sub-units and a specific language, participants give these sub-units etymological meaning, regardless of whether the unit has meaning in the source language.

Jing Ji (McGill University)

A Hybrid Analysis of Chinese Right Dislocation

Right dislocation (RD) in Chinese usually consists of a main clause ending with a sentence-final particle, followed by a right-dislocated phrase. Unlike English and other Western languages, Chinese RD phrases allow syntactic non-constituents. Also, RD phrases can be repetitions of main clause items. This paper argues that previous analyses cannot account for RD phrases involving both non-constituents and repetition. We propose a hybrid approach combining leftward movement and repetition plus deletion to explain all possible combinations of RD. Evidence from island effects supports our unified analysis.

Jonathan Jibson (University of Wisconsin–Madison)

Formant detail needed for dialect classification

How much formant detail is detectable in a vowel contour when classifying dialects? Synthetic vowels were generated from Wisconsin and North Carolina formant contours. Four versions were created: static (1 sample), diphthongal (2 samples), triphthongal (3 samples), and the most detailed contour (5 samples). Eighteen subjects from Wisconsin heard these stimuli in a dialect classification task (Wisconsin vs. North Carolina). For the native dialect, 5-sample vowels were classified best and the rest were equivalent; for the nonnative dialect, 1-sample vowels were the classified worst and the rest were equivalent; individual vowels varied. Modeling dialect classification is best with 5 samples.

Formant detail needed for modeling perception of familiar and unfamiliar dialects

Some sociophonetic studies use 1 sample (midpoint) to model vowels; others use 3 or more. When is higher fidelity undetectable? Synthetic vowels were generated from Wisconsin and North Carolina formant contours. Three versions were created: static (1 sample), diphthongal (2 samples), triphthongal (3 samples). Sixteen subjects from Wisconsin heard these stimuli in an identification task and a discrimination task. For both tasks, no differences were found between 2-sample and 3-sample models, but both outperformed 1-sample models. That margin was larger for the nonnative dialect - formant position alone sufficed for the native dialect, but dynamics helped with the nonnative dialect.

Shao-Jie Jin (National Chiao Tung University)

Sheng-Fu Wang (Academia Sinica)

Yu-An Lu (National Chiao Tung University)

Tonotactic accidental gaps and syllable-tone phonotactic learning in Mandarin Chinese

This study investigates unattested syllable-tone combinations (tonotactic accidental gaps) in Mandarin Chinese, using a corpus study, a wordlikeness judgement experiment and a set of harmonic scores generated from the UCLA Phonotactic Learner to estimate the well-formedness of these syllable-tone combinations. The results showed the complex-contoured T3 was rated as the least wordlike, not T2 which had the most gaps in the corpus. Aligned with our corpus and wordlikeness results, the learner successfully
captured the interaction between onset voicing and tone, suggesting this property should be considered a psychologically real phonotactic restriction. Other properties are attributed to lexical statistics and markedness.

Keith Johnson (University of California, Berkeley)  
**An effect of categorization on auditory/phonetic representation**

This study explored phonetic vowel representation in unsupervised and supervised methods of dimensionality reduction, with the goal of understanding how the demands of linguistic categorization may warp the phonetic space. Principal Components (unsupervised) and Linear Discriminant (supervised) analyses of auditory spectrograms of 2829 vowel tokens from the DIMEx corpus of Mexican Spanish found that the LDA representations have two familiar dimensions: vowel height and frontness. The PCA space had a larger number of less interpretable dimensions. We conclude that the linguistic structure of complex multidimensional auditory representations of speech emerges only when auditory information is put to discriminative use.

Lisa Morgan Johnson (Brigham Young University)  
**Ethnic differences in LBMS structure**

This poster reports on structural correlations between low back vowel merger/position and front lax vowel lowering/retraction (Low-Back-Merger Shift or LBMS). Based on analyses of word list recordings from two groups of Utah teens (Pacific Islanders and Euro Americans), I argue that the position of BOT affects the front vowels in the two ethnic groups differently: while the F1 of EA front vowels is inversely correlated with BOT F1, PI front vowels appear to be more sensitive to BOT F2. These results highlight the structural complexity of LBMS and the importance of recruiting ethnically diverse groups of participants for such studies.

Martha Johnson (Ohio State University)  
Andrea Sims (Ohio State University)  
Micha Elsner (Ohio State University)  
**Do languages differ in semantic transparency of derived words? Using word vectors to explore English and Russian**

This study explores whether the semantic relationship of derived words to their bases is similarly sensitive to word frequency in English and Russian. High-frequency derived words are thought to be memorized by speakers, rather than being parsed into constituents. As a result, such words may become semantically opaque, implying that frequent words have lower average transparency. We investigated whether distributional differences of English and Russian derivational suffixes translate into differences in semantic transparency, using cosine similarity of word vectors. Our results show a positive correlation between derived word frequency and semantic transparency, contrary to expectations. This may reflect suffix-specific effects.

William Johnston (McGill University)  
**Verb serialization as event-building: Evidence from Hmong**

A key property of so-called 'serial verb constructions' (SVCs) is the notion that an SVC portrays a single event. In this paper, I take that notion seriously: I argue that certain types of SVCs are in fact reflexes of event-building in the syntax, and that their properties and distribution can be derived from independently motivated constraints on event structure. I examine two types of SVC found in Hmong (Hmong-Mien), and argue that they are formed by merging multiple verbal roots within the event-building portion of the verbal projection (modeled using the first-phase syntax of Ramchand (2008).)

Benjamin Jones (University of Washington)  

This study joins a growing literature devoted to the development of glottal stop replacement in American English as a potential site of regional, or dialectal, variation. In this study, data from a group of 10 male speakers from Maine are examined for the use of the glottal stop to replace the voiceless obstruents /p,t,k/. The data come from a reality television show, *Down East Dickering*, allowing for a consideration of the performative aspects of the use of the glottal stop in constructing a “Maine” identity.
Reexamining Negative Concord and Definiteness in African American English

AAE is described as exhibiting negative concord similar to other varieties of English, licensing Negative Polarity Items (NPIs) when the noun phrase they modify is indefinite. Here, we demonstrate that under certain discourse conditions, AAE licenses NPI ‘no’ on a definite NP (as in “You don't know nothin bout no Kendrick Lamar”). This poses a challenge to existing analyses of AAE negation, and has implications for cross-dialect comprehension, camouflage constructions, and linguistic ideologies and discrimination. We also discuss implications for existing canonical examples (eg., "it ain't no cat can't get in no coop" in Labov 1972).

LingStoryCorps 2021: A progress report on an oral history project

We give here a progress report on LingStoryCorps, an oral history project that began in 2019 and will debut at the LSA’s upcoming centennial (2024-2025). Inspired by the national “StoryCorps” project (storycorps.org) which endeavors “to preserve and share humanity’s stories in order to build connections between people,” LingStoryCorps aims to give anyone with an interest/stake in linguistics or a linguistics-adjacent field/career the opportunity to talk on the record about their lives. Audio recordings of approximately 15 minutes in length, of people of all ages and of various stations in life as they talk about their involvement in linguistics inter alia, are being undertaken at LSA events and elsewhere, and we expect to extend this program.

On Discourse Licensing of Coindexed Pronouns in Slavic

This study investigates the licensing of coindexed weak (clitic/pro) and strong pronouns in Slavic and argues that their interpretive possibilities crucially depend on information structure notions of topic and focus. I formulate specific discourse conditions under which the two types of pronouns are licensed, which I also show have consequences for the scope of Conditions B and C as well as the nature of pronominal competition (Cardinaletti & Starke 1999, Patel-Grosz & Grosz 2017, a.o.). I also show that these discourse conditions allow us to unify the behavior of pronouns in forward and backward pronominalization.

Sound change, paradigmatic relations and analogy produce suppletion in Catalan verbs

Suppletion in Catalan verbs provides further evidence that analogy does not foster regularity but can actually create irregularity. Analogy as a source of suppletion has not received adequate attention. The development and spread of stem-final /g/ in Catalan reflect the local, non-teleological nature of suppletion. Sound change created several velar-final forms but velars have spread to many other verbs analogically. Wheeler (2011) favors a morphomic analysis that does not explain these changes, ignores the copulas, and erroneously equates analogy and regularization. Pérez Saldanya emphasizes naturalness and markedness, but does not effectively explain the data.

Recent research proposes that the position of adjectives with respect to nouns interacts with considerations from efficient communication to determine the rate at which speakers use adjectives to resolve reference to objects. In an attempt to see whether this prediction holds on the use of adjectives overall, we test this prediction in a large-scale corpus analysis using 74 languages from...
the Universal Dependencies (UD) Treebanks, which are manually tagged for Part-of-Speech and dependency relations. We don't find support for the efficiency hypothesis.

**Elsi Kaiser** (University of Southern California)  
*Focus-marking with emoji: Information structure and expressive meaning in the digital domain*

Digital communication (e.g. text messages, email) lacks prosody, but innovations like emoji have emerged to enrich this communicative channel. In speech, prosody can indicate information structure, e.g. contrastive or new-information focus. We investigate the relation between focus and emoji, and propose that (i) one class of emoji (e.g. sparkles, pointing-hands, what we call 'plain focus emoji') act as semantically flexible focus-signalers, and (ii) another class (e.g. angry-face, heart-eyes-face, 'affective focus emoji') can signal focus while also resembling linguistic expressives (e.g. yay, damn) in conveying information about speakers' attitudes, in a way we show to be scopally dissociable from focus-related behavior.

**Elsi Kaiser** (University of Southern California)  
**Ramida Phoolsombat** (University of Southern California)  
**Pritty Patel-Grosz** (University of Oslo)  
**Patrick Georg Grosz** (University of Oslo)  
*Resolving ambiguity in speaker- and hearer-oriented body part emoji: Reference resolution beyond pronouns*

Referential dependencies are central to language. Prior reference-resolution studies mostly focused on anaphors, especially 3rd-person pronouns. Less attention has been given to indexicals like 'I' and 'you,' presumably because ambiguities posed by 3p pronouns are largely absent with 1p/2p pronouns. However, we show that once we go beyond pronouns and look at emojis, we find unexpected ambiguities involving 1p/2p reference. We report an experiment on the interpretation of the thumbs-up and flexed-biceps/strong-arm emojis. Our results suggest that, unlike 1p/2p pronouns, speaker- and addressee-referring emoji share similarities with 3p pronouns and appear to have both indexical and anaphor-like traits.

**Alexandros Kalomoiros** (University of Pennsylvania)  
*Differential Object Marking in Western Armenian*

We argue that Western Armenian nominals exhibit a tripartite distinction between Pseudo-Incorporated (PI-ed) NPs vs unmarked inanimate DPs vs dative-marked animate DPs (Differential Object Marking). However, the distinction between unmarked inanimate DPs vs dative-marked Animate DPs is neutralized in the agent Pseudo-Incorporation construction, where both animate and inanimate themes must be marked dative. We develop an account that captures this distribution as a side-effect of the requirement that all DPs must be assigned abstract Case, but where the morphology may realize some cases (here the accusative) as null, but others (here the dative) as overt.

**Arum Kang** (Korea University)  
**Sanghoun Song** (Korea University)  
*A study on subjunctive mood in Korean: Using corpus and experimental linguistic data*

The goal of current study is to investigate a novel paradigm of subjunctive mood in Korean by using corpus and experimental linguistic data. Compared to Indo-European languages, the precise nature of Korean subjunctive has yet to be systematically explained. Built on that the valid types of mood trigger vary across languages (Mari 2016b; Portner 2018), we want to explore the types of subjunctive mood predicates and their interactions with subjunctive C. For this, our study mainly focuses on the empirical dimension: First, we will analyze usage-based corpus data; Second, the data will be further verified through the linguistic experiments.
Aaron Kaplan (University of Utah)  
*The Timing of Violations in Serial Derivations*

A serial analysis of Persian hiatus resolution necessitates revisions to *Hiatus and RealizeMorpheme. Vowels in hiatus may be deleted, but if a vowel is a morpheme's sole exponent, its deletion is disfavored. With gradual deletion, an analysis succeeds only if *Hiatus is satisfied by the first step toward deletion (instead of only after a vowel is fully deleted) and RealizeMorpheme penalizes the first step of a derivation that could eventually delete an entire morpheme (instead of after the morpheme is deleted). Thus serial analyses can require constraints to be satisfied or violated at precise moments in a derivation.

Jennifer Kaplan (University of California, Berkeley)  
*Binary-Constrained Code-switching Among Non-binary French-English Bilinguals*

I examine topic-based code-switching employed by non-binary French-English bilinguals in Montréal, Canada. Analyzing data from metalinguistic interviews, I find that non-binary bilinguals with French as their L1 consciously switch into English when discussing non-binary topics because they perceive their L1 as lacking the relevant grammatical features, specifically non-binary pronouns and gender markers, to describe their own (gender) identities; I call this phenomenon binary-constrained code-switching. Participants are conscious of these switches and identify them as resulting from the perception that English is more gender “neutral” than French. This finding has the potential to impact policies on linguistic inclusivity in Francophone Québec.

Itamar Kastner (University of Edinburgh)  
Hadas Kotek (Massachusetts Institute of Technology)  
Rikker Dockum (Swarthmore College)  
Michael Dow (Université de Montréal)  
Maria Esipova (University of Oslo)  
Caitlin M. Green (None)  
Todd Snider Heinrich-Heine (University Düsseldorf)  

*The Open Letter: Responses and Recommendations*

In 2020, the field of linguistics was shaken by The Open Letter to the LSA regarding Steven Pinker (TOL). TOL argued that Pinker's public statements are inconsistent with the LSA's anti-racist values, asking to revoke Pinker's status as LSA Fellow and to remove him from the LSA's list of Media Experts. Signed by 600+ linguists, TOL has generated vigorous debate within and outside linguistics. This talk pushes the discussion forward by analyzing the responses to TOL using the tools of our profession - pragmatics and discourse analysis - and further suggesting an approach for examining the power of individuals in the field.

Hironori Katsuda (University of California, Los Angeles)  

*A probabilistic account of accentuation across Japanese lexical strata*

This study first presents a corpus analysis of the accentuation of Sino-Japanese words and loanwords, and shows that they exhibit noticeably similar patterns. It then shows that these words can be modeled in a probabilistic model, with the same set of constraints, except for some minor adjustment to each stratum. It also points out that the loanwords borrowed from languages other than English exhibit an intermediate accent pattern between the Sino-Japanese words and the loanwords borrowed from English, and argues that this intermediate pattern cannot be simply captured by increasing the faithfulness effects to the source words.
Current systems for annotating non-manual markers (NMMs) in sign languages are largely borrowed from other fields (e.g. emotions: Facial Action Coding System, Ekman 1997), are limited to an articulator subset (e.g. most of Boyes-Braem and Sutton-Spence 2001; Johnston and De Beuzeville 2016), or are ad-hoc (e.g. summary in Bickford and Fraychineaud 2006). It has become clear to us through years of research that a systematic, articulatory-based, phonetic level of description is needed specifically for sign language research. Here we offer a consistent and precise NMM annotation system codified within an ELAN template as a tool for corpus building.

Seoyoung Kim (University of Massachusetts at Amherst)  

The typology of locality guides restrictive and accurate tier induction

The Inductive Projection Learner (Gouskova and Gallagher 2020) can sometimes project a tier that is unnecessary or inaccurate. This paper argues that the candidate tiers suggested by local trigrams in the IPL should be further validated before being projected in the tier-based search. I exploit a typological observation as a heuristic to aid in determining the necessity and accuracy of the candidate tiers. I provide several test cases (Lamba, Quechua, Korean, Shona, Turkish) which show that tiers can be induced more restrictively and accurately by adding an intermediate step to the existing IPL.

Ji Yea Kim (Stony Brook University)  

The innovative suffix -lʌ in Korean: direct affix borrowing and morphological copy epenthesis

This study investigates the innovative suffix -lʌ in Korean (sʌul-lʌ 'person from Seoul'). It has been argued -lʌ originates from the English "agentive" suffix -er (Lee 2017). However, there is no independent motivation for the emergence of the non-etymological consonant /l/. In this paper, I adopt Seifart's (2015) criteria for indirect affix borrowing and show that -lʌ fails to pass some of these criteria. I claim that -lʌ is borrowed directly from the English "demonym" suffix -er. I further argue the onset consonant /l/ appears as a result of morphological copy epenthesis, which is motivated to mark a morpheme boundary.

Okgi Kim (University of Wisconsin-Milwaukee)  

On the syntax and semantics of 'what'-exclamatives in Korean

To my knowledge, it has not previously been reported that Korean employs 'what'-exclamatives. Here I argue that a mwe-l-clause like "mwe-l (what) kulehkey (so) pissan (expensive) cha-lul (car) sasse (bought)!" should be recognized as a 'what'-exclamative. In doing so, I first show that mwe-l-exclamatives satisfy three criteria established by Zanuttini and Portner (2003), namely factivity, scalar implicature, and inability to function in question/answer pairs. I then provide an analysis that can account for how mwe-l-exclamatives can denote degree properties. This paper contributes to investigating the crosslinguistic variations of wh-exclamatives and filling in a gap in the description of Korean exclamatives.

Sharese King (University of Chicago)  
Andi Taylor (University of Chicago)  
Zez Wyatt (University of Chicago)  

Investigating word-initial /l/ velarization in a northern African American community

Recent studies of African Americans’ speech show that consonantal variation can be conditioned by social factors like region and/or gender (Calder & King, 2020; Farrington, 2019). While /l/ vocalization in syllable coda and word final positions has been investigated in African American Language (Fasold & Wolfram, 1970), there is little research examining /l/ velarization in word-initial positions. Investigating this understudied feature among 24 speakers from Rochester, New York, we find that older speakers
have lighter /l/ than younger speakers. However, Black urban speakers from Rochester produced darker /l/ than previously-studied Black rural speakers from Princeville, North Carolina (Van Hofwegen 2011).

**Ian Kirby** (Harvard University)  
*Tuvin ‘-daa’ in Quantificational Noun Phrases: Existential or Universal?*

Tuvin has a particle ‘-daa’ which shows notable distributional overlap with the well-studied Japanese ‘-mo’. One key difference is that it forms NPIs that can licensed in embedded clauses by matrix negation. I explore an approach, couched in alternative-semantics, that the particle activates the alternatives of its host and results in recursive exhaustification. This is in contrast to analyses which view Japanese NPI as universals scoping over negation. Finally, I explore a similar approach for Japanese -mo.

**Tyler Knowlton** (University of Maryland)  
**Victor Gomes** (University of Pennsylvania)  
*Linguistic and non-linguistic cues to acquiring the strong distributivity of "each"*

How do children learn that "each" is strongly distributive? We build on the hypothesis that its meaning is grounded in our psychological system for representing object-files, unlike the meanings of "every"/"all." Object-files are initiated based on spatial information, so we predicted that parents most often use "each" to quantify over individuals that are physically present during the utterance. Moreover, there is an upper limit on the number of object-files that can be represented simultaneously, so we predicted that parents use "each" more often than "every"/"all" to quantify over domains with small numbers of objects. These predictions were borne out.

**Jacob Kodner** (University of California, Irvine)  
*The Case of Fragment Answers*

This paper investigates the Case of bare-(pro)nominal fragment answers. I propose FAs to be derived from a null vP produced either through PF-deletion or LF-copying, and their Case forms can be accounted for by Dependent Case Theory from Marantz (1991). I analyze the problems faced under the Ellipsis Approach (Merchant 2004) as well as the Direct Interpretation Approach (Barton and Progovac 2005) with respect to fragment answers, and utilize evidence from Korean, Serbian, and Squliq Atayal to support my claim of a null vP approach.

**Jungyoon Koh** (Georgetown University)  
*Balancing the Epistemic and Agentive Self: YouTube Narratives of COVID-19 Diagnosis in South Korea*

This study explores the discursive strategies that South Korean YouTubers draw on in their narratives of COVID-19 diagnosis to overcome the stigma of their identity as COVID patients and construct a favorable portrayal of their beliefs and actions leading up to their positive diagnosis. Drawing on theories of narrative positioning (Bamberg, 1997), the analysis finds that the speakers volunteer detailed information on both their agentive and epistemic selves (Schiffrin, 1996) to position themselves as individuals who hold similar beliefs on the pandemic as their audience, and who tried to act in accordance with those beliefs despite having limited agency.

**Martin Kohlberger** (University of Saskatchewan)  
*Applying insights from contemporary language documentation to historical data: the case of Palta*

In this presentation I will argue that insights from contemporary language documentation can be used to evaluate and complement fragmentary historical data in order to make claims about languages that are no longer spoken. Specifically, I will show that the documentation of toponymy in modern-day Chicham languages in Ecuador and Peru, including careful inclusion of traditional knowledge, sheds light on previously unresolved questions about the status of Palta, a language which ceased to be spoken in the 16th century, as a potential member of the family.
Pavel Koval (University of Connecticut)  
Jon Sprouse (University of Connecticut)

Relative Clause Extraposition in Russian is created by syntactic movement

There are two types of theories of RC extraposition in the literature: movement theories and non-movement theories. One classic diagnostic for movement is the presence of island effects. Culicover & Rochemont (1990) observe that English RC can escape Subject islands, suggesting that non-movement theories may be correct for English. Here we report a series of 12 experiments comparing wh-movement (as a baseline) and RC extraposition for a wider set of six island types in Russian: Adjunct, CNPC, WH, and three types of Subject islands (transitive, unergative, and unaccusative). We find that both wh-movement and RC extraposition are sensitive to islands.

Felix Kpogo (Boston University)

A Potential Vowel Shift in Twi Harmony System: A Case of Urban Twi speakers

In this study, I provide the first data on variation and change in Twi (a dialect of Akan, Niger-Congo, Kwa) vowel harmony system, examining how city and rural speakers of Twi realize the [+ATR] counterpart of /a/ (i.e., [æ]) before [+ATR] /i, u, o/ and palatal consonants (c-pal). Results show that rural speakers realize /a/ as traditional [æ] before /i, u/ and c-pal, but city speakers realize it as [e], which is another phoneme and the [+ATR] counterpart of /ɛ/, in the same context. City speakers' [æ] is merging with phonemic /e/, indicating a change in progress.

Elango Kumaran (University of Southern California)

Constraint-driven Agree

This paper builds on recent work (e.g. Deal 2015, Keine 2020) arguing that the lexical specification of a probe has two components: (i) specification for constraints favoring Agree with prominent features on a person or discourse hierarchy and (ii) specification for constraints disfavoring Agree across particular features. My main contribution is the proposal that these are weighted, violable constraints (building on Murphy 2018, Georgi 2019). This provides a unified account of cross-clausal long-distance agreement, phi-feature hierarchy effects in multiargument agreement systems, and PCC effects, without appealing to ad hoc mechanisms such as covert syntactic movement, dynamic interaction, or person licensing.

Naomi Kurtz (University of Chicago)

Clitics and Transitivity Conspire: Blocking in Galician Contraction

In Cheïsta Galician, contraction of definite articles with left-adjacent clitics or verbs is generally unrestricted except in three environments: (1) monotransitive clauses containing proclitics; (2) monotransitives containing enclitics; and (3) ditransitive clauses containing enclitics. Article contraction is invariably grammatical in ditransitive clauses containing proclitics, transitive clauses without clitics, all intransitives, and out of objects, adjuncts, and intransitive subjects. Expanding upon theories of distinctness (e.g., Richards, 2010), I argue this pattern arises from a constraint against nom-acc D's co-occurring within the same complex head Distinctness is hypothesized to be a persistent condition, which restrictions interactions between elements even after linearization.

Kevin Kwong (Cornell University)

Nominative infinitival subjects in Hungarian subject-control predicates: a PF-realization of PRO

I propose a PF-based account of two puzzling properties of focused subjects of Hungarian infinititives. First, why does the focused infinitival S embedded under subject-control verbs appear in nominative case? Second, why can this S be lexical (beside pronominal) for only some speakers? My account-in which infinitival S is caseless PRO in Syntax, but if focused, is uttered at PF as a nominative DP-employs simple agreement and standard control, not multiple subject agreement, backward control, or control as movement. I also examine why the focused infinitival S under subject-raising verbs, though nominative, can be lexical (beside pronominal) for all speakers.
Accessibility, discoverability, and functionality of digital language archives

It is estimated that 32% of living languages are currently in some state of loss, and documentation of endangered languages is vital. Digital archiving has long been standard for linguistics, but the extent to which this material can be accessed and used for research and education varies. We report the preliminary results of an investigation into the accessibility, discoverability, and functionality of archives, focusing on features of archive websites themselves rather than decisions made by individual depositors, and make recommendations to improve accessibility.

The complexity of word order change in a heritage language setting: The strengthening of SOV in heritage Russian

This study reports on the results of a contextualized acceptability judgments experiment with heritage language (HL) and monolingual Russian speakers targeting the distribution of canonical (SVO) and non-canonical word order structures in transitive sentences: object fronting with subject-verb inversion (OVS), object fronting without inversion (OSV), and object shift (SOV). While significantly underrating OVS and OSV orders, HL speakers converged with the monolinguals in their judgments of SOV sentences and overgeneralized SOV structures, demonstrating that HL word order change (i) is not restricted to the strengthening of the predominant SVO pattern and (ii) may occur independently of dominant language transfer.

Exploring Minoan Linear A Language and Culture through Mixed Methods

Despite attempts to determine the roots of the ancient Greek Minoans, considerable challenges persist in understanding their cultural and linguistic origins--most notably Linear A, a script which today remains undecipherable. However, recent progress from multiple disciplines can contribute greatly to the picture surrounding this puzzle. Questions surrounding Linear A are explored here from an interdisciplinary perspective by combining digital datasets from several disciplines: Linguistics, Archaeology, and Population Genetics, and analyzing their networks together using GIS, and statistical learning. Together, these perspectives contribute to our philological understanding of Minoan origins and their language structure, and further cooperative avenues for research.

Quadratic constraints are sufficient, but not necessary, to generate complex languages

This paper presents two results on the generative capacity of Optimality Theory. First, all constraints whose loci grow quadratically in the length of candidates generate non-finite-state languages. Second, quadratic growth is not a necessary condition on complex languages. A grammar of linear constraints is shown to generate non-finite-state languages as well. These results support the notion that counting loci is the source of OT's complexity, not the specific structures of loci.

Distinct grammars emerge from highly variable input

High-vowel laxing in Laurentian French is notoriously complex: while high-vowel tenseness is categorically predictable in final syllables (Dumas, 1987), many optional and interacting processes apply in non-final syllables (Poliquin, 2006). We use forced alignment for classification to probe acquired grammars in production (rather than perception, as in Poliquin's study) to determine what grammar native learners acquire and to elucidate the relationship between individual and community grammars. Our results
support Blaxter et al.’s (2019) conclusion that community grammars may obscure individual differences, but demonstrates that superficially distinct grammars may fall on a spectrum centered on the community grammar.

**Raksit Lau-Preechathammarach** (University of California, Berkeley)  
*LSA16*

*Bilingualism as a catalyst for sound change: individual differences in f0 usage in the Kuy register contrast*

This study explores the process by which language contact can give rise to convergent areal features among unrelated languages, through examining the usage of fundamental frequency (f0) in the register contrast in Kuy, a non-tonal language of Thailand. The ongoing societal shift towards Kuy speakers’ greater usage of tonal Thai and Lao provides fertile ground to explore the relationship between language ability and cue weighting. The results show that greater usage of Thai and Lao is correlated with heavier weighting of f0 in Kuy perception and production, providing evidence for the role of bilingualism as a catalyst for sound change.

**Sarah Lease** (University of New Mexico)  
**Mariana Marchesi** (University of New Mexico)  
**Kelsey Treviño** (University of New Mexico)  
*LSAIPP2*

*Sociophonetic Analysis of Spanish r- Variation by New Mexican Child Heritage Speakers*

The study acoustically analyzes the influence of Spanish and English input, age, gender, and phonetic factors on 450 /ɾ/ and /ɾ/ production by 19 child heritage speakers in New Mexico, ages 3-8 years old. Non-trill and tap variants were the most common productions, and there were more non-trills in word-initial position and in unstressed syllables. Also, the girls produced more trills than the boys (38.4% to 6.8%). Corroborated with data on NM adults, we argue that children participate in sound changes and that exemplar models can account for the distribution of rhotic variants in their speech.

**Naomi Lee** (New York University)  
*LSA36*

**Laurel MacKenzie** (New York University)  
*The English particle verb alternation shows sensitivity to syntactic classes over semantic compositionality*

By improving the operationalization of the previously coarsely-coded variable of compositionality, we introduce a methodological innovation that raises exciting questions about the roles of syntax and semantics in shaping the particle verb alternation. This in turn speaks to questions about the underlying structures of the variants (Haddican et al. 2020), and underscores the utility of variationist data in answering syntactic questions.

**Sinae Lee** (Texas A&M University)  
*LSAIPP2*

*Discourse markers as indicators of personality traits*

This study examines the relationship between discourse markers and personality traits by drawing on sociolinguistic interviews and on personality dimensions identified by the Myers-Briggs Type Indicator (MBTI) model. 30 participants were recruited and interviewed, and their speech was transcribed and segmented thereafter. A total of nine discourse markers (like, well, uh, um, just, kind of, sort of, I mean, you know) were identified, and the frequency of each of these markers was calculated per participant. Results show that some discourse markers (i.e. well, just, uh/um) are used at different rates depending on some personality dimensions.

**Si Kai Lee** (University of Connecticut)  
*LSA3*

*Movement is Exhausting: Optional wh-fronting in Singlish is not free*

Previous accounts of optional wh-fronting in Singlish have taken the wh-fronted and wh-in-situ constructions to be equivalent, and have thus sought an account which captures optionality within the syntax (Yeo 2010, Ngui & Sato 2017). However, I present novel data which suggests that this equivalence is mistaken; wh-fronted and wh-in-situ questions can be teased apart in the right contexts. I argue that the difference is in the exhaustivity of the question: wh-fronted questions only tolerate mention-all answers, while wh-
in-situ questions are essentially mention-some in nature. I provide a syntactico-semantic account extending Horvath's (2013) EI-Op movement proposal to the Singlish data.

So Young Lee (Miami University)  
Aniello De Santo (University of Utah)  
*Connecting Sentence Processing and Syntactic Theories in Prenominal Relative Clause Languages*

This study compares two contrasting analyses or Relative clauses, and investigates is more compelling by leveraging sentence processing results for relative clause attachment ambiguities in Mandarin Chinese and Korean. We compare the ability of each analysis to predict the correct sentence processing preferences, by exploiting a top-down parser for Minimalist grammars, connecting syntactic choices to processing difficulty. We argue that transparent computational models grounded in rich grammar formalisms can advise us on our theoretical choices, and strengthen the connection between theoretical syntax and psycholinguistics results.

Nala H. Lee (National University of Singapore)  
Cynthia S.Q. Siew (National University of Singapore)  
Nadine H.N. Ng (National University of Singapore)  
*Endangerment hotspot networks*

Spatial network analysis of 3,423 endangered languages (represented in the Endangered Languages Catalogue, www.endangeredlanguages.com) is undertaken. Two major patterns are established. In an analysis of assortativity, languages that are more endangered are found in close proximity to other more endangered languages, essentially quantitatively establishing endangerment hotspots that have previously been qualitatively described. A study of closeness shows that languages with lower closeness (lying on the network's periphery) are the more critically endangered ones. Findings indicate the language endangerment must be contextualized in space, and that spatial relationships between endangered languages are not random.

Jeongho Lew (Sungkyunkwan University)  
Nayoun Kim (Sungkyunkwan University)  
*Active Nature of Dependency Formation: The Processing of Tough-constructions*

This study investigates how the parser processes tough-constructions, where a gap in the embedded clause has to be coreferential with the matrix subject (e.g., The general was tough for the soldier to kill cruelly and brutally for ___.). The results of an acceptability rating and a self-paced reading experiment revealed that in the processing of tough-constructions, the parser postulates a gap at the earliest possible gap site without waiting for definitive evidence for the location of the gap. This finding suggests that the active gap filling mechanism observed in other long-distance dependency formation is also employed when processing tough-constructions.

Daoxin Li (University of Pennsylvania)  
Kathryn Schuler (University of Pennsylvania)  
*Acquiring recursive structures through distributional learning*

Languages differ regarding the depth, structure, and syntactic domains of recursive structures. Therefore, speakers need to learn from experience which specific structures allow free embedding and which do not. One effort to account for the underlying learning mechanism, the distributional learning proposal, suggests the recursion of a structure (e.g. X1's-X2) is licensed if X1 position and X2 position are productively substitutable in the input. A series of corpus studies have confirmed the availability of such distributional cues in child directed speech. The present study further tests the distributional learning proposal with an artificial language learning experiment with adults and children.
Aini Li (University of Pennsylvania)
Wei Lai (University of Pennsylvania)
Jianjing Kuang (University of Pennsylvania)

*How do listeners identify creak? The effects of tone, pitch range, prosodic position and creak locality in Mandarin*

This paper examines the effects of tone (four lexical tone and different realizations of the neutral tone), pitch range (high-pitched vs. low-pitched), prosodic position (sentence-final vs. sentence non-final) and creak locality (global creak vs. local creak) on creak identification among Mandarin listeners. A number of native Mandarin listeners listened to 128 sentences online and identified whether and where they heard a creaky voice. Results from mixed-effects logistic regression show that creak identification is context dependent and reflects listeners' knowledge about the distribution of creak in linguistically universal (e.g., prosodic boundary) and language-specific (e.g., lexical tone) environments.

Daoxin Li (University of Pennsylvania)

*Syntactic bootstrapping mental verbs and perception verbs with limited morphosyntactic cues*

This study presents a corpus analysis to examine whether there is reliable distributional information in the input for learners to acquire the semantic difference between belief verbs and perception verbs via syntactic bootstrapping, taking Mandarin as a case study. Belief verbs and perception verbs often share the property of taking NP or CP complements. Moreover, Mandarin has minimal morphology, thus providing additional challenges for the syntactic bootstrapper. We found significantly different distributional information for the two classes of verbs. The results support syntactic bootstrapping as a universal learning strategy, as it is feasible even in a language with impoverished morphosyntax.

Aini Li (University of Pennsylvania)
Jianjing Kuang (University of Pennsylvania)

*Phonetic realization and variation of consonant geminates in Sakha*

This study examines the phonetic realization of geminates of different manners of articulation in an underdocumented Turkic language Sakha using production data from a native speaker. Meanwhile, the temporal compensation between geminates and their surrounding vowels is examined by varying the length of the vowels surrounding the target consonants. Results show that in Sakha, geminates differ from their singleton counterparts mainly by showing a longer overall consonant duration. Regardless, gemination is realized differently for consonants with different manners of articulation. Finally, vowel length is an enhancement cue for the realization of geminates.

Karen Li (Rutgers University)
Kristen Syrett (Rutgers University)

*Mandarin discourse particle a as a speaker-oriented common ground manager of contradiction*

Discourse particles occupy a unique space cross-linguistically by succinctly negotiating information shared between the speaker and hearer, while navigating between semantic information and the broader discourse context. Mandarin a has been the subject of recent debate. We revisit key data in light of recent proposals from German doch and Cantonese ho, arguing that a is a common ground manager that signals contrast of a current proposition with an implicit antecedent proposition, obligatorily encodes a speaker-oriented commitment as a conventional implicature, appears utterance-finally and does not undergo context shift, and targets the speech act level rather than truth conditional semantic content.
Kevin Liang (University of Pennsylvania)  
**LSA35**

**Charles Yang** (University of Pennsylvania)  
*Distributional Learning of Syntactic Categories*

We propose a distributional learning model of syntactic categories. The learner is given a small number of words and their associated categories ("semantic bootstrapping") and is able to extract distributional regularities that hold of these categories and generalize them to an ever increasing lexicon of words.

Jun Jie Lim (University of California, San Diego)  
**LSAIPP2**

**Dependent accusative case in Khalkha Mongolian: Evidence from converbial adjuncts**

This paper argues for a dependent analysis of accusative case in Khalkha Mongolian, contra previous accounts that posit licensing by transitive v (Fong, 2019) or C (Bao et al., 2015), which are shown to run into significant difficulties. Crucial evidence comes from the behavior of subjects in converbial (CvbP) adjunct clauses, previously overlooked in discussions of Mongolian case. I show that accusative subjects arise as long as the right configuration obtains, despite the properties of v or C. I further argue that CvbPs are structurally reduced, which explains their different behaviors from nominalized clauses with respect to dependent accusative assignment.

Dag Johan Lindeberg (University of Texas at Austin)  
**LSAIPP2**

**No evident effect of iconicity when acquiring a second sign language**

Self-reported language dominance levels and performance on a phonological fluency task by forty deaf bilinguals of two sign languages showed that the same factors predict fluency in signed and spoken languages. Noticeably, years of exposure and frequency of use contributed to predicting performance on the phonological fluency task. Features unique to sign languages, i.e., the prevalence of iconicity and cross-linguistic similarities, did not appear to ease the acquisition of a second sign language. Reported facilitation effects of iconic gestures in sign languages for hearing new learners may be limited to the early stages of the acquisition process.

Abbey List (Duke University)  
**LSAIPP1**

**Yunchuan Chen** (Duke University)  
*An Experimental Investigation of the Deep Double-o Constraint in Japanese Causatives*

The Double-o Constraint (DoC) (Harada 1973) was proposed to explain the ungrammaticality of having two or more noun phrases (NPs) marked by the accusative case marker -o in a single Japanese clause. Poser (2002) argued for two types of DoCs: the Surface Double-o Constraint (SDoC) and the Deep Double-o Constraint (DDoC). The DDoC prohibits two accusative arguments in a single argument structure and is not affected by the number of accusative case markers on the surface. The evidence is from Japanese causatives. Our study conducted an experiment to test the DDoC and found that it may not exist.

Minqi Liu (University of California, Los Angeles)  
**LSAVP**

**The prevalence of long passives in child Mandarin**

Unlike previous studies in other languages, we found that Mandarin-speaking 2-6yos produce significantly more long passives (LongPass) than short passives. Although child-directed speech demonstrates a similar high frequency of LongPass, input effects alone cannot explain the prevalence of LongPass, as children's production does not match their input in all respects: Mandarin-speaking children - but not adults - overwhelmingly produce LongPass with two arguments that have mismatched animacy features. We propose that LongPass production in child Mandarin is constrained by grammatical intervention, which gets alleviated by the featural mismatch between the moving and the intervening elements in the syntactic derivation.
Dependency length minimization does not affect acceptability of PP ordering in Hindi and English

This preregistered study asks whether the principle of Dependency Length Minimization is reflected in acceptability judgments across typologically distinct languages, with the double PP construction in English and Hindi as a test case. We used audio stimuli and manipulated dependency length by attaching relative clauses (English) or adjective phrases (Hindi) to each of the two PPs, creating four conditions: SHORT-SHORT, SHORT-LONG, LONG-SHORT, LONG-LONG. Our results presented no consistent effect of dependency length in predicting acceptability ratings, at least with audio stimuli, as compared to how it predicts online processing behaviors with written stimuli or patterns in corpora.

Race and gender in the perception of /s/

Research has shown that expectations about speakers' social identities affect how their speech is perceived (e.g., Strand, 1999). It is unclear, however, how expectations related to intersecting social identities of a speaker influence speech perception as the majority of previous studies only tested a single social identity (e.g., gender). We investigated this influence through the lens of intersectionality (Crenshaw, 1989) by utilizing a visually-primed word identification task to test how expectations related to speakers' perceived race and gender affected listeners' perception of /s/. Results show that speaker voice significantly influenced listeners' responses while race and gender did not.

I explore variation (possibly reanalysis) in which clauses in American English by examining their use in a podcast. There were 275 occurrences of relative pronoun which, and 50 of “connective which” (Loock 2007). Connective which occurred more frequently than in British (Collins & Radford 2015) and Australian English (Burke 2017). Constructions without a gap were the most common. Interestingly, the majority of “gap-filled” constructions, which have a resumptive pronoun, did not have embedding (Asudeh 2012). Some which constructions lack a verb; this has only been noted in (semi-)scripted media (Burke 2017). American English has more which variation than other varieties.

Feedback activation and mutual inhibition are important mechanisms in the interactive activation model of lexical access, but they provide conflicting explanations that focus on different lexical information in the debate over the homonym effect in visual lexical decision tasks. This study revisits the conflict by examining both non-homographic homophone and homonym effects in auditory lexical decision tasks, accompanied by different secondary tasks to manipulate the focus of processing. The results confirm that both mechanisms are involved in making lexical decisions, but multiple orthographic representations automatically inhibit each other, while multiple meanings tend to enhance feedback activation from the semantic level.
Jiayi Lu (Stanford University)  
Nayoun Kim (Sungkyunkwan University)  
Maximizing Parallelism in the Processing of Gapping: Evidence from Argument Structure Mismatches

It has been proposed that during the processing of the gapping construction, the parser by default assumes the most parallel analysis of the conjoined structure (the Parallelism Hypothesis). In this study, we aimed to test if the parser assumes the matching of the argument structures of the conjuncts, a prediction of the Parallelism Hypothesis. We experimentally tested the acceptability of gapping constructions with locative alternation verbs, and show that argument mismatch between conjuncts leads to acceptability degradation, which supports the Parallelism Hypothesis.

Xiaolong Lu (University of Arizona)  
Jue Wang (University of Hawaii at Manoa)  
The processing of chunks in Chinese as a second language: A psycholinguistic approach

This study examines whether English learners of Chinese across different L2 proficiency levels hold a processing advantage of chunks, compared to their non-chunking counterparts. An online grammaticality judgment task and a follow-up familiarity survey were conducted to collect data from 34 NNSs and 20 NSs of Chinese. The result, consistent with previous L2 chunk studies (e.g., Jiang & Nekrasova, 2007), provides further empirical support for the Holistic Hypothesis and sheds light on the processing of formulaic sequences in L2 learning.

Amber Lubera (University of Arizona)  
Linguistic Training Improves Implicit Learning of Vowel Harmony

Linguistic training at the university level generally includes instruction on the building blocks of language, how to decompose language into its meaningful pieces, what alternations & patterns are commonly found in world languages, and provides practice identifying and naming these patterns from language data. I demonstrate that participants with linguistic training of this type are more successful generalizing a vowel harmony pattern in an implicit artificial language experiment than those without.

Qiongpeng Luo (Nanjing University)  
Bare Nouns, Incorporation, and Event Kinds in Mandarin Chinese

Despite the widespread impression that (pseudo-)noun incorporation (PNI/NI) are distinctive traits of polysynthetic languages, we show that bare noun incorporation (BNI) construction, i.e., certain V-O combinations involving bare noun complements in Mandarin Chinese, an analytic language, do exhibit a constellation of signature properties which are typically associated with the "genuine" pseudo-incorporated structures in other languages. The clustered properties include: (i) the incorporated nominals receive obligatory narrow scope; (ii) BNI constructions express well-established, name-worthy, institutionalized activities/situations; (iii) the modification of the incorporated nominal is restricted; (iv) incorporated nominals exhibit reduced discourse capacity. BNI constructions are best treated as instances of PNI.

Carolyn Lutken (Johns Hopkins University)  
Geraldine Legendre (Johns Hopkins University)  
WH-Scope Marking: Cross-linguistic variation at the semantics-syntax interface

Wh-Scope Marking (WSM) is found in many languages including German, Hindi, and Hungarian. Through a series of surveys of adult native speakers, we have seen that speakers of German, Hindi, and Hungarian use WSM in different semantic and pragmatic circumstances. Using Optimality Theory (OT) and its input-output architecture of the semantics-syntax interface, we have modeled the intra- and cross-linguistically flexible mapping between the desired meaning to be expressed and the optimal syntactic output for that meaning. Our findings represent a unified analysis of WSM and a demonstration of the advantage of OT as a framework for investigating the syntax-semantics interface.
Successes and shortcomings of phonological accounts of Scandinavian Object Shift

Swedish displays variable weak pronoun Object Shift (examples (1)-(2)), but the factors which motivate and regulate variation in OS at the individual level are not well understood (Bentzen, 2014). Hosono (2013) posits that the shift of light pronominal objects increases Low-tonal troughs between High-specified verbal/adverbial pairs which help motivate downstep. Using the force-alignment of Swedish (Young and McGarrah, in press) elicited object shift and non-shift sentences, we provide quantitative examinations of prosodic factors in Swedish OS in a large database of production data, problematising existing phonological accounts of Swedish word order variation.

Queering military masculinity(ies): Thank you for your service

In this study, I take a Queer Linguistics turn (Motschenbacher, 2011) to examine how a "multiplicity of masculinities" (Milani, 2014) are invoked in veterans' responses to "Thank you for your service" (TYFYS). I draw on Bucholtz and Hall's (2005) sociocultural framework and Kristeva's (1986) notion of Intertextuality to examine the construal of affect and the construction of military identities in veteran responses at the micro- and macro-levels. My findings reveal a misalignment in affect toward TYFYS and in military identities between veterans and the public imagery when examined through a lens of masculinity.

Jean Le Clerc's theory of language and the Ars Critica

Jean Le Clerc was a major figure in the seventeenth century debate on the study of language and its role in the formulation of a critical method, including a historical analysis having an exegetical dimension, especially in his Ars Critica of 1697. This was highly original at that time, anticipating major themes of the Enlightenment and even of Hegelian philosophy of history more than a century later. This method was applied to exegetical analysis of historical texts of the religious tradition which were object of major controversies at that time.

Privatives across phases: disambiguating the sources of adnominal modification

Cinque's influential theory of adnominal modification posits that surface interpretive ambiguity (intersective vs. nonintersective readings) is due to covert syntactic ambiguity. I argue that this is incorrect, and the unique behavior of Italian privative adjectives in these cases illustrates that we are in fact dealing with single, unambiguous syntactic sources which in some cases can result in ambiguous semantic readings, producing the illusion of nonintersective readings through strictly intersective composition. In addition, novel data regarding adjectival movement in Bangla also shows, again with special reference to privatives, that the relevant syntactic boundary distinguishing direct from indirect modification is the phase.

Is pragmatic (goal) information used in children's computation of event culmination?

Some theorists suggest that pragmatic considerations contribute to culmination. Here we directly test whether pragmatic context affects event culmination interpretations. Adults (Exp. 1) and children (Exp. 2) read or listened to a context sentence, saw a visual stimulus, and responded to a Yes/ No question. Target trials contained Context sentences that either indicated event culmination was necessary to complete a goal, indicated a goal could be fulfilled without event culmination, or were identical to the test question.
In line with a pragmatic approach to event culmination, adults integrate higher-order goal information when interpreting perfectivity; however, children fail to do so.

**Bryce E McCleary** (Rice University)  
*Language, community, and intersectional regionality among Oklahoma City drag performers*

This project investigates language and identity among 8 Oklahoma City drag performers (including 5 performers of color, 5 noncisgender performers). Employing queer folk linguistics, i.e., recontextualizing folk linguistic data as identity work, “place” for this community is unpacked as a site for individual and community practice. Talk about the “gay district” and the state overall reveals struggles for ethno-racial and sexual minorities, highlighting the importance of queer kinship systems. Findings conclude drag families function as micro communities aiding navigation as performers within this insulated “safe space”, itself within a city (and state) that is often hostile towards the respondents.

**John “Spud” McCullough** (University of South Carolina)  
*Matter of artifact: indexing authenticity in Gullah Geechee tour guide linguistic media*

For heritage and cultural tour guides whose capital is tied to the production of linguistic artifacts, the construction, maintenance, and embodiment of authenticity is a critical component of the commodification process. The current study draws on the case of Gullah Geechee, an English-lexified creole language of the coastal southeastern United States, where tour guides navigate ideologies of authenticity through self-authored texts and media. Although performances of Gullah Geechee authenticity are well-attested in the literature, the indexical significance of tourism-oriented artifacts in intercommunity brokering represents an opportunity to understand how perceptions are commodified by the in-group and consumed by outsiders.

**John McCullough** (University of South Carolina)  
*Sociophonetic style-shifting: R-lessness in the construction of Gullah Geechee performance and personhood*

The current study examines the speech of a Gullah Geechee personality who exhibits conscious shifts between sociolinguistic "styles" when speaking for an outsider audience. Her conscious use of this style shifting indexes specific identities, some for extracommunity consumption and some for demarcation of Gullah Geechee community membership. This ability to shift between lectal levels indicates a high degree of metadiscursive awareness, which is often not shared by the overt prestige status quo. This co-occurrence of style-shifting alongside both a creole continuum and cline of postvocalic r-lessness shows that singular features can co-index larger patterns of sociophonetic and discursive identity formation.

**Andrew McKenzie** (University of Kansas)  
*Refining the structure of complex locatives*

Kiowa (kio) locatives require adjusting the decomposition of structure and meaning in complex locatives, because they often involve two clear, distinct locative relations. In addition to a zone stem that forms a compound with the ground, an obligatory locative suffix links that zone to the figure. Recent approaches like (Botwinik-Rotem & Terzi 2008) apply for the most part, but this locative suffix is not bleached, and also it is not clear that the null Place head is required at all.

**David J. Medeiros** (California State University, Northridge)  
*Deliberative Causatives as Hidden Anaphora*

In some languages, the application of a causative affix to a transitive verb can have an unexpected semantic effect, whereby the agent of the verb is understood to act intentionally and volitionally, without an increase in valency for the sentence; I will call this a 'deliberative' reading. I argue that deliberative causatives introduce a null argument, which is bound by the cause-er argument; therefore, deliberative causatives have the canonical function of valency increase.
Yunbo Mei (National University of Singapore)  
Rebecca Starr (National University of Singapore)  
*Constructing and satirizing masculinity via 'fizzy voice' on Chinese social media*

This study investigates the construction of a recently enregistered vocal style, 'fizzy voice' (qipaoyin), and how this style is used to perform and satirize masculinity. Via sociophonetic and content analysis, we argue that fizzy voice performances make salient and problematize the sociolinguistic construction of masculinity. This study underscores the centrality of authenticity as a concern in the construction of gendered styles for men, just as issues of authenticity arise in the performance of feminine styles. Discourse problematizing masculinity also reflects tensions over gender norms in China, as men and women's views of desirable masculine attributes are perceived as increasingly divergent.

Robin Melnick (Pomona College)  
Elyse Endlich (Pomona College)  
Jack Weber (Pomona College)  
Jay Chok (Other)  
Michael Spezio (Other)  
Hovig Tchalian (Other)  
*Corpus discourse analysis: Bots in vaccination Twitter favor an anti-vax stance but with a moderate, not radical, voice*

Even before 2020, pre-pandemic, public health professionals expressed unease over the potential for bots to spread vaccination-related misinformation (Jamison et al. 2019; Ferrara 2020), with the rollout of Covid-19 vaccines more recently raising the issue to level of critical international concern. The present study adds linguistic insight to the analysis of bot discourse within vaccination Twitter, and looking forward, this work is a first offering from a larger project exploring temporal evolution and geographic distribution of topics within vaccination-related social media, and how these may relate to localized changes in vaccination rates.

Veronica Miatto (State University of New York at Stony Brook)  
*Facial locations in ASL based on production and perception data*

This study tests the contrastiveness of fourteen facial locations in ASL, with both production and perception experiments. This kind of work is crucial because, due to lack of minimal pairs in sign languages, phonemic locations are difficult to determine. Moreover, claims made but not tested by previous literature are here investigated, including whether some locations are contrastive (e.g. 'chin' vs 'mouth') and whether iconic locations are phonemic (e.g. 'mouth corner'). The specific goal of the first experiment is to determine what are the places of articulation, the aim of the second experiment is to determine if these places are contrastive.

Karin Michelson (University at Buffalo)  
*NAAHoLS4*  
*Mohawk (Kanien'kéha) orthography through the centuries*

The Kanien'kéha (Mohawk, Iroquoian) language has a long tradition of writing, in an orthography unchanged in its basic form through the centuries. Developed by Roman Catholic missionaries in the 17th century and used extensively in lexical, grammatical, and religious writings, it was, and still is, used by Mohawk writers in vocabularies, recipes, letters, etc. Since French, the language of the missionaries, and Kanien'kéha have different phonological contrasts, some of the orthographic conventions adopted from French, such as digraphs for nasal vowels, lead to ambiguities. This paper investigates the orthography from its beginnings, tracing how certain ambiguities were resolved by modifications to the original system, and how other ambiguities resolved due to relatively recent changes in the phonology.

Višnja Milojičić (Pennsylvania State University)  
*LSA33*  
*I am made to feel like an alien from another planet*: language ideologies surrounding ITAs' English-language proficiency

Scholars have scrutinized the beliefs surrounding international teaching assistant (ITA) English proficiency (Canagarajah, 2018; Sok et al., 2020), for instance by criticizing "deficiency models of ITA" (Looney & Bhalla, 2019, p. 1). This study extends such
research, by utilizing critical discourse analysis (CDA) and critical race theory (CRT) to analyze 20 US news articles and conduct
a closer analysis of the language ideologies that pervade ITA narratives nationwide. The study findings suggest that US newspapers
legitimize ITA testing and placement decisions using objective- and power-ridden discourse, and that ITAs of different racial

Zahra Mirrazi (University of Massachusetts at Amherst)  LSA3

*Functional Indefinites: Skolemization as implicit possession*

Both existentially closed (EC) (Reinhart, 1997; Winter, 1997), and contextually given skolemized choice functions (CF) (Kratzer,
1998) generate unattested readings for indefinites in nonupward monotone contexts (Chierchia, 2001; Schwarz, 2001). Schwarz
(2001, 2011) argues that for the choice functional treatment of indefinites to adequately capture the data, two kinds of indefinites
need to be distinguished. a certain indefinites are contextually given free choice functions (Kratzer, 1998). a/some indefinites are
(existentially closed) choice functions (Reinhart, 1997; Winter, 2002), which are subject to some stipulative constraints. In this
paper, I propose a formalization of skolemization that solves over-generation problems.

Zahra Mirrazi (University of Massachusetts at Amherst)  LSA45

Hedde Zeijlstra (Georg-August University Göttingen)

*Neg-raising without Excluded Middle*

Pragma-semantic approaches to Neg-Raising (NR) take NR readings to be the result of an excluded middle inference, either in
terms of a presupposition, or in terms of scalar implicatures, which is special to a certain group of predicates known as Neg-Raising
Predicates (NRPs) like 'think'. While successful in accounting for many aspects of NRPs, these approaches face non-trivial
problems. (i) There are contexts under which NRPs receive a non-NR reading without resulting in a presupposition failure. (ii)
Some non-NRPs (e.g. non-factive know) can get a NR reading. We propose a new implementation of a scalar implicature account
to NR. Our analysis has two components: duality and strengthening of subdomain alternatives. We take the basic reading of negated
NRPs to involve existential quantification over worlds where non-p holds, as a result of equivalence with the basic meaning of
negated NRPs which involves a negated universal quantifier over worlds where p holds (duality). Parallel to contemporary
implicature accounts of Free Choice and Homogeneity, this existential reading can be strengthened to a universal one via application
of an exhaustification operator. Under this view, the availability of NR readings for duality allowing modals is reduced to
whether exhaustification applies to the whole set of subdomain alternatives (strengthened reading) or over a subset after pruning
singleton sets (weak reading). We take (i)-(ii) to show that the ability to trigger a NR reading is not a lexical property of NRPs.
Our approach to NR is the only approach that can account for this. All other theories of NR take NRPs to carry some unique
lexically-encoded property. Since the application of exhaustification is context-dependent, we allow every negated universal modal
whose presuppositions do not block duality, can get a NR-reading, provided that the whole set of subdomain alternatives is
contextually relevant.

Hazel Mitchley (Rutgers University)  LSAIPP1

*Transitivization, causative constructions, and the thematic licensing of external arguments*

I argue for the bifurcation of VoiceP into two distinct projections: one which thematically licenses the external argument (EA)
variable, and one which saturates or binds it. I show that the transitivizer in Kinande (Bantu) cannot be analyzed as either Voice, a
Cause head, or v, and must instead be analyzed as the realization of a distinct head responsible for thematically licensing the EA.
This is then shown to account for that fact that in Kinande causative constructions the causee is thematically licensed below Cause,
even though Cause cannot embed VoiceP.

Kaori Miura (Kyushu Sangyou University)  LSAVP

*On some syntactic properties of psychological adverbs in Japanese*

Certain adverbial expressions in Japanese (e.g. oisiku 'tastily') describe the psychological state of the subject during the time of the
event. Previous literature claims that they are secondary predicates (Matsuoka 2016). Crucially, this type of approach fails to explain
their relation to the subject. Based on the scope theory of adverbs (Ernst 2002), this study proposes that psychological adverbs
(PAs) belong to the Mental-Attitude class of Subject-Oriented adverbs, and they are Positive Polarity Items. As a result, a long-standing issue of PAs such that adversative PAs (e.g. mazuku 'tastelessly') are not licensed in the construction will be naturally accounted for.

**Davide Mocci** (University of Pavia)  
*On movement out of Sanskrit bahuvrīhi compounds*

This study deals with some order-restrictions attested in Sanskrit bahuvrīhis and exemplified as follows: padma-mukha- vs. *mukha-padma-; ugra-putra- vs. *putra-ugra-; hata-putra- vs. putra-hata-. By using the tools of generative grammar, we propose a derivation of bahuvrīhis in which the compound-members are in a predicative relation, and movement takes place from a compound-member to a position external to the compound. Then, we trace the aforementioned order-restrictions back to constraints on movement which capitalize on selection, along lines suggested by Cinque (1990), Moro (1997). Insofar as it is tenable, this analysis supports Lowe's (2015) view that Sanskrit bahuvrīhis are formed by syntactic rules.

**Maryam Mohammadi** (University of Konstanz)  
*A unified account of polar particles in Farsi*

Polar response particles (PRPs) can result ambiguity when the same particles satisfy both polarity and (dis)agreement readings. I show novel data from Farsi, in which PRPs also involve interrogatives like tag questions. I claim that focus and explicit predicates, that are required for one reading, are infelicitous in some contexts. Moreover, I show that speakers prefer (dis)agreement-PRPs in responses more, when the initiative is strongly biased, while in weakly or not biased initiatives both readings are almost equally accepted. I propose an account in lexical ambiguity and I claim a pragmatic-reasoning for reading variation based on bias in the initiatives.

**Tess Monks** (Harvard University)  
**Kathryn Davidson** (Harvard University)  
*Demonstrative Shift and Proximal Markedness*

Exophoric demonstrative pronouns (this, that) appear in every language (Diessel, 1999), and are involved in grammaticalization clines (Greenberg, 1976; Heim, 1982; Diessel, 1999; Sampson, 2021). In transitioning from deictic exophors to grammatical elements, midway points occur. Determination of which unidirectional cline to travel relies upon the exophor's syntactic positioning (Wolter, 2006). Most demonstrative grammaticalization discussion involves these trajectories, but not the the exophor's locational marking. We suggest a markedness contrast between proximal demonstratives in English relative to unmarked use of distals, which drives grammaticalization of the distal. We support this with a quantitative study and logical forms reflecting this markedness.

**Britni Moore** (University of Illinois at Urbana-Champaign)  
*Representational Differences in Rape Coverage in News Outlets*

Using Fairclough's (1995) idea of discourse practice and Irvine and Gal's (2000) process of erasure, I investigated the ways CNN and Fox News represent rape victims in their coverage of rapes committed by student athletes, and how it is tied to political ideologies. I found that both outlets held to their respective political ideologies. CNN focused on society over individual responsibility by quoting rape advocates who directly address and counter rape myths. Fox News placed more emphasis on individual accountability by erasing the victim's voice through the exclusion of rape advocates, and thus, allowing rape myths to stand.

**Mary Moroney** (Cornell University)  
*Classifier semantics in count and measure expressions*

Classifier semantics can provide insight into the typology of count/measure expressions. Nouns in Shan (Southwestern Tai) are all cumulative as described by Deal (2017), where some consist of atomic parts and some do not. If a classifier functions to turn a noun
into a set of atoms (as e.g. Nomoto (2013) says), we need a numeral denotation that generates sums from a set of atoms. This numeral semantics is compatible with count and measure expressions.

Anna Kristina Moroz (University of Washington)  
*Exploring applications of rootedness in sociolinguistic research in Southern Oregon*

The present study in Jackson and Josephine Counties, located in Southern Oregon, focuses on the importance of rootedness, defined as orientation towards place and how it factors into sociolinguistic studies. Included is an operationalization of rootedness developed for this study to explore whether rootedness is helpful in understanding linguistic variation in the community. Among the linguistic variables included in the study, the inclusion of the rootedness score improved the performance of the statistical model for BAN raising, and a post hoc analysis of the rootedness score found that people who identified more neutrally towards Southern Oregon raised BEG more.

Deborah Morton (Pennsylvania State University)  
Frances Blanchette (Pennsylvania State University)  
*Irrealis in Gisida Anii: Data and Analysis*

We present and analyze new data on irrealis modality in Gisida Anii. Fieldwork data shows that the irrealis form is required in Anii sentences with a variety of meanings, including future, negation, and hypotheticals. We define the use of irrealis as meaning a speaker's belief that the eventuality denoted by the verbal predicate likely does not hold true at the utterance time. We present a formal analysis of this phenomenon which is based on Giannakidou and Mari's (2021) analysis of modality in the subjunctive.

Sadaf Munshi (University of North Texas)  
Eric Englert (University of North Texas)  
Javid Iqbal (University of North Texas)  
*Mankiyali Consonantal Phonology and the Development of Tone*

This paper provides a first look at the Mankiyali consonantal phonology with a focus on investigating the development of lexical tone as a phonemic feature (e.g., kaɽ ‘wood’ vs. káɽ ‘watch/clock’). Tone in languages, such as Hindko and Punjabi, derives from Indo Aryan voiced aspirated consonants. While voice and aspiration are phonemic in Mankiyali, aspiration is absent in voiced consonants. Despite a large number of examples which correspond with other tonal languages, the number of contrastive tonemes is more restricted in Mankiyali than in Punjabi languages pointing to the fact that tone in Mankiyali could likely be an areal feature.

Benjamin Naismith (University of Pittsburgh)  
Alan Juffs (University of Pittsburgh)  
*Finding the sweet spot: Learners' productive knowledge of mid-frequency lexical items*

Vocabulary breadth and depth are both essential aspects of L2 lexical development, but how they interconnect has not received the same attention as each individual dimension. This study analyzes mid-frequency lemmas with multiple derivations from the learner corpus PELIC. Findings show that compared to expert speakers, learners overused verb forms and underused noun forms, and a strong correlation existed between collocational and derivational accuracy. These patterns provide evidence of the interplay between breadth and depth in learners' productive vocabulary usage. Pedagogical implications reaffirm the importance of explicit morphological and collocational instruction, and suggestions for lexical items to prioritize are provided.

Kimiko Nakanishi (Ochanomizu University)  
Ken Hiraiwa (Meiji Gakuin University)  
*Indeterminates in Comparatives as Free Choice Items*

Japanese indeterminates give rise to different interpretations depending on a particle that they appear with. It has been observed that indeterminates may appear "bare" in the yori comparative, with the optional mo after yori 'than'. No theoretical analysis has
been made on this observation. The central goal of this paper is to determine the status of the indeterminates in comparatives by considering three possibilities: they are NPIs, universal quantifiers, or FCIs. We show that they cannot be NPIs or universal quantifiers, and conclude that they are FCIs.

**Kimiko Nakanishi** (Ochanomizu University)  
*Pragmatic Variation in Implicit Comparison*

This paper examines the semantics and pragmatics of implicit comparison such as the compared to comparative in English. I argue that it has the presupposition that the negative form is true of the object introduced by the compared to phrase. I further provide another example of implicit comparison, namely, the izyoo-ni comparative in Japanese, that comes with the opposite presupposition from the compared to comparative. I propose a parallel semantic/pragmatic analysis of the two.

**Ricardo Napoleão de Souza** (University of Helsinki)  
*Contact-induced change in lexical prosody systems from around the globe*

This study addresses contact-induced change to lexical prosody systems in a geographically and genealogically balanced sample of 150 languages. Specifically, it investigates how stress and tone systems may change in contact situations using established criteria from typological research. In addition to recipient and donor languages, the sample includes related languages against which changes in the recipient language are compared. Partial results suggest that the location of the stressed syllable may be especially prone to change, and that 'pitch-accent' systems may arise from contact between tone and stress languages. These findings have implications for phonology as well as historical linguistics research.

**Ricardo Napoleão de Souza** (University of Helsinki)  
**Kaius Sinnemäki** (University of Helsinki)  
*A typological survey of changes to syllable structure in contact situations*

This paper investigates syllable structure in contact situations through a sampling technique and coding procedures taken from the phonological typology literature. It focuses on reports of increases in maximal syllable shape as a way to evaluate whether simplification of syllable structure is the default outcome of contact. Results from 24 languages from across the globe suggest that increases in maximal syllable shape due to contact are more common than previously estimated. These findings highlight the methodological advantages of approaching language contact from a typological perspective, as well as the contribution of phonological variables beyond segment inventories to contact studies.

**Bhuvana Narasimhan** (University of Colorado at Boulder)  
**Rebecca Lee** (University of Colorado at Boulder)  
**Kathryn Conger** (University of Colorado at Boulder)  
**Emily Reynolds** (University of Colorado at Boulder)  
**Nadine Salvadore** (University of Colorado at Boulder)  
**Landon Helwig** (University of Colorado at Boulder)  
**Rebekah Tozier** (University of Colorado at Boulder)  
**Sarah Adams** (University of Colorado at Boulder)  
*The influence of working memory on syntactic choice in children and adults*

Speakers vary in their linguistic choices to convey a message. We investigated whether working memory resources played a role in influencing speakers' syntactic choices. We hypothesized that speakers under a working memory load will minimize processing difficulty by choosing an easier-to-produce structure (passive subject-extracted relatives) versus a more difficult alternative (object-extracted relatives). Relative clauses were elicited in a picture description task. In half of the trials, participants concurrently performed a word recall task. Findings showed no effects of working memory load on choice of relative clause structures, suggesting that ease of production considerations might not influence syntactic choice.
Rexhina Ndoci (Ohio State University)  
*Investigating mock ethnic speech in internet memes*

In this paper we explore how the Greek of Albanians migrants (or their Mock Albanian Greek) is constructed in internet memes and how Albanians are presented through mock speech in the same memes. From an analysis of 57 memes to date, collected from various social media platforms, we show that through the use of mock migrant speech, under the guise of humor, and with the help of internet anonymity for their creators, the majority of the collected memes reiterate the stereotypes about Albanians in Greece as violent, dangerous, and primitive individuals and, as a consequence, reinforces those same stereotypes.

Max Nelson (University of Massachusetts at Amherst)  
*Learned distributional phonological classes predict sonority projection*

The present work proposes a phonotactic model in which phones are represented by membership in learned distributional classes as opposed to traditional linguistic feature specification. This represents an implementation of an extreme version of the hypothesis that phonological representations are emergent (Mielke, 2008) which forces features to be both emergent and distributional (Mayer, 2020). In three test cases, learned phonological class systems are shown to lead to phonotactic grammars which predict human generalization as well or better than grammars built using traditional linguistic features.

Frederick J. Newmeyer (University of Washington)  
*NAAHoLS5*  
*Archival resources for the study of the historiography of American linguistics*

The first part of this talk describes the content of several archives which have relevance to the history of American linguistics. The second part shows how material from these archives has already helped to solve debates about linguistic historiography. This material clarifies Chomsky’s early publication attempts, the reception of Roman Jakobson in the United States, Charles Hockett’s attempt to resign from the LSA, and the contested LSA presidential election of 1970, among other things.

An Nguyen (Johns Hopkins University)  
Colin Wilson (Johns Hopkins University)  
*Modeling the acquisition of question variants in English*

Within a language, there can be multiple variants of a wh-question type. How does a child learn the number of wh-variants and the surface properties of each type? We propose a non-parametric Bayesian model of this aspect and investigate specifically the effect of the input size $N$ and the learner’s parsimony bias $\alpha$. We propose that a child learns the number of wh-question types and their surface structures by clustering the observed utterances, and children producing fewer variants than adults can be due to an initial parsimony bias that can be overridden after sufficient exposure to the variable pattern.

Auna Nygaard (Brigham Young University)  
*ADS6*  
*Greenie be-gone: a brief exploration of Mormon missionary slang*

This presentation explores the presence and function of slang among missionaries for the Church of Jesus Christ of Latter-day Saints (aka. Mormon missionaries). Despite being asked to abstain from "slang or inappropriate language of any kind" (Missionary Handbook 2019), survey responses gathered from 300 returned-missionary participants found that missionaries still develop slang. Responses indicate that these terms are used to codify acceptable behavior, create romantic euphemism, establish sub-group delineations by its usage, among other things. Responses suggest that slang serves a wide array of pragmatic and sociolinguistic functions among Mormon missionaries, despite institutional discouragement.
Toshiyuki Oghihara (University of Washington)

*Cessation Implicature and simultaneous readings*

Altshuler and Schwarzschild (2012, 2013) provide an account of the simultaneous reading of past-under-past sentences in English based on (lack of) cessation implicature. However, this analysis encounters a problem in accounting for the English data in the same construction involving the past perfect or the auxiliary would. This leads us to conclude that the traditional solution to this problem with a sequence-of-tense rule (Abusch 1988, Oghihara 1996, von Stechow 1995, Stowell 1996, Kratzer 1998) that renders some English past tense morphemes semantically empty (or plain variables) is superior.

Miran Oh (University of Southern California)

Louis Goldstein (University of Southern California)

Dani Byrd (University of Southern California)

*Positional Asymmetries in Intra-Segmental Timing: Variability and Modeling*

The sound change process of phonological de-nasalization in Korean nasals exhibits positional asymmetries between syllable onsets, which exhibit lessened nasality, and coda nasals. Real-time MRI (rtMRI) allows for the first time an investigation of the intra-segmental articulatory timing in this process and its contextual variability. Empirical findings show that the onset nasals' weakening may be associated with less velum-oral gestural overlap and with greater timing variability than coda nasals. These temporal patterns and their variability are predicted by a coupling model of intra-segmental structures for nasals, which also illustrates how unstable coupling structures may become susceptible to sound change processes.

Kenneth S. Olson (SIL International)

*The nonexistence of the plain bilabial trill phoneme*

Phonemic bilabial trills are preceded by an oral stop closure. A plain bilabial trill phoneme is not known to occur, while plain apical and uvular trill phonemes do. We present evidence that these trends hold crosslinguistically. Each bilabial trill in an inventory has a corresponding apical trill with the same values for voicing and prenasalization. The inventories also include a plain apical trill, but lack a plain bilabial trill. Many Austronesian languages contain three trills: /mbB, ndr, r/. Inventories with seven trills are found in Central Sudanic. The Mangbetu system is: /pB, bB, mbB, tr, dr, ndr, r/.

Teigo Onishi (University of California, Los Angeles)

*Double layer analysis of mediopassive in Tocharian B*

It is widely claimed that there are two types of passive (see, e.g., Alexiadou, Anagnostopoulou, and Schäfer 2018): the English/German type has a functional head Pass that selects for Voice. In contrast, the Greek type passive does not have this additional functional head. Tocharian B belongs to the Greek type since only a subset of transitives form a mediopassive. Contrary to what has been claimed for the Greek type passive, however, TB mediopassives possess a functional head (Pass) on top of Voice. This is discernible from pronominal clitics which may spell out an external argument in a mediopassive.

Rafael Orozco (Louisiana State University)

Johnny Orozco (Louisiana State University)

*The Effect of the Verb on Pronominal Expression: A Reanalysis*

We expand on recent investigations of the effect of the verb on pronominal expression (SPE) by analyzing 15,500 tokens from five locales, hypothesizing that verb groups do not constitute natural functional categories. We analyze the effect of the verb with two tiers of multivariate regressions testing verbs and specific pronominal subject + verb collocations. Results uncover opposite tendencies between (a) verbs in the same category and (b) finite forms of a single verb within each speaker cohort. Findings support our hypothesis setting the verb apart from all other internal SPE predictors and suggesting that pragmatic/cognitive dynamics govern verb effects on SPE.
This study examines the processing of English sentences containing Verb Phrase Ellipsis and complex scope structures to compare the processing profile of quantifiers to the predicted profiles for grammatical scope economy and processing scope economy. Grammatical scope economy predicts costs in positions where quantifier raising is ungrammatical, while processing scope economy predicts costs only when raising is grammatically and contextually supported. The pattern of costs observed in the study is compatible with grammatical scope economy rather than processing scope economy and suggests that the economy conditions on quantifier raising are a grammatical feature rather than performance driven bias.

What affects the production of s+stop clusters in Polish?

/s/+stop clusters - which violate the universally preferred ordering of segments in syllable and word onsets, pose difficulties for the majority of theoretical frameworks and analyses. The main question asked in this paper refers to factors which affect correct and modified production of fricative+plosive clusters. To reach this goal, we first propose an exploratory method of phonotactic modelling, which aims at discovering factors which can potentially affect sC production, and next test the factors on data collected from corpora.

Wordlikeness is associated with the phonotactic knowledge of possible or hypothetical sequences of segments in a language. Our key question is which factors are operative at cognitive level in the processing of nonce words in a phonotactically complex language such as Polish. The results of a reaction time study demonstrated that speakers experienced difficulties judging sonority-violating clusters as possible suggests that the sonority principle is part of speakers' phonological knowledge. Second, we observed a systematic perceptual contribution of vowels to the cognitive evaluation of consonant clusters.

A New Way to Introduce Arguments: Pluractionals Bundling with Argument Introducing Heads

Kyrgyz and Kazakh (Turkic) have an assistive verbal category that is added to verb stems to express the approximate meaning 'to help someone do something'. The assistive introduces a dative-marked argument, the assistee. The assistee can be shown beyond doubt to be an argument, yet it is not introduced by canonical argument introducing heads such as Cause, Applicative or Voice (cf. Pylkkänen 2008). Based on novel data, the paper argues that the assistive consists of an event-internal pluractional bundled with a vP containing a phonologically zero root meaning 'help'. The assistee is introduced as the internal argument of 'help'.

Linguistic transfer, or there and back again: A chronological study of terminological meandering

Many contemporary papers debate what linguistics transfer is, what it entails, and how it comes around. In an attempt to shed some light at these questions, we set out to investigate the journey of linguistic transfer from the time it appeared in psychology (1890s), through its ingress to modern generative linguistics (late 1940s), and up to the present. Concluding, we connect Robert Lado's Contrastive Analysis and his use of the word to the obscurity which followed transfer into the modern day. Lastly, we offer some thoughts for moving forward in transfer studies.
David Páez (University of New Mexico)  
*Verbal Semantics in Phonology: a Case of Ideophonic Expressions in Discourse*

This study investigates how phonological iconicity occurs in spontaneous discourse in Colombian Spanish. Drawing from 10 hours of spontaneous conversations, the study identifies verbal constructions, labels them for aspect, remoteness, and mood. These constructions are coded for accompanying gestures and position in the information structure. The prosodic properties of these constructions are compared with the same properties in adjacent elements, outside focus position. Results suggest that constructions in focal position exhibit specific gestural and prosodic contours, according to aspect, remoteness, and mood. As such, phonological iconicity transcends the lexical level and finds a niche within discourse.

Miok Pak (George Washington University)  
*Allocutive imposters in the form of referent honorification*

Discussing a special class of honorific constructions in Korean which has the form of referent honorifics but has the function of expressing respect to the addressee, 'allocutive imposters', this paper contends that the addressee honorifics/allocutivity does not merely describe the addressee but is sensitive to a particular type of relation between the speaker and addressee, specifically service provider&customer relation. We propose that such contextual information is formalized in the notion of 'formality' which is encoded in the cP domain along with the 'status' feature proposed by Portner, Pak, and Zanuttini 2019, providing support for their relational analysis of discourse participants.

Lefteris Paparounas (University of Pennsylvania)  
*afto-prefixation and Reflexive Voice in Modern Greek*

An ongoing debate concerns whether the semantics of reflexivity should be attributed to the presence of dedicated reflexivizers, or whether reflexivity can emerge from the composition of inherently non-reflexive pieces. I argue that Modern Greek instantiates a case of the former type: the prefix afto- is a true reflexivizer, contra recent claims (Spathas et al. 2015). The analysis makes crucial use of the notion of Reflexive Voice (Ahn 2015) to derive the argument-structural, morphological, and semantic properties of afto-prefixation, supporting a view of the syntax/semantics interface whereby semantic and syntactic agentivity are fully dissociable.

Leah Pappas (University of Hawaii at Manoa)  
*Discordances between verbal and gestural expressions of space*

Spatial language is often assumed to be a window into spatial cognition and vice versa (Levinson, 2003). However, research on gesture has suggested that this reciprocity is not as universal as is often assumed (Le Guen, 2009, 2011). Further evidence of this occurs in Hawu, an Austronesian language of Indonesia. Speakers rarely use the absolute frame of reference (FoR), instead relying on egocentric orientation. However, even when using a relative FoR in speech, gestures can align with an absolute FoR, resulting in the simultaneous use of two FoR and an apparent mismatch between the verbal and gestural modalities.

Keunhyung Park (University of South Carolina)  
*Subjacency effects on overt wh-movement in wh-in-situ languages: Evidence for nominal structure*

This paper investigates whether overt wh-movement in Korean, a wh-in-situ language, triggers Subjacency violations in the same set of bounding configurations as English. Yoon (2013) and Jung (2015) showed that Korean wh-islands display Subjacency effects, and we ask whether the Complex NP and Coordinate Structure Constraints are also observed. We find that they are not. We propose that this is because Korean nominal expressions need not project DP. Our analysis supports previous accounts of Korean nominal structure (Kim et al. 2010), which suggest (based on optionality of determiners ) that "Korean NP structure is non-configurational or lacks the category D."
We analyze Philadelphia Puerto Rican adoption of TH-stopping, where word-initial /θ/ and /ð/ variably surface as [t] and [d], in a corpus of 37 sociolinguistic interviews. To this end, we propose and validate a continuous metric for degree of stopping. Intra-speaker normalized values of mean NHR and skewness were analyzed as a function of birth year, voicing, and speaker sex. Results indicate that Philadelphia Puerto Ricans participate in TH-Stopping: younger speakers, particularly females born after 1985, demonstrate more stop-like TH. These two findings provide support for an interpretation of TH-Stopping as a change from below within Philadelphia’s Puerto Rican community.

This paper examines Montenegrin political discourse on Twitter and the features used to create a pro-Montenegro speaker style—one built from stances of Montenegrin independence and solidarity. These features include unique Montenegrin graphemes and semiotically-active emojis indexing important historical and cultural moments. I argue that a pro-Montenegrin speaker style is constructed from the accrual of stances indexing pro-Montenegrin alignment, which include supporting pro-Montenegrin independence and resistance to the currently pro-Serb-leaning Montenegrin government. Graphemes, emojis, and discursive interaction are each socially meaningful stance-bearers, which are bricolaged to create a speaker style recognizable to Montenegrin language users engaging in this political discourse.

Morphological productivity is not only a balance of rules and exceptions but also conditioned on structural properties over which rules are defined. We show that the recursive application of the Tolerance Principle can extract such conditioned morphological productivity from a small amount of input data, thereby providing a plausible model of morphological development.

Relevancetheory has powerful tools for explaining how the meaning of a word shifts in a metaphorical context through the use of ad hoc concepts, but one disadvantage of this account is that it requires the ad hoc concepts to be superordinate over literal meaning by default in order to explain how inferences are made from the source to the target concept. The current study argues, on the basis of examples from ambiguity tests, that in many contexts ad hoc concepts are not superordinate, and another inference generating mechanism, such as conceptual metaphor, is required.
Josh Phillips (Yale University)  
*Cyclicity, narrativity and Djambarrpuyŋu tense*

This paper presents a formal proposal for the semantics of Djambarrpuyŋu tense and temporal reference (Yolŋu Matha, Pama-Nyungan: Northern Australia). On the basis of novel data, elicited in the field, it comprises the first formal treatment of “cyclic tense” phenomena, where formal devices encoding temporal remoteness are ostensibly “recycled”; the intervals licensed by each tense marker are discontinuous. The paper also posits a hypothesis about the diachronic development of cyclic tense systems, making connections to recent literature on narrativity and the ‘historic(al) present.’

Marc Pierce (University of Texas at Austin)  
*Bloomfield the book reviewer*

Book reviews can have a considerable impact on the field. Despite this, book reviews are sometimes neglected in discussions of scholar’s body of work. This paper therefore describes the book reviews done by Leonard Bloomfield and contextualizes them within Bloomfield’s scholarly oeuvre. Bloomfield’s reviews both explicate Bloomfield’s views on various linguistic questions and allow him the opportunity to engage more directly with other scholars’ work. The types of books Bloomfield reviewed reflect his changing scholarly interests, while the amount of book reviews done by Bloomfield show that he saw them as an important scholarly task.

Justin Pinta (Ohio State University)  
Hugo Salgado (Ohio State University)  
*Loan verb integration in Spanish*

We provide a detailed account of Spanish strategies of loan verb integration. Wichmann and Wohlgemuth (2008) identify four cross-linguistically attested means of loan verb integration, differing in whether languages mark borrowed verbs via morphological means, syntactic means, or not at all. Spanish is a cross-linguistically rare language in that it uses three of the four strategies. Via a novel corpus of borrowed verbs in Spanish, comprised of hundreds of borrowings spanning nine centuries from 15 different languages, we demonstrate how diachronic, morphological, phonological, and sociolinguistic factors each play a part in determining which strategy Spanish employs when integrating loan verbs.

John Powell (University of Arizona)  
*Deictic-to-Dative Clitic Cycles in Pashto*

Pashto has three oblique clitics with two polysemous uses: a spatial deictic use (proximal, medial, distal) and a dative argument use (first, second, and third person, respectively), which can also stack. I provide evidence that the deictic use is archaic, and the dative use innovative. This implies the dative clitic has an origin as an adverbial, which typically doesn’t have interpretable phi (iφ) features. Yet argument clitics typically come from demonstratives or pronouns with iφ. Using Linguistic Cycle framework (van Gelderen, 2011), this paper shows the dative use only has interpretable person features, which comes from its person-based deixis system.

John W. W. Powell (University of Arizona)  
*The what-relative pronoun in historic AAL through Black drama*

The What-Relative Pronoun (WRP) is a relativizer found in historic African American Language (AAL). Prior literature on the WRP has focused on its use in ex-slave recordings and associated it with early southern AAL, finding that the form was nearly gone by the turn of the century and replaced by other relativizers. I constructed a corpus of 5.4 million words and use computational methods to investigate when and where the WRP was used. My findings show that the form was used throughout the twentieth century, including in Northern AAL, but also shows a steady decrease in the frequency of WRPs.
Justin M. Power (University of Texas at Austin)  LSA44
Danny Law (University of Texas at Austin)
David Quinto-Pozos (University of Texas at Austin)

Adjacency in time and space: An investigation of assimilatory diachronic changes in American Sign Language

We examine how modality-influenced differences in the phonological structure of the spoken word versus the manually-produced sign may condition the types of assimilatory diachronic changes observed in the oral-aural and gestural-visual modalities. Based on examples from an historical database of American Sign Language and from a dataset comprising basic vocabulary for 13 contemporary signed languages, we argue that the analysis of diachronic assimilatory processes in signed languages requires both the traditional notion of temporal/sequential adjacency as well as spatial/simultaneous adjacency, i.e., the adjacency of two articulators in space at a given point in time.

Justin M. Power (University of Texas at Austin)  LSAIPP2
Richard P. Meier (University of Texas at Austin)

Did deaf education and the emergence of American Sign Language trigger the decline of Martha’s Vineyard Sign Language?

Martha’s Vineyard Sign Language (MVSL) has been identified as a possible contributor to ASL in its period of emergence. Here we examine the impact that deaf education and the emergent ASL may have had on the vitality of MVSL. We analyze multiple historical records showing that the Vineyard deaf community was, in the 19th century, smaller than has been previously understood and that the community was better integrated into the Deaf community that formed in New England. We conclude that, by the mid-19th century, the emergent ASL may have already become the main language among deaf island residents.

Justin M. Power (University of Texas at Austin)  LSAIPP2
Richard P. Meier (University of Texas at Austin)

Young children and the emergence of ASL: The age distribution of students at the American School for the Deaf, 1817-1867

We examine a 19th century signing community centered at the American School for the Deaf, in which young children were almost entirely absent due to a school policy that, at its lowest, set the minimum age of admission at 8. We analyze historical records pertaining to students’ ages at admission between 1817-1867. We consider the implications of the student body's age distribution for the emergence of ASL, arguing that, while young children may not have played a central role in the emergence of this language at school, they may have played an important role in the language's evolution at home.

Dennis R Preston (University of Kentucky)  ADSPoster

Registration day

This presentation looks at the underlying cognitive procedures that accompany the enregistration of both the elements of varieties and varieties themselves. I elaborate on these perceptual/cognitive conditions and urge those who refer to varieties as “enregistered” to consider them in light of public (i.e., folk) treatment, not only with regard to attitudinal responses but also with consideration of the role the nonlinguistic public plays in the development of, changes in, and responses to such varieties, as shown in such work as Eckert’s characterization of an “indexical field (2006) and Preston’s consideration of an “attitudinal cognitorium” (2010).

Ruaridh Purse (University of Pennsylvania)  LSA37

Covariation across morphological classes in English Coronal Stop Deletion

Coronal Stop Deletion (CSD) occurs most in monomorphemes, less in semiweak past forms, and least in regular past forms, and this hierarchy is largely recapitulated in individual's CSD rates. However, a more complex picture arises when we look at the quantitative relationship between contexts. For 115 white Philadelphians, the predicted rate of CSD in monomorphemes is closely correlated with that in semiweak past forms. This suggests a unity of process that is not shared for CSD in regular past forms.
Jack Isaac Rabinovitch (Harvard University)  
Narrow Scoping Content Question Items in Shifty Contexts: A Case of Surprising Non-Quotation in Uyghur

This paper investigates the distribution of third person subject drop in Uyghur and finds that some Uyghur sentences which are typically analyzed as quotational exhibit the null subject properties of embedded clauses. I argue that the complements of the sentences are non-quotational Force phrases (ForceP) which enforce narrow scope on CQ-items while allowing other A’ movement between matrix and embedded clauses. In embedded clauses with accusative subjects and narrow scoping content word items, a proleptic analysis of the accusative subject is incompatible with third person dropping, suggesting the accusative subject moves, which is only possible in non-quotational clauses.

Rodrigo Ranero (University of Maryland)  
Paulina Lyskawa (University of Tromsø)  
True progressive harmony exists

There are claims that true progressive harmony is unattested and all putative progressive harmony processes are reducible to (i) stem-control (e.g. Turkish), (ii) stress-control (e.g. Claro), or (iii) initial prominence-control (e.g. Tutrugbu). We show that data from Santiago Tz’utujil (Mayan; STz’) disproves this claim, since STz’ exhibits progressive sibilant harmony that is divorceable from (i)-(iii). We argue that pure progressive spread must be representable in the phonology and propose a perfect storm of grammar-particular and grammar-external facts that converged to give rise to progressive sibilant harmony in STz’.

Aisulu Raspayeva (Rice University)  
Discursively constructed ideologies of language maintenance among multilingual caregivers from the post-Soviet states.

Post-soviet communities constitute a new multilingual immigrant minority in the United States (Gulyiev 2015). Their unique linguistic diversity (at least two languages other than English) has not received any research attention. Integrating concepts of sociolinguistic justice (Bucholtz et al., 2016), a life stories approach (Linde, 1993), and language ideologies (Preston, 2013; Schieffelin, Woolard, & Kroskrity, 1998), I analyzed individual interviews with Kazakh (17), Kyrgyz (1), Azerbaijani (2), Belarus (4), and Ukraine (2) immigrant caregivers who shared how they use their linguistic resources with their children and what institutional support they view as necessary for preserving their linguistic diversity.

Paul E. Reed (University of Alabama)  
The Southern Vowel Shift and meaningful places: how attachment to place affects vowel production among college students

Typically, place is considered static, affecting all speakers equally. However, a speaker’s orientation to place helps explain participation, or not, in regional productions. Thus, place’s impact is more nuanced. However, place orientation continues being considered coarse-grained, using large regions or city. What about smaller meaningful places? This paper focuses on three SVS features in the speech of college students at a Southern US university: /ɑɪ/ monophthongization, the location of the nuclei of /i/ and /e/, and raising and fronting of /i/ and /e/. Preliminary results support the influence of place attachment, with speakers with stronger attachment exhibiting more SVS features.

Emily Remirez (University of California, Berkeley)  
What are ‘social factors’ in speech perception, anyway?

A large body of work has been used to support the claim that social information and expectation influences the perception of speech. However, the specifics of these studies vary in (1) the types of identities that are cued, (2) the type of cue or prime used to induce expectation, and (3) the task used to measure perception. The paper presents a typology of social information and speech perception experiments, highlighting questions this variation leaves open for the field and how it can be leveraged in theorizing speech perception in interaction.
Qianqian Ren Chinese (University of Hong Kong)  
A bi-phasal analysis for the Mandarin Chinese nominal domain: evidence from modification and ellipsis

I propose a bi-phasal analysis (inspired by Simpson & Syed, 2016) for the Mandarin Chinese nominal domain: the two phases are lower-bounded by the classifier and the noun respectively and sealed by the highest functional head (i.e., the phasal head) above each. The proposal is supported by different behaviors of so-called high-zone and low-zone modifiers (both of which are base-generated above the noun and below the classifier) in terms of mobility (i.e., whether they can be fronted across the Classifier), as well as the possibility of ellipsis in the nominal domain of Mandarin.

Jennifer Renn (Purdue University)  
A mixed methods study on the impact of EL licensure coursework on teachers’ language attitudes and ideologies

This paper presents the results of a mixed methods study of 40 elementary school teachers in Indiana. Approximately half participated in a year-long online English learner licensure program and were paired with a same-grade control teacher. Survey, interview, and course data were triangulated to assess program impact on beliefs about language diversity. Results show that treatment teachers held more positive beliefs about linguistic diversity and displayed greater positive change in their language attitudes compared to controls. Moreover, treatment teachers placed greater value on students’ home language, were more cognizant of language prejudices, and expressed more openness to linguistic differences post-program.

Giuseppe Ricciardi (Harvard University)  
Joshua Martin (Harvard University)  
Accounting for variability in the truth-evaluation of bare epistemic possibility statements

It is hotly debated whose perspective is relevant for defining the truth-value of bare epistemic possibility statements: the utterer or the assessor. Central to this debate are findings on truth-value judgments of 'might p' in scenarios suggesting two conflicting perspectives for making the judgment. We offer findings from two studies suggesting that in these scenarios English speakers split evenly in their truth-evaluation of 'might p', 'may p', and 'it is possible that p', even when they agree that the utterer was always justified. We offer a critical discussion of how to interpret this even split: both as supporting theories of epistemic possibility statements as denoting multiple, perspective-variable propositions, but also how recent insights about experimental methodology in linguistics might cast doubt on this interpretation of the data.

Mskwaankwad Rice (University of Minnesota)  
Power and positionality: a case study of Linguistics’ relationship to Indigenous peoples

The western scientific tradition has an exploitative, damaging history with Indigenous peoples and while not partaking in kidnapping and grave robbing, Linguistics has been employed in justifying acts of genocide. Though the modern linguist is not implicated in such acts, Linguistics still relies upon a position of authoritative power and a reckoning of its history and our current position is necessary. This talk presents a case study of the relationship between linguistics as a discipline and the Ojibwe people while suggesting a blueprint for how theoretical linguists can address both their own positionality and that of the history of Linguistics.

Allegra Robertson (University of California, Berkeley)  
A subsegmental analysis of contrastive laryngeal features in Yanesha’ (Arawakan)

I address the phonetic and phonological status of laryngealized vowels in Yanesha’, showing that laryngeals are features associated with vowels, rather than laryngeal consonants. Based on phonetic findings, I propose that [+spread glottis] and [+constricted glottis] are contrastive features associated with the rightmost subsegment of a vowel, following Q-Theory. This analysis is supported by distributional and durational patterns and interactions between weight and stress. Yanesha’s laryngealized vowels are subsequently compared to canonical cases of pre-aspiration and considered in light of areal trends. This paper contributes to our empirical understanding of a typologically rare segment type in an understudied language.
Dakota Robinson (University of California, Berkeley)  
Double Plurals in Breton: Evidence for a Split Analysis of Plurality

Traditional analyses of plurality situate number features within Num(ber)P between NP and DP projections. However, this analysis does not easily account for all of the properties of plural forms cross-linguistically, including multiple plural markings on a single stem. I propose several adjustments to the theory of split n/Num plurality laid out by Kramer (2016) based on evidence from plural diminutives and plural singulatives in Breton, arguing that number is specified on all Breton n heads and that n can bear both interpretable and uninterpretable plural features. I conclude with implications of this analysis for typologies of number more broadly.

Rebecca Roeder (University of North Carolina-Charlotte)  
Elise Berman (University of North Carolina-Charlotte)  
Marshallese English in the United States: a first sketch

As part of a larger ethnographic project on why L1 English-speaking children of Marshallese heritage are so frequently assigned English Learner status by U.S. schools, and the consequences of this early misidentification, this study presents the first morpho-syntactic description of Marshallese English (ME) in the U.S. Evidence comes from a case study of photo-elicitation interviews with four children living in the small town with the largest population of Marshallese in the mainland U.S. We observe substantial consistency with ME in the Republic of the Marshall Islands, additional substrate influence from Marshallese, and influence from non-dominant varieties of American English.

Eszter Ronai (University of Chicago)  
Ming Xiang (University of Chicago)  
Degree estimates predict likelihood of scalar inference

Previous research has revealed that different scalar expressions give rise to scalar inferences (SIs) at different rates (i.a. van Tiel et al., 2016). We show that empirically-collected posterior degree estimates play a role in explaining this scalar diversity. The more different the world states that a weak and a strong scalar term are taken to describe, the higher the SI rate from that scale -also lending support to van Tiel et al.'s proposal of semantic distance. We also show that the more similar the weak term and the negated strong term, the higher the SI rate.

Eszter Ronai (University of Chicago)  
Ming Xiang (University of Chicago)  
Overt exhaustification, but not discourse context, reduces scalar diversity

Previous research has revealed that different scalar expressions give rise to scalar inferences (SIs) at different rates (i.a. van Tiel et al., 2016)-a phenomenon termed scalar diversity. However, the observation of scalar diversity was previously based on descriptive statistics, e.g. that SI rates range from 4% to 100% across scales. In this study, we take a first step towards providing a more rigorous measure to quantify scalar diversity, using relative entropy. In two experiments, we find that while overt exhaustification with "only" and a biasing Question Under Discussion both increase SI rates, only the former substantially reduces scalar diversity.

Basile Roussel (Université de Moncton, campus de Shippagan)  
Sali A. Tagliamonte (University of Toronto)  
Romancing the future: English will vs. going to in a French majority setting

In this study, we analyze variation between will and going to among Francophones and Anglophones speaking English in Kapuskasing, Ontario. What constraints operate, particularly the effect of sentential polarity, a key contrast of the future temporal reference (FTR) systems of English and French? The important result is that while older Anglophones pattern in tandem with known studies of English, young Anglophones employ the polarity contrast of the French system, despite the fact that they are speaking
English. We attribute this striking recent change in constraint ranking in polarity to increasing French-English bilingualism in the community.

**Junyu Ruan** (Ohio State University)  
*Accentuation in Ancient Greek -es and -to derivatives: a cophonology model vs. a construction model*

The accentuation patterns of Ancient Greek adjectives suffixed with -es and -to are different: -es adjectives constantly accent the derivational suffix, whether they are simplex or complex forms. However, for a -to adjective, the accent falls on the derivational suffix if it is a simplex form, but is placed by other rules if it is a complex form. This cannot be explained by inherent accential properties of affixes. I propose two possible solutions: one using the cophonology model within OT framework; the other based on construction morphology, and discuss whether Greek accentuation is phonologically or morphologically determined.

**Katherine Russell** (University of California, Berkeley)  
*Progressive Nasalization in Paraguayan Guarani: Multiply Conditioned Spreading*

While an understanding of regressive nasal harmony in Paraguayan Guarani (PG) has been crucial in helping to form the foundations of theoretical phonology, progressive nasalization has remained understudied. Drawing on fieldwork with native speaker consultants as well as corpus data collected from written sources, I present evidence that progressive nasalization patterns in PG are morpheme-specific and can be accounted for with cophonologies. I provide an analysis of the phenomenon in which cumulative morpheme-specific constraint weight adjustments account for the variation found in the data, conditioned by both lexical stratum and morpheme identity.

**Laura Ruth-Hirrel** (California State University, Northridge)  
**Brandon Gauthier** (California State University, Northridge)  
**Tara Lee** (California State University, Northridge)  
**Shervin Nosrati** (California State University, Northridge)  
*Local Perceptions about English Language Variation: A Report from Los Angeles County*

This study explores residents' perceptions about English language use within Los Angeles County. Participants from 40 two-year and four-year colleges across Los Angeles County were recruited to complete a survey, which included an adaptation of the hand-drawn map task that has been used widely in perceptual dialectology research. Findings show that language ideologies may be reproduced and mapped onto social spaces of different scales and highlight the importance of geographically localized perceptual dialectology research to gain further insight into folk beliefs about language variation.

**Hiroaki Saito** (University of Connecticut)  
*Losing a subject, keeping an indirect object*

This paper examines the structure of speech verbs focusing on grammaticalization of speech verbs and the status of their indirect object. I suggest that the combination of a modified version of Saito's (2021) analysis of grammaticalization of speech verbs and Burukina's (2020) observation of "doubledative constructions" in Mari provides us with a clue to investigate the syntactic structure of speech verbs.

**Chelsea Sanker** (Yale University)  
*Dialect-specific phonological features shape perceptual generalization*

Listeners' perceptual boundaries can be shifted by exposure to other dialects, even when the dialects have different phonetic details. Shifts are generalized based on shared phonological features, which can provide evidence for distinct representations across dialects. In this work, a perceptual learning study tested effects of exposure to shifted F1 in /ɪ/. Listeners' perceptual boundaries subsequently shifted for /ɪ-ɛ/ and generalized to other high vs mid contrasts. The generalized shift included the /ʊ-ɔ/ boundary, but not the /ʊ-ɑ/
boundary for speakers with a single merged /ɑ, ɔ/ category, suggesting that /ɑ/ and /ɔ/ have different features even when not contrastive.

**Kyoko Sano** (University of Washington)

*A compositional account of counterfactual conditional clauses in Old Japanese*

The paper provides a compositional analysis on tenselessness of counterfactual conditional clauses. I show that some focused temporal adverbial clauses receive a counterfactual interpretation in Old Japanese and argue that conditional clauses originate in temporal adverbial clauses. Adopting the compositional framework of temporal abstracts by Stump (1985), I examine the temporal adverbial clauses that can express (counterfactual) conditionals. I claim that the temporal adverbial clauses are made intensional in a special circumstance, which may offer an account for the context where the past tense becomes tenseless. I support my analysis by drawing semantic differences between conditionality and causality.

**Gorka Basterretxea Santiso** (Georgetown University)

*Linguistic landscape in a small Basque town: Perceptions and preferences*

This study analyzes the perceptions and preferences regarding the linguistic landscape (LL) of a town in in the Basque Country (Ondarroa, Bizkaia) by employing the survey by Aiestaran et al. (2010). The sample is formed by 52 participants and 49 of them perceive Basque as the most used language. With regards to the frequency, Basque is the most seen language, followed by Spanish (in accordance with the results that author [2021] found for the LL in the same street in Ondarroa). 22 participants also prefer bilingual signs (Basque and Spanish) with a bigger presence for Basque signs.

**Dionysia Saratsli** (University of Delaware)

**Anna Papafragou** (University of Pennsylvania)

*Acquiring evidentials: mapping meanings onto forms*

Evidential expressions (i.e., those encoding the speaker's information source), just like other mental state terms, are generally assumed to be hard to learn, some theories attributing this to conceptual difficulties while others to mapping difficulties between linguistic expression and concepts. Through two experiments, we offer evidence for a novel argument concerning the role of mapping factors in the acquisition of evidentiality: what makes evidential expressions easy or hard to learn, regardless of their conceptual presuppositions, lies in the transparency of the correspondence between different linguistic - and even non-linguistic - forms and evidential meanings.

**Deniz Satik** (Harvard University)

*A truncation theory of finiteness*

This paper argues for the following finiteness universal: an infinitive cannot co-occur with a high complementizer (such as "that" in English). Although such an observation may seem trivial, assuming Rizzi (1997)'s articulated CP allows one to redefine "that." In a vein similar to Wurmbrand and Lohninger (2019), I propose that infinitives can come in different sizes. This paper combines Pesetsky (2021)'s arguments that finiteness is a matter of clause size together with truncation theories of infinitives such as Shlonsky and Soare (2011)'s to argue for a novel understanding of finiteness, proposing precise and falsifiable definitions for finite and nonfinite clauses.

**Yosuke Sato** (Tsuda College)

*Crossed-Control in Indonesian: When Passivization Meets Functional Restructuring*

Indonesian verbs of wanting such as mau/ingin 'want' behave as ordinary subject control verbs, but they may exhibit Crossed-Control (CC), a cross-linguistically unusual alignment between the matrix/embedded predicates and their respective arguments, when they embed a passive complement (Kaswanti Purwo 1984; Polinsky and Potsdam 2008). I propose that CC is traced back to the interaction of two independently motivated facets of Indonesian: diachronic development of the passive marker di- as a 3rd
person pronominal clitic doubled with the post-verbal oblique phrase and functional restructuring of mau/ingin (Cinque 2004; Grano 2015).

**Osamu Sawada** (Kobe University)  
*On the properties of expressivity and counter-expectation in the Japanese minimizer NPI kakera 'piece'*

In Japanese, when kakera 'piece' is combined with mo 'even', it behaves as an idiomatic minimizer NPI. Interesting features of the NPI kakera are that it usually combines with a property-related positive noun (e.g., ryoushin-no kakera-mo 'even a minimum degree of conscience') and is used for expressing a speaker's complaint. I argue that unlike the typical minimizer NPIs, the NPI kakera not only denotes a minimum degree but also has the expectational and expressive components as a use-conditional meaning/conventional implicature (Potts 2005; McCready 2010; Gutzmann 2012). This paper clarifies that there is variation in the function of emphatic NPIs.

**Natalie Schilling** (Georgetown University)  
*‘Working the water’: exploring agency, epistemics and dialect endangerment in Smith Island, Chesapeake Bay*

In this study, I augment variationist sociolinguistic understandings of dialect endangerment by considering the discourses in which dialect features are embedded. Focusing on Smith Island, in Maryland’s Chesapeake Bay, I examine agency and epistemics in narratives and related discourse (as revealed, e.g. in features such as referring terms and modals) about traditional means of making a living (mostly crabbing). The analysis shows how island residents use both discourse and dialect to shape and sustain a strong sense of community distinctiveness, one built on concern for fellow community members and understanding of the close interrelation between humans and the natural environment.

**Sylvia Schreiner** (George Mason University)  
*A lexically-encoded temporal distinction in Scottish Gaelic perfect aspect*

I argue that one or more varieties of Scottish Gaelic display a distinction of perfect aspect that lexically encodes a restriction on the length of the interval between event and reference times. I demonstrate that this distinction is able to be captured relatively straightforwardly within a view of the perfect that takes it to be a type of viewpoint aspect that encodes the anteriority of event time with respect to reference time. I formalize the meaning of an dèidh via the combination of a typical anteriority-theoretic denotation with an adaptation of Lappin’s (2000) intensional parametric semantics for quantifiers like many.

**Scott Schwenter** (Ohio State University)  
**Kendra V. Dickinson** (Ohio State University)  
**Paige Barton** (Ohio State University)  
**Marcia Macedo**

*Comparing Variables and Variants in the Social Evaluation of Grammatical Variation*

The locus of social evaluation of linguistic forms is argued to be at the level of the individual variant (Campbell-Kibler 2011; Maddeaux & Dinkin 2017). Yet what happens when a set of competing grammatical forms that can be considered to make up one abstract variable? We analyze the social evaluation of competing direct object pronoun types in Brazilian Portuguese and find both broad differences in evaluation by pronoun type, and more fine-grained differences associated with their individual variants. These findings illustrate the critical roles of both traditional Labovian sociolinguistic variables and individual variants as sites of variation in social evaluation.
Applying Critical Language Awareness: A Professional Development Model for Educators

This contribution describes the design and initial results of The Justice Action Project, a collaboration between linguists and educators that provides professional development for K-12 teachers in Critical Language Awareness, and assists teachers in developing and implementing CLA-informed and social justice-grounded instructional units for urban school districts with high numbers of English learners and other minoritized students. We offer the design and pilot results of our professional development workshop as a model for linguists who seek to enhance partnerships outside the academy and share knowledge about language structure and use for the public good.

Optimization of Shared Structures in Egyptian Arabic-English Bilinguals: A View From Language Contact

In this study, we examine competing wh-structures in the speech of Egyptian Arabic-English bilinguals (in comparison to Arabic monolinguals) to identify degrees of L1/L2 mapping. We observe that contact with English results in the preferential use of a structure that both Arabic and English share (the movement strategy) together with the subsequent loss of the pragmatic Focus constraint that characterize the monolingual Egyptian Arabic variant. We adopt a competition-and-selection framework to explain these results which predicts that bilingual speakers adopt optimization strategies by mapping L1 patterns onto L2 patterns whenever possible.

D-linking and the effects of contextual set restriction

Studies have found that D(iscourse)-linked ("which N") questions impose additional processing cost compared to their non-D-linked ("what"/ "who") counterparts, due to set restriction (Donkers et al., 2013). The current paper tests whether processing of wh-questions is attenuated when the set of alternative answers to choose increased. We find that this prediction is borne only when the relevant wh phrase is D-linked; when D-linking is absent, increasing the size of the answer set in fact causes an increase in processing difficulty. This study illustrates that D-linking is more complex than previously considered and shows how sentence processing and context interact.

Perception of American English regional dialects by speakers of other languages

The perception of three distinct American English regional dialects, Southern, Midwestern, and New England, by non-native speakers of Chinese, Russian and Arabic was assessed. The data was collected from the first semester international undergraduate students at a large American university using the verbal guise technique and a cloze test. The results were analyzed with Kruskal-Wallis test and ordinal logistic regression test. The dialects’ perceived difficulty correlated with cloze test results. As for attitude, one dialect was rated the coolest by the respondents from all three language backgrounds, and one group of raters gave the most positive scores to all dialects.
Bowei Shao (Sorbonne University)  
Matthew Faytak (University of California, Los Angeles)  

*Degrees of frication in three Chinese varieties' fricative vowels*

Fricative vowels (FVs) are vocalic segments which exhibit a constriction resembling that of a sibilant fricative. FVs are often described as having fricative noise targets, and they are fully voiced tone-bearing units, setting up a conflict between articulatory ease and contrast preservation. In this exploratory study, we find that the timecourse of frication is broadly comparable for the FVs in Standard Chinese, Jixi (Huizhou Chinese), and Suzhou (Wu Chinese), but that Standard Chinese FVs exhibit less frication than the other two languages. These results suggest language-specific strategies for resolving the conflict between production of voicing and frication in FVs.

Jennifer Shen (Duke University)  
Yunchuan Chen (Duke University)  

*Simplified grammar in both languages? On scope assignment in Q-Neg sentences in English-dominant heritage Chinese speakers*

It has been argued that when two languages differ in a syntactic representation, heritage speakers tend to select a simpler system and apply it to both languages (i.e. representational economy) (Scontras et al., 2017, 2018). This study examined how English-dominant heritage Chinese speakers interpret Q-Neg sentences (e.g. 'All teachers did not use Minnie's car.') in both English and Chinese. In English, a Q-Neg sentence can have both surface scope and inverse scope interpretations while that in Chinese can only have a surface scope interpretation. Our findings from a truth value judgment task go against the representational economy hypothesis.

Zheng Shen (National University of Singapore)  
Meghan Lim (National University of Singapore)  

*Extraction from definite, indefinite, and superlative NPs: An experimental approach*

We use a factorial design to experimentally test the definiteness effect involved in the extraction out of English indefinite (a large photo of Einstein), definite (the large photo of Einstein), and superlative NPs (the largest photo of Einstein). The results revealed a super-additive effect between indefinite and definite NPs, thus the definite effect is verified, albeit more similar to a subliminal island in terms of the absolute rating. No such effect was observed between superlative and indefinite NPs, showing that superlative NPs do not behave like a definite NP, despite the presence of the definite article.

Iman Sheydaei Baghdadeh (University of Michigan)  

*Some consonantal features of Dearborn English: Word-final /t/ glottalization and word-initial stop VOT*

This study explores some consonantal features of Dearborn English. Ethnographic interviews were conducted with two groups of Middle-Eastern Americans: 11 upper-Midwestern non-Dearborners and 5 Dearborners. A preliminary analysis suggests that the Dearborn group tends to glottalize word-final /t/ at a higher rate. Additionally, the /p/ VOT distribution for the Dearborn group seemed bimodal. The Dearborn speakers described themselves as Dearborn-accented and stylistically Dearborn-accented. A follow-up analysis showed /p/ VOTs for the Dearborn-accented group were significantly shorter than the stylistically Dearborn-accented group. This presentation will argue for a trading relation between vowel, consonant, and prosody analyses in exploring Dearborn English.

Giuseppina Silvestri (University of California, Los Angeles)  

*Italian dialects at the phonology-syntax interface: a case study*

In this contribution we discuss a case-study concerning "propagation" (PPG), i.e. a type of vowel insertion/modification attested in some central and southern Italian dialects. PPG results from a vocalic assimilation mechanism occurring in word internal as well as across-word contexts. The main goal of this study is to discuss PPG in the light of its phonological as well as (morpho-)syntactic
properties and, therefore, provide empirical support to the reality of the phonology-syntax interface. The relevant data were collected through in-loci interviews with native speakers on several fieldwork trips conducted from 2014 to 2019 in north-western Calabria.

**Mark Simmons** (University of Texas at Austin)  
*Word-final voicing in Nadēb*

The Nadēb language of the Naduhup family appears to have undergone a sound change involving word-final voicing of stops. Word-final voicing has been claimed to be unattested, and not expected as the outcome of phonetically-motivated sound-change. However, the case of Nadēb shows that reanalysis of perceptual cues due to alternation in vowel phonation which arose from the rephonologization of the voicing contrast in word-final stops provided a naturalistic pathway for a previously-considered unnatural sound change.

**Russell Simonsen** (Miami University)  
*‘Seem’ constructions with experiencers in English and Spanish are more similar than they seem*

Sentences with the verb 'seem', an experiencer, and an infinitival complement have been assumed to be acceptable in English. See (1). By contrast, the Spanish version of this sentence has been deemed unacceptable. See (2). (1) Juan seems to me to love Mario. (2) *Juan me parece amara Mario. However, corpus data reveals that these sentence structures are used in both languages-most commonly with the embedded infinitives 'be' and 'have'. An acceptability judgment task confirms that the embedded infinitives 'be' and 'have' render these sentence structures most acceptable in both languages. A more gradient model of acceptability may be needed for these structures.

**Nandi Sims** (Florida International University)  
*Vowel space without a standard: vowel variation among 6th graders in a primarily Black, South Florida neighborhood*

The speech of 6th graders at a Miami school demonstrates wide ranges of variation in F1/F2 space. Unexpectedly, there is minimal correlation between variants or with individual characteristics, like group affiliation or language background. Given that participants discuss standard language and style shift morphosyntactically, I argue that the local standard lacks vowel rules. This could be due to the lack of power: None of the available variants are associated with the standard so they use whichever. It could also be an effect of the variable linguistic backgrounds of South Florida’s elite: A vowel standard has yet to be established.

**Yash Sinha** (Massachusetts Institute of Technology)  
*The Structure of Hindi indirect causatives: Evidence from apparent *ABA violation*

Bobalijk (2012) and others have shown that in certain three-member paradigms, under a particular arrangement of these members, patterns where the first and third member behave alike to the exclusion of the second (ABA patterns) are rare/unattested. I show two apparent *ABA-violating patterns in Hindi paradigms consisting of (i) an inchoative verb, (ii) its direct causative and (iii) the indirect causative of the direct causative. These apparent *ABA violations motivate a structure for the indirect causative that does not contain its non-causative counterpart.

**Ryan Walter Smith** (University of Texas at El Paso)  
**Jianrong Yu** (University of Arizona)  
*Indexicals in the roots of stative verbs and beyond*

This paper develops a compositional semantic analysis of subject-experiencer verbs, according to which such verbs contain an anaphoric index, building on a precedent in Hale & Keyser (1999; 2002). The index is bound by a functional head that introduces the experiencer (Adger & Ramchand 2005; Kratzer 2009). The analysis correctly predicts that stative transitives are incompatible with subjectless presuppositions generated by again, in contrast to most eventive transitives (Bale 2007). Given this analysis, the impossibility of subjectless presuppositions with certain verb classes does not constitute an argument against severing the external argument, contra previous work (Bale 2007; Ausensi et al.).
Carly J. Sommerlot (University of Texas at Arlington)  
Variation in Case licensing in five Malayic languages of Borneo

In this talk, I discuss variation in nominal licensing found in the passive voice in five previously underdocumented Malayic languages of West Borneo. I argue that variation in these languages can be attributed to differing mechanisms of Case licensing, following a proposal by Erlewine et al (2020). I discuss this data for three reasons: 1) to showcase data from languages that are novel to this topic; 2) to demonstrate how data from understudied languages can be used to inform syntactic theory; and 3) to introduce a previously unattested Case licensing pattern.

Thomas Sostarics (Northwestern University)  
Jennifer Cole (Northwestern University)

What listeners can tell us about epistemic meaning and the LLL tune in American English

Intonational tunes (pitch spanning the nuclear prominence to the end of the intonational phrase) in English are claimed to convey epistemic meaning (Pierrehumbert & Hirschberg 1990). We investigate epistemic meaning for the low-falling tune (L*L-L%), building on Krifka's (2015) model of biased questions in commitment-space semantics. We present findings from an auditory judgment study of declarative responses to questions, in scalar likelihood ratings of H*L-L% (as the default tune) vs. L*L-L% and free text responses coded for word sense. Results reveal distinct context-sensitive interpretations of these tunes: L*L-L% signals withholding of speaker commitment, licensing an implicature of speaker's epistemic stance.

Leighton Stanfill (University of Chicago)

Processes of gesture change within digital media

How does digital media encourage creative gesture production? In this study, I examine the increased linguistic flexibility of a subsection of conventionalized gesture I identify as Metaphorical Phrase Gestures (MPGs). These MPGs are the gestural manifestations of lexical metaphors, and they have developed two predictable processes of change that appear unique to digital media: metaphor enactment and prosodic emphasis. MPGs exhibit a predictable preference for metaphor enactment as well as a predictable set of prosodic features, many of which are unique to the digital environment and not yet documented within gestural literature.

Joseph A. Stanley (Brigham Young University)

Perspectives on Georgia vowels: from legacy to synchrony

We present a developing longitudinal study of English spoken in Georgia, collating linguistic interviews from five collections. The combined collection includes acoustic vowel measurements from 110 speakers representing 100+ years of apparent time. In the first half of the 20th century the SVS progressed to include “swapping” between tense and lax front vowel pairs (via changes to vowel-inherent dynamics), and GOAT-fronting. Before 2000, the SVS began to retreat across the south (Dodsworth & Kohn 2012), and the Low-Back-Merger Shift (Becker 2019), evidenced through a full low-back merger and lowering/retraction in the lax vowels, can be found in today’s youngest adults.

Joseph A. Stanley (Brigham Young University)

Homogeneity and heterogeneity in Western American English

We present a much needed cross-region assessment of the Low-Back-Merger Shift and BAN-raising in Western American English using data from 93 speakers recruited via Amazon Mechanical Turk. Our findings support Fridland et al. (2017:172) who state that
“the West exhibits both homogeneity and heterogeneity.” Most participants had LBMS indices akin to values from other LBMS-Shifted communities and there is wide variation in ban’s height. Some demographic factors (age and gender) can explain some heterogeneity, while others (education, region) do not. Overall, there is massive inter-speaker variation, particularly in allophones of bat, that mostly cannot be attributed to broad demographic categories.

Joseph A. Stanley (Brigham Young University)  
Lisa Morgan Johnson (Brigham Young University)

*Vowels can merge because of changes in trajectory: Prelaterals in rural Utah English*

We describe how prelateral mergers (like the vowels in feel-fill, fail-fell, and some combination of pool-pull-pole-hull) advance by analyzing their trajectories. Analysis of 4,514 prelateral tokens from 28 Utahns using generalized additive mixed-effects models suggests that prelateral back vowels are converging towards /ol/. Vowel pairs lose their distinction as /l/ gradually increases its influence on preceding vowels. Meanwhile, front vowels remain distinct, through less so in Millennials. A single-point analysis would characterize the changes as mergers by approximation. Our results show that such approximation may result from monophthongization, changes in trajectory shape, and other differences in vowel formant contours.

Glenn Starr (University of Wisconsin-Madison)

*Context maintenance ability and QUD sensitivity in scalar implicature*

Pragmatic implicature computation involving scalar 'some' phrases requires one to pay close attention to expectations of implicature relevance in any given context. Questions Under Discussion (QUD) play a pivotal role in this process. 'All' vs. 'any' QUDs, for example, serve to promote different interpretations of 'some' but noticing these cue quantifiers is dependent on an individual's sensitivity to context. Using an acceptability judgement task consisting of short two-sentence dialogues comprised of any/all QUDs and underinformative 'some' responses, this study found that differential sensitivity to QUD type was modulated by context maintenance ability as measured by a Dot Pattern Expectancy task.

Amelia Stecker (Northwestern University)  
Jaime Benheim (Northwestern University)

*Listeners' interpretations of Mock Southern U.S. English in parody*

In instantiations of mock language, speakers use negative stereotypes to semiotically frame stylizations of an enregistered linguistic variety. To investigate factors in listeners’ interpretations of mock-Southern US English, 120 participants listened to a non-Southern speaker using a mock-Southern accent to imitate a politician (labeled Democrat, Republican, or No Political Info, based on condition). Though all listeners recognized that mock Southern casts the target as uneducated/unintelligent, listener political affiliation, listener region, condition, and interactions between these factors were significant predictors of interpretations of mock Southern (all $p<0.05$). This suggests that complex contextual factors influence the indexical work performed by mock Southern.

Jeremy Steffman (Northwestern University)  
Lisa Cox (Northwestern University)  
Stefanie Shattuck-Hufnagel (Massachusetts Institute of Technology)  
Jennifer Cole (Northwestern University)

*Nuclear Tunes lost and found: Modeling intonational tunes in American English with labeled vs. unlabeled data*

We examine how intonational tunes in American English are represented by speakers, as assessed in an imitative speech paradigm, in which speakers reproduce tunes from model utterances. We test 8 distinct nuclear tunes defined in the inventory of American English intonational phonology. Analyzing time-series f0 measurements, a clustering analysis finds that speakers fail to produce an 8-way distinction, with 3 pairs of tunes clustering together. In a GAMM analysis however, we find fine-grained differences in tune-merging clusters, where merged tunes vary in the scaling of final f0. We discuss implications for discrete intonational categories and continuous variation in intonational phonology.
Rachel Steindel Burdin (University of New Hampshire)  
Jill C. Thorson (University of New Hampshire)  
*Acoustic Cues to Downstep and Accessibility in Mainstream American English*

This study explores downstepped pitch accents (!H*) in English. Scenarios were constructed, with two versions for each scenario: one where the target utterance was intended to be new and the other, accessible. Two versions of the target utterances were recorded, one with a H* and the other with a !H*. Listeners were presented with one of the contexts, and asked which utterance sounded better. The high star guises were preferred overall, but less so in the accessible contexts than in the new contexts. A random forest model showed that phonetic cues also seemed to drive the selection of the utterance.

Michael Stern (Yale University)  
Jason Shaw (Yale University)  
Shigeto Kawahara (Keio University)  
*Assessing phonological control of parasagittal tongue shape in Japanese sibilants*

The articulation of most speech sounds can be described in the midsagittal plane alone. However, articulatory studies of the English sibilants suggest that they involve active control of the sides of the tongue, i.e., "parasagittal" control. In this study, we used 3D Electromagnetic Articulography to examine whether the Japanese sibilants involve similar parasagittal control. The results support the hypothesis that, unlike in English, parasagittal tongue shape during Japanese sibilant production is not actively controlled, but is rather a passive consequence of tongue blade height. This hypothesis has implications for the relationship between phonological patterns and tongue biomechanics.

Richard Stockwell (University of Oxford)  
Matthew Tyler (University of Cambridge)  
*Causative VP-omission in English*

In English, some causation verbs take a [DP + uninflected VP] complement. Within this class, make and let allow the VP to be omitted; have does not: "John went to a bar, because I made/let/*had him." Empirically, we show that such 'VP-omission' involves Null Complement Anaphora, and requires both the causer and causee to be agents. We analyze VP-omission as involving a null pro-form selected by a dedicated Voice head 'Voice-VPO', which is subject to a 'Voice Uniformity' condition. We close by discussing the amelioration of VPO with experiencer-have.

Alyssa Strickler (University of Colorado at Boulder)  
Rebecca Scarborough (University of Colorado at Boulder)  
*Sensitivity to formant differences in vowels in isolation vs. vowels in word contexts*

We investigate perceptual sensitivity to vowel formant differences in real words. Listeners compared words or isolated vowels with incrementally modified F1 or F2 in an AX discrimination task. In whole words and isolated vowels, listeners were better at discriminating pairs with bigger F1 or F2 differences. Presence or absence of word context had no effect on sensitivity to F1 difference, but listeners were twice as accurate in F2 discrimination in isolated vowels. Even so, sensitivity was lower than previously reported difference limens would suggest, indicating we should re-evaluate what vowel differences real listeners might be sensitive to in real contexts.

Haili Su (University of Toronto)  
*I am a they/them*: a study of the lexicalization of pronoun labels on Twitter

Emerging from pronoun sharing, pronoun labels, fixed collocations of English third-person pronouns (e.g., she/her) show novel grammatical development driven by social discussion of gendered language. This study examines 1,841 tokens of pronoun labels in lexicalization-incentivizing grammatical frames from Twitter, collected in May 2021. These tokens are commonly used as nominal predicates, similar to zero-derived degrammaticalized pronouns (Conrod, 2019), while innovative referential, adjectival,
and verbal usages are attested. The grammatical development is interwoven with other socially driven language changes, noticeably the divorcing of pronoun and gender (Zimman, 2017) as trans and queer speakers utilize pronoun labels as resources for linguistic self-determination.

Joseph L. Subbiondo (California Institute for Human Science)  
Archibald Henry Sayce’s approach to linguistic typology and methodology: Initiating a transition from 19th-century comparative philology to 20th-century general linguistics

This paper focuses on Archibald Henry Sayce’s (1845-1933) *Principles of Comparative Philology* (1893) in the context of the transition between 19th-century comparative philology and 20th-century general linguistics. We show that while many of Sayce’s theoretical and methodological principles relating to the study of linguistic diversity are consistent with those of modern comparative and typological linguistics, his interpretation of examples from the languages of North America, Southern Africa, and Tasmania illustrates common practices in descriptions of ‘primitive’ languages in the late 19th century, e.g., treating words as an index of civilizational development.

Yushi Sugimoto (University of Michigan)  
Andrew McInnerney (University of Michigan)  
On dissociating adjunct island and subject island effects: syntactic vs. extrasyntactic approaches

Huang (1982) unified subject island effects (SIEs) and adjunct island effects (AIEs) under the Condition on Extraction Domain (CED) and the subsequent syntactic theories try to capture this (Nunes and Uriagereka 2000, Sheehan 2013). However, recent years have seen increased efforts to derive island effects not from primarily syntactic principles, but from extrasyntactic principles (such as considerations of semantics/pragmatics and processing), which is desirable from the perspective of syntactic theory. While we support the general program of extrasyntactic approaches (attributing island effects to extrasyntactic principles), here we argue against a unified extrasyntactic account of the SIE and AIE.

Yushi Sugimoto (University of Michigan)  
Marlyse Baptista (University of Michigan)  
On the nature of the hybrid grammar of Creole formation: a case study of functional features

While there is general agreement in Creolistics that the lexicon of Creoles comes from the superstrate, there is no consensus as to the nature and origin of their functional categories. Adapting the neo-constructivist approach (i.e., a late-insertion-based, exoskeletal model, Grimstad et al. 2018; Riksem et al. 2019) to Creole formation, we propose that the functional features themselves are hybridized/mixed in Creole genesis (cf. Aboh 2015, 2020). We will show that the anterior marker -ba in Cabo Verdean Creole and the possessive marker -di in Palenquero show the hybrid nature of the functional features.

Nicola Swinburne (University of Oxford)  
Do-support in the northern Italian Camuno dialect

The Camuno dialect uses an auxiliary fa ‘do’ in an interrogative construction that strongly resembles English do-support. Stages of its grammaticalization remain within the different valley dialects. When optional, fa-support coexists with verb-subject clitic inversion.

Fa-la mangià (Does she eat) / Mängia-la (Eats-she) ‘l peh da hena? (the fish for supper?)

Optional FS is pragmatically marked, opinion-seeking, and presuppositional and wh-item (normally ‘insitu’) with specific reference (in a realis context). There are semantic restrictions on the type of supported verb: manner > result > state.
Chikako Takahashi (Columbia University)  
**LSA23**

*L1 vowel perceptual drift as a result of L2 vowel learning: L1 Japanese-L2 English bilinguals' perception of high front vowels*

The current study examines how late L2-English learners' perception of L1-Japanese vowels is influenced by learning a new L2-English vowel. The study compares L1:L2 perception task data from 61 late L1-Japanese learners of L2-English with those of monolingual Japanese/English speakers. The results show a clear L1 perceptual drift in a subgroup of bilingual participants who while NOT nativelike in L2 English /i-ɪ/ categorization, were L2 dominant, suggesting that L1 perceptual drift is a by-product of L2 learning, and both L2 input and learners' L2 perceptual ability are important factors that determine the nature of L1 perceptual drift.

Hiroyuki Tanaka (Kwansei Gakuin University)  
**LSAVP**

*Ergativity as a Natural Manifestation of the v > EA Base*

This study proposes an analysis of ergativity based on the hypothesis that, contrary to the standardly assumed structure, the Case assigner v asymmetrically c-commands the base position of all the arguments of the verb, including the external argument. Simply assuming that an EPP feature attracts the closest NP it c-commands, and that a Case feature assigns structural Case to the closest NP it c-commands, we aim at a theory in which ergativity as well as accusativity is a natural manifestation of this universal base, while their differences reflect the parametric differences of the formal features of v.

Marie Tano (Stanford University)  

*Does blackness have a sound?: raciolinguistic expectations of a bidialectal speaker*

In examining how linguistic familiarity affects perception, I conducted an experimental survey, where listeners evaluated the race and personality of a bidialectal Black male pronouncing experimental sentences in AAE and MUSE. My study addresses the following: How will the evaluation of the speaker be influenced by his dialectal use? How will the ethno-racial/linguistic experiences of participants influence their evaluation? Results indicated that the speaker was perceived as “Blacker” and warmer with AAE, but more competent with MUSE. Additionally, participants with the most familiarity with AAE appeared the most positive in their overall evaluations. The findings demonstrate how linguistic experiences may influence how listeners evaluate accent/ethnicity.

Erik R. Thomas (North Carolina State University)  

**ADS5**

*Ronald Butters’ editing work with the ADS*

Ronald Butters played a crucial role in bringing the ADS’s publications up to current standards. During the 1970s, the venerable journal American Speech was failing to keep up with developments in studies of variation and seemed to be slipping into irrelevancy. As editor from 1982 through 1995, Ron focused the journal on addressing current issues and regaining its place as a premier journal of language variation. His tenure editing Publication of the American Dialect Society (2000-05) saw the publication of eight volumes and the reclaiming of its publication schedule.

Margaret Thomas (Boston College)  

**NAAHoLS2**

*Racism in modern American linguistics: How did we get to where we are?*

A recent upsurge of attention to racism in the discipline of linguistics is both welcome and provocative, but conspicuously lacks historical context. This presentation tries to understand how we got to where we are now. There are reasons to anticipate more influence of racist ideology on American linguistics than on other fields, e.g., linguistics’ ties to European-based philology; there are also reasons to anticipate less influence, e.g., the role of prominent racial-justice campaigner Franz Boas in early 20th century U.S. linguistics—although the limits on Boasian anti-racism may have contributed to linguists’ disengagement from racial-justice activism in the 1920s–40s.
I argue for Collins' (2017) approach to prepositional datives on the basis of data from Goidelic Celtic.

Luis Miguel Toquero-Pérez (University of Southern California)
Colin Davis (University of Konstanz)

Clitic Pronouns and Parasitic Gaps in Spanish: Evidence for Composite A/A-bar Movement

In Spanish and many related languages, pronominal cliticization has characteristics of A-movement. For example, such cliticization feeds binding and licenses depictives. Based on new data from 10 speakers, we investigate the fact that in (Peninsular) Spanish, such cliticization also has an A-bar property: the ability to license parasitic gaps. We argue that in Spanish such cliticization is composite A/A-bar movement, which has traits of both movement types (Coon & Bale 2014; Van Urk 2015; Erlewine 2018, a.o.). Further, we show that Spanish multi-clitic sentences verify the syntax/semantics of PGs proposed by Nissenbaum (2000) and related works.

Peter Joseph Torres (University of California, Davis)

Creak and low pitch as prosodic features for misery and pain

This paper builds on a previous study about voice qualities in doctor-patient interaction involving chronic pain. The current study examines the voice features employed by a group of patients while discussing chronic pain and opioids with their physicians. Discourse analysis was used to probe the meanings and purpose of utterances, while acoustic analysis was used to track pitch for modal speech and examine spectrograms and sound waves for non-modal utterances. Low pitch and creak emerged as salient features during discussions on chronic pain and opioids. Both features were significantly less pronounced in conversations about non-chronic pain and non-opioid medication.

Matthew Tyler (University of Cambridge)

CP complements of er-nominalisations in English

Some er-nominalisations in English can take finite, declarative CP complements (e.g. "a firm believer [that ...]"). I claim (a) that CP-taking er-nominalisations (CoPTErs) are just like other CP-taking nouns (e.g. "belief"), in that the CP is not a true argument of the noun; and (b) that CoPTErs, like other animate er-nominalisations, inherit the argument structure of their ‘parent’ verb - so a verb with a CP argument should form a CoPTEr with a CP argument. I suggest that this tension is responsible for why CoPTErs are degraded in argument positions, but improve when used as predicate nominals.

Ria Upreti (University of Texas at Austin)
Savithry Namboodiripad (University of Michigan)

The effect of English experience on constituent order flexibility in Hindi-Urdu

We use a formal acceptability judgment experiment to ask how experience with English affects the acceptability of differing orders of animate subjects, inanimate objects, and transitive verbs in Hindi-Urdu. Based on previous research, we consider two possibility: direct transfer, in which SVO order in Hindi should be affected by experience with English, and general reduction in flexibility, where participants might show an increased relative preference for canonical SOV. However, we found that increased experience with English corresponded with fewer distinctions between orders. Individual differences analyses are ongoing to identify the types of language experience contributing to this result.
**Mark Visonà** (2017 Linguistic Institute)  
*Constructed Speech as a Linguistic Indicator of Veracity in Truthful vs. Deceptive Online Hotel Reviews*

Two major tools for investigating linguistic indicators of deception – Reality Monitoring (Johnson & Raye 1981) and Criteria-Based Content Analysis (CBCA) (Köhnen 2004) – contain different predictions for reported speech (or what I refer to as “constructed speech” or CS [Tannen 2007]) as an indicator of veracity. Comparing 93 pairs of truthful and deceptive online hotel reviews by undergraduate students raised in the U.S. to 41 pairs of reviews by non-undergraduate participants raised in the U.S., this paper identifies three narrative functions for CS and finds mixed results for the predictions of RM and CBCA for CS as indicating veracity.

**Irene Vogel** (University of Delaware)  
**Angeliki Athanasopoulou** (University of Calgary)  
**Grayson Ziegler** (University of Delaware)  
*Separation of Stress and Focus Prominence in Bengali*

Prosodically expressed focus is typically manifested as an enhancement of some property/properties of the stressed syllable of the focused word (e.g., duration, F0, intensity). In fact, according to Jun's (2014) prosodic typology, languages with lexical stress always manifest larger domain (post-lexical) prominence (e.g., focus) on the prosodic head of the word, and rarely at its edge. Our investigation of Bengali reveals that is precisely the type of language that would be considered typologically rare or atypical since it exhibits lexical stress, but does not express phrasal prominence by enhancing the stressed syllable, using instead a mechanism of post-lexical edge demarcation.

**Rachel Vogel** (Cornell University)  
*Cross-linguistic patterns of domain-final vowel devoicing: a typological approach*

This paper presents a cross-linguistic investigation of domain-final vowel devoicing (VD). I distinguish between two types: assimilatory and non-assimilatory. Assimilatory VD involves an interaction between prosodic and segmental factors, where only vowels that are domain-final and adjacent to a voiceless consonant devoice. In non-assimilatory VD, domain-final vowels devoice regardless of the segmental environment. A key finding is that non-assimilatory VD can be word or phrase-final, whereas assimilatory devoicing is always word-final. I propose that assimilatory VD must be phonologized, whereas non-assimilatory VD can be phonetic or phonological. I also present an OT account of both types of phonological VD.

**Fenqi Wang** (University of Florida)  
**Ratree Wayland** (University of Florida)  
**Kevin Tang** (University of Florida)  
*Native English listeners’ processing of pitch accent in the perception of English lexical stress*

To investigate whether segmental cues to lexical stress (vowel quality) interact with suprasegmental cues (F0) in different sentence-level pitch accent contexts in English spoken word recognition, we investigated the effect of pitch accenting on the use of lexical stress in spoken word recognition by conducting two forced-choice word identification experiments with native English listeners. The findings of the two experiments provided converging evidence regarding the relative weighting of vowel reduction and F0 and shed light on the role of pitch accent in the perception of English lexical stress.

**Sheng-Fu Wang** (Academia Sinica)  
**Yu-An Lu** (National Chiao Tung University)  
*Phonotactics and allophony in visual lexical decision of Mandarin nonce syllables*

We analyzed the roles of phonotactic well-formedness, neighborhood density, and allophony in a visual lexical decision experiment (Myers & Tsay, 2015). Well-formedness was measured by harmonic scores assigned to the stimuli by grammars from an inductive phonotactic learner (Hayes & Wilson, 2008; Gallagher & Wilson, 2018). We found that illicit syllables whose phonetic
transcriptions violated allophonic rules received less word-like decisions and triggered shorter reaction time. Better harmonic scores and higher density both correlated with more word-like decisions and longer reaction time. The effect of harmonic scores on items violating allophonic rules suggests that phonotactics affects processing beyond surface phonetics.

Sheng-Fu Wang (Academia Sinica)

*Pre-boundary lengthening's interaction with surprisal and neighborhood density in Taiwan Southern Min*

This study investigates how pre-boundary lengthening interacts with the effect of surprisal and neighborhood density on syllable duration at discourse and prosodic boundaries in Taiwan Southern Min spontaneous speech. Results show that while higher surprisal leads to longer syllable duration closer to a boundary, the effect is weakened at the pre-boundary position, suggesting a trade-off between strong boundary marking and surprisal. On the other hand, higher neighborhood density leads to shorter duration, and the effect is less modulated by pre-boundary marking. The shortening effect comes from onset, nucleus, and coda neighbors, while having more tonal neighbors leads to longer duration.

Alicia Beckford Wassink (University of Washington)

*Back away from the rest of the West: ethnic minorities' participation in a Washington English vowel pattern*

Yakama and Chicano/a English speech communities provide a valuable context for investigating participation in Washington vowel patterns under the competing configurations of heritage languages. We investigated fronting of non-prelateral /o/ and /u/, merger of /ul~/~/ol/ (POOL~PULL) and /ol~/~/ol/ (BULL~BOWL). A proportional distance approach (20-35-50-65-80%) was used to measure formant trajectories in conversational and citation tasks. We provide a transfer-based account for possible heritage language influence on these vowels' spectral characteristics. While some speakers show coalescence of spectral cues across the entire vocoid, others maintain a difference in F1, F2 and/or duration, suggesting a near-merger.

Jae Weller (University of Wisconsin-Madison)

Jeremy Steffman (Northwestern University)

Félix Cortés

Iara Mantenuto (California State University Dominguez Hills)

*Glottalization and Tonal Contrasts in San Sebastián del Monte Mixtec Rearticulated Vowels*

The production of glottal stop is known to be variable across speakers and contexts cross-linguistically. This study investigates the production of glottal stop in San Sebastián del Monte Mixtec rearticulated vowels, examining voice quality and F0. We test how variability in the realization of a glottal stop is conditioned by vowel and tone context, and the extent to which tonal contrasts are preserved in rearticulated vowels. Considerable interspeaker variation was observed, nevertheless, vowel quality and tone were found to affect whether a full glottal stop was produced. Further, tone contrasts are preserved in rearticulated vowels.

Nathan Wendte (University of Virginia)

*Sporadic Inflectional Morphology in Louisiana Creole: the Verbal Suffix /-se/ *

This poster presents data from Louisiana Creoles pertaining to the borrowing of an inflectional affix from French (/-se/). Although inflectional borrowing is not expected in situations of language contact, language endangerment and a drive to hyper-correction have made this sporadic feature moderately prominent in the speech of Louisiana Creoles.

Yosiane White (University of Pennsylvania)

*Evidence for the abstract mental representation of the variable progressive suffix ING*

Sociolinguistic work on variable ING (thinking~thinkin') uses conversational speech as a window onto the locus of ING variation and its use in speech. Experimental priming is a well-established tool for exploring how linguistic units (e.g. suffixes) are represented in the lexicon. This study combines insights from these two literatures to elucidate how the sociolinguistic variable ING is mentally represented. The results show that not only are -ing and -in' both represented as variants of an abstract progressive suffix
ING in the lexicon, there is either a representational or expectation-based processing asymmetry caused by the nonstandardness of the variant -in'.

Ayana Whitmal (University of Massachusetts at Amherst)  
*Deriving a complex BIN through adverbial BIN complexes*

Work by Green (1998) discusses 3 sub-types of stressed BIN in African American English (AAE). BIN exhibits restricted cooccurrence with temporal adverbials, though each sub-type differs in how they interact with these adverbials. Based on data involving BIN with temporal adverbials and drawing on works connecting adverbial position to interpretation (Ernst 2004, Boneh & Doron 2008), I argue that BIN is an adverbial itself that situates the initiation of an eventuality in the remote past. This adverbial, in concert with certain combinations of tense and aspect, forms a complex that makes up the canonical BIN construction.

Eric Wilbanks (University of California, Berkeley)  
*Investigating Selective Adaptation to Socially-Induced Percepts*

This project investigates the influence of perceived social characteristics on speech perception using the selective adaptation paradigm. This effect, in which repeated exposure to a prototypical phoneme narrows participants' acceptance of a continuum as belonging to that phoneme. 180 listeners participated in an Amazon Mechanical Turk experiment, and we find that exposure to different gendered voices (unambiguously female, unambiguously male, ambiguously gendered) and different sibilant types (unambiguous /s/, unambiguous /ʃ/, ambiguous sibilant) did not shift participants' later categorizations of a sibilant continuum. Further replications are being conducted to determine if this null effect is due to experimental design.

Erin Wilkinson (University of New Mexico)  
Ryan Lepic (Gallaudet University)  
Lynn Hou (University of California, Santa Barbara)  
*Investigating the distribution and functions in the family of 'what'-signs in American Sign Language*

American Sign Language (ASL) has at least four manual forms that can be glossed using the English what; however, little is known about their functions in discourse. We examine the partially overlapping functions of 'what'-signs that emerge from context. The distributional analysis shows that 'what'-signs often appear in recurring sequences with analyzable structure, and we propose that can be best accounted for in a usage-based, construction-theoretic framework. Such an approach expands our understanding of the structure of ASL and appeals to our human capacity to categorize individual signs and larger, multi-sign structures in which particular signs appear in the analysis.

Savannah Jane Williams (University of Georgia)  
Margaret Renwick (University of Georgia)  
*A Linguistic Analysis of English Personal Names*

Previous research demonstrates that sound symbolism, a hypothesized relationship where speech sounds represent non-phonetic properties, can impact the formation of English personal names (Cutler et al. 1990). This study adopts a diachronic perspective: male and female names are compared to each other and to themselves across time. Statistical analysis conducted using a dataset of first names sourced from the US Social Security Administration finds that female names are longer, more likely to end in a vowel, and less likely to have initial primary stress, and that names for both sexes have shifted toward a pattern previously associated with female names.

Michael Wilson (University of Massachusetts at Amherst)  
*LSAVP*

*P-conflation in the English spray/load alternation*

Spray/load verbs take a theme-object and a PP-loc, or a goal-object and a PP-with; e.g., "John sprayed paint onto the wall" (theme-object), "John sprayed the wall with paint" (goal-object). I argue the goal-object structure is derived by the conflation of a null P
with the verb in English (cf. Damonte 2004), which accounts for the impossibility of goal-object unaccusative and nominal uses; cf. Paint sprayed onto the wall, *The wall sprayed with paint; and *the spray (= the paint/≠ the wall). With P-conflation, this behavior conforms to generalizations regarding P-stranding in unaccusatives (*The house broke into) and restrictions on zero-derivation.

Michael Wilson (University of Massachusetts at Amherst)  
Tom Roeper (University of Massachusetts at Amherst)  

*Re-Visiting Resultatives: Evidence for Non-uniformity*

Intuitively, intransitive resultatives like "John sneezed the tissue soggy" and transitive resultatives like "John hammered the metal flat" differ. Intransitive resultatives seem to introduce both a result state and an argument; transitive resultatives seem to indicate the result state of an existing object argument. Using evidence from re-prefixation, we argue syntactic multidominance naturally allows for the object in a transitive resultative (e.g., "the metal" in "John hammered the metal flat") to be simultaneously the object of the verb and the subject of the small clause, while in the intransitive resultative, "the tissue" is only the subject of the small clause.

Grace B. Wivell (State University of New York at Stony Brook)  

*Consonant Acquisition in Lio*

Lio is an understudied Austronesian language spoken in Central Flores, Indonesia by 220,000 speakers (Ethnologue, 2019), for which no acquisition research has yet been completed. In this case study, the speech of two female bilingual speakers, ages 7 and 9, were transcribed, to determine which consonants were produced in an adult-like manner by each speaker; all consonants excepting [ɰ] and [r] were produced in an adult-like manner. [ɰ] is of note, as it was replaced by [j], a phoneme in the speakers’ other language, Indonesian, implying a potential influence of bilingualism.

Walt Wolfram (North Carolina State University)  

*Legal evidence in arguing for linguistic profiling*

I present an empirically based model for justifying a claim of linguistic profiling. We wrote a script for a rental call similar to the complaint, and recorded it with three African American and European American men, including the plaintiff in the case. The recordings were played for a naïve audience of 32 listeners who identified the speakers’ ethnicity. The results from the experiment argued against the defendant’s claim that they could not identify the ethnicity of the speaker from the phone call. The case honors Ron Butters’ claim for the utility of linguistic analysis in resolving issues of linguistic justice forensically.

Elizabeth Wood (University of Texas at Austin)  
Megan Crowhurst (University of Texas at Austin)  
Mackenzie Walters (University of Texas at Austin)  

*The perceptual salience of creak and duration as prosodic boundary cues in Spanish and English*

We tested the ability of native Spanish, native English, and native Spanish/English bilingual speakers to locate utterance-internal prosodic boundaries using duration- and creak-based cues. Stimuli: sentences containing an ’A and B’ conjunction plus a complement, term C (e.g., They had burgers and French fries with ketchup), which could have a conjoined N or a conjoined NP reading. Results: making A creaky increased conjoined NP decisions in all participant groups, consistent with a prosodic boundary after A. Lengthening A increased conjoined NP decisions in all but the Spanish group. Contribution: novel data on perceptual salience of duration and creak for Spanish.

Danfeng Wu (Massachusetts Institute of Technology)  

*Bipartite syntax of negation in corrective "but" sentences*

We propose an analysis of negation in corrective "but" sentences that involves two positions of negation, one structurally higher than the other. Either position may be pronounced, but only the high position is interpreted. In addition, ellipsis deletes repeated
material in the second conjunct. This suggests a novel view of negation as a coordinator (parallel to "either" in "either...or...") sentences. This analysis is also consonant with previous proposals for the syntax of focus-sensitive operators, suggesting that all focus-sensitive operators may have what we call bipartite syntax: there are two instances of the operator in a sentence.

Danfeng Wu (Massachusetts Institute of Technology)  
Boer Fu (Massachusetts Institute of Technology)  
Prosodic evidence for syntax in biased questions in Mandarin

The study of ambiguity in biased questions has mostly relied on disambiguating contexts. We add to the small literature on the prosody of biased questions a new case study of Mandarin, where biased questions can be disambiguated by tone sandhi, which is blocked in one type of biased questions (positive biased questions), but not in the other (negative biased questions). Based on this and additional syntactic evidence, we argue that these two types of biased questions have different syntactic structures, and the said tone sandhi process is blocked by a prosodic boundary mapped from a clausal boundary.

Cheng Xiao (University of South Carolina)  
Jiang Liu (University of South Carolina)  
The Perception of Emotional Prosody in Mandarin Chinese

The paper investigates how Chinese and English speakers perceive emotional prosody in Mandarin Chinese. In a tonal language, the emotional prosody is superimposed on lexical tones. This creates complications for listeners because emotional prosody and lexical tones are expressed through the same acoustic features. We found language experience helped to improve non-native listeners' perception of emotional prosody in L2 Chinese. The judgment of the intended joy emotion suggested a different mechanism for native and non-native speakers to process pitch as paralinguistic cues in a tonal language.

Yusuke Yagi (University of Connecticut)  
Strawson Semantic Value: An explanation for the definite reading in ellipsis

This study aims at explaining the indefinite/definite ambiguity in VP-ellipsis, by extending the proposal by Rooth (1992). For this purpose, I will propose the notion of Strawson Semantic Value. I will also discuss the extension of the proposal to sluicing, in which the definite reading is observed. I will also compare my proposal with the previous approach.

Yaning Yan (Renmin University of China)  
Jun Lyu (University of Southern California)  
Syntactic priming of verb copying constructions in (non-)native Chinese speakers

This study investigates the syntactic priming effect and the lexical boost effect in the verb-copying construction with a V-NP-V-Adverbial structure in Chinese (e.g., 'drive car drive 3 hrs'). Syntactic priming effects were identified for both L1 and L2 speakers as the verb-copying primes elicited higher proportions of verb-copying productions compared to control primes. However, L1 and L2 speakers behaved differently regarding the lexical boost effect: L1 speakers only showed the lexical boost effect when the adverbials (but not the verbs) were repeated between the primes and the to-be-produced targets while L2 speakers showed consistent lexical boost effects in Exp.1-2.

Muyi Yang (University of Connecticut)  
The closeness constraint on focus association and the syntax of Q-particles

While in some languages focus association at a distance is possible, in some languages, focus particles must be as close to their associates as possible (Vietnamese, cf. Erlewine 2017; Russian, cf. Zanon 2018; a.o.). In addition to focus particles, some languages also have overt question particles (henceforth Q-particles). I show that in some languages of this type, in particular, in Sinhala (Indo-Aryan), Q-particles parallel with focus particles in that Q-particles are also subject to the closeness constraint. I show that this challenges the existing analyses of Sinhala Q-particle, and propose a new analysis.
How do learners know attitude verbs select what in wh-in situ languages?

Part of learning any verb involves learning its selectional restrictions, e.g. whether it selects only interrogative clausal complements ("rogative"), declarative complements ("anti-rogative"), or both ("responsive") (Lahiri 2002). With a study of the highly-frequent responsive verb zhidao "know", anti-rogative verb xiang "think, want", and rogative wen "ask" in child-ambient speech from four Mandarin CHILDES corpora, we show that the input contains syntactic cues, like the yes/no question particle ma, that could help learners resolve this learning problem. Additionally, speech act cues are likely to be useful, but potentially misleading.

Are you asking me or telling me? Learning to identify questions in early speech to children

Infants seem to react to parents' questions early but what goes into recognizing a question? It is unlikely that they can rely on the (interrogative) form, and the primary function of questions (soliciting information) might not be evident in infant-directed speech. We propose that children identify questions via the expectation that questions are typically used to set up topics and solicit responses. By examining infant-directed speech, we found the hypothesized signatures of questionhood, topic-setting and response solicitation, are present in the early speech to children, even though parents' questions to prelinguistic children are often ones where the speaker knows the answer.

Sociolinguistically-Aware Computational Models of Mandarin-English Codeswitching Using CART

Current research on computational modeling of codeswitching focuses on syntactic constraints as predictors (Li & Fung 2014; Li & Vu 2019) rather than sociolinguistic ones. This paper demonstrates the value of sociolinguistic factors as predictors (e.g. age and balanced bilingualism levels) in training a Classification and Regression Tree (CART) model on novel codeswitched data. The CART model, predicting the presence or absence of codeswitching in a sentence, achieved an accuracy of 0.804 with the area under its ROC curve being 0.692, comparable to previous computational studies (e.g. Li & Fung 2014) that used syntactic constraints as predictors.

There is no Uniquely Optimal Sonority Hierarchy: A Phonotactic Investigation of 496 Languages Adopting 40 Sonority Hierarchies

The SONORITY SEQUENCING PRINCIPLE (SSP) is a fundamental cross-linguistic generalisation, central to which is the SONORITY HIERARCHY. However, both notions are challenged by an abundance of disagreeing hierarchies proposed in the literature. The current study examines possible sonority hierarchies. It adopts 40 different sonority hierarchies and investigates how well the SSP is supported empirically in 496 genealogically diverse languages. Results show that the level of empirical support is very nearly equal for the bulk of sonority hierarchy proposals, so long as voiceless sibilants and voiceless plosives are in the same sonority class. There is no unique, empirically optimal sonority hierarchy.

Adverbial clauses with and without operator movement

Cross-linguistically, adverbial clauses may be categorized into central and peripheral adverbial clauses. While recent studies reveal that they fundamentally differ in their internal syntax regarding operator movement (Haegeman 2010a, b, 2012), we present novel evidence from Mandarin to argue that the presence/absence of operator movement does not align with the central-peripheral
dichotomy. Both movement and in-situ strategies can be found in the central class like temporal and event conditional clauses, and in the peripheral class like inferential clauses as well. Consequently, a finer typology is needed to capture the role of operators in adverbiacl clauses.

**Ka-Fai Yip** (Yale University)  
**Comfort Ahenkorah** (Yale University)  

*Non-agreeing resumptive pronouns and partial Copy Deletion*

This study investigates how Copy Deletion may be partially applied in resumption in two unrelated languages Cantonese (Hong Kong) and Akan (Twi). We report a non-canonical type of resumptive pronouns that show phi-feature mismatch with their antecedents, found in the object and subject positions in the two languages respectively. We argue that these non-agreeing RPs are the realizations of the lower copies of movement chains, and propose an account based on partial Copy Deletion. This finding also offers strong empirical evidence to support a movement view of resumption over an agreement-based view.

**Shigeki Yoshida** (University of Tokyo)  

*Two ways of marking focus in Sinhala: A study based on web resources*

In Sinhala focus constructions, there are two optional ways of marking focus: a focus particle on a focal constituent and right dislocation of the constituent. This study examines how the two optional ways of marking focus are used to accomplish the same goal of marking focus. Using language resources on the Web, I investigated the two ways as well as the length of focal constituents. Based on the results, I argue that the two ways are used for the similar purpose of marking focus, but they are used differently depending on other factors such as the length of focal constituents.

**Hedde Zeijlstra** (Georg-August University Göttingen)  

*Postsyntactic movement on the LF-side of Grammar: Quantifier Raising applies outside narrow syntax*

It has been a general topic of debate whether (Internal) Merge should be restricted to narrow syntax, or whether it also applies in other grammatical components, such as phonology, morphology and/or the lexicon. Post-syntactic movement has been proposed, and is nowadays generally been accepted, for the PF-side of grammar. I argue that a series of problems that arise when Quantifier Raising is taken to be a process that takes place within the syntactic component, either prior or after Spell Out, disappear once it is assumed that Internal Merge applies after the derivation is transferred to the Conceptual-Intentional System.

**Lingzi Zhuang** (Cornell University)  
**Eszter Ótott-Kovács** (Cornell University)  

*How reportatives become attitudinal: Turkish "double evidential" in diachronic and cross-linguistic view*

We argue for a cross-linguistically general diachronic pathway by which a reportative evidential changes into an attitudinal, and loses its evidential restriction. We characterize it as a conspiracy between (i) "up-the-tree" syntactic reanalysis (Roberts & Roussou 2003) of a reportative Sentience head, and (ii) semantic reanalysis (Eckhardt 2006) of a SPKR-oriented attitudinal implicature commonly associated with the use of reportatives. Focusing on Turkish "double evidentials" while adding data from Bulgarian, Shanghai Wu and Cantonese, we show that this analysis captures both the commonality and variability of reportative-to-attitudinal changes cross-linguistically.

**Grayson Ziegler** (University of Delaware)  

*An investigation of the stop contrasts in Burmese*

Burmese has been previously described as contrasting voiceless aspirated, voiceless unaspirated and voiced stop phonemes, which may be expected to be phonetically manifested as three distinct voice onset time patterns (positive, zero and negative VOT, respectively). An absence of voicing during the closure of all stops raised the question of whether the voiced and voiceless unaspirated categories had merged. This perception study showed that Burmese speakers consistently identify all three stop types,
suggesting that the distinction between the voiced and voiceless stops was manifested by some other property. A follow-up acoustic analysis revealed that this property is F0.

**Sam Zukoff** (University of Leipzig)

*Less is Moro: Streamlining Jenks & Rose (2015)*

Moro (Kordofanian) is one of few languages which displays phonologically-conditioned mobile affixation. Jenks & Rose (2015) [J&R] show that object markers predictably alternate between suffixal and prefixal position, depending on phonological factors. J&R develop a cophonology analysis that derives the different tone and mobility patterns, arbitrarily distributed across Aspect/Mood/Deixis constructions, by minimal constraint re-ranking. This analysis consists of seven constraints on the distribution of high tones, plus one morpheme-specific alignment constraint. In this paper, I show that their analysis requires only half of these constraints. This pared down analysis clarifies the crucial interactions that truly characterize Moro's mobile affixation system.
The LSA gratefully acknowledges the assistance of the following individuals in reviewing the 474 abstracts submitted for the 2022 Annual Meeting.

Elizabeth A Cowper
Deborah A Dahl
James A Walker
Loren A. Billings
Joseph Abraham Stanley
Hyumah Ahn
Marisa Alana Brook
Ksenia Alexeyevna Ershova
Artemis Alexandou
Chelsea Alicia Sanker
Laura Anne Horton
Julie Anne Legate
Carl Anthony Polley
Andrei Antonenko
Karlos Arregi
Lamar Ashley Graham
Adolfo Austin
Eric Bakovic
Ariana Bancu
Michael Barrie
Jeffrey Bernard Renaud
Sheryl Bernardo-Hinesley
Christina Bjorndahl
Marina Blekher
Gemma Boleda
Claire Bowern
David Bowie
Ben Braithwaite
Ann Bunger
Roslyn Burns
Mark C Baker
Shou C Chao
Rodney C Jubilado
Leah C. Geer
Patricia Cabredo Hofherr
Jose Camacho
Richard Cameron
Matthew Carlson
Jill Caroline Thorson
Nicholas Catasso
Yunchuan Wang
Chuan Chih C Wang
Peter Chong
Christiania Christodoulou
Emily Clem
Charles Clifton
Leslie Cochrane
Jennifer Cole
Rolando Coto-Solano
Margaret (Meg) Cychosz
Ian D. Clayton
Paul D. Fallon
Virginia Dawson
Janet Dean Fodor
Natalie DelBusso
Kristin Denham
Derek Denis
Marianna Di Paolo
Rikker Dockum
Hossep Dolatian
Chris Donlay
Edwin Douglas Floyd
Guilherme Duarte Garcia
Daniel Duncan
Nancy E Hall
Yuchau E. Hsiao
Sarah E. Murray
Margaret Elizabeth E. Renwick
Sarah Elizabeth Hercula
Ramon Escamilla
Ricardo F. Napoleão De Souza
Matthew Faytak
Crawford Feagin
Hana Filip
Molly Fitzmorris
Elaine Francis
Martin Fuchs
Zuzanna Fuchs
Phoebie Gaston
Lelia Glass
John Gluckman
Carolina Gonzalez
Helen Goodluck
Hans Götzsche
Nala H. Lee
Erin Hall
Jorge Hankamer
Heidi Harley
Ivy Hauser
Peter Hendriks
Daisuke Hirai
Ken Hiraiwa
Kazuko Hiramatsu
Masako Hirotani
Bradley Hoot
Amalia Horan Skilton
Yi-Wen Huang
Tim Hunter
Adam I. Cooper
Aleksent Ioulevitch Nazarov
Adam J Chong
Seunghun J. Lee
Luksaz Jedrzejowski
Robert K Painter
Kleanthes K. Grohmann
Elsi Kaiser
Aaron Kaplan
Misha Karen Becker
Argyro Katsika
Ezra Keshet
Olga Klymenko
Bjoern Koehnlein
Martin Kohlberger
Sepideh Koolhkan
Peter Kosta
Hadas Kotek
Jean-Paul Kouega
Ruth Kramer
Jelena Krivokapic
Anne L. Bezuidenhout
Sonja L. Lanehart
Isaac L. Bleaman
Teresa Lee
Jiwon Lee
Vera Lee-Schoenfeld
Catherine Leger
Margaret Lei
Hannah Leigh Sande
Ryan Lepic
Beth Levin
David Lightfoot
Sharon Louise Hargus
Yu-An Lu
Anna Lubowicz
Ceil Lucas
Cynthia Lukyanenko
Rebecca Lurie Starr
Ibrahim M Alaswad
Anna M Babel
Grant M Berry
Charlene M Eska
Elizabeth M Riddle
Lauren M. Squires
Jonathan Macdonald
Emily Manetta
Tiao Yuan Mao
Christopher Mathias Hammerly
James Mcclloskey
Theresa Megarry
Fanjun Meng
Joshua Michael Griffiths
Kaori Miura
Claire Moore-Cantwell
Takashi Nakajima
Savithry Namboodiripad
Jacob Neil Collard
Jill Neundorf
Sumiyo Nishiguchi
Hiroki Nomoto
Jennifer Nycz
Kenji Oda
Rafael Orozco
Jason Overfelt
Ronald P. Schaefer
Jaye Padgett
Marjorie Pak
Roumyana Pancheva
Robin Park Karlin
The LSA gratefully acknowledges the assistance of the following individuals in reviewing the 474 abstracts submitted for the 2022 Annual Meeting.

Ludger Paschen
Jeffrey Payne Williams
Francesco Perono Cacciafoco
Thomas Perry
Heike Pichler
Marc Pierce
Jean Pierre Koenig
Robert Podesva
Eric Potsdam
Jeffrey Punske
David Quinto-Pozos
Dennis R Preston
Caroline R Wiltshire
Paul Reed
Jessica Rett
Peter Richtsmeier
Jeffrey Robert Lamontagne
Gareth Roberts
Carol Rose Little
Basile Roussel
Cinzia Russi
Laura Ruth-Hirrel
Christopher Ryan Green
Tom S Juzek
Joseph Sabbagh
William Salmon
Liliana Sanchez
Sara Sanchez-Alonso
Nathan Sanders
Teresa Satterfield
Yael Sharvit
Zheng Shen
Ivy Sichel
Carmen Silva-Corvalan
Andrea Sims
Betsy Sneller
Todd Snider
Usama Soltan
Juliet Stanton
Jeremy Steffman
Rachel Steindel Burdin
Donca Steriade
Hao Sun
Ryan T Bennett
Carson T. Schütze
Sali Tagliamonte
Ellen Thompson
Rebecca Tolland
Holman Tse
Rory Turnbull
Elena V Koulidobrova
Virginia V Valian
Eve V. Clark
Chris Vanderstouwe
Brian W Dillon
Abby Walker
Ryan Walter Smith
Phalangchok Wanphet
Thomas Wasow
Rebecca Wheeler
Taylor Whitman Jones
Lynsey Wolter
Charles Yang
Lynn Yong-Shi Hou
Kristine Yu
Andre Zampaulo
Jie Zhang