

Abstracts

Thursday: 8:00am / Spanish River Room

Ramon Escamilla
University of Central Arkansas

Email address: rescamilla@uca.edu

Abstract: Distinguishing evidential strategies ch'in and ch'ina:ng' in Hupa (Dene; California)

Previous work has documented that Hupa evidential strategy ch'in functions as both a quotative (attributing quoted speech to a specific third party) and a hearsay/reportative strategy (attributing information to an unspecified third party). Hupa also exhibits the newer form ch'ina:ng', from ch'in + 'ung' 'it is so!'. Golla (1970:279) claims that ch'ina:ng' "indicates the speaker's firm belief in the veracity of what he [sic] is saying".

Based on continuing work with a native speaker and on a range of twentieth-century and contemporary texts, I document the distribution of ch'ina:ng', showing evidence that the form can index epistemic certainty (cf. Golla) and both functions of bare ch'in, but only in restricted contexts. Further, only ch'in is deployed to encode Speaker's metaphorical distance from the proposition, mitigating their responsibility (cf. Aikhenvald 2004, Thornes 2018, Aikhenvald 2018).

Thursday: 8:00am / Palmetto Room

Rebecca Roeder
The University of North Carolina at Charlotte

Email address: rroeder@charlotte.edu

Abstract: Pre-lateral Mergers in a Southern Urban Context: Insights from Charlotte, NC

This study examines the production and perception of two pre-lateral vowel mergers, PEELPILL and POOL-PULL, in Charlotte, NC. Data from 50 lifelong residents, balanced across gender, age, and education, show divergent trends. The traditionally Southern PEEL-PILL merger is reversing, while the supra-local POOL-PULL merger, common in southwestern Pennsylvania, is progressing. These patterns suggest dialect contact due to increased migration into Charlotte and influenced by language attitudes. Production and perception data were collected through minimal pair reading tasks, with the acoustic analysis focusing on F1, F2, and vowel duration. Results for PEEL-PILL show that most participants are unmerged, although a significant percentage exhibit nearmerger, providing a partial explanation for merger reversal. For POOL-PULL, the presence of both merger and near-merger

indicates supra-local influence. This study demonstrates the role of near-merger in merger reversal and provides insights into how dialect contact in urban areas influences linguistic change.

Thursday 8:30am / Spanish River Room

Jabier Elorrieta
New York University

Email address: je52@nyu.edu

Abstract: Will inclusive language simply become a way to express political preferences?

This paper considers whether some of the most recent developments regarding inclusive language, such as decisions made in Argentina to forbid its use in certain contexts, mean that the question has gone beyond consideration as a linguistic issue of gender assignment and is becoming purely political. Argentina is well known as a country where the use of inclusive language such as nouns ending in –es for the plural referring to all genders has made the most inroads in the spoken language. This usage has been fostered by academics, teachers, professionals and schools, and is present in inclusive language guides published there and other countries. However, this usage has of late been limited by decisions made by state and local governments which limit the usage of such language. Although the reasoning is that use of -es goes against the nature of Spanish language norms, given its widespread use prior to these, the question is increasingly becoming a political one, where its usage or the militant fight against it can be attributed to distinct political ideologies which go beyond the consideration of purely linguistic issues that might factor into such decisions.

Thursday: 8:30am / Palmetto Room

Paul B. Mandell
University of Houston Downtown

Email address: mandellp@uhd.edu

Abstract: In Search of Precedence

Whether relatively new to an academic career or a seasoned professional, one of the current topics encountered regularly in the tenure trajectory is the question of singular- versus multi-authored publications. A tension arises between faculty trained in a setting of linguistics as a social science in which participating in a research team is a matter of course and faculty trained in more of a humanities-related tradition in which scholars tend to do research and write

individually. The current talk will flesh out this question, reviewing the stance taken by professional organizations, presenting some survey data, and raising questions relevant to academic careers in linguistics.

Thursday 9:15am / Spanish River Room

Leslie Moreno

Florida Atlantic University

Email: lmorenocifue2023@fau.edu

Abstract: Moral reasoning and foreign languages: A cognitive linguistic study Moral judgments can shift when made in a foreign language, often becoming more utilitarian and less emotionally driven. This pilot study explores that phenomenon from a linguistic-cognitive perspective, examining how bilingual Spanish–French professors reason through moral dilemmas in their L1 and L2. Drawing on Gosselin’s Modular Theory of Modalities (2010) and Greene et al.’s Dual Process Theory (2001), the study reveals that participants tend to show more utilitarian reasoning when using French. This supports the broader claim that foreign language processing may downregulate emotional responses and favor rational, outcome-based judgments. However, our analysis suggests that this shift is mediated by specific linguistic and cognitive parameters—such as temporality (T) and speaker engagement (E)—rather than by emotional detachment alone. These findings contribute to a deeper understanding of how language structure and usage contexts shape moral cognition, and they offer new insight into the cognitive-linguistic mechanisms underpinning internal versus external reasoning in bilingual minds.

Thursday 9:15am / Palmetto Room

Tamara Warhol and Allison Burkette

The University of Mississippi and The University of Kentucky

Email address: twarhol@go.olemiss.edu & allison.burkette@uky.edu

Abstract: Linguistic Atlas Project Interviews as Speech Events

Briggs (1986, 2007) argues that interviews should not only be construed as a method for gathering data but also as a speech events to be studied. Thus, researchers of interviews should not just consider informational content but also the ideologies, intertextuality, and interactional moves of interview participants (Koven 2014). Within dialectology, interviews have predominated as the primary method for collecting data. However, interview methods, interactions, and ideologies have undergone shifts from earlier inceptions of dialectologists in the 1930s to traditional Labovian sociolinguistic interviews in the 1980s to more modern methods.

Drawing on data from the Linguistic Atlas Project, this paper diachronically compares the interactional achievement of eliciting words about weather in the Linguistic Atlas of New England (LANE) interviews from the 1930s and the Linguistic Atlas of the Middle Rockers (LAMR) interviews from the early 2000s. The comparison demonstrates differences in reference, ideologies, and interactional moves of the interviewers and participants.

Thursday 9:45am / Spanish River Room

Marta Parra
Georgia State University

Email address: mgalindo@gsu.edu

Abstract: Exploring the Linguistic Landscape in Soccer Matches: A Comparative Study of Real Madrid and FC Barcelona

This study examines the linguistic landscape of the two stadiums in Spain, Santiago Bernabéu and Estadi Olímpic Lluís Companys, during the soccer matches Real Madrid vs. R.C. Celta (3/10/2024) and FC Barcelona vs. Napoli (3/12/2024) respectively. Using reterritorialization (Malinowski et al., 2020) as a framework, the research compares (a) static and (b) dynamic elements (Biro, 2023) and assesses how language, identity, and globalization intersect in these cultural spaces. Data is gathered through match observations, photography, linguistics policies, and historical documentation to identify and analyze linguistic patterns and cultural meanings. Findings indicate that the Bernabéu features dominant Spanish signage reflecting national unity, while Estadi Olímpic emphasizes Catalan, showcasing regional identity and pride. Multilingual practices in both enhance inclusivity. The study contributes to sociolinguistics and cultural studies by demonstrating how stadiums serve as sites of identity expression and underscores the importance of multilingual signage for fostering inclusivity in multicultural contexts.

Thursday 9:45am / Palmetto Room

Ashleigh Pipes
University of Tennessee at Chattanooga

Email address: ashleigh-pipes@utc.edu

Abstract: Leadership in any language: Constructing a multilingual professional identity

While there is ample scholarly work (e.g., Hanges et al., 2016; Pagda et al., 2021; Tolstikov-Mast et al., 2021) and popular literature (e.g., Black & Morrison, 2020; Livermore,

2024) regarding cross-cultural leadership, investigations specifically into the role of foreign and second language use as it relates to leadership in practice is more limited. This presentation will explore how business professionals who regularly interact in a non-native language in their work environments develop their language skills, construct their multilingual leadership identities, and adapt their communicative efforts to myriad contexts. Using a phenomenological approach, themes emerging from in-depth interviews will be explored alongside insights from research into relevant individual differences in second language acquisition, i.e. willingness to communicate (Munezane, 2023) and motivation (Henry, 2017). The results from this study will provide insight into language instruction that may inform language teaching as well as leadership training in cross-cultural contexts.

Thursday 10:30am / Palmetto Room (1 hour long session)

Panel: Ralf Thiede, Emanuela Izquierdo, and Natalie Monson
The University of North Carolina at Charlotte

Email address: rthiede@charlotte.edu

Abstract: Language Nutrition

This panel includes three presentations on language nutrition and its role in cortical health, neural development, and cognitive reserve against degenerative attrition. Specifically, we present medical evidence that language is literally a nutrient, a case for multilingualism as a buffer against language loss in dementia, and a survey and evaluation of language nutrition programs that have been launched in the US.

Thursday 11:00am / Spanish River Room

Caroline Webb
Broward College

Email address: cwebb2017@fau.edu

Abstract: Thank You for Hearing Me: Stories of Linguicism

Linguicism, also known as linguistic racism, is a subtle and normalized way to discriminate against others based on their use of language. Rooted in Standard English, monolingual, and native speaker ideologies, linguicism can take the form of mocking, stereotyping, othering, or even legally discriminating against someone, all of which is deeply hurtful and damaging to those affected. In education, linguicism polices are present at national and local levels, as well as in the classroom itself. Finding a way to counter these dominant ideologies has been challenging

to say the least. In an attempt to advance the cause of social justice and to have minoritized voices be heard, this study employs a storytelling methodology to gather first-hand accounts of those who have experienced linguisticism. This presentation will describe the findings of the study and share the experiences and harmful effects that linguisticism has had on participants' lives.

Thursday 11:30am / Camino Room

John I. Liontas
University of South Florida

Email address: liontas@usf.edu

Abstract: From Theory to Practice: The Art and Science of Materials Development in Language Teacher Education

The development of teaching materials, including textbooks, workbooks, authentic texts, and multimedia resources, has been fundamental to second language teaching. For decades, teachers—both individually and in groups—have created print/digital materials that align with their students' needs and interests across diverse glocal contexts (see References). This work is driven by a consistent goal: designing linguistic content that engages students and supports their language development. Accordingly, this presentation focuses on the critical role that materials development plays in second language teacher education. It highlights the importance of professional development in both school-wide and university-based settings. It examines how pre-service and in-service teachers, from undergraduate to doctoral levels, engage in design processes informed by research-based practices and theoretical frameworks. Principles of print and digital materials design underscore the importance of reflection in assessing professional growth. The discussion highlights how multimedia materials development shapes teacher identity and agency in dynamic, action-oriented contexts.

Thursday 11:30am / Spanish River Room

Andrew Campman
The University of Georgia

Email address: Andrew.Campman@uga.edu

Abstract: Creoles with Non-European Lexifier Languages

This paper expands one aspect of Salikoko S. Mufwene's (2000) proposal that creoles have a sociolinguistic rather than a purely linguistic source. In the first portion, it seeks to establish that

creoles only develop under the influence of colonization and in no other language contact situations. For this reason, it has long been argued that having a European language as a lexifier is a requirement for a language to be considered a creole. The second part of this paper discusses several languages which do not have a European language as their primary lexifier but which nevertheless can be argued to have status as creoles. This discussion centers on the fact that although these languages do not have European lexifier languages, they nevertheless arose through colonial practices of both European and non-European peoples.

Thursday 11:30am / Palmetto Room

Irina Shport and Katie Carmichael
Louisiana State University and Virginia Tech

Email address: ishport@lsu.edu & katicarm@vt.edu

Abstract: Diphthong raising across South Louisiana

While the raising of /ai/ and /aʊ/'s nucleus is often labeled 'Canadian Raising', this diphthong-raising has been increasingly documented in geographically disparate North American English varieties (Davis & Berkson 2021 inter alia) – including New Orleans (Carmichael, 2020; Bissell& Carmichael, 2022). While /aʊ/-raising appears to be a change in progress in New Orleans, little documentation of /ai/ exists. We extend prior investigations by analyzing raising patterns for both /aɪ/ and /aʊ/ diphthongs across regions of Louisiana to determine the status of Canadian raising throughout the state. Via Qualtrics, 60 Louisianans were recorded reading 51 words with /aɪ/ and 37 words with /aʊ/ in various phonological and morphological environments. Labov et al.'s (2006) diagnostic of a 60 Hz F1 difference between pre-voiced and pre-voiceless environments was used to investigate the development and distribution of raising patterns in Louisiana. These data add to modern descriptions of southern English and incipient vowel shifts.

Thursday 1:30pm / Camino Room

Thalyta Duczak Alves
The University of Alabama

Email address: tduczakalves@crimson.ua.edu

Abstract: Language on Instagram: How Teacher-Influencers Shape Perspectives on Language Learning

As platforms like Instagram become increasingly integrated into daily life, this platformisation process (Poell et al., 2019) reshapes cultural practices, including language education. Concurrently, social media influencers (SMIs) have fostered the emergence of 'language teacher influencers' (Aslan, 2024), who engage large audiences in informal foreign language learning contexts. This exploratory qualitative study applies netnographic principles to investigate English language teachers in Brazil, a key market for English language teaching (ELT). Using Multimodal Critical Discourse Analysis, the content of seven mega-influencers (with over 1 million followers) is analyzed to examine their enactment of language ideologies surrounding English teaching and learning. Preliminary findings highlight the promotion of linguistic entrepreneurship and native-speakerism, shaping perceptions of English learning locally and globally. These findings offer critical insights into the emerging “platformized ELT ecosystem” (Selvi, under review), where teachers often compete for attention, engagement, and financial gains.

Thursday 1:30pm / Spanish River Room

Prisca Augustyn
Florida Atlantic University

Email address: augustyn@fau.edu

Abstract: Cultural linguistics and Kulturlinguistik - A Comparative Overview

This paper examines the recent development, objectives, and methodologies of *cultural linguistics* (e.g. Sharifian 2017) and *Kulturlinguistik* or *linguistische Kulturanalyse* (e.g. Schlüter 2019). Both movements focus on the interplay between linguistic practices and their cultural contexts. While both are multidisciplinary approaches to the description of linguistic patterns and their cultural meaning, Sharifian's *cultural linguistics* is rooted in cognitive linguistics, deploying concepts like *cultural cognition*, *cultural schema*, *cultural category*, and *cultural metaphor*. *Kulturlinguistik* evolved from a different set of theoretical currents in the German-speaking world, often taking a historical perspective, orienting linguistic analysis towards fields like cultural anthropology, sociology, psychology, philosophy and other fields in the humanities. It is the objective of this paper to provide an overview of these two movements and give some representative examples for their respective research agendas.

Thursday 1:30pm / Palmetto Room

Estrella Rodriguez and Quynh D. Dang
The University of Central Florida

Email address: estrella.rodriguez@ucf.edu & quynh.dang@ucf.edu

Abstract: Linguistic benefits of studying and interning abroad: A multiplicity of factors

Our project documents linguistic benefits of studying and interning abroad via student qualitative feedback. We gathered comments from fifty-three (53) participants from a large Florida research university who studied and interned in Spain over the summers of 2023 and 2024. We drew on the Systems Framework of Bilingualism originally proposed in psycholinguistics by Titone & Tiv (2022) and Tiv et al. (2022). We adapt their framework to a study/intern abroad context to dissect student comments on the linguistic advantages of the experience from multiple perspectives. Our research points at important benefits from the short stay abroad. They are impacted by factors as diverse and dynamic as the individual learner, the environment, social and family values, as well as the intended effects of the global program. We offer recommendations to better inform faculty leaders who participate, as well as students who go abroad for linguistic growth and future career prospects.

Thursday 2:00pm / Camino Room

Brianna O'Boyle
The University of Kentucky

Email address: brianna.oboyle@uky.edu

Abstract: To Trust or Not to Trust: Human Ratings of AI Generated Text

Many use ChatGPT to generate text, but how do humans feel about this text? This study investigated this through a sociolinguistic lens using a matched guise task. 100 participants were shown AI-generated texts with a variety of labels and asked to rate them on three statements using a Likert scale (three for expository and three for fictional). The data was analyzed with mixed effect regressions using participant as a random factor. Label was significant ($p < 0.05$) in five out of six the models, derived from the Likert statements. For expository texts ChatGPT was rated similarly to Wikipedia for accuracy and well written-ness. However, ChatGPT was rated lower than human labels for buyability and creativeness in the creative texts. These results may indicate how there is still a great deal of opacity surrounding how ChatGPT works,

therefore people may have comparatively different levels of trust in its output of different writing genres.

Thursday 2:00pm / Spanish River Room

Catrin Seepo
The University of Florida

Email address: cseepo@ufl.edu

Abstract: A Sociophonetics Examination in Chaldean Neo-Aramaic

The present study provides a sociophonetic investigation of Chaldean Neo-Aramaic, focusing on the rhotic phoneme variations and their interactions with social factors such as age, gender, education, and socioeconomic status within a minority speech community. The study aims to analyze various realizations of /r/ among the Alqoshi (ANA) speakers by applying advanced statistical models and technological tools while exploring the perception of these variations and their implications for social identity. Addressing the complexities of working with an endangered language, the research emphasizes the challenges of data collection and the scarcity of prior research literature on phonetic variation in ANA. The research questions are: (1) is the relationship between the various realizations of /r/ phonemic or allophonic? (2) To what extent do factors such as geographical origin, education, age, and multilingualism influence the rhotic variation? And (3) How does the perception of /r/ correlate with social judgments among speakers of ANA, and to what degree do social cognitive processes, i.e., such as social categorization and stereotype-based judgments, impact these judgments based on perceived social identity? Several hypotheses are proposed: (i) the retroflex /r/ and emphatic /r/ shift to the tap [r] among speakers who are fluent in Arabic, educated in urban areas of Iraq, and were raised in major cities; (ii) both realizations of /r/ may be perceived but not produced by the previously mentioned group, potentially with negative social attitudes; and (iii) gender may not be a significant factor in phonetic variation, except when the retroflexed and emphatic /r/ are used to assert dominance. By employing a multi-faceted methodology, including controlled speech tasks and perception experiments, the study contributes to a deeper understanding of phonetic and phonological structures unique to ANA and offers valuable insights into the broader dynamics of language variation and change. Beyond advancing sociolinguistic theory, this research supports efforts to preserve the cultural and linguistic heritage of the Chaldean community, underscoring its relevance to both academic and community-focused initiatives.

Thursday 2:00pm / Palmetto Room

Matthew Pollock

Louisiana State University

Email address: mbpollock42@gmail.com

Abstract: Mapping the bilingual vowel space: A sociophonetic examination of vocalic variation in the Spanish and English of Shreveport, Louisiana

Spanish linguistic research has historically focused on consonants, with vowels seen as stable (e.g., Díaz-Campos, 2014). However, research has begun to challenge this notion by examining the vowel spaces of monolingual (e.g., Scrivner, 2014), bilingual (e.g., Willis, 2005), and heritage speakers of Spanish (e.g., Ronquest, 2016). This study explores bilingual vowel production in northwestern Louisiana, comparing English monolinguals with Spanish-English bilinguals. Using interview data, twelve speakers' vowels were analyzed. Formant information was collected in Praat (Boersma & Weenink, 2022) and normalized and rescaled for readability using the Lobanov (1971) method. The vowel spaces of these speakers were markedly different from the Spanish language laboratory norms established by Quilis and Esgueva (1983). Rather than exclusively contracting or expanding, spaces varied for individual vowels and due to English influence. Overall, these results point to heretofore unexamined variation in the language systems of monolingual and bilingual speakers of northwestern Louisiana Spanish and English.

Thursday 2:45pm / Camino Room

Paul E. Reed

The University of Alabama

Email address: pereed1@ua.edu

Abstract: Back Vowel Fronting in Northeast Tennessee

The back vowels of many Southern and Appalachian English varieties have been described as being fronted, where the vowels /u/ and /oʊ/ are produced with a more forward tongue position, with /u/ being realized as [ɯ] or even [y], with a slight gliding quality, and /oʊ/ being realized as [əʊ] or [əɯ] or even as front as [ɛʊ] (Hall 1942, Thomas 2001, 2003). The present study investigates whether this back vowel fronting is related to a speaker's connection to place, what Author has termed rootedness (2016, 2020). Using data from reading passages from twenty-five speakers (12 male, 13 female) from Northeast Tennessee, the present study compares the locations of the back vowels and correlates this with a rootedness score (as outlined in Author

2016). Results indicate that all speakers have fronted productions, but some of the most rooted speakers have the most front productions.

Thursday 2:45pm / Spanish River Room

Shorouk Ahmed
Ohio University

Email address: sa524323@ohio.edu

Abstract: Empowering Adult Second Language Learners: Strategies to Overcome the Learning Plateau

Embarking on the journey to learn a second/foreign language is a transformative and enriching experience, opening doors to new cultures, perspectives, and opportunities. While some learners may find this linguistic journey relatively straightforward, others may encounter challenges along the way. One of these challenges is when learners, at a certain point, perceive a lack of progress in their learning process and experience a slowdown in their language improvements (Yi , 2007). According to Xu (2009), this phase is commonly referred to as the learning plateau. This study explores the plateau phenomenon by examining the perspectives of both teachers and learners, focusing on factors contributing to the plateau. A qualitative approach was employed, with data collected through interviews and questionnaires from participants. The findings reveal that both teachers and learners recognize the plateau as a common challenge but emphasize different causes and solutions. Therefore, in this session, I will discuss the learning plateau, explore the factors contributing to it, and identify effective strategies to help adult learners overcome it by examining the experiences and recommendations of both learners and teachers.

Thursday 2:45pm / Palmetto Room

Christina Christodoulou and Beyza Cayli
The University of Mississippi

Email address: cchris26@olemiss.edu

Abstract: Comprehension of Wh- Questions in Three Varieties of American English

Though a growing body of literature is available on the overall linguistic development of African American English (AAE) and, to a lesser extent, Southern English (SE) (e.g., Green, 1995, 2011; Oetting, 2015), studies on the acquisition of questions are scarce. de Villiers, de Villiers and Roeper (2011) showed that characteristics found in AAE give an advantage to AAE-speaking

children in avoiding errors commonly observed in the comprehension of Wh- questions. Recent work by Christodoulou and colleagues reports parallel performance across the two populations. The current work examines the comprehension of Wh- questions in 223 children (AAE, SE, and Mainstream American English (MAE)) using standardised (DELV-NR) and customized testing (3 Narratives). Results show that the three groups present comparable performance with the comprehension of wh- questions across both methods of testing.

Thursday 3:15pm / Spanish River Room

Matteo Fiorini

The University of Central Arkansas

Email address: mfiorini@uca.edu

Abstract: Stress-driven asymmetries in wh-doubling and optional fronting in Eastern Lombard

The distribution of wh-constituents in Eastern Lombard varieties (northern Italy) can be of three main types: (i) postverbal (the most frequent), (ii) sentence-initial, and (iii) discontinuous. (1) a. g CL.3SG a-l have.PRS.3SG=SCL.3SG fat do.PRT ki? what ‘What did she do?’ BORGONATO b. coh what an CL.1PL fai do.PRS.1PL adeh? now? ‘What do we do now?’ CALCINATE c. ngo where se-t be.PRS.2SG=SCL.2SG ndat go.PRT ngont? where? ‘Where did you go?’ MONNO The analysis of a representative corpus shows that, in most instances, the sentence-initial and the post-verbal elements have different forms. I argue that these asymmetries emerge from the interaction of two restrictions: (i) stress is canonically assigned post-verbally, and (ii) wh-constituents must be stressed. When wh-interrogatives surface sentence-initially, one of the two must be violated, that is, stress must shift. In varieties that accept both postverbal and sentence-initial wh-constituents, as shown in 1 the latter are thus invariably prosodically heavier than the former to be able to attract stress.

Thursday 3:15pm / Palmetto Room

Emmanuel Alvarado and Wendy Mendez-Hasselman

Palm Beach State College

Email address: alvarade@palmbeachstate.edu

Abstract: Course Redesign to Improve Enrollment Decline and Language Proficiency for Employability

This presentation will go over the challenges faced in higher education and possible strategies to support language programs. During our discussion, we will explore the need for redesign and flexibility as we evolve from the traditional models for foreign language acquisition and teaching methodologies. How do we foster the understanding of interculturality through our courses as students develop self-awareness? How do we improve the need for growth and interdisciplinary action in the humanities by using language learning as a supplementary resource? How do we connect high-impact learning with the intercultural competence the student acquires through language learning for career readiness?

Thursday 3:45pm / Camino Room

Jean Costa- Silva
The University of Georgia

Email address: jeancosta@uga.edu

Abstract: A Journey through Space: Analyzing Motion Encoding Strategies in L2 Writing

This study investigates motion event descriptions (a language universal) in the writing of English-Portuguese learners, focusing on Manner and Path encoding. Participants (n=90) included L1-English (n=30), L1-Portuguese (n=16), L2-English (n=24), and L2-Portuguese speakers (n=20). Participants watched and described 15 video clips depicting dynamic motion events. Responses were analyzed for Manner bias (use of Manner verbs, Manner-Path verbs, Manner adverbial clauses, and Manner adverbials) and Path elaboration (use of Path prepositions and Path verbs). Linear mixed-effect regressions revealed that English-L1ers exhibited a high Manner bias, frequently employing Manner verbs and Path prepositions to elaborate motion. Portuguese-L1ers showed less Manner bias and used fewer Manner verbs, relying on Path verbs to encode Path information. L2-English speakers demonstrated reduced Manner and Path elaboration compared to monolinguals. L2 Portuguese speakers displayed higher use of Manner verbs than Portuguese monolinguals but L2-like use of Adverbial Clauses.

Thursday 3:45pm / Spanish River Room

Joaquin Perez
NC State University

Email address: jperez6@ncsu.edu

Abstract: Language ideology and identity construction in three controversies over Latine and Latin American media portrayals

This paper examines the public backlash against three linguistic portrayals of Latin Americans and Latines in media: the television show *Narcos*, the film *Emilia Pérez*, and the children's cartoon *Primos*. It analyzes the linguistic assumptions and underlying ideologies at play in each controversy, considering the audience's expectations as well as the creative decision-making processes that resulted in each portrayal. It then turns to the framework outlined in Bucholtz & Hall's (2005) "Identity and Interaction" to examine the controversies as sites of linguistic interaction in which Latine and Latin American identities are developing and constructed.

Thursday 3:45pm / Palmetto Room

Mark Honegger
University of Louisiana at Lafayette

Email address: mark.honegger@louisiana.edu

Abstract: The Evolution of Apologies

Corpus evidence suggests that Early Modern English did not have the speech act of apologies. In Shakespeare's time, the word *sorry* conveyed the feeling of sorrow connected to any number of reasons, and the word *apology* conveyed the meaning of defense or excuse as in the following example:

What, shall this speech be spoke for our excuse?

Or shall we on without a apology? (*Romeo and Juliet* I, 4)

The words *apology* and *apologize* were concerned with how people thought, and the word *sorry* was concerned with how people felt. Neither *apology/apologize* or *sorry* necessitated the acknowledgement of personal fault on the part of the speaker, and neither were *apology* and *sorry* associated with each other at that time, but both began to be conventionally associated with the illocutionary force of apologizing in the nineteenth century, as social changes occurred that placed more emphasis on personal autonomy. This talk will discuss how external changes in society not only affected lexical meaning but also led to the development of a new speech act, along with its consequences for grammar.

Friday 8:30am / Spanish River Room

Mushaal AlBugami
University of Mississippi

Email address: albmushaal@gmail.com

Abstract: From Sands to Signs: A Linguistic Safari through Saudi Arabia's Tourism Campaign in U.S. Urban Spaces

This Linguistic Landscape study examines the multimedia and semiotic features of "Visit Saudi" advertising displays in prominent U.S. urban locations, such as New York's Times Square. It hypothesizes that these advertisements strategically combine Arabic and English text, cultural imagery, and spatial placement to redefine Saudi identity and appeal to U.S. audiences. Employing a pragmatic discourse analysis approach, the research investigates how linguistic representations construct cultural identity, technological narrative, and touristic experience in an emergent urban context. Through discourse analysis and spatial mapping, the research highlights their significance in rebranding Saudi Arabia and fostering intercultural engagement and the role of language choice in transnational advertising spaces. Expected results will reveal how these linguistic landscapes construct a modern Saudi identity and negotiate cultural-economic narratives and its role in attracting tourists.

Friday 8:30am / Palmetto Room

R. Tapia
North Carolina State University

Email address: rtapia@ncsu.edu

Abstract: ¿"Es nuestra link"? Language Ideology Among Heritage Speakers in the United States

Heritage speakers are often dually stigmatized in the United States: subject to English monolinguals' negative assumptions about heritage speaker English proficiency, and to heritage community criticism of inexpert use of heritage language as the fault of individual speakers' rejection of their ethnic background. This study examines how speakers whose self-described heritage language proficiency does not meet an imagined concept of 'ideal' narrate themselves regarding their language use or proficiency by analyzing language ideologies as objects around which individuals position themselves. Interview data suggests themes of (1) ideology-based judgment, (2) shame or anxiety, (3) family or home, (4) authenticity and (ethnic) identity, and (5) pride surrounding heritage language use. Analysis finds that on public platforms, many speakers, regardless of their self-reported heritage language proficiency, disalign from ideologies equating language to culture, and that some are beginning to embrace their heritage language proficiency as an authentic an representation of identity.

Friday 9:00am / Spanish River Room

Caleigh Hampton
Virginia Tech

Email address: caleighh@vt.edu

Abstract: Capturing the Sound of SWVA: Investigating Rates of /ay/ Monophthongization Usage

Previous work has shown that within broader Southern American English, /ay/ monophthongization only occurs in pre-voiced and open-syllable contexts, while in Appalachian English it can also occur in pre-voiceless environments (Reed, 2016). I conducted a pilot study using an existing corpus of recordings from 14 Southwest Virginian speakers (7M:7F). Men displayed expected patterns, with monophthongization relatively stable in all environments (~77%). However, women exhibited variation depending not on voiced-vs.-voiceless following consonants, but instead on whether the vowel was in an open or closed syllable (76% and ~61% respectively). These findings provide the foundation for my current project, where I am currently collecting speech from older (>50) SWVA speakers (current N=14) completing a short wordlist, a word-guessing game, and an interview. Final results are expected to provide insights into effects of phonemic context and gender on /ay/ monophthongization rates, especially in the relatively understudied Southwest Virginian region.

Friday 9:00am / Palmetto Room

Ivy Gilbert
Cornell University

Email address: ig233@cornell.edu

Abstract: The Sociomoral Construction of the Dairy Industry on Social Media

In this work, we describe how dairy production is framed and communicated both by dairy producers and opponents of dairy farming through popular social media messaging. We built a specialized corpus of Twitter posts made by pro-dairy industry insiders (N = 3,350) and compared it with a second specialized corpus of anti-dairy posts (N = 4,811). Posts were harvested using web-scraping tools, and corpus techniques were applied to identify keywords. The keywords were then placed into semantic clusters, e.g., moral judgments and community, through a process of qualitative investigation with close concordance analysis. We report important differences in the way each group linguistically instantiates social and moral values to produce differentially moralized evaluations of farming as well as asymmetrical discursive construals of ingroup loyalty, profit, and motherhood. These differences reflect how each interest group strategically amplifies or downplays

moral considerations implicit in animal agriculture and ultimately how they legitimize and/or challenge farmed animal suffering.

Friday 9:30am / Spanish River Room

Ty Craaybeek
Florida Atlantic University

Email address: tcraaybeek2023@fau.edu

Abstract: Analyzing Austronesian Alignment in Hiligaynon Syntax

Hiligaynon is a language in the Philippines spoken by 10% of the population and a member of the Central-Philippine branch of the Austronesian language family. Like its relatives Cebuano or Tagalog, Hiligaynon employs Austronesian alignment. One central analysis of this system is based on the ergative-absolutive case assignment (Mithun, 1994; Aldridge, 2004). However, Chen (2017) has argued that these languages use nominative-accusative assignment, and the voicing system serves to mark topic. I reanalyzed these claims by sharing data from Hiligaynon consisting of transitives, causatives, and sentences with binding across the four voices. I sent these sentences to a native-speaking participant, who judged their grammaticality. The results were compared to the analyses present in the work of Chen (2017) to observe whether they support her claims. The results appear to support Chen's claim that Philippine-type languages follow a nominative-accusative system instead of an ergative-absolutive alignment.

Friday 9:30am / Palmetto Room

Romain Rivaux
Florida Atlantic University

Email address: rrivaux@fau.edu

Abstract: Rejecting Uvular [ʁ] in the French Revolutionary Context: The Odd Separatist Case of the Incroyables & Merveilleuses

The rise of the voiced uvular fricative consonant in standard French establishes a clear-cut social, historical, and even cultural distinction, and acts as an almost stereotypical sound shift having occurred in Modern French, i.e. a radical departure from its ancestors, namely Old and Middle French. This *chronotope* has been abundantly studied, as it results from gradual dynamics seeing the maintenance of rolled alveolar [r] in French urban centers in the 17th century as well as its

progressive decline throughout the 18th century due to the progressive rise of [ʁ], its uvular counterpart. This phenomenon is well known to philological studies, since languages generally evolve while seeing their phonetic inventories cyclically altered according to more-or-less systematic articulatory processes (McColl & Trask, 2015). Via a quantitative (or variationist) approach, Chambers et Trudgill (1998) have documented the continuous adoption and standardization of uvular fricative [ʁ]—consistently with the seventeenth century Parisian model—in most northwestern European urban centers, as the sound is now part of the phonological systems of German, Danish, Dutch, Swedish and Norwegian. Critics usually concur that French [ʁ] probably did not originate from German, and that its spread is rather tied to the prestige of standard French, which enjoyed hegemonic status during the Age of Enlightenment and the early rise of revolutionary thought.

Friday 10:30am / Camino Room

Michael Hamilton
Florida Atlantic University

Email address: mhamilton@fau.edu

Abstract: Feature Inheritance in the Verbal Domain

Feature inheritance (Chomsky, 2007; Richards, 2007) has been proposed as a dependency between C & T, such that only C enters the syntactic derivation with features, e.g., person (j) and discourse (d) features, and may pass these to T. If we generalize this relationship to phase heads and non-phase heads, we might expect to find a similar relationship between Voice and v. I present evidence from Algonquian languages to support this generalization. I discuss further possible evidence as well as other extensions of this generalization.

Friday 10:30am / Spanish River Room

Karina Zagitova
Northern Arizona University

Email address: zagitova.karina@gmail.com

Abstract: Rater Characteristics and Examinee Factors: Impacts on L2 Writing Assessment Validity

This synthesis paper examines research from the last three decades on biases in L2 writing assessments related to rater characteristics (e.g., severity) and irrelevant examinee factors (e.g., gender). It examines how these biases impact performance ratings. First, the synthesis examines the extent of inter-rater variations and intra-rater inconsistencies found in the primary studies. Such

variations in the application of scoring standards raise significant concerns regarding the validity of assessments and undermine their objectivity. Second, this synthesis investigates how judgments of teacher raters are biased towards certain types of examinees (e.g., age, sex, proficiency level) and certain criteria in assessing L2 writing (e.g., rating criteria order). To achieve these goals, this synthesis conducts the literature search using the NAU Cline Library database. The paper's conclusion discusses the scale of raters' bias in L2 writing assessment and how rater training can address discrepancies and improve assessment practices. Keywords: writing assessment, rater bias, L2 writing, rater effects.

Friday 10:30am / Palmetto Room

Dennis Preston and Ava Birch
University of Kentucky

Email address: preston@msu.edu & av.a@uky.edu

Abstract: Phohlk Fohnetik Chranshkrihpshuhns: Life without IPA

When nonlinguists want to represent language sounds, they have resources other than the IPA. Linguists may ignore these efforts, but there are treasures there. They allow insights into language variation, phonetic processes, phonological representations, and, not least, language attitudes and ideologies. This presentation offers glimpses at efforts taken from web interactions, and proposes a classificatory analytic system:

A. Performers:

- 1) Prescriptivists and the annoyed
- 2) The curious
- 3) Humorists and punsters

B. Linguistic factors:

- 1) Phonetics, phonology, spelling
- 2) Variety
- 3) Foreign sounds

Many such examples combine categories, even within A and B. The main purpose here, however, is deriving from these representations knowledge of how nonlinguists deal with language and how linguists can make use of that data, a goal set in early attempts to make folk linguistics a part of the linguistic toolkit (e.g., Hoenigswald 1960, Niedzielski and Preston 2000).

Friday 11:00am / Camino Room

Blaine Billings

University of Hawaii at Manoa

Email address: blaine.t.billings@gmail.com

Abstract: Metalexigraphy for the documentary linguist Informing internal documentation with external materials

The documentation of a language's lexicon and production of a dictionary is often an endangered language community's most desired initial goal for linguistic work. In a context where corpus-based approaches are constrained by limited extant materials, rapid word collection is the primary method for lexical documentation but can both presuppose semantic categories and overlook contextually relevant lexical items. Endangered languages, however, rarely exist in isolation, and lexical documentation is frequently available both for languages of wider communication as well as neighboring endangered languages. This presentation discusses how lexical documentation can be informed by such external materials. Analysis of lexicographic output reveals semantic domains particularly relevant for neighboring speech communities as well as those which a lexicographer might tend to overlook. This approach is explored through the languages of Sumatra and how their lexicographic materials inform the ongoing documentation of the lexicon of Nasal, an endangered Sumatran language.

Friday 11:00am / Spanish River Room

Kristen D'Alessandro Merii

The University at Buffalo

Email address: kdalesm@buffalo.edu

Abstract: Heritage and Second Language Learner Discourse: Language Ideologies, Expertise and Learning Gains in the K-12 classroom

Several studies have explored such learner collaborations in which both heritage language (HL) and second language (L2) learners leverage their complementary skills in order to support each other's bi/multilingualism (Blake & Zyzik, 2003; Bowles, 2011; Henshaw & Hetrovicz, 2015; Henshaw, 2021). Although this research has provided insight into the learning opportunities of both learners, much is still unknown in terms of peer-to-peer discourse and positioning practices during such collaborations. This research seeks to study the discourse of HL and L2 learners to understand how positions of expert and nonexpert occur during collaborations, and further how such positioning practices are constructed and negotiated through the lens of language ideologies. By utilizing traditional qualitative methods of inquiry and grounded theory analysis techniques, data was coded to understand positioning practices and perspectives on language ideologies. Initial findings of this

study suggest that complex positioning practices take place in the K-12 classroom and at times such positioning practices appeared to be informed by language ideologies.

Friday 11:00am / Palmetto Room (1 hour long session)

Panel: Alexander Francis- Ratte, Jackson Sudermann, Jack Means, and Mason Bell
Furman University

Email address: alexander.francis-ratte@furman.edu & bellma2@furman.edu & sudeja5@furman.edu & meanja6@furman.edu

Abstract: Recent Research into the Origins of Japanese

The papers in this panel present new work on the origins of the Japanese-Ryukyuan language family and its vocabulary. These include new proposed cognates between Japanese and Korean, a proposal that reassesses the proper sound correspondences between Japanese and Korean, a proposed set of borrowings between (pre)-Old Chinese and pre-Proto-Japanese that predates all known contact between the two groups, and finally a chronology of borrowings between Japanese, Korean, and Chinese that helps us to pinpoint where these languages may have been spoken in the past 5000 years. This research helps to push back the curtain on our understanding of East Asian language origins, and contributes to a growing body of research that affirms a common origin of Japanese and Korean on the Asian continent.

Friday 11:30am / Camino Room

Olga Ponomareva
The University of Mississippi

Email address: oponomar@go.olemiss.edu

Abstract: Differing Russian Translations of British Victorian Era Politeness in Literary Texts: A Case Study of Jane Austen's Novels

This case study explores the challenges of translating Victorian era politeness in Jane Austen's *Pride and Prejudice* and *Sense and Sensibility* into Russian. Politeness, a key social element in Austen's work, is crucial for understanding interactions and hierarchies of the time (Landow, 2008). The study examines how four Russian translators approach this, comparing strategies based on Brown and Levinson's (1987) politeness theory. The analysis reveals significant variation, with some opting for literal translation and others adapting the text to Russian cultural norms, affecting character portrayals and social dynamics. The research underscores the translator's role in balancing fidelity to the original with the cultural expectations of the target

audience (Ukpong, 2017). It highlights the importance of cultural sensitivity in literary translation and offers practical insights for handling culturally nuanced texts. Future research could extend this analysis to other authors or contexts to further enrich translation studies.

Friday 11:30am / Spanish River Room

Justin White and Olivia Briggs
Florida Atlantic University

Email address: jwhite94@fau.edu & obriggs2022@fau.edu

Abstract: Typeface Effects on Second Language Vocabulary Learning and Retention

The current study explores how a typeface exposure affects second language (L2) learners' vocabulary learning and retention. This study is a conceptual replication of Barcroft and Sommers (2005), which measured exposure to novel vocabulary words with acoustic variability during listening, whereas this study is couched in visual variability with written language during reading. We are interested in determining if exposing learners to novel vocabulary words in different fonts leads to post-exposure performance differences. The following two different font types will be used in this study, Sans Forgetica and Verdana. The theory of Desirable Difficulty predicts that the group exposed to Sans Forgetica may outperform those exposed to a typeface not requiring challenged processing. Participants were recruited from students enrolled in approximately twelve beginning-level Spanish language class sections. Four different versions of the treatment include either Verdana (i.e., Verdana) or Sans Forgetica (**Sans Forgetica**) typeface in isolation, or a combination of typeface exposure favoring one or the other. Participants completed a pretest, treatment, immediate posttest, and delayed posttest (two weeks after treatment). Our findings indicate that all groups demonstrated improvement from pretest to posttest and all groups maintained their gains two weeks after treatment on the delayed posttest. As such, the theoretical and practical ramifications will be discussed.

Friday 1:30pm / Camino Room

Ekaterina Sudina & Mina Bikhomammadi
University of Maryland, East Carolina University

Email address: esudina@umd.edu & bikhomammadim23@students.ecu.edu

Abstract: Self-citation in applied linguistics: A mixed-methods study

Excessive self-citation is a questionable research practice that is positively correlated with several researcher background characteristics (Larsson et al., 2023; Plonsky et al., 2024). This study focuses on the related practice of gratuitous self-citation. We conducted a survey to gauge US-based applied linguists' ($N=180$) attitudes toward self-citation. The results suggest that the maximum number of self-citations per publication should be around five or six; however, 47% of respondents indicated that journals should not impose a limit. Additionally, 54% of participants noted that employing gratuitous self-citation is unacceptable; 77% of scholars admitted that citation metrics are important for hiring and promotion. Correlational analyses revealed that several participant background variables were associated with self-citation in general but not gratuitous self-citation. Multiple regressions indicated that gender was the only predictor of gratuitous self-citation, whereas age was the only predictor of self-citation in general. Thematic analysis provided additional perspectives of applied linguists on self-citation.

Friday 1:30pm / Spanish River Room

Heri Yusup
The University of Memphis

Email address: hyusup@memphis.edu

Abstract: The Use of Metaphor in Indonesian Scholars' Talk about Migration and Mobility

According to UN-DESA migration data (2023), as of 2020, Southeast Asian migrants continue to go to North America, Europe, and Western Asia. In 2023, the Indonesian government officially sought the repatriation of several Indonesian scholars who had completed their higher education overseas but had not returned. This study aimed to offer insight into the migration and mobility choices and decisions of high-skilled and former high-skilled migrants from Indonesia. To accomplish this, I examined the metaphors used by thirty-one Indonesian scholars abroad and returnees during interviews about their migration and mobility experiences. The findings revealed that these individuals had to navigate the conflict between external commitments, responsibilities, and obligations, alongside internal desires, interests, and aspirations. To convey a sense of helplessness and powerlessness due to a loss of agency, for instance, participants used a variety of metaphors grounded in human embodied experience related to physical force and movement. This exploration allows for a broader understanding of migration discourse through a non-Western perspective, illuminating the wider social and political realities and contexts of migration.

Friday 1:30pm / Palmetto Room

Stephen Black
NC State University

Email address: stgblack3@gmail.com

Abstract: Vowel Duration and Race in Raleigh, North Carolina

Dialects usually have variables that are measurable, but not necessarily perceptible or salient. Duration of phonetic segments, such as vowels, may or may not be salient depending on the degree of duration variation from what a speaker deems acceptable. Despite its lack of association with AAL by most, Black speakers tend to have longer vowel durations than White speakers overall. These patterns hold true when taking into account internal factors like the following voicing, place and manner of articulation. This study examines these durational differences between Black and White speakers of English in Raleigh, North Carolina born between 1918 and 1996 (n=227), considering various social and internal factors.

Friday 2:00pm / Camino Room

Yeimy Roberto
Florida State University

Email address: yroberto@fsu.edu

Abstract: Intonation of Pasto Spanish and its Focus Marking Strategies

This study examines how intonation marks focus in the Spanish spoken in Pasto, Colombia, highlighting the value of exploring underrepresented linguistic varieties. Using data from an experimental study, we analyzed pitch accents, boundary tones, duration, and pitch range in broad, narrow, and contrastive focus contexts, following the SpToBI annotation framework (Aguilar et al., 2024). Preliminary results show that Pasto Spanish employs unique strategies, such as delayed rising pitch accents (L+>H*) for focused subjects and rising (L+H*) or deaccented (L*) patterns for focused objects. Additionally, the verb's intonational contour plays a key role in defining focus, with specific pitch movements influencing the nuclear contour. Studying varieties like Pasto Spanish broadens our understanding of linguistic diversity, informs inclusive teaching practices, enhances speech recognition technologies for diverse dialects, and promotes linguistic equity. This research advances a more comprehensive view of Spanish intonation.

Friday 2:00pm / Spanish River Room

Viktor Kharlamov, Daniel Brenner, and Benjamin V. Tucker
Florida Atlantic University, The University of Arizona, and Northern Arizona University

Email address: vkharlamov@fau.edu & wobaidan@gmail.com & benjamin.tucker@nau.edu

Abstract: Using Extended High Frequencies to Classify Fricative Consonants

This study explores whether we can identify specific fricative consonants (e.g., ‘s’, ‘f’, and ‘sh’), using only sound frequencies above 8 kHz, known as Extended High Frequencies (EHFs). Research has shown that EHF’s help make speech clearer and easier to understand, especially in noisy environments. EHF’s also play a role in identifying who is speaking and where a sound is coming from. However, we do not yet know if these high frequencies also contain enough information to distinguish individual speech sounds. To find out, we analyze filtered recordings of conversational speech from Western Canadian English that only contain higher frequencies, and we test whether EHF’s alone can provide the cues needed to tell different fricatives apart using a machine learning model.

Friday 2:00pm / Palmetto Room

Charles Joukhadar
The University of Mississippi

Email address: cjoukhad@olemiss.edu

Abstract: The Linguistic Distribution of Non-Verbal Negation in the Lebanese Arabic of Zgharta

The present study examines the effect of two linguistic factors, ‘post-negation linguistic environment’ and ‘subject type,’ on non-verbal negation in Zgharta Arabic, based on data from sociolinguistic interviews in the Lebanese town of Zgharta. Non-verbal entities in Zgharta Arabic are negated by one of three particles: two traditional ones—mā and the negative copula, and an incoming one mush. Results show both factors to be highly significant, according to the following patterns: (1) mā is favored before ‘adjectives or adverbs followed by a verb’ and in ‘topicless’ sentences; (2) the negative copula occurs mostly before ‘nouns, pronouns, adjectives, participles, and prepositions, and in sentences whose subjects are ambiguous’; (3) the incoming negator mush is highly favored before ‘clauses’ and in ‘topicless’ sentences. This study contributes to understanding syntactic variation in Arabic from a Labovian perspective, offering an in-depth analysis of the complexities of Arabic negation through detailed qualitative and quantitative accounts.

Friday 2:30pm / Camino Room

Ala Simonchyk

The University of Mississippi

Email address: alisimon@olemiss.edu

Abstract: Co-evolution of perception and production: The case of L2 Russian palatalization

According to the revised Speech Learning Model (Flege & Bohn, 2021), perception and production develop in parallel without one preceding the other. At some stages of acquisition, the domains are aligned, whereas at others they develop independently. The current study investigates the perception-production interface in the acquisition of L2 Russian palatalization. Forty-nine American English learners of Russian performed an oral picture naming task and an ABX task. Results indicated that L2 experience had an effect on the development of production but not perceptual abilities. Advanced learners of Russian performed similarly to beginners in perception. However, their productions of palatalized consonants were more accurate than those of lower-level learners. Correlational analyses revealed statistically significant relationships between perception and production in the performance of advanced but not intermediate learners. This suggests that perception and production are dissociated at early stages of acquisition but then align with L2 experience.

Friday 2:30pm / Spanish River Room

Marcela Van Olphen and Iona Sarieva
The University of Tampa and Saint Leo University

Email address: mvanolphen@ut.edu & iona.sarieva@saintleo.edu

Abstract: AI in ESL and Foreign Languages: Strategies for the Future

As artificial intelligence (AI) reshapes educational landscapes, the use of large language models (LLMs) in ESL and foreign language education presents both challenges and opportunities. This presentation explores the ethical and pedagogical implications of integrating AI into language classrooms, positioning the AI-integrated learning process as one in which traditional notions of originality, authorship, and creativity intersect with digital innovation. We will examine AI's role in language learning and strategies for leveraging AI tools for research, writing, and assessment. Educators can create transformative learning environments that balance ethical concerns with practical applications through such leveraging. Attendees will gain insights into AI-supported strategies and activities that enhance language learning, foster critical thinking, and prepare students for a future where human and machine collaboration is inevitable. This presentation aims to move beyond dystopian narratives, offering pragmatic approaches to AI integration in education.

Friday 2:30pm / Palmetto Room

Ciara O'Neil and Justin White
Florida Atlantic University

Email address: oneillc2016@fau.edu & jwhite94@fau.edu

Abstract: Language Frequency: Computer-Mediated Trials to Criteria of Spanish Syntax

Second language acquisition is a subfield of linguistics that focuses on how second language learners process, store, and access language. Previous research demonstrates that learners have default strategies to process language syntax in a certain way, some of which are non-optimal. By exposing learners to certain types of language input, they can be encouraged to alter these pre-set strategies and begin to process language correctly. This study aims to investigate how many exposures to a certain grammatical form are necessary in order for learners to consistently provide the correct response, indicating that their processing strategies have been altered. Referencing previous research, the study will focus on Spanish direct object pronouns and the First Noun Principle, which states that learners typically process the first noun or pronoun they encounter as the agent in the sentence.

Friday 3:00pm / Camino Room

Ohuood Mohammed Altayari
The University of Mississippi

Email address: oaltayar@go.olemiss.edu

Abstract: The Emotional Expressions Perception of Arabic Vocal Cues by Learners of Arabic as a Second Language

My research examines how learners of Arabic as a second language (L2) recognize basic emotions in utterances spoken by native Arabic speakers. My hypothesis is that a lack of understanding of Arabic vocal cues may lead to misperceptions and pragmatic failure and difficulty recognizing emotional expressions, affecting communication even with advanced learners. The significance of this study is to enhance the understanding of certain common expressions in Arabic, such as [Alhamdulillah], which means: "Thank God," relying on the emotions that use vocal cues. The expected findings depending on the hypothesis suggest

that learners of Arabic as a second language struggle to identify emotional expressions in Arabic speech until they grasp pragmatic indirectness, as in common Arabic metaphors example: [ˈAlhamdu`lלהlah], [Alhamdullelah↓]and [Alhamdullelah↑].

Friday 3:00pm / Spanish River Room

Muhammed Alrojaiee
The University of Mississippi

Email address: maalroja.go@olemis.edu

Abstract: Effective Techniques to Address Variables of Developing Intercultural Communicative Competence among Saudi ESL Students

My study investigates the development of intercultural communicative competence (ICC) among Saudi students studying English as a second language (ESL), exploring how integrating cross-cultural norms in ESL classrooms and engaging in authentic interactions with native English speakers contribute to this competence. My study adopts a qualitative approach, employing semi-structured interviews, classroom observations, and interaction sessions with native speakers to collect data from ten advanced-level Saudi ESL students aged 18 to 22. By examining their perceptions of study abroad experiences and the role of cultural instruction, I aim to identify effective grammatical and sociolinguistic strategies for fostering ICC. My findings are expected to provide insights into the challenges and opportunities faced by Saudi ESL learners in developing their intercultural competence, highlighting the importance of structured genuine intercultural interactions. My study offers valuable implications for improving language education and enhancing intercultural understanding in ESL contexts.

Friday 3:00pm / Palmetto Room

Tom Lewis
Tougaloo College

Email address: tlewis@tougaloo.edu

Abstract: Standards and shifts: Ideology and vowel shifts in a majority minority southern city

This paper compares vowel production by African Americans in Jackson, MS with on air vowel production of local African American newscasters. Previous research (Lewis & Scott, 2022) in the community reveals variable participation among Jacksonians in the African American Vowel Shift (AAVS) (Thomas, 2007; King, 2016; Jones, 2020) as well as indications that Jacksonians feel

pressured to shift their linguistic performance in public spaces towards a hypothetical ‘standard’ English. As broadcast journalists are often perceived to speak in a generalized ‘standard’ English, examining the speech of local African American broadcast journalists, provides insight into the function of this pressure and the nature of the ideological ‘standard’ English in the city. Newscaster speech includes little to no evidence of AAVS features, suggesting that even in a city like Jackson, which is 80 percent African American, AAL is articulated as non-standard and speakers respond by shifting production in public spaces.

Saturday 9:00am / Camino Room

Asaad Almohammadi
The University of Memphis

Email address: asa999ad@gmail.com

Abstract: Learners' Perceptions and Use of Generative AI Tools in Language Learning

This study examines Saudi students’ perceptions and use of AI tools in English language learning, employing a mixed-method approach grounded in the Technology Acceptance Model (TAM). A total of 422 students participated, offering insights into the growing role of AI in education. Echoing Long and Magerko’s (2020) call for further research on competencies required in an AI-driven world, this study contributes to the global discourse on AI in education. Results reveal that most learners use at least one Generative AI tool, such as ChatGPT, Poe, or Quillbot, for tasks like editing, idea generation, and proofreading. Some students express concerns about plagiarism and use AI cautiously, while others avoid these tools due to unfamiliarity with technology. The findings provide valuable insights into how AI is integrated into English learning and highlight implications for policymakers and stakeholders considering the official adoption of AI tools in the educational process. Further results will be discussed during the session.

Saturday 9:00am / Palmetto Room

Erin O’Rourke, and Alicia Cipria
The University of Alabama

Email address: eorourke@ua.edu & acipria@ua.edu

Abstract: Linguistic Landscapes in New Destination Latinx Communities of the U.S. South

Storefronts as Community Hubs in the Spanish Linguistic Landscape

Multilingual signage in public spaces can be used to gauge the ethnolinguistic vitality (cf. Giles et al., 1977) of a minority speech community (e.g., Gorter & Cenoz, 2024). We examine the use of Spanish in signage in a small town in the Southeastern US, focusing specifically on texts in windows or doors accompanying the main signage of storefronts (small markets, ice cream shops, tire shops, and hair salons). Our study finds that these texts interact with the main signage in different ways: reaffirming the meaning(s) conveyed, providing information absent in the main signage, or serving as a community bulletin board for advertising (selling something, announcing an event, offering services or rentals). Taking the text as a primary unit of analysis, we assume that meaning is conveyed via multimodal resources which include linguistic (cf. Kallen, 2023) and other modes of making meaning (e.g., colors, text placement, images, cultural artifacts).

Saturday 9:30am / Camino Room

Madeline Wessels
North Carolina State University

Email address: mgw.wessels@gmail.com

Abstract: Standardization and Stigmatization: A Comparative Analysis of Dialect Ideologies in Arabic and American English

I present a comparison of standardization processes in Arabic and American English, exploring how key differences in defining a standard in each language inform dialect perceptions and ideologies. This involves an exploration of Arabic diglossia and the development of Modern Standard Arabic as a historically preserved form viewed as a distinct entity from any spoken dialect. This stands in contrast to the overall difficulty in defining standardized American English, with constantly shifting boundaries primarily based on the exclusion of stigmatized linguistic features. I demonstrate how these ways of understanding standardized language lead to different social conceptions of dialect, with Arabic dialect being associated with familiarity and informality and American dialect characterized by stigmatization. This further includes a discussion of perceptual ideologies surrounding different dialects in both languages as well as an exploration of implications in education and the need for students to navigate linguistic difference in home and school environments.

Saturday 9:30am / Spanish River Room

Dr. Ratree Wayland, Firoz Ahmed, Alaa A. Albeladi, and Michael Bennie

The University of Florida

Email address: ratree@ufl.edu & firozahmed@ufl.edu & aalbeladi@ufl.edu & michaelbennie@ufl.edu

Abstract: L1 Transfer in Learning L2: A Phonetic Study on Arabic and Bangla L2 English Speakers on /p/ and /b/ Distinction

This phonetic study examines the production and perception of the English /p/-/b/ contrast by Arabic and Bangla L2 English speakers, focusing on their L1 on L2 phonemic distinction and phonetic realization. Using voice onset time (VOT) as the primary acoustic measure, the study explores how L1 phonological categories and phonetic implementation shape L2 speech patterns. The revised Speech Learning Model (SLM-r) (Fledge & Bohn, 2021) suggests that L2 learners map L2 sounds to existing L1 categories. The extent to which the differences in how /p/ and /b/ are realized in Bangla and Arabic may influence the extent to which speakers of these two languages form new phonetic categories in L2 English. Based on minimal pair word tokens, production data will be collected from three groups: Native English speakers as the control, and Arabic and Bangla L2 English speakers as the experimental groups. For the perception study, participants will complete a single-word identification task. The study hypothesized that Bangla L2 English speakers will produce longer VOTs for /p/ than Arabic L2 English speakers due to potential transfer from Bangla /p^h/. However, Bangla speakers may also map English /p/ to their unaspirated /p/, leading to variability in VOT. In contrast, Arabic speakers, lacking /p/, are likely to map it to /b/. For /b/, both groups are expected to prevoice more consistently than native English speakers, though Arabic speakers may exhibit stronger prevoicing due to the absence of a breathy voiced /b^h/ in their L1. Bangla longer VOTs than the Arabic L2 English speakers while still exhibit notable differences from native English speakers. For perception, Arabic speakers are expected to struggle more than Bangla speakers in distinguishing English /p/ and /b/.

Saturday 10:30am / Camino Room

Mouad Lfath and Mina Afkir
(University)

Email address: mouadlfath@gmail.com

Abstract: Multilingual Practices in Moroccan Science Education: Insights from Secondary Classrooms

This study investigates the functional aspect of code-switching in Moroccan secondary classroom discourse, exploring how the multilingual nature of Moroccan society, where many languages are co-present, shapes language use in science classrooms that are delivered in English. The data, which

consists of 10 hours of mathematics classes in the school year 2024- 2025, was tape recorded during formal class time. It was transcribed verbatim, and the interactions were analyzed. Preliminary findings reveal that teachers, who are supposed to use English in this educational setting, frequently alternate between English, Moroccan Arabic (Darija), which is the native language of the learners, and French, their L2, to negotiate meaning, overcome language barriers, and reflect the dynamic interplay of languages in the classroom. These practices underscore the critical role of multilingualism as an intrinsic feature of Moroccan educational settings. The study advocates for policy frameworks that recognize and leverage multilingual practices as assets within Morocco's complex sociolinguistic fabric.

Saturday 10:30am / Spanish River Room

Gabriel Holder
North Carolina State University

Email address: agholder@ncsu.edu

Abstract: Representation and Ridicule: Hawai'i Creole in Final Fantasy X

Pidgin (or Hawai'i Creole) is a stigmatized language spoken on the islands of Hawai'i. In addition to its stigmatization in everyday life, it has also been represented negatively in media through the use of stereotypic and mock language. While this trait has primarily been seen in film, examples can also be found in video games. Previous research illustrates that media can impact the way individuals view the world and the people, and therefore, language. This paper examines the use of Pidgin in the video game Final Fantasy X. The dialogue is analyzed for both accuracy in the use of Pidgin by a non-native speaker and for the presence of stereotyping in the dialogue. The analysis shows that while negative stereotyping of Pidgin speakers can be found in the dialogue, positive marking and the potential for celebratory community recognition can be found as well.

Saturday 10:30am / Palmetto Room (1 hour long session)

Panel: Nina Moreno, Stephen Fafulas, and Matthew Van Hoose
University of South Carolina, University of Mississippi, and Goucher College

Email address: stephenf@olemiss.edu & morenon@mailbox.sc.edu & matthew.vanhoose@goucher.edu

Abstract: Language use and ideologies in new destination Latinx communities of the U.S. South

Talk 1: Empowering Heritage Speakers: Critical Language Awareness meets Project-Based Language Learning

The ‘critical turn’ in Spanish as a Heritage Language (SHL) education (Leeman, 2005; Martínez, 2003) shifted the focus from a prescriptivist approach to a learner-centered one, emphasizing students’ linguistic and cultural contributions through Critical Language Awareness (CLA). Grounded in this approach, Beaudrie and Vergara Wilson’s (2022) reframed SHL goals outline seven objectives, two of which are the focus of this study: fostering positive attitudes toward heritage languages and enhancing cultural awareness. These goals align with project-based language learning (PBL), which promotes authentic communication, learner agency, and contextualized grammar instruction (Kagan & Dillon, 2001). This study examines the impact of CLA in an SHL class at a southeastern university, where students undertook group projects to achieve these goals. A questionnaire administered at three points during the semester evaluated outcomes. Findings highlight CLA’s role in shaping students’ linguistic identity and equipping them to advocate for themselves, their language variety, and their communities.

Talk 2: Discourse markers and code switching in new destination Latinx communities of the U.S. South

There has been growing interest in documenting the sociolinguistic composition of newly-formed Latinx communities in the U.S. South (e.g., Michnowicz et al., 2023; Wolfram et al., 2011). To add to this knowledge, our study targets code switching and the use of discourse markers (DMs) in the speech of first- and second-generation Latinxs living in the U.S. South. Our corpus is comprised of 60 participants from northern Mississippi and eastern North Carolina. Sociolinguistic interviews along with Bilingual Language Profiles (Birdsong, Gertken, & Amengual, 2014) provide insight into how individuals’ language histories and lived experiences in the U.S. South shape their language use and attitudes toward Spanish and English. We link this knowledge to participant use of DMs and code-switching practices, particularly the phenomenon of *so*-insertion, which is said to be pervasive in U.S. Spanish and used among a wide-range of bilingual types (Dumitrescu, 2015; Lipski, 2008; Torres & Potowski, 2008).

Saturday 11:00am / Camino Room

Kaitlyn Agle, Caroline McCormick, and Abby Walker
Virginia Tech

Email address: ajwalker@vt.edu & kagble@vt.edu & carolinem23@vt.edu

Abstract: The cherry on top: Using experimental debriefing as a site of linguistics outreach

Debriefings are typically used to explain study goals to participants, but we explore how they can also be a site of linguist outreach. We investigated participant responses to debriefings conducted after a study based on Kang and Rubin (2009), which we ran online using Prolific (N=176), and in-person in non-linguistic college classrooms (N=121). Our online and in-person debriefings described the purpose of the study, inspired curiosity through the McGurk effect, and educated participants about reverse linguistic stereotyping. In-person we additionally connected results to students' personal experiences of teacher evaluation. In written responses from in-class participants, the debriefing was commonly described as informative and interesting. Prolific participants rated the debriefing on a 7-point scale, rating it informative (̄ =6.41) and as engendering positive feelings toward the study they participated in (̄ =6.11). These results suggest that debriefings can be leveraged as an opportunity to foster positive perceptions of linguistics and communicate with the public.

Saturday 11:00am / Spanish River Room

Bryce McCleary
Rice University

Email address: bm59@rice.edu

Abstract: Very that: Intensifiers among Oklahoma City drag performers

This paper investigates intensifier usage in a corpus of group discussions and interviews with drag performers from Oklahoma City, including an overview of popular intensifiers (e.g., so, really, etc.) as well as an investigation of two community-specific items: very (n=334) and boots (n=11). While very behaves in ways typical of other English varieties (i.e., modifying other modifiers), this dataset includes instances of very+NP structures (e.g., “I’m very that bitch”), which appear to be both typical of the community and likely borrowed from African American Language. Additionally, boots appears to be an intensifier used nearly exclusively in the drag community and can be pre- or post-phrasal, commonly collocating with an intensifier phrase “the house down” (meaning roughly “all the way” or “to an extreme”). This project also considers drag language found in popular media and proposes that these intensifiers carry stancetaking and social meanings.

Saturday 11:30am / Camino Room

Eliza Quesenberry, Katelyn Morris, and Abby Walker
Virginia Tech

Email address: ajwalker@vt.edu & elizaq@vt.edu & mkatelyn@vt.edu

Abstract: Shaping Interaction: The Impact of Voice Assistant Dialects on User Experience

We examine the impact of Voice Assistant (VA) accent on user experience and recall, comparing Southern (SUSE) and Mainstream US English (MUSE) accents. 24 native speakers of US English believed they were user-testing new VA systems. In regards to participants' subjective feelings, participants rated the MUSE VA as more friendly, understandable, intelligent, and faster than the SUSE VA. When explicitly asked to state a preference, the MUSE VA was chosen 62% of the time, with some participants citing intelligibility as a reason. However, we also assess memory recall of the VA's content, using the False Memory Paradigm (Roediger et al. 1995), and participants falsely recalled the lure to similar degrees for both MUSE-VA and SUSE VA, suggesting that the accents are not substantially impacting speech processing. We are in the process of collecting more data, and investigating the impact of whether a listener is from a Southern or non-Southern dialect region themselves.

Saturday 11:30am / Spanish River Room

Andrew DeMil

University of Tampa

Email Address: ademil@ut.edu

Abstract: How to get students to do linguistics research: From presenting to publishing

Publication requirements can be daunting when professors have so many other service and teaching requirements. It is beneficial when research can align with courses for time management, and to help professors grow in the fields in which we are teaching. This session will focus on some of the ways that the classroom, and other student projects, as well as study abroad, can promote participation with students in research, presentations, and publications.

Saturday 11:30am / Palmetto Room

Iuliia Rychkova

The University of Mississippi

Email address: irychkov@go.olemiss.edu

Abstract: Role of Digital Tools in Negotiating Power

Interacting with peers effectively and leading discussions collaboratively have become crucial components of graduate student's professional development. Students become effective leaders and co-workers through multiple activities, including meaningful conversations and interactions with peers (Dugan & Komives, 2010; Kodama & Dugan, 2013) and participating in student organizations (Garcia et al, 2017). The present study explores how multilingual graduates, using English as a lingua franca, negotiate leadership in a student-led professional organization by communicating remotely via Zoom, group chats, and shared texts. Using methods, concepts, and theories from linguistic anthropology, I investigate how international graduate students leverage digital tools to assert, share, or challenge power in their interactions. The study aims to enhance our understanding of the role of digital tools in shaping collaborative leadership dynamics, highlighting the nuanced ways student leaders navigate power relations in virtual settings, an increasingly relevant area in today's globalized academic and professional environments.

Saturday 12:00pm / Spanish River Room

Almitra Medina and Gilda Socorrás
Eastern Carolina University and Auburn University

Email address: MEDINAA15@ECU.EDU & socargm@auburn.edu

Abstract: How listeners' proficiency and language group moderate the effect of speech rate on the listening comprehension of content words in first- and second-language Spanish

Speech rate is argued to play a key role in listening comprehension. It is unclear, however, whether the delivery speed affects the listening comprehension of L2 listeners to a different extent than L1 listeners. Therefore, the present study sought to explore the influence of speech rate, listener language group (L1 Spanish vs. L2 Spanish), Spanish oral proficiency, and their statistical interactions as listeners process Spanish sentences articulated by a native Spanish speaker. Stimuli included recordings of 32 sentences, 16 of which were articulated at a normal speech rate (5 syllables per second) and 16 were accelerated to a faster rate (7 syllables per second). Listeners wrote down in their L1 what they understood for each sentence. A logistic regression model was fit in R that includes the predictor variables speech rate, language group, oral proficiency, and their interactions, as well as the response variable listening comprehension of content words.

Saturday 12:00pm / Palmetto Room

Yunchuan Chen and José Chavez Orozco Jr.
Duke University

Email address: yunchuan.chen@duke.edu

Abstract: Reexamining the interpretation of English definite plurals by L1 Spanish speakers: persistent transfer effects from Spanish

In English, definite plurals like ‘the tigers’ can only have a definite interpretation, referring to a specific group, and not a generic one. For instance, in ‘the tigers like eating meat at night,’ ‘the tigers’ refers to a particular group of tigers, and cannot refer to tigers as a species. However, in Spanish, definite plurals such as los tigres can be either generic or definite. This study conducted a sentence-picture matching truth value judgment task to investigate whether L1 Spanish L2 English learners can acquire the knowledge that English prohibits generic interpretations for definite plurals. Twenty-two L1 Spanish L2 English learners were tested, with the LexTale English proficiency scores ranging from 56.25 to 98.75. Each participant was exposed to both English and Spanish lists. The results indicate that none of the participants knew this constraint in English, contradicting Ionin and Montrul’s (2010) findings.