Welcome to the Linguistics Department’s Spring, 2018, Newsletter. The focus of this issue is to get you a chance to see some of the work that individual members of the department are doing in a more up-close and personal manner. The department is large and very diverse, both in terms of the individuals in the department, and in the range of interests and impacts. One exercise we have experimented with in the volume is that of trying to have an overview of the corpus of research that the department had published in 2017, and the simplest approach was to compile a bibliography. It turns out that this task was more complicated than envisioned, as you will see the bibliography runs many pages. Beyond just the scope of work that this suggests, we hope you have time to peruse the titles and names involved. There, you will see everyone from undergraduates to emeriti faculty, and topics from machine translation to gender marking, from semantics to ultrasound. Speaking of emeriti, our first article gives a report from the field by Frances Trix. We also include some of the unusual innovative teaching that our graduate students are engaging in, as well as a good sampling of their research. Much of what you see here was not done without the help of many, including the support of alumni and friends of the department. We appreciate your support in all its forms, and hope you enjoy this volume.

Dr. Ken de Jong (Chair)

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Frances Trix with refugees at Refugee Transit Camp, Gevgelija, Macedonia

In 2015 and 2016, I worked in Refugee Transit Camps in Macedonia on the Balkan Migrant Trail. Sometimes 6,000 refugees from Syria, Iraq or Afghanistan would pass through in a single day. Earlier I had worked with refugees during the Balkan Wars, I knew the region, and my language skills in colloquial Arabic and in other local languages were most useful.

The publisher of my most recent book, which is on forced migrants, Urban Muslim Migrants in Istanbul: Identity and Trauma among Migrants (2017), had asked me to write on the new refugees. First I told him I did not want to write but to work with refugees. After the Balkan Migrant Trail closed, I told him that more important than writing on refugees was writing on what anthropologists call “host reception.” That is, how willing are developed countries to take in refugees. I wrote him a proposal which he accepted. But I told him I needed to do added research in Germany, the developed country that had taken in the most refugees in an organized way, before I could write.

(Continued on page 2)
That is how I ended up in Germany in the fall of 2016 studying how communities of different sizes were dealing with a million new asylum-seekers. I studied villages of up to 10,000 people; small cities of 30,000 to 70,000, and up to half a million; and large cities of over a million people. I researched their strategies with the new refugees, especially the positive strategies. I also interviewed people working with refugees as well as the refugees themselves.

Crucial to this endeavor were the dedicated volunteers, the Ehrenamtliche. They were different from Helpers who came out to give blankets and food when the refugees arrived. The dedicated volunteers were the people I found in every German village, city and town who regularly taught German to the refugees, who took refugees to medical appointments, who mentored refugee students in schools, who did all manner of things on a regular basis. In all her major speeches Angela Merkel thanked them. They were all ages but there were probably more women than men. The journalists who have written on Germany seem to have ignored them, but they are essential to dealing with the new refugees.

I returned and from 400 pages of field notes wrote what will be the book, “Europeans and the Refugee Crisis: Local Responses to Migration.” I have written the book in a narrative way that is accessible and that emphasizes the humanity of both the German people trying to cope with such a large influx of strangers and the refugees themselves who have suffered much. I also included the challenge of doing field research in a bureaucratic culture. Often my allies were Turkish-speaking taxi-drivers who could get me into places I needed to go—I am fluent in Turkish.

In small communities, single people made a difference, like the owner of an organic store who told the mayor not to put all the refugees in the poor house, but to spread them out across the village, and who encouraged the young men to meet in a room in the back of her store. In large cities it was the vision of programs, like the Weichenstellung program in Hamburg, an effective mentoring program named after the system that sets the trains on the correct track in train stations. Near the end of my research I received word that I had received a Retired Faculty Grant-in-Aid of Research for which I am most grateful.

I am now living in Detroit where I continue to work with Syrian refugees every week. When my book comes out I hope people working with refugees in different countries will find it valuable, either to give them ideas of possible strategies or to inspire them to come up with their own ways.

Dr. Frances Trix
Individualizing the L203 Intro to Linguistic Analysis classroom
By Samson Lotven

Four times, I have had the privilege of teaching L203 Intro to Linguistic Analysis at IU and for my most recent syllabus, I decided to develop a student-centered version of the course—a reinvention that asked students to develop analytical skills through their own investigations of wild linguistic data. I started from the central course goal: for students to develop techniques of linguistic data collection, organization, and analysis. I planned activities where small groups collected data and presented their observations to the community I worked to create of budding (if temporary) linguists. In doing so, I gave up control, constantly and deliberately, of course content to the students, cultivating an experience unique to the personalities in the room. I asked that students take the initiative to individualize the course to their diverse interests with projects first based on a language of interest and later on a broader area of interest.

Early in the course, students looked for phonetic/phonological phenomena in a language of interest. A poorly told story can overshadow good analysis, so creation and presentation of data sets was my first priority. Students worked from the George Mason University Speech Accent Archive, which contains recordings and transcriptions of native speakers of various languages reading the same English passage. Students were first asked simply to find specific instances where accented speech was different from their own. They then pulled lists of like phenomena from their messy collection of observations to organize into useable datasets. Those datasets, as well as the phonological generalizations developed from them, were presented to the class as we worked together through the question of “What does it mean to have a Spanish/French/Korean/etc. accent?” to get to the question of “What does accented speech tell us about Spanish/French/Korean/etc. phonology?” Through this process, students were able to work from messy observations through to cross-linguistic analysis, first by creating the most individually relevant pieces of the puzzle and then by crowd-sourcing the analysis within the larger classroom community. Students noted an assortment of phenomena, but nearly every group discovered some degree of syllable- or word- final neutralization. Although not a stated aim of the phonology section of the course, our classroom community’s exposure to multiple types of contextual neutralization allowed us to compare and contrast different flavors of the phenomenon—a deeper dive uniquely facilitated by that group of students.

Later activities in the course had pairs of students focusing on unique and specific speaker communities—those which offered ample online content to serve as sources for data collection. Lexicography, morphology, and syntax units had students bringing half-analyzed data to class discussions from student-selected areas of interest such as Greek Life, Hip Hop, IU Basketball, Cheerleading, specific online video game communities, and constructed language forums. The lexicography unit asked students to find novel words and create dictionary entries from usage examples. The morphology unit culminated in a scavenger hunt where students sought examples of morphological phenomena such as innovative suffixation and reduplication (my favorite example was higher-highers, those US Army officers higher in command that those just above you). The syntax unit asked students to compare the types of phrases found in spontaneous speech to those found in writing. In each case, the amount of novel data my 32 students brought to our discussions far exceeded any materials I could have prepared myself. And rather than
Teaching Linguistics

cultivated, polished data with dubious relevance to the students themselves, the students brought wild, surprising data of individual significance.

In focusing on individualization, I endeavored to place a linguistic lens into the unique worlds of each of my students—a democratizing lens with a view of language where dropping final consonants doesn’t make you dumb, where words and their meanings come from usage rather than dictionaries, where words are constantly being fashioned by creative and innovative speakers, and where speech and writing occupy distinctly different places in the umbrella of English. In short, I wanted to invite students to judge communication on its content, not its form, and to question their sociolinguistic biases through observation and analysis. In the end, I hope I got a few.

Service-Learning Approach to Sociolinguistics

By Valentyna Filimonova

Introduction to Sociolinguistics (L315) addresses fundamental concepts, methods, and issues in sociolinguistics. In Fall 2017, we explored multiple connections between language and society through discussion, practice, and research of such topics as variation, style, politeness, gender, class, social networks, and multilingualism. The course was student-centered and project-based with a service-learning component, designed to improve various 21st-century life and career skills of learning, critical thinking, problem solving, collaboration, and communication (http://www.p21.org).

Besides developing an appreciation for linguistic variation, the ultimate course objective was to connect the course material with a variety of current social issues and translate the acquired knowledge into practical life-hacks for the daily life of the diverse Bloomington population, becoming a resource for the community. Our community partner was VITAL (Volunteers In Tutoring Adult Learners), one of the first library-based adult literacy programs in Indiana, housed within the Monroe County Public Library and serving primarily non-native English speakers. The curriculum included 3 official interactions with adult English learners at VITAL at different stages of the semester. With the learners’ and tutors’ consent, each research team engaged in participant observation of English conversation hours. These observations were summarized in individual reflections and collaborative research reports and used toward the final workshop.

Our service learning and the semester-long research projects culminated in a public “Language and Society” workshop at the Monroe County Public Library on December 13, 2017, 5:30-7:30pm. The workshop consisted of 6 group presentations of roughly 10 minutes each, followed by a Q&A discussion. Each group presentation included an overview of previous research, own research methodology and results, and a discussion with helpful practical tips for application of sociolinguistic knowledge to daily lives of native and non-native English speakers. Our research and presentation topics included:

- Employment odds and professional etiquette
- Law and linguistic discrimination
- Language of social media and online safety
- Technology and artificial intelligence
- Language policy in government, education, and healthcare
- Child and adult development of sociolinguistic competence

The students were truly excited to give back to the community and recognized multiple benefits of their service-learning experience with respect to their academic, professional, and personal development:

“I feel like actually going out in the field and working with members of the community in a research related way has finally complemented what I’ve been preparing for in class for the last three years. Not only that, but the research itself has been an extremely eye-opening and awesome experience. I’ve been learning about research and how to read about it for years now, but actually doing it is a lot more fun and rewarding.”

Anonymous student reflection
The workshop was attended by 76 community members, including 16 presenting students and diverse IU-affiliated linguists, non-linguists, faculty, staff, graduate and undergraduate students; VITAL tutors, learners, and staff; and other unaffiliated community members.

Krystie Herndon, IU Undergraduate Advisor, wrote:

“I, too, was proud of your students—because most of them are mine as well! Your class has accomplished something that I had not seen in my 10 years advising 4 departments: presenting research on service learning, in a public forum. Congratulations to ALL of you for fording new frontiers in teaching and learning!”

Besides the all-around positive feedback from the attendees, the true measure of success and impact to me is that VITAL has consequently incorporated our presented research into their tutor training materials.

Dissertation Profiles

Juyeon Chung

Production and Perception of English Vowel Length Depending on the Following Consonant Voicing by Korean Learners of English

In my work, I am interested in finding out how a person’s native language might affect how they sound in speaking a second language. The particular focus is in the production and perception of vowels, since we know a lot about the acoustics of how vowels by native speakers are produced, as well as about how native English speakers perceive these different aspects of vowel acoustics. I am also looking at how the amount of experience with English changes what these learners do.

Specifically, I am investigating whether native Koreans’ consonant system affects the vowels. It is well documented that different consonants in English affect the duration of time a vowel takes up, and this affects how English speakers interpret vowel duration differences. In a production experiment, I asked Korean learners of English to read a list of English non-words consisting of selected vowels and consonants with contrasts that are known to depend at least partially on vowel duration. I put these consonants and vowels in two different forms, one in which the Korean language exhibits duration effects like in English, and another in which Korean does not exhibit these effects. In a perception experiment, the subjects were asked to discriminate a different word among minimal triples. In English, consonant voicing has large effects on both the quality and duration of the previous vowel, as does the status of the vowel as tense or lax. However, Korean L2 learners of English are expected to show different patterns in terms of vowel duration depending on the following consonant voicing due to the Korean consonant system. More specifically, in the case of the Korean consonant inventory, the three-way distinction in Korean consonants, which include voiceless unaspirated stops /p, t, k/, voiceless aspirated stops /ph, th, kh/, and voiceless tensed stops /p’, t’, k’/ are neutralized in the syllable coda, in favor of a voiceless unaspirated stop series [p, t, k]. Therefore, assuming transfer effects, it is expected that Korean coda neutralization would have an influence on vowel duration followed by different consonant voicing in the monosyllabic structure in English. On the contrary, it is expected that Korean speakers would not have difficulty with vowel length difference depending on following consonant voicing in the disyllabic structure in English. This is because Korean has an intervocalic rule which indicates the intervocalic voicing of the voiceless obstruents /p, t, th, k, s/ in intervocalic position. The stops /p, t, k/ are completely voiced intervocically, pronounced as [b, d, g].

Second, it examines whether intrinsic vowel durational differences in English are shown by the same Korean learners of English. Each English vowel has an inherent or intrinsic duration which is part of its phonemic identity. On the contrary, Korean vowel length is not reliably contrastive in contemporary varieties. Despite the fact that Korean does not have vowel quantity contrasts, it has been shown that Korean subjects’ vowel duration differences in English productions were significant. On the other hand, they showed difficulty in discriminating
English tense/lax vowel contrasts in the perception experiment. This seems to be due to the fact that Korean speakers rely much on duration information other than spectral properties to distinguish English tense vowels from lax vowels, whereas English native speakers rely more on the spectral properties to distinguish tense and lax vowels. Therefore, it is expected that Korean speakers would show different pattern of performance for production and perception.

Lastly, it explores whether subjects who perform better in perception also do better in production. Previous models claim that perception accuracy limits L2 production although there may not be perfect alignment between production and perception as in L1 acquisition. Also, it is claimed that there will exist modest correlations between L2 segmental perception and production for fairly experienced learners of L2. Therefore, it is expected that this phenomenon will stand out among experienced Korean learners of English. I hope to contribute to a better understanding of the Korean speakers’ L2 English vowel acquisition affected by a complex interplay between L1 interference and L2 experience with my project.
Representing Mandarin Syllables

My work examines how phonological processing affects how people perceive and produce speech and the possible effects of the writing system on this processing. The study is guided by two main research questions: (1) what is the status of onglides and offglides in the Mandarin Chinese syllable structure? (2) how does orthographic information influence phonological processing? The best part of this research, however, is that it has taken me to Taiwan and to China.

The status of onglide and offglide of Mandarin Chinese has been the subject of numerous studies in phonology. In terms of onglides, evidence from loanwords, language games and experiments has been used to argue that onglides go with the following vowel, while Duanmu (1998, 2003, 2007) used phonotactic distribution, phonemic economy and co-occurrence restrictions to argue that onglides go with the preceding consonant. Taking a different position, Bao (1990, 1996) maintained the indeterminacy of the onglide status and Yip (2002, 2003) cast further doubt on the distinction in Mandarin Chinese. As for the offglide position, many arguments supported the opinion that both offglides and the nasals go with the previous vowel. Wan (2003) and Chien (2010) further elicited speech errors to show that although offglides and nasals are both separable from the vowel.

When testing the perception of syllable structure, orthographic influence cannot be ignored. To avoid “strategic deployment” (Cutler et al. 2010) of the orthographic information during the tasks, in the current study, two modes are designed. At least one third of the stimuli of one mode consist of foreign language fillers and the other mode contains Mandarin-only stimuli. The goal is to see if Mandarin Chinese native speakers can make decisions without the deployment of orthography, and whether, when less orthographic interference is present, the status of the onglide and offglide can be more clear.

Both online perception and offline production tasks are adopted in the current study. In the perception tasks, the participants are asked to map the syllable-initials, syllable-finals, and monitor phonemes, and then delete the syllable-initials and syllable-finals. In the off-line production tasks, they are asked to identify the syllable endings and do the deletion. The general predictions are as follows: first, the onglide will be linked to the rime as a default but can be separated from the rime without problem; second, the nasals, compared to the offglides, are more easily separated from the previous vowel; and third, the strategic deployment of orthographic information will be used less in the “foreign language mode.”

Despite the numerous studies of Mandarin syllable structure and of orthographic effects, little is known about the interaction of these two focuses. Also, few studies testing syllable structure models provide discussion from the perspectives of both perception and production. By supporting comprehensive discussion about different factors that can influence syllable structure models, this study aims to contribute to deeper understanding of phonological processing and set the stage for further research in this area.
Aspects of Luo Anthroponymy: Morphophonological and Ethnopragmatic Perspectives

The Dholuo language falls under the larger Luo family group which belongs to the Western Nilotic branch of the Nilo-Saharan language group. The Luo ethnic group is a family of diverse ethnolinguistically affiliated groups. They inhabit an area from Southern Sudan, through Northern Uganda and Eastern Congo (DRC), into Western Kenya towards the upper tip of Tanzania. In addition to Dholuo, there are Luo languages such as Lang’o, Dhopadhola, Acholi, Alur (spoken in Uganda); Alur (spoken in DRC); and Shilluk, Burun, Maban, Luwo, Thuri, Anuak (spoken in Southern Sudan). According to anthropologists and ethnolinguists, the Luo of Kenya are also referred to as River-Lake Nilotes because they come from Nyanza Province in the Western region of Kenya, a region that is close to Lake Victoria and is also surrounded by many rivers.

As is common to many cultures of the world, the Luo of Kenya (also called Joluo) give names for reasons such as: identification purpose, for communication purposes, a practice and product of culture, generational continuation, building ties within the family or clan, among other reasons. A Luo anthroponym is “astoryteller”.

Anthroponyms bear connotations and symbolic references. An anthroponym is a linguistic sign hence it can be studied linguistically (Neethling, 2005). Anthroponyms serve the purpose of indirect communication, i.e., messages inherent in names are transmitted from sources to targets through name bearers (Obeng, 2001).

My dissertation seeks to discuss Luo anthroponyms (personal names) and to explore the naming culture among the Luo people of Kenya; that is, the speakers of Dholuo. In pursuing the above concerns, my dissertation examines Luo Anthroponymy under three main broad goals: (i) to account for the Luo naming process and examine the factors that influence naming; (ii) to do a morphophonological analysis of some Luo anthroponyms (personal names); and (iii) to discuss the ethnopragmatics of the personal names. A lot of research has been done on African anthroponyms, however most of the studies do not involve linguistic analysis, which makes my dissertation relevant in the field of African anthroponymy.

Luo anthroponym formation involves several morphophonological processes. In Luo anthroponyms, gender is usually marked by two vowels i.e. {o-} or {a-}, which are usually prefixed to either a verbal, nominal, adverbial or adjectival root to form a personal name. The nominal prefix {o-} is usually a masculine prefix whereas {a-} is a feminine prefix. Therefore, a personal name that begins with {o-} is usually for a male child whereas a name that bears the feminine prefix {a-} is usually for a female child. These two gender affixes form a fundamental component of Luo anthroponyms regardless of the category of names, since the masculine or feminine morphemes are prefixed to verbal, nominal, adverbial or adjectival roots, depending on the gender of the name recipient.

In addition to Luo anthroponyms that can clearly be distinguished by gender prefixes, Luo anthroponyms are very diverse in nature. There are gender neutral Luo names. A male may have a feminine name, i.e., an {a-} affixed name, and vice versa. In addition, some Luo anthroponyms begin with consonants, whereas some do not have prefixes, i.e., they are derived directly from nouns or verbs.

In terms of methodology and theoretical analysis, my dissertation employs a qualitative research strategy. The type of data that is used in this study are a list of Luo personal names, and data collection involved interviews, documentary evidence, and introspection. Following Obeng (2001), I classify the personal names in my dissertation under twelve categories. My
Dissertation Profiles

David Tezil

A Variationist Study of the Haitian Post-posed Determiner LA in Non-nasalized Contexts

I am a native of Haiti, and a Ph.D. candidate in Linguistics at IU. I came to Indiana with an MA degree in linguistics earned at Florida Atlantic University. I selected Indiana University because the existence of the Creole Institute provided me the opportunity to teach Haitian Creole and eventually conduct research on the language.

In the course of my years as a graduate student at IU, I have taught the beginning and intermediate level courses in Haitian Creole.

I have selected as the topic of my dissertation research a much-understudied area of the structure of Haitian Creole: variationist sociolinguistics. The study is an extension of a pilot study that the IU French linguist and Emeritus Professor, Albert Valdman, conducted in Port-au-Prince in the early 1980s, which identified a linguistic change in progress led by younger bilingual (French-Haitian Creole) urban speakers, namely, the surprising nasalization of the postposed definite determiner. In Haitian Creole, the determiner shows the non-nasal variants la, a after non-nasal (oral) consonants and vowels respectively (e.g. chat la 'the cat', zwazo a 'the bird'). After nasal phonemes, nasalized variants occur: moun nan 'the person', chen an 'the dog'. Valdman's study showed clearly that younger speakers had a significantly higher rate of nasalization than older speakers of comparable social standing. That is, they tended to produce chat lan and zwazo an.

That study, conducted with only a small group of speakers, was only exploratory. I have proposed to broaden it to answer in an authoritative manner several new research questions:

(a) Has this linguistic change spread to other social groups in Haiti, for example, monolingual speakers of Haitian Creole, rural inhabitants, etc.
(b) Are there linguistic factors that condition the change, for example, the type of non-nasal vowel or consonant at the end of words.

The broadening of the research questions and the more controlled methodological approach of my proposed study will eventually provide a standard for variationist sociolinguistic research on Haitian Creole, as well as on French-based creoles in general. I have already conducted interviews with over forty Haitian speakers, transcribed them and coded the data for both social and linguistic variables. These speakers are representative of the three social dimensions (age, sex, socioeconomic level) and different levels of proficiency in French.

Preliminary results of this study were presented at the Society for Caribbean Linguistics conference held in Kingston, Jamaica, in August 2016 under the title “Talking like the Port-au-Prince Talk: How social changes help spread language change”. In addition, a chapter of this study is currently being revised to appear in a French publication project focusing on analogy in Haitian Creole (Title: La nasalisation du déterminant en contexte non-nasal en créole haïtien: un fait d’analogie).

With the generous assistance of the Householder Research Fund granted to me in May 2017 by the IU Department of Linguistics and the help and advising of Doctors Julie Auger and Albert Valdman, I look forward to defending my thesis in the fall 2018.

That dissertation analyzes names and naming using two theories: the theory of verbal indirectness and theory of language and power. These two theories will be used to analyze the ethnopragmatics of Luo anthroponyms. The morphophonological analysis is purely descriptive and involves a morphotactic analysis whereby the various morphemes that come together to form names are synthesized and analyzed.
PUBLICATIONS


• Obeng, Samuel Gyasi. (2017). Libya is at a crossroads. If we do not agree today on reforms, we will not be mourning eighty-four people, but thousands of deaths and rivers of blood will run through Libya. Metaphor in the 2011 Libyan Revolutionary War. Issues in Political Discourse Analysis, 5(2): 1-16.


**CONFERENCE PROCEEDINGS**


CONFERENCE PAPERS & (INVITED) PRESENTATIONS

• Abu Elhija Mahjana, Dua’a, & Myhill, J. (2017). Hebrew loanwords in the Palestinian Israeli variety of Arabic (Facebook data). Paper presented at Ben Gurion University (December), at University of Bar Ilan (January), Tel Aviv University (March), The Hebrew University of Jerusalem (June).
• Alabi, Victor T. (2017, April). Repetition in the anthems of southern federal universities in Nigeria. Paper Presented at the 10th Annual IU/OSU Joint University Conference in Folklore and Ethnomusicology, Dialogues, IU, Bloomington, IN.
• Berkson, Kelly. (2017, August). Language variation: Accent, perception, and prestige. Talk at the New Faculty Orientation Take-a-Class session, Center for Innovative Teaching and Learning, Indiana University Bloomington.


• Berkson, Kelly, & Steven Lulich. (2017, September). 3D/4D ultrasound research: New methods, challenges, and insights. Invited talk at the Childe Language Proseminar, The University of Kansas, Lawrence, KS.


• Bongiovanni, Silvina, & Phillip Weirich. (2017, September). The PIN/PEN merger and the time course of nasality. Paper presented at the Mid-Continental Phonetics and Phonology Conference. The Ohio State University, Columbus, OH.


• Burger, Ann. (2017, April). Bloomington menu analysis. Invited talk at the UnderLings undergraduate linguistics club meeting, Indiana University, Bloomington, IN.


• Cavar, Damir. (2017, November). Computational semantics and computational pragmatics in NLP for professional domain sublanguage: Processing medical language. Paper presented at the CHSR WIP, School of Medicine, Indiana University, Bloomington, IN.


• Cavar, Damir, Malorzata E. Cavar, & Anya Quilitzsch. (2017, February). Speech corpora and technologies for Yiddish (on the AHYEM Project). Paper presented the Linguistics Research Center, the Texas Language Center and the Department of Germanic Studies, UT Austin, Austin, TX.


• Davis, Stuart. (2017, August). Some issues in phonological change and adaptation. Fall linguistics colloquium opening lecture at the Department of Linguistics, Indiana University, Bloomington, IN.


• Davis, Stuart. (2017, March). Grammatical patterns in African American Vernacular English. Talk given at Oklahoma State University, Stillwater, OK.

• Davis, Stuart. (2017, February). Teaching about African American language. Paper presented for Diversity Awareness Week, University of New Mexico, Albuquerque, NM.


• Davis, Stuart, Kelly Berkson, & Alyssa Strickler. (2017, March). The Phonetics and phonology of /ay/-raising with a focus on an incipient variety. Invited talk at the University of Oklahoma.

• Davis, Stuart, Kelly Berkson, & Alyssa Strickler. (2017, February). The Phonetics and phonology of /ay/-raising with a focus on an incipient variety. Invited talk at the University of New Mexico.


• de Jong, Kenneth J. (2017, March). Some things we can learn from learners: On the perception and production of segments in a second language. Invited papers at the Department of Spanish and Portuguese, University of Arizona, Tucson, AZ.

• Dickinson, Markus. (2017, February). Obtaining high-quality linguistic annotation for Natural Language Processing. Invited talk at the Chungnam National University, Daejeon, South Korea.


• Filimonova, Valentyna. (2017, July). Polite leísmo and the place of psycholinguistic methodology in variationist study of morphosyntax. Poster presented at the biannual Linguistics Society of America (LSA) Summer Institute, University of Kentucky, Lexington, KY.
**RESEARCH PRESENTATIONS & PUBLICATIONS (continued)**

- **Filimonova, Valentyna.** (2017, April). Polite leísmo in Mexican Spanish: Sociopragmatic variation in processing. Paper presented at the annual Linguistics Symposium on Romance Languages (LSRL) 47, University of Delaware, Newark, DE.
- **Flego, Stefon F.** (2017, September). Evidence for markedness hierarchies from continuancy neutralizations in Icelandic. Paper presented at the 22nd meeting of the Mid-Continental Phonetics & Phonology Conference, Columbus, OH.
- **Franks, Steven.** (2017, May). PCC violations and their resolutions. Paper presented at FASL 26 at Urbana-Champaign University, Urbana, IL.
- **Franks, Steven.** (2017, September). Some thoughts on combining clitic pronouns in Slavic. Paper presented at Ca’ Foscari University of Venice, Venice, Italy.
- **Franks, Steven.** (2017, December). Some thoughts on combining clitic pronouns in Slavic. Paper presented at the University of Chicago, Chicago, IL.
- **Kasper-Cushman, Kelly.** (2017, November). Variation in the use of ça/c’ and il(s)/elle(s) in Parisian French. Poster presented at New Ways of Analyzing Variation 46 (NWA 46). University of Wisconsin-Madison, WI.
- **Kasper-Cushman, Kelly.** (2017, March). Variation in the use of ça/c’ and il(s)/elle(s) in Parisian French. Paper presented at the Department of French & Italian Graduate Student Organization Conference, Indiana University, Bloomington, IN.
- **Kitagawa, Yoshihisa.** (2017, February). Prominence without focus. Poster presented at DP 60. MIT, Cambridge, MA.
- **Köylü, Yilmaz.** (2017, November). The effect of predicate type on noun incorporation in Turkish. Paper presented at the 3rd Workshop on Turkish, Turkic and the Languages of Turkey. UCLA & USC, CA.
- **Köylü, Yilmaz.** (2017, March). Representation of mass/count noun distinction in L2 English. Paper presented at The Second Purdue Languages and Cultures Conference. Purdue University, IN.
• Kübler, Sandra. (2017, June). *When the minority matters: Sentiment analysis with imbalanced data*. Invited talk at Sonderforschungsbereich 833, Universität Tübingen, Germany.


• Steiner, B. Devan, & Barbara Vance. (2017, October). *The role of initial subordinate clauses and resumptive adverbs in the transition from V2 to non-V2 in the history of French*. Invited paper presented at the Workshop on Verb-Third organized by Liliane Haegeman, Ghent University, Belgium.


• Weirich, Phillip. (2017, March). Regional, cultural, and linguistic orientation in Indiana. Paper presented at the Purdue Languages and Cultures Conference.


PhonFest

Please join us for PhonFest 2018, a symposium on phonetic and phonological documentation.

Mixing it up: from the lab to the field and back again
May 29 - June 2, 2018
Indiana University, Bloomington

While language science is moving in an ever more experimental direction, and tightly controlled experiments in lab settings can generate invaluable information about human language, such studies are not always possible, realistic, or productive in the context of actual language usage. Humans are members of communities, and linguists often work in the field, in communities. Speakers are not just passive consultants, but are members of a language community, agents who ‘do’ the language. The data generated by fieldwork, which is also invaluable, presents its own challenges—including technological challenges, like how to organize and annotate records in order to render them maximally accessible and useful. PhonFest is designed to create a space for dialogue: How can practices from the lab inform our work in the field, and vice versa? How can we pull the best elements from both worlds together to strengthen the work we do? Expert speakers from the US and abroad will address these topics.

Invited speakers:
Cynthia Clopper, The Ohio State University
Christian DiCanio, University at Buffalo
Josef Fruehwald, University of Edinburgh
Marija Tabain, La Trobe University

Dates:
May 29-June 1: Invited speakers present short courses
June 2: Poster Session for Fest participants to present their own work
June 4-June 7: Incubator week! Designated work time (in a supportive environment) to help propel your work from where it’s at to the next stage.

Learn more at http://www.indiana.edu/~phonfest/. Registration rates range from $45 for IU students to $90 for outside students to $150 for outside professionals.

Follow the Linguistics Club at IU:
Official Website: https://www.indiana.edu/~iulc/
Facebook: https://www.facebook.com/profile.php?id=100012916155298

Stay tuned for more research to be presented at NICOLAS
(New Interdepartmental Conference on Linguistics Area Studies), April 13-14, 2018.
Linguistics Fund Drive and IU Linguistics Polo Shirts

The Linguistics Student Support Fund drive is entering its fifth year. This fund provides financial support to retain promising students, to encourage students to attend the LSA Summer Institute, and to facilitate completion of dissertations.

The Linguistics Student Support Fund has been primarily focused on graduate students. We are now hoping to implement a program that would also provide undergraduates with some financial support from the fund. You can help make this a viable undertaking through a contribution. The larger the endowed fund, the greater the useable interest it generates for student support.

We thank those individuals who have contributed generously to the fund. We encourage those of you who haven’t to consider doing so in the coming year. Your gift can, and will, make a positive difference in the lives and experience of our students—both undergraduate and graduate—from providing financial support in these austere times to enriching their research.

As an incentive and thank you gift for you, our donors, we offer an IU Linguistics polo shirt for each $100 in donations to any of our departmental funds. In order to receive this gift, donors must fill out the accompanying pledge sheet and return it to the IU Foundation. Whether you wish to receive a polo shirt or not, we hope that you will consider a donation; contributions of any amount are welcome. If not ordering a shirt, donations can be made directly online www.indiana.edu/~lingdept/, then click on the Give Now button at the bottom of the page.

Dr. Robert Botne

Linguistics alumni – What’s new with you?

Please print as much of the following information as you wish. Updates will be used for the next newsletter and to keep our records up to date. Mail to the address below, or email your update to LingDept@indiana.edu.

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INDIANA UNIVERSITY
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WE'RE MOVING
TO A NEW LOCATION

This newsletter is published by the Indiana University Department of Linguistics with support from the College of Arts and Sciences Office of Alumni Relations, to encourage alumni interest in and support for Indiana University.

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Photo courtesy of Indiana University