

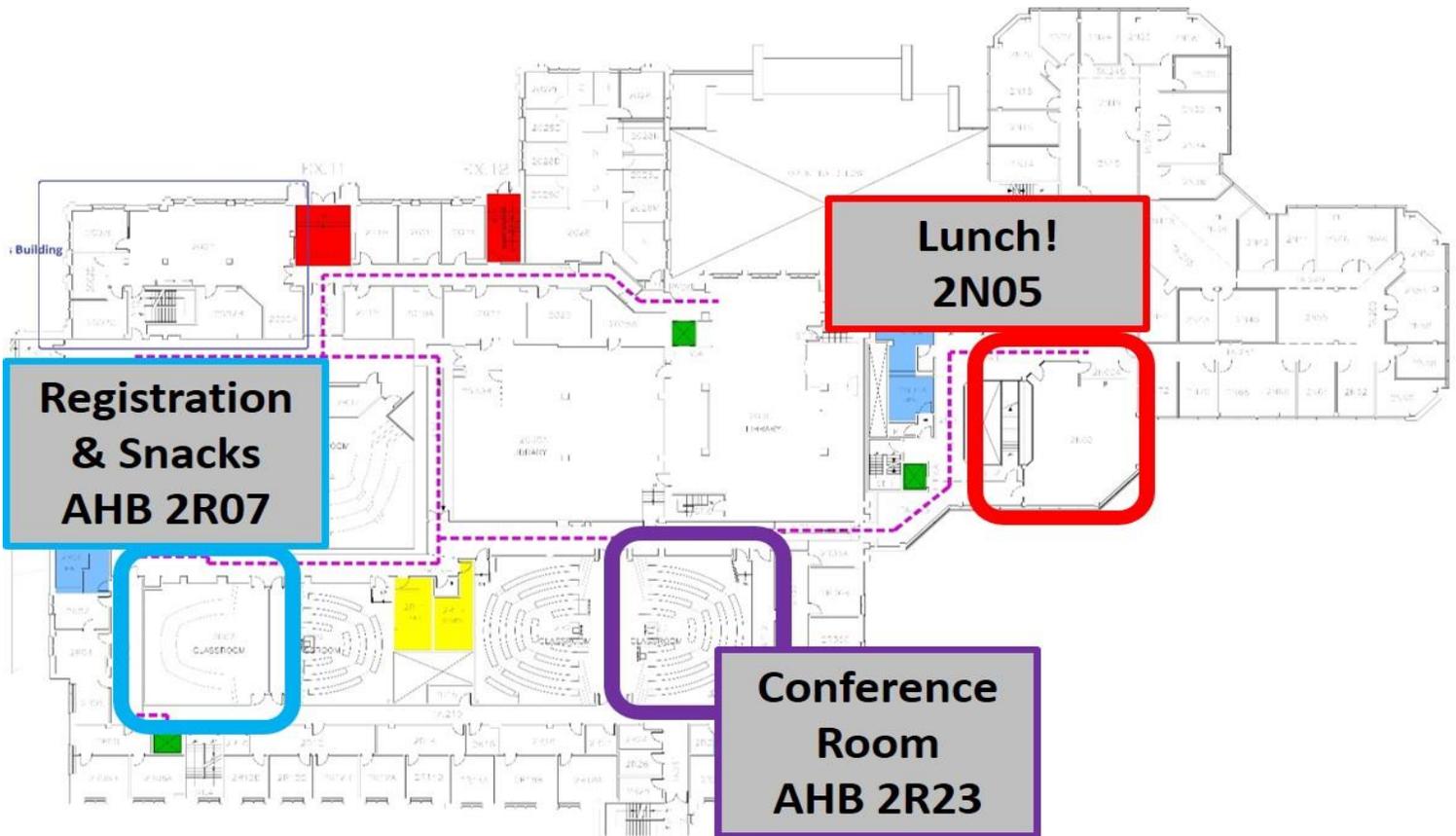
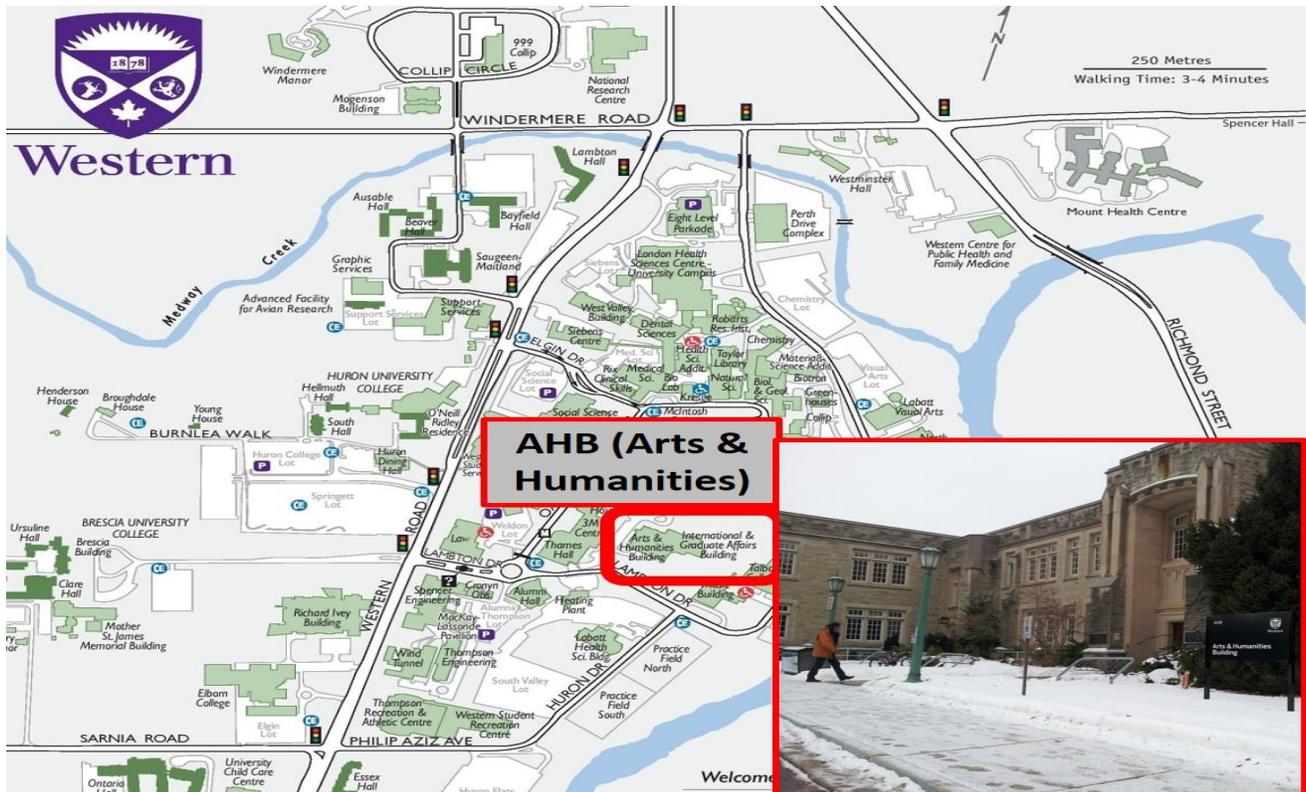
9TH ANNUAL

Western Interdisciplinary Student Symposium on Language Research

March 11

2017





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Western Interdisciplinary
Student Symposium on
Language Research - WISSLR



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Overview of Conference

***** Everyone is invited to the Linguistics Program 10th Anniversary***
We're celebrating 10 years of amazing linguistics at Western
Friday, March 10th
In the CHU Atrium, IGAB 2N05
From 3-7pm
Snacks and a cash bar**

IGAB 2N05 – Breakfast – 9:00 - 9:30

AHB 2R23 – Keynote - Dr Riehl – 9:30 – 10:30

AHB 2R07 – Break – 10:30 – 10:50

AHB 2R23 – Session 1 – 10:50 – 11:50

IGAB 2N05 – Lunch & Poster Session – 11:50 – 1:00

AHB 2R23 – Session 2 – 1:00 – 2:00

AHB 2R07 – Break – 2:00 – 2:20

AHB 2R23 – Session 3 – 2:20 – 3:20

AHB 2R07 – Break – 3:20 – 3:40

AHB 2R23 – Session 4 – 3:40 – 4:40

AHB 2R07 – Break – 4:40 – 5:00

AHB 2R23 – Workshop: How to linguist! – 5:00 – 6:00

IGAB 2N05 – Supper! – 6:00 – 8:00

**The posters will be available for viewing throughout the conference
in the atrium outside IGAB 2N05**

Contacts of Presenters

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2016-2017 WISSLR SCHEDULE

Location: Arts and Humanities Building (AHB) Room 2R23

Saturday March 11th

9:00	Registration/Breakfast CHU (IGAB 2N05)
9:30	Keynote - Documenting endangered languages at home and abroad Dr. Anastasia Riehl Queen's University
10:30	Morning Break
SESSION 1	
10:50	The Quichua Language of Ecuador, ¿Deemed to Disappear? Marithza Andagoya Western University
11:10	The lexical availability of students of Spanish as a foreign language in Santiago de Cuba Leonor Grethel Sierra Salas Universidad de Oriente
11:30	Opening the Creaky Door: Investigating Social Perceptions of Vocal Fry Rae Vanille Western University
11:50	Lunch & Poster Session CHU (IGAB 2N05)
SESSION 2	
1:00	Syntactical Expressive Means in the Campaign Speeches of Donald J. Trump Eduard Sviridenko Western University
1:20	Referring and Reference in Macbeth Julia Lei Western University
1:40	Evidential Qad In Standard Arabic Abdel-Rahman Abu Helal University of Wisconsin-Milwaukee
2:00	Afternoon Break CHU (IGAB 2N05)

2016-2017 WISSLR SCHEDULE

SESSION 3

2:20 **Comparing the use of pluralized existential ‘haber’ in the Caribbean and in Continental Latin America**
Angelica Hernandez | Western University

2:40 **Quantifying Phonetic Variation In Heritage Speakers: A Neural Network Representation Of Vowel Formant Pattern**
Lyndon Rey | Western University

3:00 **The Effectiveness of Home Language Medium Instruction on Students' Performance in Mathematics Education**
Gopal Singh Sijapati | Western Sydney University

3:20 **Afternoon Break**

SESSION 4

3:40 **The Role Of Working Memory In Processing L1 And L2 Input**
Edalat Shekari | McMaster University

4:00 **“Nu știu dacă there is an app for that”: A pilot study of code switching from Romanian to English**
Ana-Maria Jerca | York University

4:20 **Language - WiLL LaST as a Tool**
Charanjeet S Batra | University of Ontario Institute of Technology

4:40 **Afternoon Break**

WORKSHOP

5:00 **How to Linguist!**
Lauren McIntosh, Yasmeen Hakooz, Michael Iannozzi, Maddie Walker

6:00 **Dinner CHU (IGAB 2N05)**

End of Conference

Keynote Abstract – Dr. Riehl
Documenting endangered languages at home and abroad

One hundred years from now, thousands of languages – approximately half of those spoken today – will likely have disappeared.

Why are so many languages at risk? Does it matter? Can anything be done to save them?

In this talk, I explore these questions through an overview of the global endangered language crisis. I then present personal case studies of two types of documentation projects. The first involves fieldwork in minority language communities in Indonesia and Vanuatu. The second centers on recordings of endangered languages spoken by immigrants in Toronto. I end on a broader note about the value of all of our stories, in whatever languages we speak.

Workshop

“How to Linguist”

This innovative workshop offers an introduction to collecting, coding, analyzing, and disseminating your research. In this fast-paced workshop, four of our linguistics grad students will show you how to start from scratch to presentable results.

Each micro-workshop is 15 minutes. By the end you’ll know how to start (and finish!) each step of the research process. For novice to advanced researchers, we’ll be sharing tricks of the trade and resources so you can find answers to your own research questions.

How to collect – Madeline Walker

So how do you start your research? You’ve had your idea, and now you want to get started collecting data. In this first section we’ll look at how to get permissions and approvals, how to find participants, and how to conduct interviews of various kinds. An essential part of many different subfields of linguistics involves fieldwork, and we’ll get hands-on here on how to get hands on some data of your very own.

How to code – Yasmeen Hakooz

What do linguists do when they have collected their data? Well, they must analyze them. Praat allows us to convert audio files into spectrograms and waveforms, along with many other features. It can also detect pitch, pulsing and much more. Together we will look at how to use Praat when analyzing the different elements of consonants and vowels.

How to analyze – Michael Iannozzi

Rbrul, or other types of multi-variate analysis software, are becoming staples in any subfield of linguistics that uses large amounts of data (e.g. corpus, language acquisition, sociolinguistics, etc.), and in this workshop you’ll learn how to get started using it. Maybe you’ll never use Rbrul, but for those of us whose subfields of research use Rbrul, we must learn how to be at least literate in interpreting the results of others.

How to discuss – Lauren McIntosh

After you have analyzed your data it is time to figure out what it means for your study. We will show you the major software used in the field and how to use such things as ANOVA, t-tests, etc. Did your results reach significance? Did your findings support your hypothesis? We will help you navigate through the data and help you avoid the pitfalls of early researchers.

Abstracts

Abdel-Rahman Abu Helal | University of Wisconsin-Milwaukee

Evidential qad in Standard Arabic

Evidential qad in Standard Arabic raises two interrelated puzzles associated with tense and modality. First, evidential qad incorporates a modality component that has, unlike English- and St'a't'incets-like languages, an unambiguous epistemic modal base and a lexically-specified quantification force whose strength is systematically constrained by the temporal properties of qad's prejacent as exemplified in (1) (c.f. Matthewson et al.2008; von Fintel & Gillies. (2010). Second, evidential qad is not truth-conditional. It behaves as an illocutionary object that is not represented at the semantic-content level of interpretation as evidenced by qad's inability to interact scopally with other truth-conditional operators such as the negative and the conditional in (2.a,b) and its indifference to the modal subordination condition in (2. c).

1. a. qad d3aa'a l-mu'lim-u (= universal epistemic reading)

qad came.PAST/PERFECT the teacher.Nom

“ Evidently, the teacher must come”

b. qad ya'ti l-mu'lim-u (= existential epistemic reading)

qad came.PRESENT-FUTURE the teacher-Nom

“ Evidently, the teacher may come”

2. a. *ma qad d3aa/ yati l-mulim-u ii. *qad la d3aa/ yati l-mulim-u

No qad came/come-3sg the teacher qad no came/come-3sg the teacher

“Evidently, the teacher must/ may not come” “ Evidently, the teacher must/ may not come”

b. *in (kan) qad d3aa'/ya'ti l-mu□lim-u, nsko-t

If (was) qad came/come the teacher, be-silent.3pl.JUSSIVE

“If evidently the teacher come/came, we will be silent” (al-Galaayini, 1993: 266)

c. qad ya□lam-u l-mu□wwqi:-nai mink-um wa l-qaa'iliin-a

qad know-3sg discouraging-people among-you and the- telling.3pl.M

halumm-a ily-na wa la ya'tuu-na l-ba's-a illa qalil-an

come on to-us and no *proi* accept.3sg.Present the war except few.Acc

“He knows the discouraging people among you and those who tell you to follow them and they do not go to war except a few of them” (Quraan: The parties Surah “Al-'hza:b Surah”: verse 9).

I resolve the two puzzles by analyzing [[qad]]_{i,c} as an explicit performative operator that displaces the index (i0) in which the claim has not been turned into a speech-act object yet into a new state (i1) in which the speaker has committed herself to raising the reliability of her utterance (Szabolcsi, 1982; Krifka, 2014) in view of historically accessible evidence or inductive reasoning with the lexical entry in (3):

3. [[qad]]_{i,c} (p) =: λp ∈ D<st> λi0. u1. [ct =i0 & i0 <discrete i1 [Relp(i1) [R(i): (p)(i) (cs) (ca)]]].

This performative operator, when applied to the prejacent of type <st>, yields a speech-act object of type <ss> that doesn't participate in semantic recursion at the propositional level (= part 1 of the puzzle resolved). Under this analysis, [[qad]]_{i,c} (p) is defined only if it lexicalizes a similarity modal function **R(i)**, which supplies the set of indices at which the prejacent p is evaluated true. **R(i)** is derived by having a historically modal-base function **f**, as defined in (4.a), applied to a similarity function **gw** in (4.b), yielding the set gw(∩f (i)), which denotes the closest set of indices to the speaker's epistemic state of belief up to i.

4. a. For all i, i', i **Accf** i' iff $i' \in \cap f(i)$ such that $\cap f(i) =: \{i \in D_i : \forall p \in f(i) [i \in p]$
 b. $\lambda p \in D \langle st \rangle \lambda i'. p(i') \wedge \neg \exists i'' [p(i'')=1 \wedge i'' < \text{belief } i']$.

I suggest that $[[\text{quad}]]_{i,c}$ have a default universal reading as quantifying over the maximal sum of the closed evidential history of the past-perfect intervals with the semantics in (ii.a) (See (i) for a definition for the Maximality operator and the Pluralization operator as applying to $gw(\cap f(i))$ and the preajacent p , respectively). Since maximization never applies to the evidential history in open domains such as the present-future intervals (Fox & Hackl, 2007), satisfying the evidential requirement utilizes an instance of existential quantification with an automatic semantic mechanism of weakening that targets $[[\text{quad}]]_{i,c}$ with the present-perfect tense preajacent, resulting in a default existential reading in (ii.b) (= part 2 of the puzzle resolved).

Marithza Andagoya | Western University

The Quichua Language of Ecuador, ¿Deemed to Disappear?

Quichua (Kichwa) is the most widely spoken indigenous language in Ecuador. Although it has been preserved for centuries and survived the Spanish colonization, its number of users is declining (Haboud, 2004). The literature available on Quichua is scarce and mostly outdated, but it provides a general overview of the vitality of this language. Based on previous research (King, 1999; King & Haboud, 2002; Rindstedt & Aronsson, 2002), and a customized search performed online, this study presents a brief description of the vitality of Quichua, and the institutional and independent initiatives to maintain and revitalize the language. This research paper demonstrates that although the Quichua language as a whole is vulnerable to decline, the results by dialect are part of a continuum ranging from severe decline to development, and their vitality status is related to the maintenance and revitalization efforts and attitudes towards each dialect. The current initiatives are not sufficient to maintain and revitalize the Quichua language, therefore there is a need for a planned language maintenance and revitalization strategy that responds to the needs and goals of each dialect community.

Charanjeet S Batra | Univeristy of Ontario Institute of Technology

Language - WiLL LaST as a Tool

Reviewing the literature from Aristotle to Derrida (Qiu, 2014; Chomsky, 2006; Derrida, 1993), one may conclude that language pivots around the concept what Lyon (1977) terms as “binary oppositions”, such as good / bad, wrong/ right, day/ night and so on (Encyclopedia Britannica, 2016). This paper attempts to explore: Who is Language Learner (WiLL) and how a learner could use Language as Societal Transformation tool (LaST) by researching the “the unity of sound and meaning” within a word (Hagoort, 2014; Derrida, 1993). The hypothesis is that a word is a likely collection of sub-elements that have individual intrinsic identities and associated meanings. For example, in general linguistic context, the word “Attention” means “notice or awareness”. However, when the word is investigated further, it may be divided into phoneme units such as At+Ten+Seen (Scene) or At+Ten+Shun (near opposite meaning of “Attention”). Each sub-unit or element of the root vocabulary has an intrinsic associated meaning. When these components of the word, “Attention”, are combined, it provides new meanings to this word. Consciousness through senses or action organs of body and language learning are unique to human (Hagoort, 2014; Chomsky, 2006). There are ten perception/ actions organs in total. Exploring and learning to converge all these perceptions into one or considering all related sub-components while learning the word, “Attention” provides profound understanding about the

word. Thus discovering the intrinsic meanings within a word could also have deep-learning implications for the learner. Both learning and learner gets enriched and redefined. This recreation of knowledge could translate into pedagogical and societal benefits. For example, discovering new positive meanings of a word is likely to affect communication by enhancing the clarity of meaning in a conversation. This may promote a positive interaction between the social actors. This attempt to further deconstruct and rejuvenate a word for comprehensive meanings is likely to produce rich linguistic data through meta-cognition and creative intervention. This inquiry finds new objective connections within the word and the associated meaning from the available lexicons.

By giving examples of twenty words, the paper argues that there could be multiple implicit possible meanings within a word that can generate new knowledge. Therefore, the findings of the research suggests that discovering the hidden positive meaning of a word may reinforce or rejuvenate the meaning acquired earlier to a new meaning, connection, or insights due to intrinsic relationships. This would help building further creativity and scholarship.

Angelica Hernandez | Western University

Comparing the use of pluralized existential ‘haber’ in the Caribbean and in Continental Latin America

Impersonal verbs in Spanish do not form agreement with the subject of the sentence and should only be conjugated in the third person singular form according to prescriptive grammar norms. One such verb is the existential verb *haber* which is used to indicate the presence or existence of an object (1a). However, despite the prescriptive norm, pluralized forms of this impersonal verb are often used by native speakers when the object complement is plural (1b).

1 (a) *Había* dos gato-s.

There were two cat-PL.

(b) *Había-n* dos gato-s.

There were-PL two cat-PL.

The pluralization of the existential verb *haber* is a widespread phenomenon and can be found in several countries and territories such as Cuba, Puerto Rico, Colombia, Venezuela, Mexico, Chile, among others (Bentivoglio et Sedano 1987, Castillo-Treyes 2007, Claes 2014, DeMello 1994).

A study by Claes (2014) explains that this phenomenon is a result of a change in the function of the complement of the verb. When the verb *haber* is pluralized, the direct object of the verb is used as the subject instead. This causes pluralization of the verb when the direct object is plural since it creates subject-verb agreement. Therefore, Claes argues that this phenomenon=shows a linguistic change in progress in the language where a personal form of impersonal *haber* surges.

In this project, I compare the use of pluralized *haber* in four Caribbean cities, against its use in cities of continental Latin America. For this study, I use a total of seven corpora. I look at four Caribbean cities: Holguín, Cuba (Tennant et al. 2006); La Havana, Cuba (Gonzales Mafud et al. 2010); San Juan, Puerto Rico (Morales et Vaquero 1990); and Caracas, Venezuela (Rosenblat et al. 1979), and three cities of continental Latin America: Bogotá, Colombia (De Fernandez and Gonzales 1986); La paz, Bolivia (Marrone 1992); Lima, Perú (Caravedo 1989). Using these seven corpora and over 500 occurrences of pluralized *haber*, I investigate three social factors: age (young = 15-35; median = 36-55; older = 56+), education level (low = no post-secondary; high = some post-secondary), and sex (male and female). Through this analysis I

aimed to find whether the social variables that determine the use of pluralized *haber* are constant between regions or whether they vary from one region to another. I also make a brief analysis of differences between individual cities within regions.

Some results indicate that while in both Caribbean and continental Latin American cities the most important social factor in determining the use of pluralized *haber* is the socio-economic level of the speakers, there is a contradicting trend when age is considered. While in Caribbean cities it is the younger speakers (15-35 years old) that use pluralized forms more frequently than the older speakers (36-55, and 55+), the opposite trend is true in continental Latin American cities. This may point to the fact that this linguistic change is at different stages in each region.

Ana-Maria Jerca | York University

“Nu ştiu dacă there is an app for that”: “I don’t know if there is an app for that”. A pilot study of code switching from Romanian to English

An everyday phenomenon in the Romanian immigrant household, in Toronto at least, is that of code switching from Romanian to English. As Poplack (1980: 582) defines it, code switching is “the alteration of two languages within a single discourse, sentence, or constituent”. (For the purposes of this study, this definition will include every instance of English use during Romanian discourse with the exception of proper nouns (like “TD Bank”) for which there isn’t an equivalent translation in Romanian, meaning that the informant has no choice but to say the words in English.) The mixture of Romanian and English manages to communicate the speaker’s intended meaning while at the same time, as previous research into code switching in other languages has shown, being a complex process indicative of very fluent bilingualism as well as certain characteristics of the speakers (like pragmatic conditioning, attitudes towards the language of code switch, etc.) (Gumperz in Poplack 1988:44). This pilot study does a qualitative and quantitative analysis of original data collected from sociolinguistic interviews with three speakers. It attempts to come to a preliminary conclusion about the nature of code switching nouns, verbs, adjectives, full sentences, and expressions from Romanian to English. It also looks at the nature of addressing code switches and whether doing so expresses an attitude towards the language of the switch. The study was conducted with Poplack’s 1980 paper about Spanish speakers in Harlem in mind. However, my analysis contradicts the “bound morpheme constraint” outlined within it and shows that Romanian code switching, at least so far, does not seem to fall in line with that of Spanish to English in Harlem or even French to English in the Ottawa-Hull region (Poplack 1988). This study, therefore, goes towards showing that the function of code switching varies from language to language.

Julia Lei | Western University

Referring and Reference in Macbeth

In Shakespeare’s *Macbeth*, there is a scene at a dinner party where Macbeth ‘sees’ the ghost of Banquo multiple times and starts shouting at ‘it’. It is widely accepted that in his guilt, Macbeth hallucinates this ghost and thus, other guests in attendance are confused because they cannot ‘see’ this ghost. This scenario illustrates the difficulty for pragmatic theory in describing how the audience (dinner guests) constructs a new context to interpret every new utterance by the speaker (Macbeth).

By exploring the how Macbeth refers and what he manages to refer to in this dinner party scene, I will be examining how context affects the meaning of Macbeth’s

utterances. So, I will also be paying close attention to the top-down pragmatic process of accommodation (Lewis), literal and non-literal usage, and the explicature/implicature boundary (Grice). Via systematic application of the methodology and tools of the (1) Formalists (Frege, Russell, Kaplan, and Kripke), (2) Relevance theorists (Carston, Sperber, and Wilson), and (3) the Ordinary Language Philosophers (Austin, Strawson) to describe how the audience constructs and then interprets the utterances of Macbeth, I will show the advantages and ultimate shortcomings of each set of methodology and tools. In turn, I will attempt propose what a pragmatic theory needs and will look like to most successfully describe the interaction between the beliefs of the audience and the speaker.

Lyndon Rey | Western University

Quantifying Phonetic Variation in Heritage Speakers - A Neural Network Representation of Vowel Formant Patterns

Sociolinguistically, there are many different ways that variation can be measured; however, this work focuses specifically on phonetic variation, and ways that it can be studied. To take a narrower focus, this work is a description of a methodology that can be used to measure probabilistic variation across large corpora of natural spoken languages, using a machine learning algorithm via a relatively simple neural network. This methodology is chasing the goal of modelling how a speaker from a certain dialect group probably speaks – what are the phonetic patterns they are most likely to show, and can we differentiate and categorize unknown samples using these models created from natural language? This work describes this new methodology in detail, and then uses Heritage Language Variation and Change Corpus (University of Toronto); models have been created for both Italian and Faetar homeland and heritage speakers.

In this work, only the pronunciation of vowels is considered, categorized using the first four formants (hereafter , , , and). The basic idea can be divided into three parts: firstly, an accurate algorithm must be created to reliably distinguish vowels from any other phonetic category – this is accomplished using Praat, and by filtering based on syllable peak (as used in the work of Duanmu (2009)). Secondly, the neural model must be ‘taught’ using a learning corpus (which in this case in the HLVC corpus). Finally, an unknown sample can then be tested through the model, and a prediction made. Also, the models themselves can be compared, by deriving joint probability density functions from the network (formants are not independent, thus a simple probability function is not adequate).

To delve into the theoretical background of the project, the neural network is basically way of ‘learning’ the formant frequencies (in Hz) that are most likely for any given vowel in a certain group of speakers. The formal logic behind a neural network is exemplified in Almeida (2002). This neural model, with enough training, accurately represents how speakers of a certain group pronounce their vowels, to the sub-aural level. This is where the comes in – although typically considered speaker-dependent (and does not seem to significantly change the quality of the vowel), from preliminary work on the [a] of Italian and Faetar, it seems to show large language-specific divergence.

Currently, the task at hand is to compare the homeland and heritage varieties of each language, and to quantify the phonetic variation found. Currently, Italian is showing a divergence in the pronunciation of [a] (its is apparently slightly lower in the heritage speakers, by about 65 Hz), but not [i] or [e]; hopefully, through more machine learning and analysis, more phonetic variation will be catalogued. Also, these findings will also be

compared with the phonetic-phonological research already performed on heritage speakers of these languages. Also, this methodology will hopefully be practical cross-linguistically, creating a sort of ‘atlas’ showing minor phonetic variation in relation to geography

Edalat Shekari | McMaster University

The Role of Working Memory Resources in Processing L1 and L2 Input

Background: In everyday real life, we receive auditory and visual information that should either be acted upon immediately or kept in memory for later actions. Information that has to be kept available for ongoing task performance is thought to be kept in working memory (WM).

However, the limited capacity of WM [1,2,3] imposes restrictions on the processing, storage, and retrieval of information. A few previous studies [4,5,6] have examined the role of working memory resources in following spoken instructions in participants’ first language (L1). However, very little is known about the extra WM load added by processing input in a non-dominant language (L2) by late but fluent adult bilinguals. Can individual differences in WM capacity predict performance?

Method: 30 Persian-English bilinguals (15 males) and 37 native speakers of English (31 females) participated in an experiment consisting of four tasks. The participants were randomly assigned to listen to 12 sequences of 5 auditory instructions, and either perform or verbally recall them in the correct serial order. We tested bilinguals in two separate sessions with a one-week interval. To assess the participants’ WM capacity, we used the non-word repetition and the automated operation span tasks. The latter task combined arithmetic operations and memory for words to assess the simultaneous processing and storage capacity in working memory. We used both Persian and English versions of the operation span task for the bilinguals. A self-reported language background questionnaire was used to assess bilinguals’ language history, functional proficiency, language use, dominance and preference in both languages.

Results: There was a significant main effect of task (recall vs. performance), $p < 0.0001$. Participants recalled fewer instructions verbally compared to performing them. For the bilinguals, there was a significant main effect of language, $p < 0.001$, with advantage for the tasks presented in the bilinguals’ dominant language. The ability to follow the spoken instructions was significantly correlated with the results of the operation span task. Subjects with higher working memory capacity performed better in acting and recalling the instructions. The correlation between L2 complex memory span and bilinguals’ performance in L2 tasks was higher than those in L1. There were no significant differences between bilinguals’ WM capacities in L1 and L2. However, the reading times were significantly longer in the tasks presented in the second language.

Conclusion: The results reveal that working memory is burdened when the instructions in bilinguals’ non-dominant language have to be followed. Despite syntactically simple instructions used in the tasks, the trade-off between processing and storage was more evident when the tasks were presented in bilinguals’ L2. Thus, processing input in a non-native language is demanding and appears to consume bilinguals’ internal cognitive resources. The results of the complex span tasks are consistent with the findings of other studies that WM capacity depends on the proficiency level and might be the same in L1 and L2 in proficient L2 learners [7, 8, 9, 10]. However, larger working memory capacity can compensate for the extra load when bilinguals have to carry out tasks or responsibilities in their non-dominant language.

Leonor Grethel Sierra Salas | Universidad de Oriente

The lexical availability of students of Spanish as a foreign language in Santiago de Cuba

For many researchers, the lexical level is considered to be the most complex, suggesting the need for explicit and organized teaching, which implies reflection on lexical selection.

According to Benítez (2009: 9), those involved in this process "are fundamentally concerned with how to teach vocabulary and rarely what vocabulary to teach." The Common European Framework of Reference for Languages (CEFR) states: "Those who produce test materials and manuals are required to make a lexical selection" (Council of Europe: 149). Among the options offered is the monitoring of lexical-statistical principles that choose the most frequent words in general and broad counts or the words that are used for delimited thematic areas.

In this sense, lexical-statistics found in the lexical availability a field of linguistic research that assumes its tools, guaranteeing the objectivity and reliability of the results. This consists of the lexical flow rate that can be used in a given communicative situation (López Morales, 1996: 1) and is recorded through associative tests based on specific thematic areas that constitute stimuli.

The achievement of the available lexicon of students of Spanish as a foreign language allows evaluation of their lexical competence in the different stages of learning, to verify the effectiveness of the lexicon teaching-learning process, to what extent its production corresponds to that of native speakers, which are the gaps, deficiencies and lexical errors detected, and therefore, if the curricular design has been adequate in the teaching of the vocabulary. Other added benefits can be pointed out, such as the possibility of determining the influence of sociocultural factors in the lexicon learning and to specify the influence of the mother tongue on the words contributed in the target language.

In Cuba, there is little research on the available lexicon of SFL students; hence the novelty of this proposal, which aims to analyze the lexical availability of students of Spanish as a foreign language in Santiago de Cuba, with a goal of evaluating their lexical competence and propose an efficient selection and treatment of vocabulary in teaching SFL. Specific objectives are defined as follows: to obtain the available vocabulary of students of Spanish as a foreign language in Santiago de Cuba; to describe the vocabulary obtained by centers of interest from the quantitative and qualitative points of view; to determine the influence in this vocabulary of the sociolinguistic variable levels of Spanish, mother tongue and sex; to compare the available lexicon of these students with a sample of the native speakers of Santiago de Cuba, and with that of other investigations, and to elaborate a methodological proposal for the selection of the curricular vocabulary of SFL students.

The study is part of the field of Applied Linguistics. It is specifically adapted to the methodological budgets of the Pan-Hispanic Project for the Availability of Vocabulary. The sample is constituted by a total of 50 students of Spanish as a foreign language in Santiago de Cuba. A sociological survey was developed for foreign students, with the objective of extracting the necessary data to stratify the extralinguistic variables and characterize the informant. The associative test or questionnaire of lexical availability was used based on 16 centers of interest or subject areas.

Gopal Singh Sijapati | Western Sydney University

The Effectiveness of Home Language Medium Instruction on Students' Performance in Mathematics Education: An Evidence from Croker Island, Australia

This paper shows how home language medium instruction makes learning more interactive and helps to improve better performance. Students' better performance in any subject is impeded when their classroom learning activities are not facilitated through the language they are taught. The role of language of instruction is debated in the domain of multilingual pedagogy, as there is no consensus on which language either home or dominant functions effectively during the process of educational attainment (Baker, 1996; Skutnabb-Kangas, 2000). However, any language that appears to the students as unfamiliar and incomprehensible makes, as Nsibambi (1999) argues, teaching-learning activities less interactive, thus resulting in the educational failure. In a diglossic society, the dominant language (i.e. colonizing language such as English and Spanish) is formally used in media, administration, health and education, while the language of Indigenous people becomes the means of communication at home and in local markets (Deckert & Vickers, 2011).

In the context of Australia, English as the medium of instruction has, for instance, hampered the Indigenous children in conceptual understanding of mathematics lessons such as the use of location outcomes, as the references of spatial orientation in Indigenous languages differ from the ways the English speakers use them (Edmonds-Wathen, 2012). So, learning mathematics in English the Indigenous children are even learning it puts extra cognitive load on them. It is true that English medium instruction increases the Indigenous pupils' anxiety, because they hesitate to interact with teachers and peers due to their incompetency in English (Benson, 2004).

This paper reports on the results of an experiment in the remote community of Minjilang, located on Croker Island in Northern Territory of Australia, designed to examine the effects of home language medium instruction on students' performance in mathematics education. Specifically, it attempts to test the hypothesis by Edmonds-Wathen (2012) that Indigenous pupils would learn mathematics better if they were instructed in their home language. For the purpose of study, Kunwinjku, one of the Australian Indigenous languages, spoken in North West Arnhem Land, was selected as an example of medium of language. Eight Kunwinjku speaking pupils were selected for the quasi experiment which was employed in the study. The experiment was conducted into two phases. In the first phase, all the participants were instructed and asked 20 problem solving tasks orally in English. In the second phase, the same experiment group was first instructed in Kunwinjku, and then followed by English, asking to solve the same tasks. The time gap between the first and second phase of the experiment was 30 minutes. Animal row task matching card was applied as the tool of experiment. Data elicited from the study show that 90 percent of pupils, after being instructed in Kunwinjku, improved their performance significantly more in the task than that of their achievements in the first test, where English was the medium of instruction. For instance, seven out of eight pupils scored more than 15 percent high marks in the second test (i.e., from 30 percent in the first test to 45 percent in the second test) due to the impact of Kunwinjku medium instruction. Therefore, the results of the study will have pivotal implications for the implementation of home language based bi/multilingual education in Australia and elsewhere.

Eduard Sviridenko | Western University

Syntactical Expressive Means in the Campaign Speeches of Donald J. Trump

The pre-election discourse is a topical direction of modern linguistics. During the period of election campaigns, the activity of politicians increases dramatically. They use a variety of language tools to influence the voters.

I analyzed the syntactical expressive means in the campaign speeches of Donald Trump during the election campaign for US president, as well as in his speech at the news conference in Manhattan. Transcripts of the speeches are presented at the website of the American newspaper The New York Times (The New York Times, 2016; The New York Times, 2017).

According to linguists, Donald Trump is one of the most expressive contemporary English-speaking politicians. Alexandrova and Bystrov note that the conditions of aggressive competition for the presidency contribute to the emotional speech of presidential candidates (Alexandrova & Bystrov, 2016: 133). I agree with the researchers that the most common syntactical expressive means in the speech of Donald Trump are: repetition of words, phrases; multiple repetitions with the amplification of the next element; parallel structures; short phrases; the rhythm of the text. Donald Trump often uses repetitions with the amplification of the next element, irrespective of the part of speech. Thus, speaking about the current state of the US Army, as well as the North Atlantic Treaty Organization, Trump increases the expressiveness of the participle with the help of the adverb: A Trump administration will lead a free world that is properly armed and funded, and funded beautifully (2016).

Donald Trump also incorporates in his speech the modal verbs and other means of objective and subjective modality, repeating them: My foreign policy will always put the interests of the American people and American security above all else. It has to be first. Has to be (2016). Another common means of increasing expressivity in Donald Trump's speech is an addition of the epithets to the repeated words.

After analyzing the audio-visual material with campaign speeches of Donald Trump, the researchers came to the conclusion that in his speeches the politician often uses evaluative (less often qualitative) adjectives: great, good, right, big, ill, nice, bad, real, stupid, wonderful, rich, common, as well as the frequent use of the structure used to refer to a future tense going to. Besides, Donald Trump uses a lot of negative constructions, for example: I'm not, they don't know, not going to, we don't know, they're not, if you don't, but we don't, don't have to, don't want it, I'm not doing, they don't talk, you don't hear (Ryabkova & Varganov, 2016: 208). And it's way, way behind schedule and many, many billions of dollars over budget. I don't like that. And the admirals have been fantastic, the generals have been fantastic. <...> And we're going to get those costs way down and we're going to get the plane to be even better (2017).

Using repetition, parallelism, short phrases, rhythm, Trump prepares the audience for the perception of what he considers important: You saw yesterday Fiat Chrysler; big, big factory going to be built in this country as opposed to another country (2017). I hope that General Motors will be following and I think they will be. I think a lot of people will be following. I think a lot of industries are going to be coming back (2017).

According to American researchers, Donald Trump has a colloquial way of speaking. "And that conversational style can be effective. It's more intimate than a scripted speech. People walk away from Trump feeling as though he were casually talking to them, allowing them to finish his thoughts" (Vox, 2017). "Rather, his seeming incoherence stems from the big difference between written and spoken language. Trump's style of speaking has its roots in oral culture. He rallies

people through impassioned, targeted conversation — even if it doesn't always follow a clear arc" (Vox, 2017).

The analysis of April 2016 and January 2017 speeches does not show changes in any of the syntactical expressive means that Donald Trump uses in his public speeches.

To conclude, the oratory of Donald Trump has means of expression based on different language levels, including syntax. Syntactical means, as shown by the analysis, are the basis for the creation and development of expressive constructions that help policymakers achieve the goals of impact on the electorate.

Rae Vanille | Western University

Opening the Creaky Door: Investigating Social Perceptions of Vocal Fry

Vocal fry is a distinct form of phonation characterized by high glottal tension, low fundamental frequency, and irregular glottal cycle durations. The effect is manifested as a popping or creaking noise, perceptually described as “a series of rapid taps, like a stick being run along a railing” (Catford 1964:32). The growing trend of vocal fry has received considerable journalistic and research attention in recent years (Quenqua, 2012). Studies have recognized fry as an important sociophonetic marker, yet accounts of what effects it has on the listener are still largely speculative (Goodine & Johns, 2014; Podesva, 2011; Yuasa, 2010). This study examines how listeners perceive speakers who employ fry in their speech and how these perceptions are influenced by a listener's gender and age. Speech data was collected by having participants read a passage of six sentences and presence of fry was determined using Praat. A second component using surveys where respondents reported their initial impressions of speakers based on these audio recordings according to six 5-point scaled attributes was administered. In this study, six varying attributes were presented: authority, intimacy, seduction, persuasion, boredom/disinterest, and emotional disengagement. While previous studies have linked fry with “masculine authority” (Yuasa, 2010), the attributes chosen aim to direct attention away from binary gendered associations and to seek other plausible explanations for perceptions of fry. Important methodological considerations such as speech community context and gender normativity are also addressed. This investigation constitutes an exploratory study to encourage new research and a more encompassing approach to the sociocultural meanings indexed through vocal fry in different speech communities.

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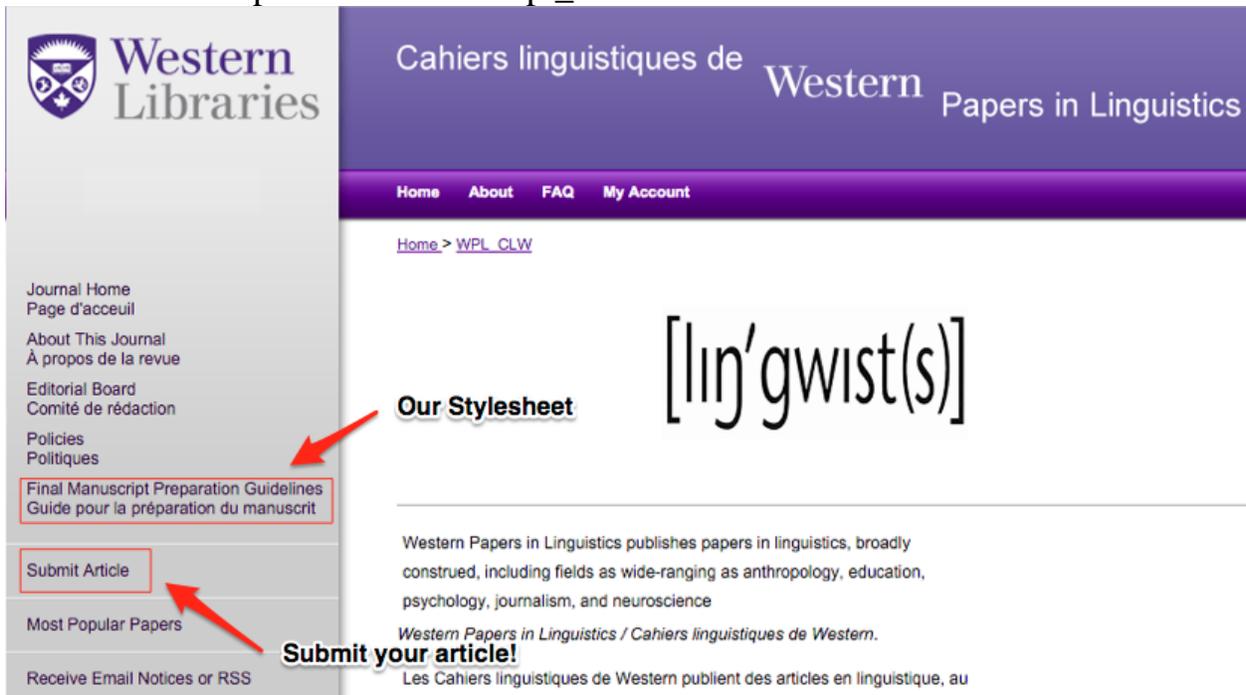
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