

2015 Barbara Gordon Memorial Lecture and Linguistics Festival

FIU Linguistics Program and the Department of English



You are cordially invited to a two-day event
celebrating the Barbara Gordon Memorial Lecture Series

Thursday, Feb. 12 — 6:30 p.m.

Barbara Gordon Memorial Lecture

Silvina Montrul, University of Illinois Urbana-Champaign

NATIVE SPEAKERS, INTERRUPTED

Friday, Feb. 13 — All Day

Festival — Linguistics Matters

Featuring further research by Silvina Montrul

and by faculty members at FIU, FAU,

USF Sarasota-Manatee and University of Michigan

BOTH EVENTS ARE FREE AND OPEN TO FIU STUDENTS

OPEN TO THE PUBLIC

*Sponsored in part by The Barbara Gordon Memorial Lecture Series, FIU's Linguistics Program,
FIU's Department of English, and FIU's Graduate Linguistics Association and CSO*

FIU

**Arts &
Sciences**

School of Environment, Arts and Society

2015 Barbara Gordon Memorial Lecture

FEB. 12, 2015 | 6:30 P.M.

MARC PAVILION, MMC CAMPUS, FIU

WELCOME

Bill Anderson, Associate Dean, College Arts & Sciences

James Sutton, Chair, Department of English

HENRY TRUBY PRIZE FOR GRADUATE STUDIES

Tometro Hopkins, Associate Professor, Linguistics

SPEAKER INTRODUCTION

Virginia C. Mueller Gathercole, Professor and Director, Linguistics Program

FEATURED SPEAKER

Silvina Montrul, University of Illinois Urbana-Champaign

NATIVE SPEAKERS, INTERRUPTED

Defined by their transmission across a generation, heritage languages are spoken by the bilingual children of immigrant parents. In this talk, I challenge widely held ideas about native language proficiency. I argue that native language proficiency can be shaped by the environment, and this is particularly true for U.S. bilinguals. The language mastery of heritage speakers by early adulthood is often significantly different from that of both their immigrant parents and native speakers in the home country. Heritage speakers, like all speakers, are born with the ability to learn one or more languages fully and indeed retain native ability in selected grammatical areas due to their early exposure to the language. They are native speakers because they are exposed to their home language from birth. However, insufficient use of the language during late childhood and adolescence can profoundly affect specific aspects of their command of grammar, interrupting the full development of the language and turning their native language into a second language.

ABOUT THE SPEAKER

Silvina Montrul is Professor and Head of the Department of Spanish and Portuguese and Professor of Linguistics at the U. of Illinois at Urbana-Champaign, and directs the University Language Academy for Children and the Second Language Acquisition and Bilingualism Lab. She co-edits *Second Language Research* and is author of *The Acquisition of Spanish* (2004), *Incomplete Acquisition in Bilingualism: Re-examining the Age Factor* (2008), *El bilingüismo en el mundo hispanohablante* (2013), and *The Acquisition of Heritage Languages* (2015), as well as numerous articles in, e.g., *Bilingualism: Language and Cognition*, *The International Journal of Bilingualism*, and *Second Language Research*. Her research focuses on linguistic and psycholinguistic approaches to adult second language acquisition and bilingualism, in particular syntax, semantics and morphology, and on language loss and retention in heritage speakers. In 2013 she received the University Scholar Award from the University of Illinois in recognition of exceptional achievement in research, teaching and service.



2015 Festival – Linguistics Matters

Schedule of Events

FEBRUARY 13, 2015

MARC PAVILION, MMC CAMPUS, FIU

PLENARY TALK

- 9:30 - 10:30** Silvina Montrul, University of Illinois, Urbana-Champaign
Heritage Speakers Drive Structural Changes in Spanish in the United States
Chair: Kristen Mullen, President, Graduate Linguistics Association

RESEARCH TALKS

- 10:30 - 11:00** Krystal M. Ribot and Erika Hoff, Florida Atlantic University
A Longitudinal Study of Expressive and Receptive Language Growth in Young Spanish-English Bilinguals
Chair: Monica Hough, Department of Communication Sciences & Disorders
- 11:00 - 11:30** Ana Gouvea, Department of Communication Sciences & Disorders
Bilingual Infants' Sensitivity to Gender Agreement Morphology in Spanish
Chair: Tometro Hopkins, Linguistics Program and Department of English
- 11:30 - 12:00** Anthony Dick, Department of Psychology
Cerebellar Contributions to Language Recovery Following Pre- or Perinatal Stroke
Chair: Feryal Yavaş, Linguistics Program & English Department, Advisor, Graduate Linguistics Assoc.

12:00 LUNCH BREAK

- 1:30 - 2:00** Mehmet Yavaş, Linguistics Program, Department of English
English Laterals in Spanish-English Bilinguals
Chair: Melissa Baralt, Department of Modern Languages
- 2:00 - 2:30** Mark Finlayson, School of Computing and Information Sciences
Learning Plot Structure: Higher-Level Semantics, Discourse, and Narratological Theories
Chair: Phil Gleason, IBM, Adjunct Instructor, Linguistics Program
- 2:30 - 3:00** Peter Machonis, Department of Modern Languages
Counting Phrasal Verbs Automatically
Chair: Jean-Robert Cadely, Department of Modern Languages
- 3:00 - 3:30** Twila Tardif, University of Michigan & Visiting Faculty, Linguistics Program, Department of English
Word Learning and the Brain: How Deep Does It Go?
Chair: Ellen Thompson, Linguistics Program, Department of English

3:30 BREAK

- 3:45 - 4:15** Katherine Shanks and Erika Hoff, Florida Atlantic University
Talking to Children in L2: Discourse Features of Native and Nonnative Child-Directed Speech
Chair: Shannon Pruden, Department of Psychology
- 4:15 - 4:45** Rebecca Burns, University of South Florida, Sarasota-Manatee
"You Say Phonology, I Say Pronunciation"... Supporting Educators' Access To Linguistics
Chair: Deborah Hasson, Assistant Dean Community Engagement, College of Education
- 4:45 - 5:15** Virginia C. Mueller Gathercole and Feryal Yavaş, Linguistics Program, Department of English
Semantic & Cognitive Category Organization: Evidence From Monolinguals And Bilinguals In Miami And Wales
Chair: Kelly Millard, Vice President, Graduate Linguistics Association

- 5:15** Closing

Abstracts of Talks

Silvina Montrul

Heritage Speakers Drive Structural Changes in Spanish in the United States

In Montrul (2002, 2004, and 2008), I claimed that many linguistic patterns exhibited by Spanish heritage speakers could be primarily due to incomplete acquisition due to reduced input in childhood. But structural changes could also be shaped by the particular characteristics of the heritage language, the linguistic practices in the community, and the quality of input. In this talk, I examine heritage speakers' frequent omission of the obligatory marker "a" with animate, specific direct objects (**Juan vió María* instead of *Juan vió a María*) and argue that transfer from English and language change in the primary input (i.e., attrition in the first generation) may reinforce the seemingly incomplete acquisition of this phenomenon by heritage speakers. I discuss experimental results from child and adult heritage speakers and age- and SES-matched native speakers in Mexico, first generation immigrants, bilingual children, and the mothers of some bilingual children.

Krystal M. Ribot and Erika Hoff

A Longitudinal Study of Expressive and Receptive Language Growth in Young Spanish-English Bilinguals

This study investigates the comprehension-production gap in young Spanish-English bilingual toddlers by examining longitudinally the phenomenon of passive bilingualism and how dual-language skills develop over time. These results provide evidence that comprehension skills in bilinguals are more readily achieved than production skills; some bilinguals may achieve receptive proficiency in two languages while achieving expressive proficiency in only one.

Ana Gouvea

Bilingual Infants' Sensitivity to Gender Agreement Morphology in Spanish

This presentation examines whether Spanish/English bilingual infants prefer grammatical combinations of gender agreement (*la mesa*) than ungrammatical cases of gender agreement (*el mesa*) in Spanish. The aim of this work is to determine whether bilingual infants develop comprehension of agreement morphology at the same time as monolingual infants.

Anthony Dick

Cerebellar Contributions to Language Recovery Following Pre- or Perinatal Stroke

Language function is known to be resistant to lesions that destroy classical speech areas of the brain, provided these lesions occur early in development. But how the developing brain accomplishes this remains a mystery. Cortical changes in lateralization or interhemispheric connectivity can be related to syntactic, expressive, and receptive language outcome following early stroke. However, less is known regarding the developing organization of the broader language network that includes both cortical and subcortical structures. The cerebellum in particular has received little attention. In this talk, I present data from a neuroimaging study of people who suffered early stroke which suggests that the cerebellum contributes to improved outcomes on standardized behavioral measures of syntactic, receptive, and expressive language outcome.

Mehmet Yavaş

English Laterals in Spanish-English Bilinguals

English and Spanish alveolar laterals are noticeably very different phonetically (clear /l/ in Spanish and degrees of dark /l/ in American English). This study examines the effects of the phonetic contexts in the production of English laterals by Spanish-English bilinguals. Results reveal a well-defined pattern in the (non)native-likeness of the productions correlated with the phonetic contexts.

Mark Finlayson

Learning Plot Structure: Higher-Level Semantics, Discourse, and Narratological Theories

Narrative structure is a ubiquitous and intriguing phenomenon. By virtue of this structure people are able to perform high-level processing of stories necessary for deep understanding. I will present new tools and techniques for extracting narrative structure from sets of texts. In particular I demonstrate, for the first time, the learning of a theory of narrative structure from text: Vladimir Propp's influential theory of the structure of folktale plots.

Peter Machonis

Counting Phrasal Verbs Automatically

Since Kennedy's (1920) classic study, phrasal verbs have often been classified as pleonastic or colloquial variants of simple verbs (*finish up* vs. *finish*; *cough up* vs. *pay*), which have even been "blamed" on an American influence. Thim (2012) challenges many of Kennedy's assumptions. To shed more light on the history of phrasal verbs, we attempted to automatically annotate them in the works of Dickens and Melville, using lexicon-grammar tables and the linguistic development environment, NooJ, and further compared these results with a contemporary oral corpus of transcribed Larry King Live programs. Although we have not yet achieved total accuracy and recall in recognizing phrasal verbs in large corpora, NooJ is undeniably a powerful tool that can help solve problems in both Historical Linguistics and Natural Language Processing.

Twila Tardif

Word Learning and the Brain: How Deep Does It Go?

This talk will present findings from cross-linguistic work on early word learning in English- and Mandarin-learning infants and toddlers showing that children learning these two languages have different patterns of acquisition for nouns and verbs. It will also present brain-imaging data using fNIRS and fMRI technologies, showing some of the implications of those differences for how we make category judgments about nouns for both monolingual and bilingual English- and Mandarin-speaking adults.

Katherine Shanks and Erika Hoff

Talking to Children in L2: Discourse Features of Native and Nonnative Child-Directed Speech

Recent studies of bilingual children's language development have found that speech from native speakers is more beneficial to children's vocabulary development than speech from non-native speakers (Place & Hoff, 2011). The current study examines qualities of input in native and non-native maternal child-directed speech in order to investigate potential reasons for this difference. Fifteen native Spanish-speaking bilingual mothers and fifteen native English-speaking monolingual mothers were video-recorded playing with their children in structured play sessions in each language they speak. Transcripts of these play sessions were analyzed for maternal use of conversation-eliciting utterances, directives, and decontextualized language, as well as maternal responsiveness and topic-contingency. Comparisons between groups will be discussed.

Rebecca Burns

"You Say Phonology, I Say Pronunciation"... Supporting Educators' Access to Linguistics

This talk explores ways of bridging the divide between linguists and educators as the "Haves and the Have Nots" of formal linguistic knowledge. The talk is aimed at encouraging linguists to assume a stance of conscious accommodation when given opportunities to interact with the most critical group of Have Nots: classroom teachers from birth to K-12. The implications of a linguistically-informed population of classroom teachers are profoundly positive: understanding language diversity in today's classrooms, distinguishing content knowledge from its linguistic presentation in both instruction and assessment, etc. Examples will be given of linguistic information presented in ways that are immediately accessible and valuable to educators.

Virginia C. Mueller Gathercole and Feryal Yavaş

Semantic & Cognitive Category Organization: Evidence from Monolinguals and Bilinguals in Miami and Wales

This talk reports on monolingual and bilingual speakers' understanding of the semantics of their two languages, in cases where those two languages differ with regard to how the conceptual world is carved up. E.g., in Welsh, there are several words for different types of "hills" -- *bryn* is a mini-mountain type hill, *allt* is an incline type hill -- while in English these are both *hill*; in English, we differentiate *stairs* from *ladders*, while in Spanish these are both *escalera*. Speakers' understanding of such terms indicates complex interaction of the semantic space and cognitive space and differential performance in monolinguals versus bilinguals according to exposure to the language in question.

Speaker Information

Rebecca Burns is the ESOL Coordinator in the College of Education at College of Education, University of South Florida, Sarasota-Manatee. Her research interests focus on the effects of linguistic knowledge on teacher performance and student outcomes.

Anthony Steven Dick studies how the developing brain grows to process speech, language, and early literacy in typical children and in a variety of atypical populations. He uses functional and structural magnetic resonance imaging (MRI) to study neural activity in children performing cognitive tasks. He also uses diffusion-weighted imaging (DWI) to map the fiber pathways, or “wiring”, of the developing brain, and susceptibility-weighted imaging (SWI) to measure brain-iron levels in vivo. He has authored or co-authored a number of papers and has been supported by the National Institute on Deafness and Other Communication Disorders (NIDCD) to conduct his work.

Mark Finlayson is Assistant Professor of Computer Science in FIU's School of Computing and Information Sciences. He received his Ph.D. from MIT in 2011, and from 2012-2014 was a Research Scientist there. His research focuses on representing, extracting, and using higher-order semantic patterns in natural language, especially focusing on narrative. He is general chair of the Computational Models of Narrative Workshop series held internationally each year.

Virginia Mueller Gathercole is a Professor of Linguistics and Director of Linguistics at Florida International University. She has published extensively on children's language acquisition, both in monolingual and in bilingual children, focusing especially on Spanish-English and Welsh-English bilinguals. She has recently edited two new volumes, *Issues in the Assessment of Bilinguals* and *Solutions for the Assessment of Bilinguals*, published by Multilingual Matters.

Ana C. Gouvea is an Assistant Professor and the director of the Infant Language Development Lab and Psycholinguistics Lab at the Communication Sciences and Disorders (CSD) department at Florida International University. Her research focuses on monolingual and bilingual language development, psycholinguistics, cognitive neuroscience of language and autism spectrum disorders. Her research on bilingual language development is funded by NICHD.

Erika Hoff is a Professor of Psychology at Florida Atlantic University. Her research interests include the role of input in monolingual and bilingual development. She is Principal Investigator of the NICHD-funded project, Early Language Development in Children from Spanish-Speaking Families.

Peter Machonis is Professor of French Linguistics and Honors Fellow at FIU. Author of two books on the history and evolution of the French language, he is currently focusing on the history and diversity of French as spoken outside of France. His research interests also include lexicon-grammar, English idioms, phrasal verbs, and Natural Language Processing.

Krystal M. Ribot is a doctoral candidate in Florida Atlantic University's Experimental Psychology Ph.D. program. Her area of specialty is child development, with a focus on dual-language development and finding predictors of vocabulary growth in Spanish-English bilingual toddlers.

Katherine F Shanks is a PhD student at Florida Atlantic University, currently working in FAU's Language Laboratory. She specializes in developmental and educational research, with a primary focus on learning processes. Her current research emphasizes the impact of cognitive and social processes on linguistic development using cross-cultural and cross-linguistic comparisons.

Twila Tardif is Professor of Psychology at the U. of Michigan, and Research Professor at the Center for Human Growth and Development. She is currently a Visiting Researcher at FIU's Department of English. Her research focuses on language acquisition and emotion regulation in young children in the USA, China, and Japan. Her work has been continuously funded by grants from the Chinese and American National Science Foundations, the National Institute for Child Health and Human Development, and the Robert Wood Johnson Foundation. Fluent in both Mandarin and Cantonese, she is author of one book and more than 50 articles, and is also serving as Senior Curriculum Consultant on a brand-new program aimed at teaching languages to young children through a California-based software and early learning company, Age of Learning/ABCmouse.

Feryal Yavaş is a Senior Lecturer in Linguistics at FIU. Her teaching and research interests are mainly on first, second and bilingual language acquisition and language processing. She has recently been collaborating on several projects that investigate the interaction of the two languages in bilingual individuals.

Mehmet Yavaş is a Professor of Linguistics at FIU. His work focuses on applied phonology, encompassing normal phonological development, disordered phonology, second language phonology, and bilingualism. His successful book *Applied English Phonology* (Wiley-Blackwell) will have a third edition in 2015. His latest book is *Unusual Productions in Phonology: Universals and Language-specific Considerations* (Taylor & Francis).

Henry Truby Prize for Graduate Studies

FIU Linguistics Program

Established in memory of the late Henry M. Truby by his family and friends, this award honors the top graduate student in the FIU Linguistics Program each year.

About Henry M. Truby

1919-1993

Dr. Henry (“Hank”) Mayer Truby was a modern “Renaissance Man” with extremely wide interests and accomplishments. He had more than 250 publications on general linguistics, phonetics, acoustics, “voice printing,” newborn infant cry sounds, speech synthesis and voice recognition, and dolphin “sonic output.” He was also an athlete (tennis pro and coach and international ping pong whiz), a decorated soldier in the U.S. Army (Bronze Star and two Purple Hearts from WWII), an accomplished composer and musician (more than 100 songs and countless poems written), an advocate for the environment, and a dedicated family man and father of six exceptional children (who acquired his knack for language and are fluent in Swedish).



Hank was born in Kansas and raised in Texas, and as a youth attended a military school in Wisconsin by winning a spelling bee. He received his B.A. at the U. of Texas at Austin, his M.A. in English at the U. of Wisconsin, and his Ph.D. in Linguistics at Columbia U. He went to Sweden in 1955 and served as a researcher at the Royal Institute of Technology, studying acoustic phonetics and speech synthesis. In Sweden he met his wife, Ann-Sofi (Sundin), and he earned a Ph.D. in Phonetics at the U. of Lund, in 1959. He returned to the States with assignments at the NIH Bethesda Clinical Center in Washington, and as a Staff Scientist with IBM in Speech Communication Research. He came to Miami in 1965, working initially at the Communications Research Institute in Coconut Grove studying dolphin and interspecies communication. He was a professor at the U. of Miami from 1965 to 1975 in Pediatrics, Linguistics, and Anthropology. He was active in the World Dolphin Foundation, where he served as President and Director of Scientific Research. He was a Charter Member of the Board of Directors of the International Association of Voiceprint Identification, 1971-78.

In “retirement” Hank worked as a consultant in forensic linguistics, specifically performing analyses of “voice prints” or spectrograms of speech samples of individuals involved in cases that depended on proper identification of the author of voice recordings, and then providing expert testimony in court. Hank was involved in a number of high-profile international controversies. In one case, around 1987, a controversy rocked the music world with supposed sightings of a presumably long-dead Elvis Presley. A book was released with a cassette tape attached that purported to have a contemporary recording of Elvis talking. A local television channel called on Hank to analyze that tape to see if the voice was really that of Elvis. He determined the recording was fake, and even identified it as that of an associate of the author of the book.

Dr. Truby conducted many analyses in our own Linguistics Lab, and we have the honor of continued association with this remarkable man through his family’s generous funding of the Henry M. Truby Prize, to honor an outstanding student of Linguistics.

— Dr. John Jensen (retired, FIU professor from 1978-2010)

Primary source: World Dolphin Foundation website, including a biography composed by Mr. Fred Truby, the eldest of Henry’s three sons (<http://www.planetpuna.com/World%20Dolphin%20Foundation/Truby.htm>).

About the Barbara Gordon Memorial Lecture Series

The Barbara Gordon Memorial Lecture Series in Linguistics was established at FIU in 1984 by Senator Jack Gordon, former State Senator of Florida, in the memory of his first wife, Barbara Gordon. Dr. Barbara Gordon received her BA in English and Psychology from the University of Wisconsin in 1948, her MA in Teaching English and



Foreign Languages from Columbia University in 1949 and her EdD in Educational Linguistics from Columbia University in 1962. Her areas of specialization were Psycholinguistics, Applied Linguistics, Educational Linguistics, Conversational Interaction, and Ethnosemantics.

Each year, the FIU Linguistics Program and the Barbara Gordon Memorial Endowment bring a major figure in the discipline to campus for a public lecture and a special workshop for linguistics

faculty and graduate students.

Recent speakers have included:

- Luna Filipović (U of East Anglia, UK)
“Language in the Witness Stand: Forensic Linguistic Solutions for Cross-Linguistic Problems in Witness Interviews”
- Fred Genesee (McGill U)
“Dual Language Learning: Expanding the Mind”
- Norma Mendoza-Denton (U of Arizona)
“Citizen Rage: Town Hall Meetings and Constitutional Disagreement in American Politics”
- Lise Menn (U of Colorado)
“Doing Cross-Linguistic Studies on Aphasia”
- Lesley Milroy (U of Michigan)
“Bilingual Conversations: Code-Switching as Social Action”
- Salikoko S. Mufwene (U of Chicago)
“Globalization, Colonization and Language Vitality”
- Geoffrey Nunberg (UC Berkeley)
“The Paradox of Political Language”
- Shana Poplack (U of Ottawa)
“Contact, Code-switching and (Resistance to) Convergence: The Case of Preposition Stranding in Quebec French”
- Kemp Williams (IMB, Inc.)
“Finding Nemo/Nemeau/Nimoe: The Case for Analytical Name Scoring”

If you need more information, please contact: Linguistics@fiu.edu, 305-348-3155.

Cover photo: © V.C. Mueller



FIU Linguistics Program

Modesto A. Maidique Campus | 305-348-2874

11200 S.W. 8th St., DM 453 Miami, FL 33199



**Arts &
Sciences**