

2018 Barbara Gordon Memorial Lecture, Linguistics Festival  
and Expert Panel on Bilingual Children

FIU Linguistics Program and the Department of English



You are cordially invited to the 2018 Barbara Gordon Memorial Lecture Series

**Thurs., March 8 — 6:30 p.m.**

**Barbara Gordon Memorial Lecture**

Laurence B. Leonard, Purdue University

*Word Learning and Retention in Typically Developing Preschoolers  
and Children with Language Impairments*

**Fri., March 9 — 9 a.m. to 5 p.m.**

**Linguistics Festival and Expert Panel**

**on Language Development and Disorders in Bilingual Children**

**CBC 232-235, Modesto A. Maidique Campus (MMC), FIU**

*Events are free and open to FIU students and 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*

## 2018 Barbara Gordon Memorial Lecture Series

Thurs., March 8 | 6:30 p.m.

CBC 232-235, Modesto A. Maidique Campus, FIU

### 2018 BARBARA GORDON MEMORIAL SPEAKER AND 2017-2018 HENRY TRUBY PRIZE FOR GRADUATE STUDIES

#### FEATURED SPEAKER

**Laurence B. Leonard, Purdue University**

*Word Learning and Retention in Typically Developing Preschoolers  
and Children with Language Impairment*

Since the early days of the field of psychology, investigators have observed gains in learning that occur from simply attempting to recall or retrieve information that had just been studied. Yet systematic study of this phenomenon is relatively new, and its application to children learning language has been negligible at best. For children with language impairments, retrieval has been used principally as an assessment tool, to determine whether some detail of language had been acquired to a sufficient degree. In the project described in this presentation, we shift the focus by employing retrieval to promote learning. Two studies are reported that were designed to study the effects of retrieval on the novel word learning of preschoolers with language impairments and their typically developing same-age peers. Both studies revealed significant benefits when word retrieval was integrated into the learning activities – benefits that held up when children were re-tested days after the learning period had concluded. Equally encouraging was the finding that when repeated retrieval was employed during the learning period, the gains made by the children with language impairments were as large or larger than those seen in their typically developing peers under more traditional word learning conditions.



**Laurence B. Leonard** is Rachel E. Stark Distinguished Professor in the Department of Speech, Language, and Hearing Sciences, and Director of the Child Language Laboratory at Purdue University. He has numerous publications in the area of child language development and disorders with an emphasis on grammatical, lexical, and phonological factors. Leonard's research has been supported extensively by the National Institute of Health. Leonard's current research explores

procedures that facilitate children's word learning and retention, as well as characteristics of adults' linguistic input that might be misinterpreted by children with specific language impairment and lead to grammatical errors. Leonard has employed looking-while-listening (eye gaze) paradigms, electrophysiological techniques, syntactic priming tasks, as well as more conventional comprehension and production tasks, to pursue his research questions. Along with his research on English, Leonard has collaborated on work on the nature of specific language impairment in such languages as Cantonese, Finnish, Hebrew, Hungarian, Italian, Spanish, and Swedish. Leonard's research and articles have received numerous awards and honors for their excellence.

## 2018 Barbara Gordon Memorial Lecture Series

Fri., March 9 | 9 a.m. to 5 p.m.

CBC 232-235, Modesto A. Maidique Campus, FIU

### LINGUISTICS FESTIVAL AND EXPERT PANEL ON LANGUAGE DEVELOPMENT AND DISORDERS IN BILINGUAL CHILDREN

#### PANEL FEATURED SPEAKERS

**Laurence B. Leonard, Purdue University**

*The Input as a Source of Grammatical Inconsistency in Children with Specific Language Impairment*



**Lisa M. Bedore, University of Texas at Austin**

*Dual Language Profiles of Spanish-English Bilinguals with and without Language Impairment*

**Lisa M. Bedore** is a Professor in the Department of Communication Sciences and Disorders at The University of Texas at Austin and the director of the HABLA Lab. Dr. Bedore's research has focused on the interface between language experience and language knowledge in bilingual children with and without language impairment, with a special interest in Spanish-English bilingual children. She is currently developing a criterion referenced measure that is indexed by the child's experience with each of their languages. She is currently a co-PI on 2 NIH funded research projects studying risk for impairment in bilingual children. Dr. Bedore's work has been published in numerous peer-reviewed journals. Dr. Bedore was a co-recipient in 2003 with Dr. Barbara Davis of the Silver Award in The Innovative Use of Instructional Technology Awards Program for the Speech Disorders Clinical Archive, and she is a two-time winner of the College of Communication Research Award.



**Barbara Conboy, University of Redlands**

*Building a Bilingual Brain: Some Insights from Neuroscientific Methods with Infants and Toddlers*

**Barbara Conboy** is an Associate Professor in the Department of Communication Sciences and Disorders and Director of Latin American Studies at University of Redlands. Dr. Conboy is an ASHA-certified speech-language pathologist with specialty training in early language and bilingualism. In her research she uses a combination of behavioral-experimental, observational, parent-report, and event-related brain potential (ERP) methods to study linguistic and nonlinguistic cognitive factors in early language learning and processing, focusing on dual-language learners in the U.S. and monolingual Spanish-learning infants and young children in Mexico. She has published several peer-reviewed articles and book chapters on her work with infants, toddlers, preschoolers, and school-age children, and co-authored the Spanish version of the MacArthur-Bates Communicative Development Inventory. Dr. Conboy has hands-on experience working in public schools, Head Start programs, community and university clinics, hospitals, and private practice.

## 2018 Barbara Gordon Memorial Lecture Series

Fri., March 9 | 9 a.m. to 5 p.m.

CBC 232-235, Modesto A. Maidique Campus, FIU

### LINGUISTICS FESTIVAL AND EXPERT PANEL DISCUSSION

- 9 a.m. Peter Machonis, FIU  
*What the Dickens was Happening with Phrasal Verbs in the 19th Century?*
- 9:30 a.m. Joshua Eisenberg and Mark Finlayson, FIU  
*Story Detection with Simple Verb and Character Features*
- 10 a.m. Monica S. Hough, FIU  
*Categorization in Young Adult Bilinguals*
- 10:30 a.m. Virginia C. Mueller Gathercole, FIU, Hans Stadthagen-González, University of Southern Mississippi, and Samia DeCubas, FIU  
*Evidence on Semantics-Cognitive Interaction in Bilinguals*
- 11 a.m. BREAK**
- 11:15 a.m. Justin Lauro and Erika Hoff, FAU  
*Patterns of Dual-Language Proficiency in Expressive Vocabulary during the Preschool Period*
- 11:45 a.m. Mehmet Yavaş, FIU, Annette Fox-Boyer, European University of Applied Sciences (Germany), and Blanca Schaefer, University of Sheffield (United Kingdom)  
*Acquisition of #JC Clusters in German-Speaking Children: What is Unique about /jv/?*
- 12:15 p.m. LUNCH BREAK**
- 1:45-5 p.m. PANEL: DEVELOPMENT AND DISORDERS IN BILINGUAL CHILDREN**
- 1:45 p.m. Laurence B. Leonard, Purdue University  
*The Input as a Source of Grammatical Inconsistency in Children with Specific Language Impairment*
- 2:45 p.m. Lisa M. Bedore, University of Texas at Austin  
*Dual Language Profiles of Spanish-English Bilinguals with and without Language Impairment*
- 3:45 p.m. Barbara Conboy, University of Redlands  
*Building a Bilingual Brain: Some Insights from Neuroscientific Methods with Infants and Toddlers*
- 4:45 p.m. DISCUSSION**

Fri., March 9 | 9 a.m. to 5 p.m.

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## LINGUISTICS FESTIVAL AND EXPERT PANEL DISCUSSION – ABSTRACTS

Peter Machonis, FIU

### *What the Dickens was Happening with Phrasal Verbs in the 19th Century?*

Since Kennedy's (1920) classic study, phrasal verbs (PV) have often been classified as pleonastic or colloquial variants of simple verbs, even blamed on an American influence – a judgment repeated to this day in *The New Fowler's Modern English Usage* (Burchfield 2000). Thim (2012:203-5), however, claims "little evidence for the universal assumption that PV are more typical of American English," and highlights "the little attention Late Modern English – in particular the 19th century – has received." To shed more light on American and British PV usage, we automatically annotated PVs in the works of Charles Dickens and his American counterpart, Herman Melville, using dictionaries, grammars, and disambiguation algorithms within the NooJ platform (Silberstein 2016). This quantitative study contributes new data to PV usage in 19th century novels and shows that PV are not necessarily an American phenomenon.

Joshua Eisenberg and Mark Finlayson, FIU

### *Story Detection with Simple Verb and Character Features*

Story detection is the task of determining whether or not a unit of text contains a story. Prior approaches achieved a maximum performance of 0.66 F1 (F1 is a performance metric for classification tasks; it ranges from 0 to 1. The closer the F1 is to 1 the better the performance), and did not generalize well across different corpora. We present a new state-of-the-art detector that achieves a maximum performance of 0.75 F1 (a 14% improvement), with significantly greater generalizability than previous work. In particular, our detector achieves performance above 0.70 F1 across a variety of combinations of lexically different corpora for training and testing, as well as dramatic improvements (up to 4,000%) in performance when trained on a small, disfluent data set. The new detector uses two basic types of features—ones related to events, and ones related to characters—totaling 283 specific features overall; previous detectors used tens of thousands of features, and so this detector represents a significant simplification along with increased performance.

Monica S. Hough, FIU

### *Categorization in Young Adult Bilinguals*

This research examines category structure relative to typicality in common categories for young bilingual adults, aged 18-35. The findings are compared with Rosch's (1973, 1977, 1980) common category norms for monolingual English-speaking college-aged adults. Using verbal fluency tasks for 8 specific common categories, the study examined whether bilingualism significantly impacted categorization skills in the English of typical young bilingual adults. Overall the bilingual participants produced significantly more items in English than Spanish. The typicality structure ratings in the bilingual productions were significantly lower than those of Rosch's for monolingual adults, indicating that the bilingual speakers' responses for categories were more typical of the common categories than the original responses produced by monolingual young adults. In addition, the bilinguals' typicality ratings were significantly lower in Spanish than in English for five out of the eight categories. We are now developing more current monolingual norms for the common categories to compare bilingual responses with them and will then develop category norms in the Spanish language.



## 2018 Barbara Gordon Memorial Lecture

Virginia C. Mueller Gathercole, FIU, Hans Stadthagen-González, University of Southern Mississippi, and Samia DeCubas, FIU

### ***Evidence on Semantics-Cognitive Interaction in Bilinguals***

Theories of semantic processing in bilinguals have differed in their views of the relationship between semantics and cognition. This talk presents evidence from simultaneous bilinguals' processing of categories that differ in their two languages and differ with regard to type of category. The data support the differentiation of semantic and cognitive levels of knowledge. The data also reveal that the greatest level of semantic convergence occurs in fully balanced simultaneous bilinguals and reflects semantic organization, not level of proficiency.

Justin Lauro & Erika Hoff, FAU

### ***Patterns of Dual-Language Proficiency in Expressive Vocabulary during the Preschool Period***

The present study attempts to identify factors of successful bilingualism, defined as ability above a certain threshold in each language, and the stability of successful bilingualism during the preschool period. Longitudinal dual-language profiles were created for Spanish-English bilingual children, assessed on multiple measures of expressive vocabulary from 30 to 60 months.

Mehmet Yavaş, FIU, Annette Fox-Boyer, European University of Applied Sciences (Germany), and Blanca Schaefer, University of Sheffield (United Kingdom)

### ***Acquisition of #JC Clusters in German-Speaking Children: What is Unique about /fʋ/?***

This study reports on the developmental patterns of #JC clusters in 145 normally developing monolingual German-speaking children between 2;00-2;11. Children's reductions of target /fʋC/-clusters are examined. The results reveal expected patterns of C2 retention for '/f/+[-continuant]' (e.g. '/f/+stop' and '/f/+nasal') targets, and a rather indeterminate pattern for /fʋ/ and /fʋ/. The results for /fʋ/, a clear-cut preference of C2 retention, were rather unexpected, as the C2 is a [+continuant]. The explanation offered for this finding is related to a place constraint. The study also looks at the data from children who reached an advanced stage of cluster formation with differential targets. More specifically, in several children, one target, /fʋ/, is found to have stayed behind in the reduction phase while all others have advanced to the 'cluster stage'. Possible explanations for this are evaluated.

Laurence B. Leonard, Purdue University

### ***The Input as a Source of Grammatical Inconsistency in Children with Specific Language Impairment***

One of the hallmarks of English-speaking children with language impairments is a protracted period of using tense/agreement morphemes inconsistently (e.g., "Mommy talking/is talking on the phone"). Recent research has shown that details in the input may contribute significantly to this inconsistency. Investigators have differed on some of the details of their proposals, but all agree that such inconsistency could occur through children's incomplete interpretation of fully grammatical utterances that they hear in the input. In this presentation, one input-based approach will be presented in detail, with evidence coming from five different types of studies. These employ (1) novel verb learning; (2) conventional comprehension tasks; (3) eye gaze measures; (4) electrophysiological measures; and (5) actual treatment comparisons. The findings will be discussed in terms of their clinical implications and their application to the study of languages other than English. Finally, the theoretical assumptions of this approach will be discussed relative to those inherent in other contemporary input-based approaches.

## 2018 Barbara Gordon Memorial Lecture Series

Lisa M. Bedore, University of Texas at Austin

### ***Dual Language Profiles of Spanish-English Bilinguals with and without Language Impairment***

Much of the work on bilingual language development focuses on the learner's first or second language but does not consider the profile in both languages. Because of divided input, performance in the two languages does not appear to be fully independent. Thus, understanding the relationship between the acquisition of the two languages informs our expectations about language acquisition and profiles of language impairment. In this talk I will report on the extent to which language experiences predict outcomes in each of the child's languages between the ages of 4 and 9 years. Then, I will describe the dual language profiles of English-Spanish speakers with and without language impairment in the same age range.

Barbara Conboy, University of Redlands

### ***Building a Bilingual Brain: Some Insights from Neuroscientific Methods with Infants and Toddlers***

Neuroscientific research methods such as event-related potentials (ERPs) and electroencephalograms (EEG) provide a window into how the developing brain processes language and other information. These techniques have been used to address important developmental questions regarding the organization of brain functions, and the timing and efficiency of information processing. Research using these techniques with young children and infants as they acquire language – in conjunction with other measures of language development – has addressed the role of experiential factors in language development. This presentation will provide a review of several studies with infants and toddlers acquiring two languages simultaneously or acquiring a second language in addition to the home language.

Note: 1 hour credit available for entire event

LIN 4905: Workshop: Language Development in Bilingual Infants

# Henry Truby Prize for Graduate Studies

## FIU Linguistics Program and the Department of English

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 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 Ed.D. 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:

- Shobhana Chelliah (U of North Texas) “What Endangered Languages Teach Us about Human Cognition”
- Lydia White (McGill University) “How Applied Should Linguistics Be?”
- Silvina Montrul, (U Illinois Champagne Urbana) “Native Speakers Interrupted”
- Kemp Williams (IBM, Inc.) “Finding Nemo/Nemeau/Nimoe: The Case for Analytical Name Scoring”
- Luna Filipović (U of East Anglia, UK) “Language In The Witness Stand: Forensic Linguistic Solutions for Cross-Linguistic Problems in Witness Interviews”
- Norma Mendoza-Denton (U of Arizona) “Citizen Rage: Town Hall Meetings and Constitutional Disagreement in American Politics”
- Lesley Milroy (U of Michigan) “Bilingual Conversations: Code-Switching as Social Action”
- Fred Genesee (McGill U) “Dual Language Learning: Expanding the Mind”
- Salikoko S. Mufwene (U of Chicago) “Globalization, Colonization and Language Vitality”
- Geoffrey Nunberg (UC Berkeley) “The Paradox of Political Language”
- Lise Menn (U of Colorado) “Doing Cross-Linguistic Studies on Aphasia”
- Shana Poplack (U of Ottawa) “Contact, Code-switching and (Resistance to) Convergence: The Case of Preposition Stranding in Quebec French”

If you require further information, please contact [linguistics@fiu.edu](mailto:linguistics@fiu.edu) or 305-348-3155

Cover photo V.C. Mueller



## **FIU Linguistics Program**

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