LING/LLAC Graduate Forum
April 27, 2018

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<td>Coffee and Meet &amp; Greet</td>
<td>CHE 212</td>
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<td>Opening Remarks</td>
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<td>10:00 am – 12:00 pm</td>
<td>Linguistics &amp; Applied Linguistics Sessions</td>
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<td>12:00 pm – 1:15 pm</td>
<td>Poster Sessions and Lunch</td>
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<td>1:15/1:30 pm</td>
<td>Coffee in the French Centre</td>
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*Thank you to the French Centre for providing coffee.*

**Presenters: Linguistics and Applied Linguistics (CHE 212)**

Peter Peltekov: The effects of implicit and explicit instruction on the pronunciation skills of L2 learners of German

Allison Bajt: The Effect of Authoring Dual Language Identity Texts on Dual Language Learners’ Literacy Skills and Linguistic Identity

Brett C. Nelson: Tunica Vowel Coalescence: Constraints for Quality

Lindsay Hracs: An Analysis of only in Child-Caregiver Interactions

**Presenters: Literature and Culture (CHD 420)**

Ivo Jirasek: One characteristic of the national identity in the literature of fiction of two nations: Czechs and Mexicans

Paul Frey: From the Pick to the Compass: Geological Discourse in Jules Verne’s *Journey to the Centre of the Earth* (1864)

Sarah Lunt: Constructing Genders: The Notion of “Grace” in Balzacian Prosopographies
ABSTRACTS: LINGUISTICS and APPLIED LINGUISTICS

Peter Peltekov: The effects of implicit and explicit instruction on the pronunciation skills of L2 learners of German

Allison Bajt: The Effect of Authoring Dual Language Identity Texts on Dual Language Learners’ Literacy Skills and Linguistic Identity

Brett C. Nelson: Tunica Vowel Coalescence: Constraints for Quality

Lindsay Hracs: An Analysis of only in Child-Caregiver Interactions
The effects of implicit and explicit instruction on the pronunciation skills of L2 learners of German

Peter Peltekov

Abstract

Previous research has investigated the effectiveness of implicit and explicit instructional methods on second language (L2) learners’ grammatical accuracy. However, there is a scarcity of studies focused on the effects of the two teaching methods on L2 learners’ pronunciation. To fill this gap, the present study examines the effects of implicit and explicit instruction on the pronunciation of beginner learners of German. Over the course of one semester, one group of learners (N=5) was taught pronunciation explicitly (i.e., using phonetic rules), another group (N=5)—implicitly (i.e., without phonetic rules), and a third group (N=5) received no pronunciation instruction. A pretest-posttest design was used to measure learners’ improvement in accent and comprehensibility. A slight improvement was observed in all groups, but no significant difference in progress was found across the three groups. The findings suggest that some learner variables (e.g., age) might be better predictors of improvement than the type of instruction. Moreover, not all pronunciation features were equally relevant for L2 learners’ comprehensibility. The results have implications for L2 pronunciation teaching.

Keywords: implicit instruction, explicit instruction, phonetics, accent, comprehensibility, pronunciation, German
‘Our Beautiful Family’: English Language Learners’ representation of linguistic identity in a collaborative dual language book project

Allison Bajt

Abstract

Dual language identity texts are an instructional tool in which Dual Language Learners (i.e., immigrant children or the Canadian-born children of immigrants, or DLLs) work with their family to compose texts in their home language (L1) and the dominant language of society (i.e., English). These texts have been shown to support both L1 and L2 learning, position parents as a source of linguistic expertise, and present DLLs’ multilingual identities in a positive light. However, previous research has not examined how DLL’s characterize their linguistic identity (i.e., the way in which the languages they speak are a part of who they are) while authoring such texts. In this study, three Syrian families enrolled in a family literacy program authored dual language books in Arabic and English. Each family took photos of activities related to their life in Canada, which acted as an anchor for composing texts. Data were collected through semi-structured interviews with parents and literacy program facilitators and a Linguistic Portrait Silhouette task in which participants were asked to visually represent their linguistic repertoires by drawing them on paper. Preliminary results suggest that Arabic and English play differing yet important roles in ELLs’ linguistic identity, and that dual language identity texts may be a valuable form of L2 instruction in family literacy programs.
Tunica Vowel Coalescence: Constraints for Quality
Brett Nelson

Abstract

This paper reassesses previous analyses of phonological processes related to vowel hiatus in Tunica (tun), a reawakening (no speakers!) isolate language (no relatives!) of North America whose culture-bearers are based out of Marksville, LA (Heaton & Anderson, 2017). As no audible data of the language has preserved, this paper analyzes data from Haas’s Tunica Grammar (1941), Texts (1950), and Dictionary (1953), and builds upon Anderson (2016), which all agree that there are two vowel hiatus resolution strategies for use when two vowels from separate word parts are placed next to one another. One strategy deletes a vowel (Deletion), and the other merges the two vowels into a single vowel (Coalescence). Illustrative examples are shown in 1, while a total summary is given in 2:

1) Examples

Deletion:
- tah + ʔu = tahʔu 'he strung (it)'
- sakk + ʔi = sakkʔi 'you ate (it)'

Coalescence:
- ʔu + esini = ʔosini 'his head'
- ti + ahaja = tēhēja 'her brother'

2) Vowel Hiatus Results

The current paper provides an Optimality Theory, constraint-based approach to derive a specific output of vowel quality based on two input vowels. To accomplish this, I propose a feature set of { [+high], [+low], [back], [advanced tongue root/ATR]} for vowels and constraints regarding their maintenance or deletion.

The interaction between the two proves able to produce, and therefore explain the attested data, and specifically shows that the first vowel deletes either when it is [+low] or when the second vowel is [+high], and if neither: [back] features are drawn from the first vowel, while [ATR] comes from the second vowel. Thus, Tunica is shown to exhibit vowel coalescence, the understanding of which provides a path in reconstructing unattested combinations, e.g. o+E=ɔ, u+o=ɔ, and creating new words in New Tunica.
Bibliography


An Analysis of only in Child-Caregiver Interactions

Lindsay Hracs

Abstract

Understanding the characteristics of child-directed speech (CDS) has been a central goal of first language acquisition research for decades. Nevertheless, fewer studies have explored the direct relationship between CDS and child-produced speech (CPS). Using corpus analysis, this study seeks to answer the following questions: i. what is the relative frequency and dispersion of English only in CDS and CPS over the course of development? ii. can the frequency of occurrence of only in CDS significantly predict the frequency of occurrence of only in CPS?

Previous studies (Crain et al., 1992; Crain et al., 1994; Kim, 2011; Notley et al., 2009; Paterson et al., 2003; Paterson et al., 2006; Philip & Lynch, 2000) do not discuss the role of input in the acquisition of only. Instead, empirical claims are based on participant performance on experimental stimuli. This study fills a gap in the existing literature by investigating the relationship between CDS and CPS over the course of development. A longitudinal data set was constructed from the North American English corpora from the CHILDES database (MacWhinney, 2000). A Generalized Estimating Equation shows that the frequency of only in CDS significantly predicts the frequency of only in CPS, B=0.264, SE=0.077, $\chi^2(1)=11.9, p<.001$.

References:


Kim, S. (2011). Focus particles at the syntactic, semantic, and pragmatic interfaces: The acquisition of only and even in English (Unpublished doctoral dissertation). University of Hawaii at Manoa, Honolulu, HI.


ABSTRACTS: LITERATURE and CULTURE

Ivo Jirasek: One characteristic of the national identity in the literature of fiction of two nations: Czechs and Mexicans

Paul Frey: From the Pick to the Compass: Geological Discourse in Jules Verne’s Journey to the Centre of the Earth (1864)

Sarah Lunt: Constructing Genders: The Notion of “Grace” in Balzacian Prosopographies
One characteristic of the national identity in the literature of fiction of two nations: Czechs and Mexicans

Ivo Jirasek

Abstract

This presentation concentrates on one aspect of the national identities of Czechs and Mexicans: Their attitudes towards the violence of military conflicts and how this attitude is reflected in the behaviour of the protagonists of two novels, *The unbearable Lightness* by Milan Kundera and *Gringo viejo* by Carlos Fuentes. Both novels deal with violent events which demand specific response from the protagonists.

The national identity of a nation is formed by the history. Therefore, the presentation starts with a brief introduction of the history of Czechs and Mexicans and explains how this background created their national characteristics. While the last time the Czechs fought in a war was in 1620, the Mexican history is full of violence from the days of Herman Cortez in 1520’s until now. Those historical differences reflect the attitude towards violence: Czechs reject it and Mexicans accept it. This difference is also demonstrated by the behaviour of the protagonists of the two novels: Kundera’s characters offer only a passive resistance to the Russian occupation in 1968, while the men in *Gringo viejo* fight and die for the ideas of the Mexican Revolution.

The overall purpose of this presentation, as well as of my M.A. thesis, is to stimulate the discussion about the concept of national identity, which in the current political environment seems to be more and more important.
From the Pick to the Compass: Geological Discourse in Jules Verne’s Journey to the Centre of the Earth (1864)

Paul Frey

Abstract

Geosciences are omnipresent in Verne’s Journey to the Centre of the Earth. One pertinent example is provided by the scientific instruments that the travellers carry in their equipment during their expedition: they aggregate around them the rationality of science while serving as built-in narrative mechanisms. We will argue that certain instruments, namely the thermometer, the manometer, the chronometer and the compass, do more than provide scientific measurements and scientific information: they also fabricate an incredible effect of verisimilitude. In the seminal work of Daniel Compère and William Butcher, it is widely understood that earth sciences serve a strictly pedagogical purpose in Verne’s narrative: using the epistemological framework developed by two Jules Verne specialists, Christian Chelebourg and François Raymond, I argue, to the contrary, that while serving a pedagogical purpose, the references to geology also inform the very nature of the narrative process in Verne’s work, effectively coalescing uncertainties with scientific realism. With this analysis of Verne’s geological discourse, we hope to shed a new light on the role of earth sciences in literature.
Constructing Genders: The Notion of “Grace” in Balzacian Prosopographies

Sarah Lunt

Abstract

Honoré de Balzac (1799-1850) is known for his realistic descriptions. Balzac’s prosopographies want to capture the characters in time and in the social, economic and political spaces that produced them. Due to this, balzacian portraits contribute to the construction of notions understood to be natural, such as gender. In his « Avant-Propos » à La Comédie Humaine, Balzac states that « in society the woman is not always found to be the female of the male ». This differential logic is visible throughout the character descriptions and reinforced by word choices that are equally constructed by society, such as ‘grace’. The role of grace in Balzac’s portraits has not quite received the attention it deserves: while balzacian portraiture has been extensively studied, the works of Pierre Abraham, and later those of Régine Borderie and Henri Gauthier, seem to have circumvented this notion in their readings of Balzac. A minute analysis of over 50 portraits shows that grace is used more frequently in female portraits. With this application of a more modern perspective, we hope to further understand the concept of gender in 19th century French society and begin to answer the question: could Balzac be considered a feminist?