

WISSLR

WESTERN
INTERDISCIPLINARY
STUDENT
SYMPOSIUM
ON LANGUAGE
RESEARCH

Date: March 9th 2018

Time: 9am to 5pm

Room: AHB 2G30

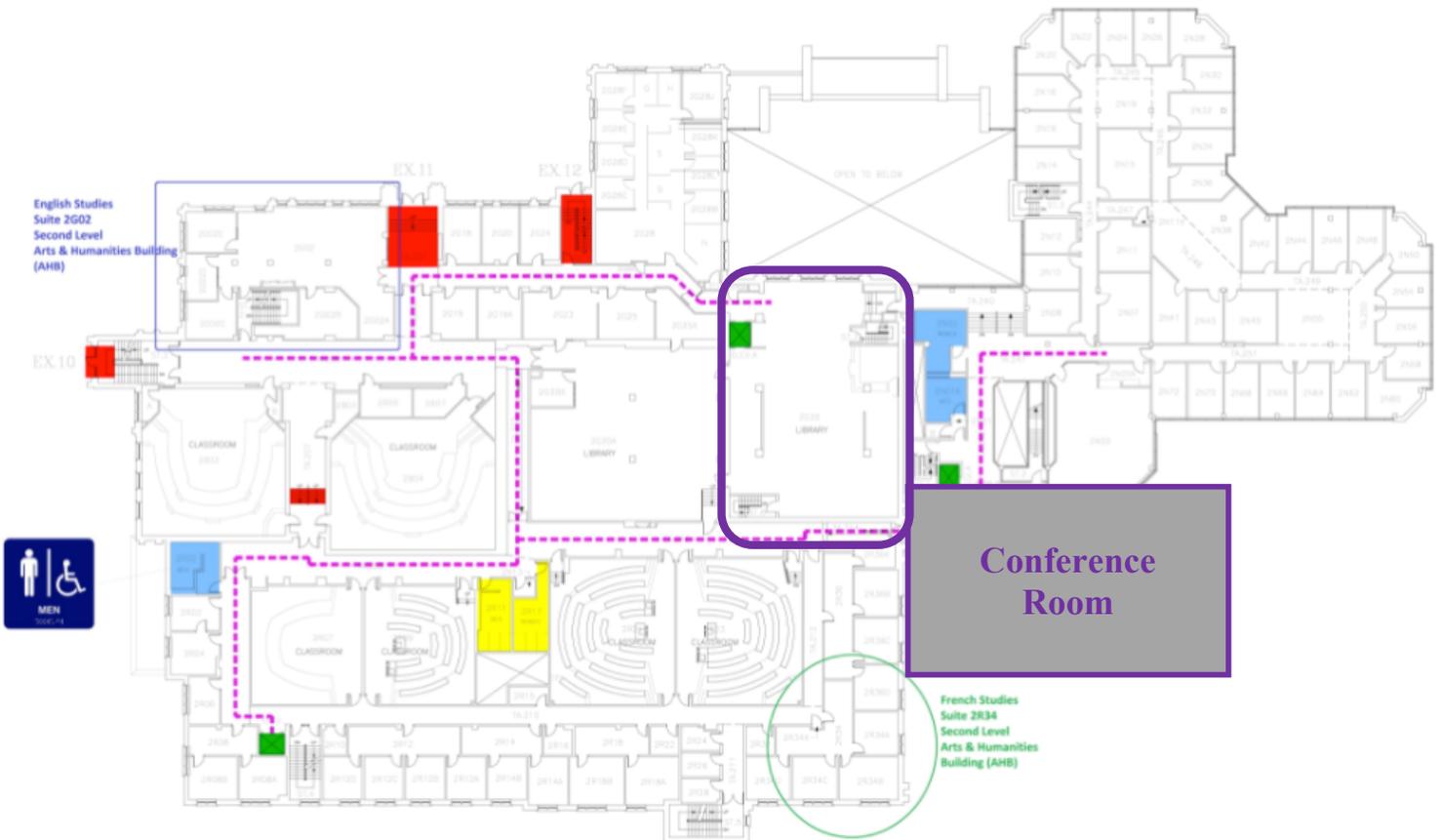
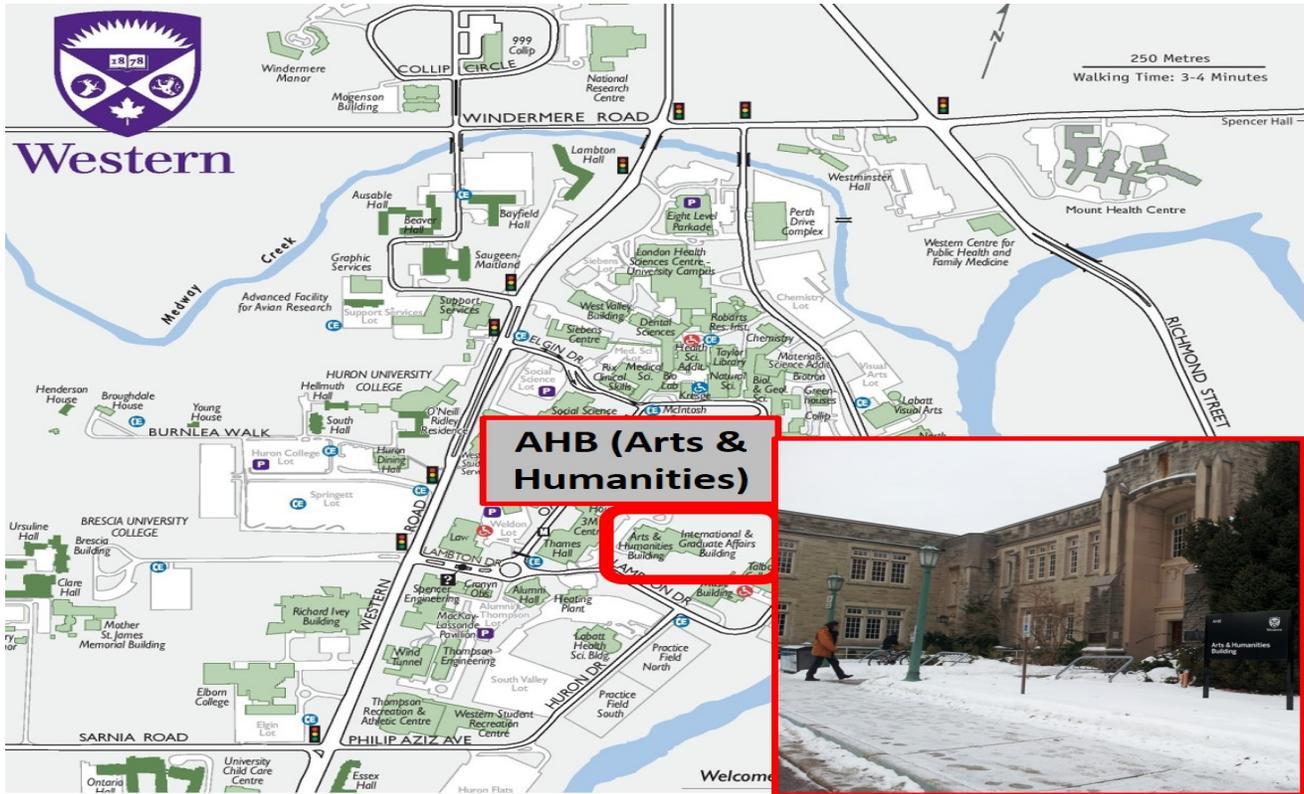
Keynote: Dr. Yasaman Rafat

**Topic: Auditory-orthographic
interaction in second
language speech learning**

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Overview of Conference

AHB 2G30 – Registration and Breakfast – 9:00 - 9:25

AHB 2G30 – Opening Remarks – 9:25 – 9:30

AHB 2G30 – Feature Presentation - Michael Iannozzi 9:30 – 10:30

AHB 2G30 – Break – 10:30 – 10:40

AHB 2G30 – Session 1 – 10:40 – 12:00

AHB 2G30 – Lunch – 12:00 – 1:00

AHB 2G30 – Keynote – Dr. Yasaman Rafat – 1:00 – 1:30

AHB 2R07 – Break – 1:30 – 1:40

AHB 2G30 – Session 2 – 1:40 – 2:40

AHB 2G30 – Break – 2:40 – 2:50

AHB 2G30 – Session 3 – 2:50 – 3:50

AHB 2G30 – Break – 3:50 – 4:00

AHB 2G30 – Poster & Networking Session – 4:00 – 5:00

AHB 2G30 – Closing Remarks – 5:00 – 5:10

The Wave Bar & Restaurant – UCC – Refreshments – 5:30 – 7:00

Contacts of Presenters

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2018 WISSLR SCHEDULE

Friday March 9th

Location: Arts and Humanities Building (AHB) 2G30

9:00-9:25am	Registration and Breakfast – AHB 2G30
9:25-9:30am	Opening Remarks
9:30-10:30am	Feature Presentation How to Linguist Good Michael Iannozzi University of Western Ontario
10:30-10:40am	Break
10:40-12:00pm	SESSION 1
10:40am	Historical and Linguistic Influences on Métissage and Michif Caylen Chantel Walker University of Western Ontario
11:00am	Code-Switching: Construction and Manifestation of Identity Susuana Kwaning University of Western Ontario
11:20am	Syntactic Interruption vs. Violation: L1 & L2 Sentence Processing Noah Philipp-Muller University of Toronto
11:40am	Conversational Implicatures in “Persian is Sugar”; a Socio-Pragmatic Approach Nasim Fakoornia University of Western Ontario
12:00-1:00pm	Lunch - AHB 2G30
1:00-1:30pm	Keynote Presentation Auditory – Orthographic Interaction in Second Language Speech Learning Yasaman Rafat University of Western Ontario
1:30-1:40pm	Break
1:40-2:40pm	SESSION 2
1:40pm	The syntax-intonation interface in Malagasy Jacob Bentley Aziz University of Western Ontario

2:00pm	The effects of linguistic complexity and working memory resources on auditory temporal-order processing in L1 and L2 Edalat Shekari McMaster University
2:20pm	In Defence of Tobagonian: The Pride and Prejudice dichotomy in Tobago English Creole. Astrid Winchester-Archer University of Western Ontario
2:40-2:50	Break
2:50-3:50	SESSION 3
2:50pm	A bridge that will probably never be crossed: The discourse of accountability in Judge Persky’s sentencing decision of Brock Turner in The People v. Turner (2016) Ana-Maria Jerca York University
3:10pm	Intonation patterns in yes-no questions in Venezuelan-Canadian and Argentinian heritage speakers of Spanish: parental and English influences Celina V., Natasha S., Jacob A., Vanina., Yasaman R., Ryan S., and Rajiv R University of Western Ontario University of Toronto University of Wisconsin-Madison
3:30pm	Modal qad in Standard Arabic Abdel-Rahman Abu Helal University of Wisconsin Milwaukee
3:50-4:00pm	Break
4:00-5:00pm	Poster and Networking Session
5:00-5:10pm	Closing Remarks
5:30-7:00pm	Dinner – The Wave Bar and Restaurant
End of Conference	

Keynote Abstract – Dr. Yasaman Rafat

Auditory-Orthographic Interaction in Second Language Learning

Recently there has been growing interest on the effect of orthography on second language (L2) speech learning (Bassetti, Escudero & Hayes-Harb, 2015). There is considerable evidence that indicates a robust effect of orthographic input at different stages of acquisition (e.g., Bassetti, 2006; Hayes-Harb Escudero, Bassetti, 2015; Rafat, 2011; 2015; 2016; Shea, 2017; Zjakic, 2017). This talk will examine some of the factors that modulate the degree of orthographic effect, as well as some of the mechanisms that underlie auditoryorthographic interactions in L2 speech learning by beginner and advanced learners, leading to non-target-like phonological representations.

Feature Presentation – Michael Iannozzi

How to Linguist Good

As university students at any level, be it undergrad, MA, PhD, or even postdoc, many of us have the feeling, "Everyone else is so smart, and I don't even know what I'm doing." As a PhD student, I know I feel like I have no idea what I'm doing all the time, even as I'm writing this abstract right now. The purpose of this workshop is to share with you some tips, advice, and ideas to combat *Imposter Syndrome*. It's an all-too-common problem that rarely gets discussed (Eckert & McCauley, 2015). Imposter Syndrome is the feeling that everyone else is so much smarter than you, that you're lost, and that someone will find out you don't deserve to be in your program or doing your research. I will be using some of my own research and work to frame the discussion, but I'd like to encourage active participation from anyone who'd like to join the discussion.

Linguistics is a small field in Canadian academia. Compared to psychology, biology, or many other fields of study it can feel like everyone knows everyone else. It is also very broad. In a program of 10 students, you could have people documenting endangered languages, working on second-language acquisition, theoretical syntax, sociolinguistics, and psycholinguistics. These very different approaches to linguistics can leave us feeling like everyone else is doing something more interesting, more difficult, or just better than us.

I have been in post-secondary education for 11 years, and I still have 3 years until I finish my PhD. In that time I have learned a lot about linguistics, and a lot about the people who study linguistics alongside me. I hope with this workshop, we can share stories and tips, and work toward reminding ourselves that we are all smart people, who deserve to be both where we are today, and where we're heading.

Abstracts

Caylen Chantel Walker | Western University

Historical and Linguistic Influences on Métissage and Michif

The linguistic history of Canada is represented by a rich interplay of culture and language. In this report, I address the historical and linguistic influences on Métis people that led to the development of their unique language Michif. I additionally look at the variances of Michif from French and Cree in an attempt to determine whether one of these languages has a stronger relation to modern Michif than the other. The nature of Métis people's social and industrial roles as mediators and communicators amongst French settlers provided them an intermediate position between French and Cree influence (Rivard, 2008). However, this mutually beneficial relationship was not indefinite and French settlers soon gained their own confidence in their new land and the slow decimation of Métis culture and the Michif language ensued (Grammand & Groulx, 2012). The specific linguistic influences are difficult to trace due to the exceptionally different stock languages. Through my research I determined the phonological rules of Michif to be mainly rooted in French with Cree derivatives (Rosen, 2008). Cree contrast is applied to consonants and French vowels receive lengthening tendencies from Cree (Papen, 2005). Morpho-syntactically, verbs and demonstratives seem to come from Cree, with the remainder of the lexical stock originating in French, however this was the area of greatest linguistic mixing (Bakker, 2006 & Rosen, 2008). Both animacy (from Cree) and gender (from French) must be expressed (Papen, 2005). One can conclude that the nature in which French entered Canada is greatly responsible for Michif based on European prestige and thus is the probable origin of the majority of linguistic features.

Ana-Maria Jerca | York University

"A bridge that will probably never be crossed": The discourse of accountability in Judge Persky's sentencing decision of Brock Turner in *The People v. Turner* (2016)

The People v. Turner (2016) is an all-too-common example of the crossroads in rape trials between justice for victims and leniency towards perpetrators. Despite Brock Turner's conviction bringing hope that these proceedings might stop exonerating perpetrators based on rape myths (Edwards et al. 2001, Ryan 2011) and out-of-date social standards used to discredit victims (Ehrlich 2001, MacLeod 2016), Judge Aaron Persky's decision to sentence Turner to only six months in county jail shows that rapists can still be somewhat exculpated post factum. In this paper, I conduct a critical discourse analysis of Persky's sentencing decision, which builds intertextual relationships with the victim's impact statement and the perpetrator's apology. I argue that Persky bases his decision on systematic minimizations of the ways in which the victim, Emily Doe, described Turner's acts of violence against her. For example, I examine Persky's recontextualization of Doe's statement "Alcohol is a factor" (versus an excuse) and show how he reinterprets it in order to make Turner appear less responsible for rape, thereby supporting his lenient sentencing decision. I conclude that, as Coates and Wade (2004) showed, Persky passed a sentence that was consistent with his reformulations of Turner's actions rather than truly reflective of them. Finally, I look at his evaluation of Turner's apology to Doe and his

The effects of linguistic complexity and working memory resources on auditory temporal-order processing in L1 and L2

Complex sentences containing adverbial clauses that do not match the successive presentation of events cause comprehension difficulty in normal and impaired subjects (1, 2, 3, 4, 5). However, it is not fully clear how linguistic complexity and memory resources can affect processing the temporal order in the first and second language. We tested 42 native English speakers and 35 skilled Persian-English bilinguals in their L1 and L2. The semantically complex sentences, in matching and reverse temporal orders with *after* and *before* connectives, were embedded in four-instruction sequences. The subjects were asked to listen to each sequence, keep the instructions in mind, and then perform them on the computer screen in the correct serial order. Also, we measured participants' functional memory in L1 and L2 by having them simultaneously solve sequences of arithmetic operations and memorize the words for memory for later recall. The results showed the advantage of the matching condition, where the order of presentation of instructions matched the temporal order, over the reverse condition. However, bilinguals had more difficulty in processing, following and acting out the linguistically complex instructions in the reverse temporal order in L2. It seems that revising the mental representation is cognitively costlier when the input is presented in bilinguals' L2. Furthermore, bilinguals had greater functional memory in their dominant language, suggesting that processing and multi-tasking in L2 put extra loads on the cognitive system. However, subjects with larger memory spans had more efficient processing and better performance. The findings of the study have implications for understanding how information processing and performance in the workplace, education, and institutional settings in officially bilingual environments, such as Canada, can be affected by language choice/dominance.

Jacob Bentley Aziz | Western University

The syntax-intonation interface in Malagasy

Existing literature on the intonation of Malagasy (VOS) has come to conflicting conclusions. In broad-focus declaratives, Barjam (n.d.) suggests an L+H* pitch accent at the right edge of both the subject and the predicate, while Frascarelli (2010) found an L*+H pitch accent only on the right edge of the predicate. The present study resolves these two conflicting accounts by acoustically analysing the intonation of ten native speakers of Malagasy under the Autosegmental-Metrical framework. The goal was to determine the syntactic constituents bearing intonation in Malagasy and their corresponding pitch accents, phrase tones, and boundary tones. Participants read seven Malagasy sentences with six different structures: verbs with one, two, or three arguments, clefted subjects, wh- questions, and sentences with adverb phrases. These different structures were chosen to test which constituents bear pitch accents. In total, 60 utterances were analysed and tagged using Praat. Results indicate that both the subject and the predicate do bear pitch accents. In declaratives (both broad-focus and clefted), the most common pitch configuration was L+H* L- on both constituents and an L% boundary tone. In wh- questions, the wh- word also bore L+H* L-; however, the tonal configuration of the predicate was an upstepped L+_iH* _iH%. The results of this study mostly confirm the findings of Barjam (n.d.) by showing that intonation is borne by the subject and predicate in Malagasy, most commonly with the L+H* L- pitch configuration. Additionally, it expands our knowledge of Malagasy prosody by providing us with new information about the intonation of clefted constructions and wh- questions.

**Valdivia C., Swiderski N., Aziz J., Machado Araujo V., Rafat Y.,
Stevenson R., and Rao R. | University of Western Ontario**

**Intonation patterns in yes-no questions in Venezuelan-Canadian and
Argentinian heritage speakers of Spanish: parental and English influences**

The effects of language transfer in the acquisition of a second language have been abundantly researched throughout the field of linguistics. However, little research has examined if these transfer effects are evident in the intonation of heritage speakers. Rao's (2016) investigation of heritage Mexican Spanish nuclear (i.e., final) intonation in various pragmatic contexts, proposes explanations for inter-speaker variation, such as transfer from English and differing source input varieties (e.g., from parent's/family members; Pascual y Cabo & Rothman 2012). Expanding upon these investigations, the present study aims to examine the effect(s) of a) transfer from English, b) influence from parents' speech, and c) pragmatic context on nuclear yes-no question intonation in Caraqueño (i.e., Caracas, Venezuela), and Porteño (i.e., Buenos Aires, Argentina) Spanish heritage speakers (HSs), living in Ontario, Canada. While the production of absolute interrogatives in Canadian English is mainly ascending (Séguinot 1976), the construction of absolute interrogatives in Caraqueño Spanish (Sosa, 1999), and Porteño (Gabriel et al. 2010) is predominantly characterized by an intonation of a final falling terminal contour (Armstrong, 2012). Through the use of an oral production task, this investigation aims to determine if there is evidence of transfer from English, parental influence and/or merged productions.

A total of eight adult English-dominant HSs – 4 of Porteño heritage, 4 of Caraqueño heritage – and their parents were tested. In order to quantitatively analyze the language dominance of the HSs compared to that of their parents, all participants filled out the Bilingual Language Profile (BLP; Birdsong, Gertken & Amengual). The main production task included a total of fifteen hypothetical scenarios which guided scripted responses that were pragmatically appropriate, prompting the target interrogative (following Prieto & Roseano 2010). Each participant (including parents) completed the task in both Spanish followed by English.

In the Porteño analysis, 420 nuclear pitch accents and 161 boundary tones were tagged using Praat (Boersma & Weenink 2017), and the results were subjected statistical modeling in SPSS. There was substantial parental influence in the Spanish pitch accents (62%) and boundary tones (42%) of these HSs. There was also evidence of transfer from English into Spanish for both the pitch accents (34%) and boundary tones (40%). Specifically, cross tabulation results showed that some intonation patterns indicative of English phonology increased in HSs (e.g., L* from 7.9% to 18.7%) and that others indicative of English phonology decreased (e.g., L+H* with respect to pitch accent, 51.5% to 30.1%) in HSs relative to parents. Likewise, HSs demonstrated differing pitch accents in Spanish relative to English, with a decrease in H+L* (23.5% to 5.7%) that was offset by increases in H* (2.9% to 9.8%) and L+<H* (2.9% to 12.2%). Logistic regressions revealed that pragmatic context did not have a significant effect on pitch accent parent-to-child influence (p=0.84) but had a marginal impact on boundary tone influence (p=0.058). The analysis of the Venezuelan HSs' data is currently underway in the same fashion. In sum, this study delivers considerations on variation in phonology of HS (Rafat, Mohaghegh & Stevenson 2017) and will aim to fill in the linguistic gaps of heritage language sound systems (i.e., intonation).

Noah Philipp-Muller | University of Toronto

Auditory Sensory Memory and Digit Span Error Patterns in Bilinguals and Monolinguals

Research shows that bilinguals tend to outperform monolinguals on certain cognitive and linguistic tasks. While the mechanisms underlying these advantages remain unclear, it has been suggested that auditory sensory memory may be enhanced in bilinguals and that it may be responsible for the linguistic advantages observed in these populations. Bilinguals have been shown to perform better than monolinguals in tasks involving episodic memory recall, but it is unclear whether bilinguals also have an advantage in auditory sensory memory. To address this question, we compared auditory sensory memory between monolingual and bilingual undergraduate students using a recall task. The experiment was based on an adaptive digit span task that required participants to recall strings of digits. The task started with 2 digits and gradually increased the number of digits until the participant made a critical proportion of mistakes. Next, the digit span scores were algorithmically adjusted in order to reveal not only if each digit was correct, but also the existence of serial errors and digit scrambling. Our results showed that bilinguals significantly outperformed monolinguals, with bilinguals displaying better memory of the value and serial position of each digit. The computational methods developed in this experiment will help guide paths for further research on the impact of bilingualism on primacy and recency effects in auditory sensory memory.

Susuana Kwaning | University of Western Ontario

Code-Switching: Construction and Manifestation of Identity

Code-switching and its relation to identity has been the focus in many sociolinguistics studies that have examined it from different perspectives (Bucholtz and Hall 2005, Miller 2000, Sophocleous 2011). This paper seeks to explore the dynamics of identity construction in light of code-switching. It examines how English-Akan bilinguals construct and manifest different identities by code-switching between these languages in the same stretch of discourse. The study is conducted from a functional perspective. For instance, in an argumentative discourse an English-Akan bilingual switches from English to Akan to express a statement: ‘ahene pa nkasa’ (quality speaks for itself) to signal intelligence and royalty. Hall and Nilep (2015:616) assert that, if the term *superdiversity* describes language under accelerated globalization, then *hypersubjectivity* may be its counterpoint for identity. Language choices must be perceived as ‘acts of identity’ reflecting and projecting groups with which the speaker at anytime wants to be associated with or distinguished from (Le Page and Tabouret-Keller 1985). Auer (2005) claims that the social perspective of code-switching allows one to perceive interactants as being involved in ‘acts of identity’: code-switching symbolizes identities beyond the linguistic fact. The paper replicates previous methodology by administering an online survey and unstructured but guided interviews. Data gathered from 20 English-Akan bilinguals demonstrates that the kind of linguistic choices these bilinguals make is governed by the target identity they wish to construct. The paper via this new data provides evidence for the fact that the linguistic behavior of a speaker enables the hearer to gain information about the speaker’s identity (social status, his/her desire to distant from or associate with a particular social institution) regardless of interactional settings. Hence, these findings will contribute to a range of research that constitutes

the field of language use and identity and broaden our understanding of why and how people code-switch.

Nasim Fakoornia | University of Western Ontario

Conversational Implicatures in “Persian is Sugar”; a Socio-Pragmatic Approach

This study, proposes a conversational analysis of the short story “Persian is Sugar”, in the framework of Grice’s theory of implicature. Implicatures are what the speaker intends to communicate to the audience beyond or instead of what has been literally. They are derived based on the relational cooperation between speaker and hearer, called the cooperation principle, which has four maxims including maxim of quality, quantity, relation and manner. Conversational implicatures occur when one or more maxims are flouted. The reason for choosing this specific short story was that it clearly reflects the different manners of language usage among different social classes in Iran. The information conveyed in a conversation can reflect the social status and the identity of its participants. Considering mentioned issues, this study is aimed at investigating whether there is an especial tendency among different groups of society to violate certain type of Gricean maxims to a greater extent. Thus, the study focuses on examining the correlation of the type of the violated maxims in the speech of each character and the social class to which they belong. For the purpose of this study, first the violated maxim is identified, then the implicated or what has been implied together with the probable reason for each violation of maxim is given. For instance, the maxim of manner was violated the most, firstly, for not being explicit and transparent and secondly for not being brief. It was most often violated by the characters who classified themselves as educated and in upper class of the society. This can be because those groups of society who consider themselves as experts in a special field tend to use complicated structures and jargon more often which can lead to violation of the maxim of manner. Hence, the result of identifying the maxims violated in the conversations of the characters revealed that the type of maxims violated varies with regard to the different social classes. This study asserts that how pragmatics, can contribute to the field of sociolinguistics.

Astrid Winchester-Archer | University of Western Ontario

In Defense of Tobagonian: The Pride and Prejudice dichotomy in Tobago English Creole.

James (2011) post-Creole continuum of Tobago English Creole (TobEC) presented the following sentence to introduce *se* [seh] as a report introducer:

(1) [Hi de a hi room] *se* [hi a study].

(2) He is in his room (**ostensibly**) studying.

Sentence (1) is the basilectal variety, and the particle *se* is a signature of basilectal TobEC, and acts as a report introducer; (2) its translation—the acrolectal variety (James 2001). The syntactic structure of (1) is indicative of Tobagonian, but not Trinidad English Creole (TEC). Tobago’s sociohistorical influences—English and French colonialism, and the African slave trade—account for the island’s distinct Creole. Further, because TEC has no basilectal variety, the gap creates favourable unidirectional intelligibility for TobEC speakers.

A paradoxical situation exists in Tobago where a group of educated socioculturalists initiated and preserve the vernacular via the annual Tobago Heritage Festival (Youssef 2001). However, TobEC's low status, and its unwelcome presence in language pedagogy, compound the challenges it faces in the country's sociolinguistic market. By comparing TobEC with some closely related Caribbean creoles, I will show that linguistic (in)competence, positive and negative motivation—that is inclination to aspire to the Standard, or retreat—and cultural identity are the premises on which speakers' choice rests. Finally, this paper will be written within the discursive framework, and will rely on data and research from prior studies on TobEC and other Caribbean English Creoles as regards tense and aspect marking (James 2006; Winford 2006; Youssef 2001), phonological signatures of TobEC (James 2006), and language competence (Lalla 1998) to answer (1) whether Tobago English Creole (TobEC) speakers' ambivalence about owing, embracing and speaking the language is justified; and (2) does communicative accommodation influence TobEC speakers to lose their 'Tobagonianess' in the 'external world value system'? Consequently, the findings will contribute to the renegotiation of Creole in orthodox domains.

Western papers in Linguistics / Cahiers linguistiques de Western

Deadline: **April 30, 2018**

WISSLR is partnered with the Graduate Linguistics Journal – Western Papers in Linguistics / Cahiers linguistiques de Western – to publish an annual WISSLR Conference Proceedings issue.

By speaking at WISSLR, you are automatically accepted for publication in this issue! So how can you take advantage?

- 1) Write a paper (in English or in French) on the topic you presented here at WISSLR (maybe you already have an applicable term paper or thesis chapter?)
- 2) Format it according to the WPL/CLW style guide – There's no page limit!
- 3) Submit it to the WPL/CLW website before : **April 30, 2016**

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Western Papers in Linguistics / Cahiers linguistiques de Western.

Les Cahiers linguistiques de Western publient des articles en linguistique, au

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Your paper will have an editor assigned to it who may request minor formatting or stylistic changes.

The issue is planned to be published by June 30, 2016 – we hope to “read” you there!

Vous êtes vivement encouragé à soumettre votre article en français aussi.

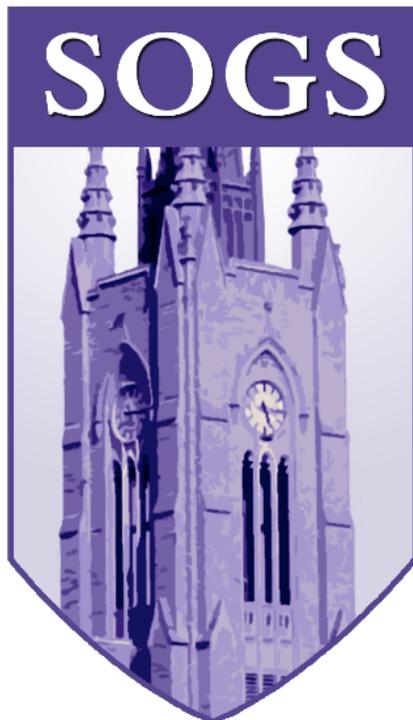
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Special thank you to the
Linguistics Society
@ UWO
for their support in WISSLR 2016!

2018 WISSLR Team

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Linguistics

at Western

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pragmatics
discourse
Use in Context
variation analysis
dialectology contact
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phonetics
syntax semantics heritage
morphology acquisition
Formal Structure
theoretical phonology Knowledge
clinical disorders

Human language isn't merely an abstract formal system. It isn't merely a body of stored information. It isn't merely conversational interaction. At Western, it is all of these to equal degree.

Western's linguistic strengths are in the areas of:

Acquisition (L1, L2 and heritage)

Change and Variation (Dialectology, Typology, Language Contact, Endangered Languages)

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Formal Linguistics (Morphology, Phonology, Syntax and Semantics)

Use in Context (Discourse Analysis, Pragmatics)

PROGRAM HIGHLIGHTS

Academic Excellence:

- ▶ students work with world-class researchers in their field
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- ▶ excellent preparation for graduate studies, professional programs or work force
- ▶ near 100% placement rate in professional and graduate programs

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- ▶ students and faculty from varying experience and background
- ▶ various methods used including experimental, theoretical and clinical
- ▶ our programs are highly interdisciplinary, collaborative and welcoming
- ▶ research through Theoretical and Applied Linguistics Lab

Community:

- ▶ host regular conferences, symposium and guest lecturers
- ▶ strong alumni network around the world