

**INTERNATIONAL SYMPOSIUM ON
MONOLINGUAL AND BILINGUAL SPEECH
ISMBS 2025**

**PROGRAM
BOOK OF ABSTRACTS**

EDITOR: ELENA BABATSOULI

**16-19 JUNE 2025
GRAND ARSENAL, CHANIA, CRETE, GREECE**

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INTRODUCTION & WELCOME

On behalf of the organizing and scientific committees, I am delighted to extend a warm welcome to all delegates of the *International Symposium on Monolingual and Bilingual Speech (ISMBS) 2025*. It is a unique privilege to head this four-day conference with you as honored guests and participants and to be editing its Book of Abstracts.

ISMBS sprang from yearning for a specialized conference on speech that cuts across dividing boundaries between language sub-fields: first language, second language, bilingual, multilingual; child or adult; normal or disordered. The Symposium aspires to encourage investigations that go to the heart of matters, widening existing horizons and perspectives, kindling a holistic viewpoint, fostering collaborations across the board and, ultimately, sparking innovative thought and approaches. The initial, and continuing goal of ISMBS has been to acquaint speech and language scientists and disseminate their research findings.

Thank you for bringing your valuable expertise to this gathering and assisting to pave the way of research on monolingual and bilingual speech into the future. Expectations have been surpassed by your contributions. Like the ancient Greek orator, Demosthenes, himself "a citizen of the world", let's yet again come together saying: "as a vessel is known by the sound, whether it be cracked or not, so men are proved by their speeches ...".

ISMBS 2025 features 3 plenary talks, 52 contributed oral presentations, and 21 contributed poster presentations. Participants come from 26 countries in Asia, Australia, Europe, North America, and South America: Australia, Belgium, Canada, Chile, China, Croatia, Cyprus, France, Germany, Greece, Hong Kong, Israel, Italy, Japan, Korea, Mexico, Moldavia, Poland, Portugal, Romania, Spain, Taiwan, The Netherlands, United Arab Emirates, United Kingdom, United States.

May your participation in the Symposium at the city of Chania in Crete, Greece be stimulating, fruitful, and enjoyably memorable, as in Demosthenes' words, "small opportunities are often the beginning of great enterprises".

Elena Babatsouli
chair, ISMBS 2025

GENERAL INFORMATION

Location

The International Symposium on Monolingual and Bilingual Speech (ISMBS) 2025 takes place at the Grand Arsenal conference center in Chania, Crete, Greece.

Internet Access

Free internet access is available to the conference participants. Information on how to connect will be provided at the conference site.

Oral and Poster Presentations

Oral presentations are allocated 20 minutes (16 minutes talk, 4 minutes Q&A). Poster presentations are allocated 90 minutes per session of 10 posters.

Publications

Submission of papers, full research articles or brief articles, is optional. Papers are welcome to be submitted after the Symposium, in the fall 2025, for publication in special issues of the ***Journal of Monolingual and Bilingual Speech*** (University of Toronto Press), edited by Elena Babatsouli.

Welcome Reception

The Welcome Reception will take place at the conference site on the evening of Monday, 16 June.

Symposium Dinner

The Symposium dinner will take place at a restaurant in the Old Seaport of Chania on Wednesday, 18 June.

Full Day Excursion/Lunch

The Full Day Excursion/Lunch to the Elafonisi Beach and the Monastery of Chrysoskalitsa will take place on Thursday, 19 June.

Emergency Contact

For emergencies during the Symposium, the participants may call +30 6972417468.

COMMITTEES

Scientific Committee

John Archibald (Victoria, Canada)
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Kakia Petinou (Limassol, Cyprus)

ISMBS 2025 PROGRAM AT A GLANCE

Time	Monday, 16 June
08:00-08:45	REGISTRATION
08:45-09:00	OPENING REMARKS: <i>Elena Babatsouli</i>
09:00-11:00	SESSION 1
11:00-12:00	SESSION 2
12:00-13:00	PLENARY TALK: <i>Sharynne McLeod</i>
13:00-14:00	BREAK/LUNCH
14:00-16:00	SESSION 3
16:00-16:30	BREAK
16:30-18:00	SESSION 4 – POSTERS I
18:00-19:00	WELCOME RECEPTION
Time	Tuesday, 17 June
09:00-11:00	SESSION 5
11:00-12:00	SESSION 6
12:00-13:00	PLENARY TALK: <i>Viorica Marian</i>
13:00-14:00	BREAK/LUNCH
14:00-16:00	SESSION 7
16:00-17:00	SESSION 8
17:00-17:30	BREAK
17:30-19:00	SESSION 9 – POSTERS II
Time	Wednesday, 18 June
09:00-11:00	SESSION 10
11:00-12:00	SESSION 11
12:00-13:00	PLENARY TALK: <i>Juana Liceras</i>
13:00-14:00	BREAK/LUNCH
14:00-16:20	SESSION 12
16:20-17:20	SESSION 13
17:20-17:30	CLOSING REMARKS: <i>Elena Babatsouli</i>
20:30-22:30	CONFERENCE DINNER
Time	Thursday, 19 June
08:30-17:30	FULL DAY EXCURSION <i>Elafonisi Beach & Monastery of Chrysoskalitsa</i>

ISMBS 2025 FULL PROGRAM

MONDAY, 16 June

8:45-9:00	OPENING REMARKS
SESSION 1 9:00-11:00	Chair: <i>Magdalena Wrembel</i>
9:00-9:20	Speech processing in three languages: Effects of inhibitory control and language proficiency <i>Clara Fridman¹, Natalia Meir², Viorica Marian¹</i> ¹ Northwestern University, ² Bar Ilan University
9:20-9:40	The influence of native language on responses to negative polar interrogatives in second language acquisition: The cases of Korean, Italian and French learners of Japanese <i>Akiko Takemura^{1,3}, Hyun Kyung Hwang², Shin'ichi Tanaka³, Satoshi Ito⁴</i> ¹ Université d'Orléans, ² University of Tsukuba, ³ Kobe University, ⁴ Mie University
9:40-10:00	The acquisition of Spanish L4 by learners with Croatian L1, English L2 and Italian L3 <i>Barbara Peric</i> Rochester Institute of Technology Croatia
10:00-10:20	A comparison of retrieval and trial-and-error procedures for learning grammatical gender in L2/L3 Spanish <i>Olga Tararova, Frank Boers, Riham Mohamed, Ava Omid</i> Western University
10:20-10:40	L2/L3 acquisition of cognates and false friends by L1 Cypriot Greek speakers <i>Marina Spania, Sviatlana Karpava</i> University of Cyprus
10:40-11:00	Acquisition of vowel nasality of L2 European Portuguese: Perceptual performance of L1 Spanish, Italian, Polish and French learners <i>Sandra Chapouto, Isabel Pereira</i> University of Coimbra/CELGA-ILTEC
SESSION 2 11:00-12:00	Chair: <i>Helen Blake</i>
11:00-11:20	EEG investigations into auditory discrimination in native and non-native languages <i>Magdalena Wrembel¹, Karolina Rataj¹, Hanna Kędzierska², Anna Balas¹, Katarzyna Dziubalska-Kolaczyk¹</i> ¹ Adam Mickiewicz University, Poznań, ² Wrocław University
11:20-11:40	Shocking sounds: Investigating vowel memory with electrical brain stimulation <i>Jasmin Pfeifer</i> Heinrich-Heine-University
11:40-12:00	L2 prosody assessment in adult and child speech: Combining acoustic and neural model features <i>Wenwei Dong, Catia Cucchiari, Roeland van Hout, Helmer Strik</i> Radboud University Nijmegen
PLENARY TALK 12:00-13:00	Multilingual minds are unlocking global knowledge <i>Sharynne McLeod</i> Charles Sturt University
13:00-14:00	BREAK/LUNCH

MONDAY, 16 June

SESSION 3 14:00-16:00	Chair: <i>Karen Miller</i>
14:00-14:20	Research perspectives in foreign language acquisition: Focus on phonology <i>Katarzyna Dziubalska-Kolaczyk, Magdalena Wrembel, Anna Balas</i> Adam Mickiewicz University, Poznań
14:20-14:40	Mixed DPs in Italian-Albanian code-switching <i>Cristina Pierantozzi¹, Gloria Cocchi¹, Giuseppina Turano²</i> ¹ Università di Urbino, ² Università di Venezia
14:40-15:00	Voice onset time production by bilingual and functional monolingual children: The role of exposure to a bilingual community <i>Robert Mayr¹, Simona Montanari², Jeremy Steffman³</i> ¹ Cardiff Metropolitan University, ² California State University, LA ³ The University of Edinburgh
15:00-15:20	Reciprocal perceptual similarity of Polish and Ukrainian consonants: The case of palatalization <i>Anna Balas, Iga Krzysik, Magdalena Wrembel, Iryna Kravchuk, Zuzanna Cal, Kamil Kaźmierski</i> Adam Mickiewicz University, Poznań
15:20-15:40	Evidence for convergence in the intonation of Galician Spanish-dominant bilinguals <i>Timothy Gupton¹, María Morado-Vázquez²</i> ¹ University of Georgia, ² The Ohio State University
15:40-16:00	Bilinguals access category goodness during early auditory processing of similar L1/L2 sounds <i>Christoforos Souganidis^{1,2,3}, Antje Stoehr^{1,4}, Nicola Molinaro^{1,4}</i> ¹ BCBL, Basque Center on Cognition, ² Universidad del País Vasco/Euskal Herriko Unibertsitatea UPV/EHU, ³ University of the Basque Country UPV/EHU, ⁴ Ikerbasque, Basque Foundation for Science
16:00-16:30	BREAK
SESSION 4 16:30-18:00	POSTERS I
18:00-19:00	WELCOME RECEPTION

MONDAY, 16 June

SESSION 4 16:30-18:00	POSTERS I
Children's acquisition of variable agreement marking: A corpus study of longitudinal conversational data between young children and their caregivers <i>Karen Miller¹, Miguel Ramos²</i> ¹ The Pennsylvania State University, ² Universidad de O'Higgins de Chile	
Dominant language shift and L2 attainment: A reassessment of the evidence <i>Anastasia Sorokina</i> Southern Connecticut State University	
Bayesian models exhibit greater sensitivity than frequentist models in detecting differences in small phonetic datasets <i>Georgios P. Georgiou</i> University of Nicosia	
The role of individual differences in language production in younger and older bilingual speakers <i>Mohammad Momenian</i> The Hong Kong Polytechnic University	
Prosodic focus perception in Korean by Taiwan Mandarin-speaking learners of Korean- A study on interrogative sentences <i>Shu-Wei Yang</i> Seoul National University	
Does parent report of bilingual children's English proficiency and exposure predict English vocabulary and syntactic knowledge? <i>Max R. Freeman</i> St. John's University	
Acculturation influences on language in bilingual English-Spanish speakers <i>Monica S Hough</i> Florida International University	
Anticipatory language processing across semantic, syntactic, and phonological levels in monolingual speakers with and without dyslexia and early bilingual speakers: A visual world paradigm study <i>Natalya Shirokorad^{1, 2}, Lorenzo Spreafico¹, Maria Vender²</i> ¹ Free University of Bozen-Bolzano, ² University of Verona	
Comprehension of indirect answers in 4-5 years old Mandarin-speaking left-behind children <i>Yaxin Gao, Wenchun Yang</i> Xi'an Jiaotong University	
Tense and telicity in Spanish-English bilingual children's narratives <i>Colleen E. Fitzgerald, Virginia L. Dubasik</i> Bowling Green State University	

TUESDAY, 17 June

SESSION 5 9:00-11:00	Chair: <i>Chiara Meluzzi</i>
9:00-9:20	Audio and video recordings supporting children's speech development around the world <i>Helen L. Blake, Sharynne McLeod</i> Charles Sturt University
9:20-9:40	Vowel and stop voicing perception in the heritage and societal language of Spanish-English bilingual children <i>Simona Montanari^{1,3}, Jeremy Steffman², Robert Mayr³</i> ¹ California State University, LA, ² The University of Edinburgh, ³ Cardiff Metropolitan University
9:40-10:00	Bilingual vocabulary development in Mexican Indigenous infants: the effects of language exposure from home and mothers' language dominance <i>Stanislav Mulík^{1,2}</i> ¹ The Pennsylvania State University, ² National Autonomous University of Mexico
10:00-10:20	Triggered codeswitching between Egyptian Arabic and English <i>Magdalena Zawrotna</i> Jagiellonian University in Krakow
10:20-10:40	Regularity and complexity in the acquisition of morphology and morphosyntax in Hebrew as the societal language of Russian-Hebrew bilingual children <i>Julia Reznick¹, Sharon Armon-Lotem²</i> ¹ Ariel University, ² Bar-Ilan University
10:40-11:00	Monolingualism, bilingualism, plurilingualism: Stages in approaching the didactic process in The Republic of Moldova <i>Gheorghe Braniște^{1,2}, Gina Aurora Necula^{3,4}</i> ¹ Dunărea de Jos University of Galați, ² State University of Moldova, ³ Romanian Language Institute, ⁴ State University of Comrat
SESSION 6 11:00-12:00	Chair: <i>Robert Mayr</i>
11:00-11:20	Speech Sound Disorders: The importance of speech inconsistency <i>Kakia Petinou, Theodora Papastefanou</i> Cyprus University of Technology
11:20-11:40	Static and dynamic evaluation of formant values as biomarkers for dementia <i>Gloria Gagliardi¹, Riccardo Giabbani¹, Elena Martinelli¹, Yuka Naito², Chiara Meluzzi²</i> ¹ Alma Mater Studiorum - University of Bologna, ² University of Milan
11:40-12:00	Patterns of language recovery in bilingual aphasia <i>Monica S. Hough, Angelina Stafford, Isabella Martinez, Jeannine Lederman, Karina De La Rosa</i> Florida International University
PLENARY TALK 12:00-13:00	The power of language: How the codes we use to think, speak, and live transform our minds <i>Viorica Marian</i> Northwestern University
13:00-14:00	BREAK/LUNCH

TUESDAY, 17 June

SESSION 7 14:00-16:00	Chair: <i>Gloria Cocchi</i>
14:00-14:20	Exploring the interplay of language exposure, language skills and language and cultural identity construction in French-English bilingual adolescents: A longitudinal case study <i>Cathy Cohen^{1,2,3}, Romane Demazel⁴, Agnès Witko^{2,3,5}</i> ¹ Laboratoire ICAR (UMR 5191), Lyon, ² Laboratoire d'Excellence ASLAN, ANR-10-LABX-0081, Lyon, ³ Université Claude Bernard Lyon 1, ⁴ Independent Researcher, ⁵ Laboratoire DDL (UMR 5596), Lyon
14:20-14:40	Exploring emotional prosody recognition in children: Familiar vs. unfamiliar languages <i>Lola TERNY¹, Véronique Delvaux^{1,2}, Virginie Roland¹, Myriam Piccaluga¹, Kathy Huet¹</i> ¹ University of Mons, ² National Funds of Scientific Research, Belgium
14:40-15:00	Referents' mention when parents tell a story: a means to explain children's referential uses in narratives <i>Camille Dupret</i> Université Rennes 2 - CELLAM (EA 3206)
15:00-15:20	Our moral identity, rather than language, defines our moral choices and emotions <i>Irini Mavrou^{1,2}, Andrea Révész¹, Xin Rong¹, Sophia Lam³, Ting Zeng¹</i> ¹ University College London, ² Nabrija University, ³ The Education University of Hong Kong
15:20-15:40	Integrating gesture to the study of self-repairs in children's spontaneous speech <i>Corrado Bellifemine</i> Université de Lorraine
15:40-16:00	When sarcasm falls on tone deaf ears: Congenital amusia and the challenge of understanding irony <i>Valerie Querner¹, Jasmin Pfeifer²</i> ¹ CLCG, Rijksuniversiteit Groningen, ² Heinrich-Heine-University
SESSION 8 16:00-17:00	Chair: <i>Navin Viswanathan</i>
16:00-16:20	Promoting L2 morpho-syntax acquisition through translanguaging <i>Gloria Cocchi, Cristina Pierantozzi, Tania Stortini</i> Università di Urbino
16:20-16:40	Cross-linguistic consistency in the perception of vocal trustworthiness: A reverse-correlation study on French-English bilinguals <i>Jens Kreitewol, Laura Humez</i> McGill University/BRAMS
16:40-17:00	A contrastive interlanguage analysis of pragmatic development in Spanish L2 <i>María Sampedro Mella</i> Université Catholique de Louvain
17:00-17:30	BREAK
SESSION 9 17:30-19:00	POSTERS II

TUESDAY, 17 June

SESSION 4 17:30-19:00	POSTERS II
Studying phonetic adaptation in Dutch-English bilinguals: Using a structured interactive task <i>Annie Olmstead¹, Susanne Brouwer², Navin Viswanathan¹</i> ¹ The Pennsylvania State University, ² Radboud University	
The acquisition of the Spanish determiner by Greek speakers <i>Marta Vilosa¹, Pàtrocle Medina², Susana Lugo Mirón³</i> ¹ University of Girona/University of Ottawa, ² Catholic University of Valencia, ³ University National and Kapodistrian of Athens	
Semantic reinforcement and visual distraction during the Stroop task <i>Kathleen Siren, Sophia Launay-Fallasse, Tepanta Fossett</i> Loyola University Maryland	
Exploring the role of children's gender in the acquisition of phonological variation <i>Miguel Ramos¹, Jorge Sandoval², Rodrigo Cárdenas³, Karen Miller³</i> ¹ Universidad de O'Higgins de Chile, ² Pontificia Universidad Católica de Chile, ³ The Pennsylvania State University	
Production of narrative macrostructures in L2 Mandarin of Yi-Mandarin ethnic minority bilinguals <i>Jingru Zeng¹, Ruijie Zhao¹, Lei Li², Wenchun Yang¹</i> ¹ Xi'an Jiaotong University, ² Shanghai International Studies University	
An event-related potential study of dialectal variations: syllable-final nasal mergers in Taiwan Mandarin as an example <i>Yusuke Taira, Janice Fon</i> National Taiwan University	
'Am AI polite?' Investigating the pragmatic performance of generative AI vs L1 English, L1 Italian, and L1 Russian humans <i>Daniele Artoni, Victoriya Trubnikova</i> University of Verona	
A cross-linguistic investigation of the perceptibility of amodal phonation cues <i>Alex Hong-Lun Yeung¹, Tran Ta-Tran², Soyoung Lee³</i> ¹ SUNY Oswego, ² Cornell University, ³ Miami University	
The effect of age on phonetic convergence of VOT in Taiwan Mandarin speakers <i>Rong Huang, Ting-Syuan Wang, Janice Fon</i> National Taiwan University	
Exploring disfluency patterns in bilingual and monolingual children with and without autism: A pragmatic perspective <i>Marianna Beradze¹, Sveta Fichman^{1,2}, Natalia Meir¹</i> ¹ Bar-Ilan University, ² Talpiot College of Education	
Piloting the UL Lullaby project. Preliminary results <i>Elena Babatsouli, Emily Dore, Charli Durand, Claire Glaeser, Emily Savant</i> University of Louisiana at Lafayette	

WEDNESDAY, 18 June

SESSION 10 9:00-11:00	Chair: <i>Anna Balas</i>
9:00-9:20	Formant value normalization in applied phonetic research: sociolinguistic, clinical and forensic case studies <i>Chiara Meluzzi, Yuka Naito</i> University of Milan
9:20-9:40	On the prosody of conjunctive coordination in Spanish and Modern Greek <i>Susana Lugo-Mirón¹, Pàtrocle R. Medina i Santos², Marta Vilosa³</i> ¹ National and Kapodistrian University of Athens, ² Catholic University of Valencia, ³ University of Girona
9:40-10:00	Development of a neural network algorithm for the identification of language disorders using speech and language features <i>Georgios P. Georgiou</i> University of Nicosia
10:00-10:20	Polish phonological assessment tools and their validation in a monolingual and bilingual context <i>Paulina Zydorowicz</i> Adam Mickiewicz University, Poznań
10:20-10:40	Exposure and familiarity in dialect perception: Insights from the intonation of Northern and Central Mexican Spanish <i>Natalia Mazzaro¹, Marta Ortega-Llebaria^{2,3}</i> ¹ The University of Texas at El Paso, ² University of Pittsburgh, ³ LRDC
10:40-11:00	Phonological complexity development-Typical gaps between prosodic and segmental levels <i>Erika Antebi¹, Rama Novogrodsky¹, Avivit Ben David²</i> ¹ University of Haifa, ² Hadassah Academic College
SESSION 11 11:00-12:00	Chair: <i>Cathy Cohen</i>
11:00-11:20	Unstressed vowel production in Spanish-English bilinguals: Implications for gender acquisition <i>Laura Colantoni, Laura Escobar, Ana T. Pérez-Leroux, Danielle Thomas</i> University of Toronto
11:20-11:40	(Non-) Gendered languages: Is there an advantage for grammatical gender accuracy? <i>Gabriela Martinez Loyola¹, Olga Tararova¹, Nadav Benjamin², Martha Black³, Richard Martinez Loyola¹, Ava Omid¹</i> ¹ Western University, ² University of Zaragoza, ³ Aix Marseille Université
11:40-12:00	Gender reassignment and semantics of Greek nouns <i>Maria-Sofia Sotiropoulou¹, Elena Babatsouli²</i> ¹ Pomona College, ² University of Louisiana at Lafayette
PLENARY TALK 12:00-13:00	Non-typical language development, artificial language and linguistic universals in the spotlight <i>Juana M. Liceras</i> University of Ottawa
13:00-14:00	BREAK/LUNCH

WEDNESDAY, 18 June

SESSION 12 14:00-16:20	Chair: <i>Olga Tararova</i>
14:00-14:20	Rhythm-based intervention leads to improved receptive grammar in children with developmental language disorder <i>Li Ning Nicole Tan, Susan Richards, Usha Goswami</i> University of Cambridge
14:20-14:40	Accent retention and dynamics in a bilingual's first and heritage language: The role of age of onset of bilingualism and linguistic exposure in Russian speech <i>Irina Rubinstein, Sid Gordon, Natalia Meir</i> Bar-Ilan University
14:40-15:00	Promoting EFL vocabulary learning in ADHD students: Insights from a technology-enhanced approach <i>Georgia Andreou, Ariadni Argatzopoulou</i> University of Thessaly
15:00-15:20	The effect of age on phonetic convergence - Using deretroflexion in Taiwan Mandarin as an example <i>Ting-Syuan Wang, Janice Fon</i> National Taiwan University
15:20-15:40	‘What do you know about polyamory?’ On remediation in the German-Polish language pair and its impact on the work of consecutive interpreters <i>Magdalena Jurewicz</i> Adam-Mickiewicz University, Poznań
15:40-16:00	Remediation and German-Polish translation of promotional and advertising materials in the automotive market <i>Hanka Błaszowska</i> Adam-Mickiewicz University, Poznań
16:00-16:20	Voice onset time of word initial plosives in Cajun English <i>Wilbur V Bennett III</i> University of Louisiana at Lafayette
SESSION 13 16:20-17:20	Chair: <i>Daniele Artoni</i>
16:20-16:40	The use of generative AI to boost EFL students’ writing skills <i>Georgia Andreou, Pinelopi Christani</i> University of Thessaly
16:40-17:00	The role of babble in optimizing High Variability Phonetic Training for improving second-language vowel perception: Insights from comparing human judgments with AI measures <i>Alif Silpachai, Wenwei Dong, Catia Cucchiaroni, Helmer Strik</i> Radboud University Nijmegen
17:00-17:20	AI and human approaches: Exploring Emirati Arabic-English code-switching <i>Ji Young Shim, Line Ben Thaier</i> American University of Sharjah
17:20-17:30	CLOSING REMARKS
20:30-22:30	CONFERENCE DINNER RESTAURANT AT THE OLD HARBOR OF CHANIA

ABSTRACTS

PLENARY LECTURES

Non-typical language development, artificial language and linguistic universals in the spotlight

Juana. M. Liceras
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I would like to share with you the research that we have carried out on two topics that can open up new perspectives in the field of bilingualism in general and bilingual speech in particular: (i) the use of an artificial language to investigate second language acquisition by non-typical populations; and (ii) the testing of the psychological reality of a typological universal which establishes a close relationship between prosody and word order. Research on the acquisition and use of second or additional languages by populations with non-typical language development and, specifically, with genetic syndromes is scarce and, to the best of our knowledge, has not addressed the methodological challenges and potential advantages that having to learn an artificial language may pose. We discuss here the methodological challenges that we have encountered when teaching the artificial language Japañol (Rivera et al. 2022) to Spanish monolinguals with Down Syndrome and with Prader-Willi Syndrome (Liceras & Romero, 2024). We pay specific attention to issues such as how implicit input is to be presented and/or manipulated as well as the level of abstraction that explicit input could involve. In relation to the Prosody of Coordination and Word Order typological universal (Haspelmath, 2007; Stassen, 2000), and using experimental data, we discuss the extent to which native speakers of SVO and SOV languages have clear-cut intuitions about the relationship between SVO and prosodic proclisis as in the English sentence *Amaya ate apples —and— oranges* versus the relationship between SOV and prosodic enclisis as in the corresponding Japanese sentence *Amaya ringo—to—mikan-o tabeta*. We further discuss languages such as Basque, an SOV language, where the relationship between SOV and enclisis, does not hold, since Basque conjunctive coordination requires proclisis as in *Amaya sagarrak —eta— laranjak jaten zituen*. We discuss the implications of our findings as well as whether and how phonology and syllable structure may interact with this a priori rather strong typological universal.

The power of language: How the codes we use to think, speak, and live transform our minds

Viorica Marian
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Bilingualism and multilingualism have profound consequences for individuals and societies. Learning multiple languages changes not only how we use language, but also how we perceive the world, what we remember, how we learn, our creativity, decision making, and identity. I will present eye-tracking, mouse-tracking, and neuroimaging evidence showing that multiple languages continuously interact in the mind. I will conclude with a call for placing the study of language-mind interaction and multilingualism among the core areas of scientific investigation if we are to gain an accurate understanding of humanity's potential.

Multilingual minds are unlocking global knowledge, γνώση, 认识, إدراك, דעת, ज्ञान ...

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Global understandings of speech, language, and communication encompass knowledge from 7,000+ languages. Communication professionals who read English have access to research and evidence-based resources, assessments, and interventions in approximately 100 languages. Critiques of psychology and linguistics report that research has focussed on English, northern hemisphere Indo-European languages (Draper et al., 2023; Kidd & Garcia, 2022), and “Western, Educated, Industrialized, Rich, and Democratic (WEIRD) societies” (Henrich et al., 2010). This presentation will commend the work of multilingual minds (researchers, professionals, and translators) who provide English-language access to global knowledge about speech, language, and communication. It will outline the decade of work of the International Expert Panel on Multilingual Children’s Speech, and knowledge contained within global initiatives including:

- The Oxford Handbook of Speech Development in Languages of the World
- Multilingual Children’s Speech
- Crosslinguistic Phonology Project
- Multilingual Families - Lab Familles Multilingues
- CHILDES, Phon

The presentation will conclude by challenging our reliance on English as the medium for knowledge dissemination and acknowledging the future potential of our connected multilingual world for greater understandings of speech, language, and communication.

CONTRIBUTED PAPERS

Promoting EFL vocabulary learning in ADHD students: Insights from a technology-enhanced approach

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Attention Deficit Hyperactivity Disorder (ADHD) is a neurodevelopmental condition currently affecting 7.2% of children and adolescents (Polanczyk et al., 2014). Empirical evidence indicates that approximately half of the individuals diagnosed with Attention Deficit Hyperactivity Disorder also experience language and speech impairments. Attention-related issues have been identified as a primary factor contributing to difficulties in language acquisition (Korrel, 2017). This phenomenon affects both the development of one's native language and the process of learning additional languages Köder, et al., 2024). Research suggests that integrating diverse stimuli, including technological interventions, into the educational process may improve the academic performance of students with ADHD (Andersen & Jensen, 2018). However, there is a small number of studies examining the impact of technology integration on second or foreign language acquisition among children diagnosed with ADHD (Andreou & Argatzopoulou, 2024). The central objective of this study is to evaluate the effectiveness of a technology-enhanced approach in promoting vocabulary development among ADHD diagnosed learners studying English as a foreign language. Furthermore, this research seeks to identify students' attitudes towards the integration of technological tools in their vocabulary acquisition process. To address the research objectives, five (5) computer-based lessons were developed utilizing the Genially educational platform. The study participants comprised eight (8) students diagnosed with ADHD, all of whom possessed a beginner A1 language proficiency level as defined by the Common European Framework of Reference for Languages. Students were evaluated using pre- and post-intervention vocabulary assessments to measure the increase in vocabulary knowledge following the intervention. Furthermore, participants completed a questionnaire that examined their attitudes and perceptions regarding the computer-based instructional sessions in which they participated. The findings are anticipated to underscore the effectiveness of employing technology in enhancing academic performance for students with ADHD in second/foreign language acquisition. Furthermore, computer-based teaching is expected to demonstrate higher levels of engagement, participation, and motivation among students compared to traditional pedagogical methods.

Keywords: ADHD, Technology, Language Skills, Foreign Language Learning, Vocabulary

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The use of generative AI to boost EFL students' writing skills

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This study explores the efficacy of ChatGPT as an English language acquisition tool, specifically among non-native speakers, with an emphasis on its impact on the development of writing skills. In recent years, artificial intelligence-driven language models like ChatGPT have demonstrated potential to supplement language learning by providing feedback to EFL learners (Guo, K., et al., 2024; Han, J. & Li, M., 2024; Lin, S., Crosthwaite, P., 2024; Mizumoto, A., et al., 2024; Steiss et al., 2024). This research is based on a literature review aimed at examining ChatGPT's role and effectiveness in enhancing English writing skills for foreign learners, taking into consideration the students' views (Teng, M.F., 2024; Van, D. & Zhang, S., 2024) and also the supported teachers' feedback (Han, J., Li, M., 2024). The literature search was conducted using databases, such as ScienceDirect and Scopus, applying carefully selected keywords. This selection process ultimately yielded a focused dataset of 45 articles, subsequently categorized leading to the following research questions:

- Can ChatGPT serve as a reliable tool for assessing and providing feedback to EFL learners?
- How does it compare to traditional assessment methods?

Based on the data, positive implication is expected to be induced in relevance to writing assessment and feedback, towards higher achievement grades among students as well as students' willingness to utilize such tools. As precision, grammar and vocabulary are regarded, no noticeable difference is expected to be drawn between AI- automated assessment and human corrections. However, in terms of cultivating the complexity of ideas to students, human contribution is expected to be irreplaceable in terms of the given studies. This study seeks to illuminate the pedagogical implications of ChatGPT in English language education and to offer insights into the potential for AI-driven language models to facilitate autonomous and interactive language learning.

Keywords: AI, chatGPT, writing skills, second language acquisition, feedback, assessment

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Phonological complexity development Typical gaps between prosodic and segmental levels

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Phonological ability improves with age as the ability to produce more complex phonological units increases. It is suggested that the later a unit is acquired, the more complex it is (Jakielski et al., 2006; Stoel-Gammon, 2010). Phonological complexity refers to the complexity of units such as phonemes, syllables, and words. The Hebrew Child Complexity Measure (H-CCM) was developed and refined based on complexity measures in English such as the Index of Phonetic Complexity (IPC, Jakielski et al., 2006) and the Word Complexity Measure (WCM, Stoel-Gammon, 2010). Furthermore, it is based on specific features of the acquisition of Hebrew phonology (e.g., Ben David, 2015). One of the additions of the H-CCM measure is that it enables calculating complexity of each phonological level, in addition to the total complexity score. This allows comparing between the children's abilities in the different levels of phonology. We will present data from 30 children aged 18-42 months in a structured play interaction. For each child 100 words are included: 36 words from an elicitation list, representing late acquired phonological units in Hebrew (e.g., multisyllabic words, middle codas, clusters and late acquired phonemes), and 64 words from spontaneous productions of the interaction. The results showed that with increasing age, children scored higher on the H-CCM measure in the total score and in the scores of each phonological level. In addition, results from two children who received the same total complexity score, but demonstrated differences in performance between the prosodic levels and the segmental level will be shown. These results suggest that the H-CCM reflects both a general phonological complexity score and scores in each phonological level, allowing the comparison of children's abilities within and between the different levels of phonology. Implications for atypical acquisition will be discussed.

Keywords: Phonological development, Phonological complexity, Complexity measure, Word complexity, Syllable complexity, Segmental complexity.

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‘Am AI polite?’ Investigating the pragmatic performance of generative AI vs L1 English, L1 Italian, and L1 Russian humans

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Pragmalinguistic competencies are a complex set of linguistic features used to achieve communicative extra-linguistic goals that vary according to context, culture, language, power, and other social variables. Such context-dependent competencies have been challenged by LLMs and generative AI, which are able to mock human language interactions despite the lack of extra-linguistic goals and social boundaries. The current study aims to investigate to what extent human-generated and AI-generated discourses differ when asked to perform a Face Threatening Act, i.e., a speech act whose illocutionary force causes social tension among the participants (cf. Politeness Theory, Brown & Levinson, 1987). In particular, in this study, we investigate the speech act of request in English, Italian, and Russian, in that (i) it is the most frequently studied speech act in human production (Ogiermann, 2009) and (ii) its pragmalinguistic features vary significantly across the three selected languages (cf., for instance, Larina, 2003; Nuzzo, 2007; Rossi, 2012; Wierzbicka, 1991; Zemskaia, 1997). A set of Discourse Completion Tasks (Cyluk, 2013) in English, Italian, and Russian with different sociolinguistic variables, i.e., $\pm$ power, $\pm$ social distance, $\pm$ degree of imposition, will be administered to the three widely used AI-powered conversational agents Gemini, ChatGPT, and DeepSeek. The productions will be analysed in a twofold way: (i) in terms of pragmalinguistic features in line with the CCSARP taxonomy (Blum-Kulka et al., 1989) and compared with the already existent (human-generated) data by L1 English, L1 Italian, and L1 Russian informants; (ii) the AI-generated production will be evaluated in terms of pragmatic acceptability by 5 L1 informants per each language considered in the study. Data analysis will ultimately shed light on the ability of AI to grasp the sociolinguistic context and adapt its linguistic features to it. Its performance will be compared across different languages and rated by human L1 speakers of the target languages

Keywords: AI, pragmatics, request, Russian, Italian

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Piloting the UL Lullaby Project. Preliminary results

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Phonological research sheds light on children's speech patterns during development. Current English speech developmental norms used for clinical/research purposes in the US (Smit et al. 1990; 1993a, b) do not reflect contemporary use in the nation nor the Louisiana context. Similarly, previous works cross-linguistically do not account for variant language input effects on children's speech acquisition. This study starts an investigation of English speech developmental patterns in typically developing children in the Louisiana family context. The ultimate goal of the project, called *UL Lullaby*, is to establish English child speech norms and a demographic infographic map of family language use in Louisiana. The methodology comprises i) a survey to collect demographic and family language use data, ii) a reading task with an adapted lullaby text, and iii) a single-word-elicitation test. We comprehensively describe the development and modeling of these methodologies to ensure sensitivity to the Louisiana sociolinguistic/cultural terrain. The language assessment tool we are advancing comprises 120 child and culturally appropriate words, is representative of English phonotactics, phone frequency distributions, and predominant phonetic variation, and assesses variable levels of phonological complexity. We are collecting speech data in Louisiana from 300 English-speaking children aged 2-5 years old, and from their parents/caregivers to gauge each child's language input and adult language use. The presentation situates the study within the framework of cross-linguistic phonological acquisition research in typical and atypical contexts (e.g., McLeod & Crowe, 2018) and outlines the theoretical tenets (e.g., Babatsouli 2019, 2024; Ingram & Babatsouli 2024) that guide this research. The contribution presents analyses of first data from 10 children/families, highlighting predominant patterns in the children's phonologies and seeking to identify production differences resulting from variable language input in the children's familial contexts. This contributes to investigating the role of family language use on children's phonological development, better informing speech norms.

Keywords: Louisiana English, child speech, TD phonologies, family language use

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Reciprocal perceptual similarity of Polish and Ukrainian consonants: The case of palatalization

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Although many influential models of the acquisition of second language center around the notion of similarity, there is no consensus on the most appropriate method of measuring it. According to the Speech Learning Model (Flege 1995) and its revised version SLM-r (Flege and Bohn 2021), as the degree of perceived similarity decreases, the likelihood of equivalence classification diminishes, and L2 category formation becomes more likely. This paper aims at comparing various methods of measuring the similarity of non-native speech sounds. Following Cebrian's (2022) approach juxtaposing reciprocal perceptual similarity and ecphoric similarity, we test cross-linguistic similarity with three tasks: assimilation with goodness of fit, (dis-)similarity ratings, and free classification (cf. Daidone et al. 2023), to analyze the relationships between them, as well as reciprocal perceptual similarity. The focus of the auditory analysis are non-palatalized and palatalized consonants. The stimuli consist of Ukrainian non-palatalized /t, s, ʃ, f, ts, v/ and their half-palatalized /ʃʲ, fʲ, fʲ, vʲ/ and palatalized counterparts /tʲ, tʲ:, sʲ, sʲ:, tsʲ tsʲ:/ as well as Polish consonants /s, ʃ, ɕ, ʦ, ʧ, ʧ:, v, w/. Participants include 20 L1 Polish L2 English listeners and 20 L1 Ukrainian L2 English L3 Polish listeners, aged between 13 and 15 years old. The goals are to examine (1) the relationships between the results of the three tasks, (2) reciprocity in perceptual similarity and (3) the role of palatalization and half-palatalization in determining similarity by listeners of two Slavic languages. Both of these languages employ palatalization, but Ukrainian uses three degrees (non-palatalized, half-palatalized and palatalized with two length distinctions), whereas Polish distinguishes only between two degrees: palatalized vs. non-palatalized. We expect the the interplay of the two and three levels of palatalization and for the tasks to yield complementary results. The analysis is ongoing.

Keywords: reciprocal perceptual similarity, palatalization, Polish, Ukrainian

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Integrating gesture to the study of self-repairs in children's spontaneous speech

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This study explores the way self-initiated repairs occur multimodally in children's speech. Typical (dis)fluency markers such as multisyllabic word repetitions, pauses (filled or silent), interjections (I mean, well) and revisions (i.e. self-repairs) are common in Typically Developing non-stuttering children's speech (Lickley, 2017). While there are several studies that focused on adults' self-repairs (Penttilä et al., 2022; Roberts et al., 2009) and the use of gesture during (dis)fluent speech (Graziano & Gullberg, 2018; Seyfeddinipur, 2006), fewer studies observed children's speech monitoring aided by gesture production (Morgenstern et al., 2013). Even fewer research exists on the joint function of gestures and pauses during self-repairs. 20 French-speaking children aged between 7 and 10 were video-recorded while interacting with one of their parents during spontaneous conversation. We coded self-repairs (lexical, phonological, morphosyntactic), gestures types (referential, non-referential) and pauses (silent, filled). For each repair sequence, we focused on the editing term linking the *reparans* to the *reparandum* (pauses, interjections) following the work of Levelt (1983), and the gesture synchronized with the hesitation segment to account for multimodal patterns of self-repairs. Results show that children produced more speech-only self-repairs. These were mostly lexical in nature, enhancing lexical retrieval. Furthermore, although children produced mostly referential gestures (especially iconic), they relied more on non-referential beat gestures during the repair sequences. However, contrary to Levelt's structure of the repair which includes a filled pause in the editing term, children produced more silent pauses or no pause at all after the *reparandum*. Thus, beat gestures are not only linked to discourse elaboration but they are strongly intertwined with speech monitoring. Moreover, the interplay between gesture and pauses allows speakers to signal to the interlocutor the fact that a revision is taking place, therefore facilitating mutual understanding in interaction.

Keywords: gesture, disfluency, self-repairs, children, dialogue

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Voice onset time of word-initial plosives in Cajun English

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Cajun English (CE) is a dialect of Southwestern Louisiana that developed as a second language (L2) for Louisiana French speakers. The majority of CE speakers today are monolingual, though the influence of French still persists (Dubois & Melançon, 1997). Dubois & Horvath (1998, 2001, 2004), along with Carmicheal (2013) and Glain (2021) note that CE speakers produce voiceless stops (/p, t, k/) without aspiration. Mainstream American English (MAE) features aspirated voiceless stops with a long-lag voice onset time (VOT) and voiced stops with a short-lag VOT (Lisker & Abramson, 1964), while French features voiceless stops with a short-lag VOT and voiced stops with lead VOT (Ryalls et al., 1995, Coveney, 2001, quoted in Netelenbos, 2013). This study aimed to determine the characteristics of VOT that are present in CE and see whether there is any remaining transfer effect from Louisiana French in current monolingual speakers. Participants (three self-identified Cajuns and three self-identified Southerners) were asked to complete a series of production tasks which included a reading of “The Rainbow Passage” (Fairbanks, 1960) and a guided discussion. Word initial plosives were isolated and their VOT was measured following the approach by Lisker & Abramson (1964). The ranges of VOT for each group were plotted and found to visually differ. Southerners closely matched the reported VOTs of MAE, and Cajuns more closely matched the VOTs of French. The data was subjected to ANOVA with identity and sound predicting duration. There was a significant and large effect for identity on duration ($F(1, 273) = 121.37, p < .001$) and significant and large effect for sound on duration ($F(5, 273) = 126.74, p < .001$). These results show that the influence of shorter VOT from French is still in effect for Cajun English speakers though many are not consciously aware of it (Carmichael, 2013).

Keywords: acoustic analysis, voice onset time, Cajun English, Louisiana French, sociolinguistics

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Audio and video recordings supporting children's speech development around the world

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While there is increasing literature describing evidence-based research, assessments, and interventions that support children's speech development in the languages of the world, resources in additional mediums, such as audio and video files can provide a unique contribution and enhance listener appreciation and understanding. This presentation describes how over 170 recordings were developed and collated in collaboration with international experts to assist professionals who support children's speech development. Authors of chapters in *The Oxford Handbook of Speech Development in Languages of the World* (McLeod, in press) were asked to record video summaries of their chapter describing where the language was spoken, components of the language (vowels, consonants, tones), and assessments and interventions available to support children learning to speak that language. Children and adults who spoke the language were invited to record audio samples. Children were under 12 years of age with typically developing speech (may contain typical developmental/non-adult productions). Audio samples were elicited by reading/retelling "The North Wind and the Sun" (Aesop) or saying the country they lived in, what they liked to do/play, and counting from 1 to 20. Seventy-eight videos describing 50 languages were recorded and made freely available on the Multilingual Children's Speech website (McLeod, 2024); 28 languages were described in both English and the language. Audio samples were recorded by 51 adults and 48 children speaking their own language. Consistent templates in video summaries and audio samples allow common and unique elements of speech development to be identified and compared across languages. The curated data within the 170+ audio and video files should prove useful to professionals including speech-language pathologists, teachers, and linguists as well as to anyone wanting to listen to children, adults, and professionals speaking in these languages. The recordings also highlight the benefits of multilingualism and international collaborations in building diverse interdisciplinary knowledge.

Keywords: child speech development, multilingualism, speech acquisition and use, typical and atypical speech

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Remediation and German-Polish translation of promotional and advertising materials in the automotive market

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Remediation refers to linguistic, cultural, and psychological processes that reshape language and discourse into new forms. It operates through language, shaping our understanding of reality and the sense of self we perceive and project. Thus, remediation involves creating hybrid text types and representations of identity (Canepari et al., 2017). This presentation examines remediation's role in translating German-Polish promotional and advertising materials within the automotive market. Drawing on Bolter and Grusin's (2000) theory, the study explores how promotional and advertising messages are adapted to target audiences through cultural, linguistic, and semiotic transformations. This process goes beyond linguistic translation, requiring content to align with the expectations, preferences, and socio-cultural realities of the local audience (Torresi, 2014; Mooij de, 2004). The automotive sector, as a globalized and competitive industry, provides an ideal context for analyzing these dynamics. Promotional and advertising texts must balance preserving the original message's integrity with localization strategies tailored to Polish consumers (Błaszowska, 2022). The study focuses on how a German automotive company adapts its messages for the Polish market, employing distinct knowledge, argumentative techniques, and linguistic strategies to resonate with the target audience. Key attention is given to translators' interventions, particularly cultural adaptation strategies like localization and transcreation. Localization ensures alignment with linguistic and cultural contexts, while transcreation allows creative reinterpretation to maintain emotional and persuasive appeal (Hauser & Luginbühl, 2011; Pedersen, 2016; Díaz-Millón & Olvera-Lobo, 2021). The translation analysis, based on a corpus of bilingual, German and Polish promotional and advertising texts, shows that promotional content is not simply translated but reimagined to reflect the values, norms, and expectations of the target culture. This demonstrates remediation's strategic role in creating hybrid texts that bridge linguistic and cultural divides. The research provides valuable insights into global marketing practices and highlights the intersection of translation, media studies, and cultural adaptation.

Keywords: remediation, translation, promotional and advertising material, automotive industry, cultural adaptation

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Monolingualism, bilingualism, plurilingualism. Stages in approaching the didactic process in The Republic of Moldova. Case study on physical education and sport teachers

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Going through politically dictated stages (Furtună & Corlăteanu, 2020), the educational system in the Republic of Moldova reflects the evolution of society from monolingualism, initially dictated by the ethnic structure (Romanian language), then by the need to integrate into society by adopting the "public" language that has easily become the dominant language (more precisely Russian) and reaching, at the current stage, the multilingualism through competing languages: Romanian (as the official state language alias majority language), Russian (which still retains the status of lingua franca and the reputation of the language that can boost career advancement), minority languages (Gagauz, Bulgarian, Ukrainian, etc.) and modern, international languages (particularly English). In addition to the current challenge of efficiently assuming communication skills in each of the languages either consumed or produced (Pavlenko, 2008), there is the constant dispute about the glotonym "Moldovan language" that teachers must manage in their didactic approach to students (Ciscel, 2008). Our attention in this study is directed, in particular, to the efforts of physical education teachers who are under the interference of the current regulations concerning the promotion of Romanian language among pupils in schools with Russian language teaching and the need to build pupils' motivation to use Romanian communication skills, while keeping the balance with native, heritage or foreign languages that pupils know and use both in public and private communication situations. Therefore, we propose here to present the teaching strategies that are needed to approach the multilingual teaching process as they emerged from the teacher training sessions.

Keywords: alolingual, language skills, glotonym, multilingualism, minority language.

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Acquisition of vowel nasality of L2 European Portuguese: Perceptual performance of L1 Spanish, Italian, Polish and French learners

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Studies on phonological acquisition of non-native languages show cross-linguistic interference (Selinker, 1972; Corder, 1981; Ellis 1986; Skehan 2008). Learners often transfer phonological patterns from their native language to fill gaps in knowledge of the target language (Chaimanee, 1999; Skehan, 2008). This study investigates the perceptual performance of vocalic nasality contrasts of European Portuguese by native speakers of languages with (Polish and French) and without (Spanish and Italian) contrastive vowel nasality. The research questions are:

- (i) Which L1 group(s) show(s) greater difficulty in perceiving vowel nasality?
- (ii) Which segments diverge most from the target?
- (iii) Which segments are perceptually less marked?
- (iv) Which contexts favor perception according to the target?
- (v) How does cross-linguistic influence manifest in the perception of vowel nasality in EP?

A perception test was conducted with twenty intermediate-level EP college students: five from each L1 group. The test contains three discrimination tasks (51 stimuli organized in 2 AX and 1 ABX trial-blocks) and four identification tasks (52 stimuli). Stimuli include words with oral vowels [a, ɐ, e, i, o, u], nasal vowels [ẽ, ê, ĩ, õ, ũ], in stressed and unstressed positions, in monosyllables, disyllables, and polysyllables. Results showed that: (i) L1 influences vowel nasality perception in L2 EP differently, (ii) French and Polish learners showed greater divergence from the target for [a, ɐ, ẽ], and Spanish and Italian for [e, ê]; (iii) least marked segments were [i, ĩ] for Italian and French speakers, [o, õ] for Polish, and [u, ũ] for Spanish speakers; (iv) stressed syllables and shorter words favored accurate perception, (v) cross-linguistic influence contributed to perceptual divergences, with French and Polish speakers performing better. The results seem to support one assumption of the SLM and PAM-L2 models: L1 influences L2 sound system acquisition.

Keywords: L2 phonological acquisition, nasal vowels, European Portuguese, perception, cross-linguistic transfer

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Promoting L2 morpho-syntax acquisition through translanguaging

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This work focuses on the acquisition of grammatical gender in Italian L2 by English L1 learners in a translanguaging perspective. Indeed, most research on translanguaging is confined to a description of the pragmatic functions (Lin 2013, Vogel & Garcia 2017). Only a few works tackle the positive effects of translanguaging on the development of lexicon (Macaro 2009, Tian & Macaro 2012), and no attention has been devoted to the development of morpho-syntax. In order to fill this gap, we have appointed some activities intended for English students - whose mother tongue is a genderless language - who learn Italian as L2. In particular, we open the following research questions:

RQ1: Could translanguaging practices help acquire morphosyntactic aspects?

RQ2: Could translanguaging help acquire nominal gender agreement in Italian L2?

In our pilot study, we have tested our activities with six US students. They have first undergone a pre-test in order to assess their initial competence in gender assignment and gender agreement, in nouns with semantic gender, transparent gender, opaque gender and irregular nouns (Kirova & Camacho 2021). From this test we have inferred that the percentage of errors is high in the case of opaque (42%) and irregular nouns (67%). The training activity has consisted in insertional code-switching (Muysken 2000): we have given students some texts where Italian nouns had been substituted by English genderless nouns: they have been trained to use morpho-syntactic clues to assign gender to the corresponding Italian nouns and correctly agree them with their modifiers. Finally, we have administered a post-test, analogous to the pre-test, whose results have proved encouraging. The percentages of errors for the above-mentioned categories of nouns have dropped to, respectively, 37% and 44%. Students have appreciated mixed language texts, where the use of English reduces anxiety and allows them to concentrate best on the grammatical aspects which represent the main focus of the activity.

Keywords: Translanguaging, grammatical gender, gender agreement, insertion.

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Exploring the interplay of language exposure, language skills and language and cultural identity construction in French-English bilingual adolescents: A longitudinal case study

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Based on Paradis' (2023) presentation of individual differences accounting for bilingual development, we explore dual language acquisition according to three interrelated factors: *child-internal*, *proximal* and *distal*. This five-year longitudinal case study investigates the complex interplay between language exposure (e.g., Thordardottir, 2011; Unsworth, 2013), language skills (e.g., Armon-Lotem et al., 2016; Heilmann et al., 2010) and language and cultural identity construction (e.g., Fielding, 2015; Grosjean, 1993) in three French-English bilingual adolescents (from age 10 to 14), from three different home language backgrounds (French dominant; English dominant; both French and English), attending the same bilingual programme in France. Data were collected annually. Parent questionnaires provided information on children's exposure to French and English from birth, within the family and in school and other social environments. Semi-structured interviews with the children explored their annual current language exposure and their current language practices with close family and friends, and in language-based activities, such as reading. Language skills were assessed in both languages through 1) a narrative task evaluating lexical diversity and grammatical accuracy and, 2) a standard receptive vocabulary task. Identity construction was explored through semi-structured interviews and a language portrait activity (Busch, 2018). Our findings showed, first, that higher exposure to a language at home and school did not necessarily align with higher level skills in that language. High level skills were also observed in the language where exposure was quantitatively lower, but qualitatively rich. Secondly, despite higher exposure to one language, children sometimes identified more with the language and culture they were exposed to less. We highlight the importance of exploring children's exposure and language biographies in depth to distinguish the sources and types of exposure received from birth. We also show the impact of children's agency on their language investment and language development.

Keywords: language exposure, language skills, identity, French, English

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Unstressed vowel production in Spanish-English bilinguals: implications for gender acquisition

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We analyze word-final unstressed Spanish vowels /a e o/ produced by early and late Spanish-English bilinguals to explore whether contact-induced variability in vowel production may impact learning and representation of Spanish gender, as proposed by the modular interaction hypothesis (Colantoni et al., 2020; Pérez-Leroux et al., 2023). Spanish gender is quasi-transparent with over 60% of nouns ending in /o a/ aligning as masculine or feminine respectively, and /e/-ending nouns (13%) being predominantly masculine (Clegg, 2011). These vowels merge and centralize in heritage Spanish-English speakers (Menke, 2010; Mazzaro et al., 2016). Moreover, in some Spanish varieties (Mexican and Andean), word-final vowels may devoice after voiceless obstruents (Dabkowski, 2018). Thus, contact with English and variety-specific phonetic features conspire to obscure the input, making phonology-based gender attribution (Culberston et al., 2019) more difficult for heritage speakers. If vowel production is a predictor of gender accuracy, participants who merge vowels should diverge in gender performance. Adult Heritage Speakers of Spanish (HSs; n=23; living in North America before the age of 11), and adults Spanish Immigrants (ASIs; n=25; who moved to Canada after 14) performed a picture naming task with 245 targets ending in unstressed /a e o/. Unanalyzable vowels (devoiced and creaky) were identified, F1-F2 values (Nearey (1977)-normalized) were extracted at midpoint from voiced vowels and the Bhattacharyya affinity (BA) scores (Strelluf, 2016) were computed. Preliminary results show that, although the proportion of unanalyzable vowels was higher in the HS group, between-group differences were not significant. BA scores were also similar between groups (HSs: [a-o] = .89; [a-e] = .85; ASIs: [a-o] = .90; [a-e] = .85), suggesting that heritage populations are exposed to a highly variable input, which, in the absence of formal education in the minority language, may impact the acquisition of grammatical categories.

Keywords: vowels, Spanish-English bilinguals, production, gender

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L2 prosody assessment in adult and child speech: Combining acoustic and neural model features

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Prosody is crucial for conveying meaning, attitude and emotions (Jackson et al., 2011) and learning second language (L2) prosody should start at an early age (Huang et al., 2009). However, most Computer-Assisted Language Learning systems only focus on segmental level feedback. In our study, we developed an automatic L2 prosody assessment method using 107 acoustic features, including 88 eGeMAPS features (Eyben et al., 2015) and 15 PRAAT features (such as pitch, loudness, and energy) (Boersma et al., 2013). Additionally, we calculated four temporal features: two measures of speech rate (words per second and phones per second) and the mean duration of phones and words. Phone and word boundaries were obtained through forced alignment using the Kaldi (Peddinti et al., 2015) Time-Delay Neural Network (TDNN) model. These 107 acoustic features were used to predict the prosody scores in the speechocean762 (Zhang et al., 2021) corpus, containing speech samples by Chinese L2 English adult and child learners, annotated with utterance-level prosody scores by experts. The research question we address here is whether different acoustic features are required for automatically measuring L2 prosody in adult and child speech. To this aim, we selected relevant features with a Recursive Feature Elimination (RFE) procedure (Guyon et al., 2002), and trained a Deep Neural Network (DNN) to extract neural model features. The best results were obtained through linear regression combining the RFE and DNN features. In general, for child speech we obtained lower Pearson Correlation Coefficient (PCC) values, but also lower Mean Squared Error (MSE) values. Also (the order of) the features selected with the RFE procedure was different, F0-related features were the top 3 features for evaluating adult prosody, while for child prosody, the top 3 features were loudness-related. We also found that temporal features were more important for adult speech than for child speech.

Keywords: L2 Speech, acoustic features, neural network, L2 prosody assessment, child and adult L2 learners

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Referents' mention when parents tell a story: A means to explain children's referential uses in narratives

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This study aims to describe parents' referential choices while recounting a story to their child to establish a possible relation with children's reference development in narratives. Indeed, in choosing referring expressions (RE), until the age of 8 or even later, children are less sensitive to discourse accessibility (Ariel, 1991) than factors such as visual accessibility or characters' status within the story (Serratrice, 2013; Hickmann et al., 2015). Thus, they tend to use definite noun phrases (NP) in first mention or pronouns in switching contexts while adults observed in experimental tasks prefer indefinite and definite NP to express these distinct positions on the referential chain (Arnold & Griffin, 2007; Hassan et al., 2021). 25 parents' narratives co-constructed with their child (mean age: 6;6) from a textless picture book were video-recorded. RE were coded according to their form (pronouns, NP) and their position on the referential chain (introduction, maintaining, switching). Referents' status (animate/inanimate entities and main or secondary character) and the level of competition according to the number of referents in the pictures for each narrative sequence were also described. We compared the RE with the position on the referential chain, the character's status and the competition level in order to investigate which factors influenced the choice of the RE. Results showed that parents frequently use interrogative pronouns in introduction, leading children to answer using a definite NP. Their narratives are also focused on the main character, often mentioned by a pronoun despite the position of its mention on the referential chain. Regression analysis indicated that parents' referential choices are more influenced by referent's status and visual competition between referents than the position on the referential chain. Thus, parents' uses are closer to children's uses in the same speech situation than what was previously observed among adults. This could account for the developmental trajectory of reference management in children.

Keywords: Narratives, Joint storytelling, Referring expressions, Child-directed speech, Pragmatics

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Research perspectives in foreign language acquisition: Focus on phonology

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This metaanalysis aims to overview the development of foreign language phonological acquisition studies focusing on how the most current proposals compare to earlier approaches. We begin the overview with classical approaches such as Contrastive Analysis Hypothesis (e.g., Lado 1957) and zooming in to the Natural Phonology perspective, as inspired by the works of Donegan and Stampe (1979). First, we examine the unsuppression of a phonological process against the background of the innateness hypothesis of acquisition, according to which latent processes remain available for L2 acquisition. We discuss that different views on how phonology is acquired in second and third language (SLA/TLA) depend on the approach to the role of phonological processes in acquisition. We also review the idea of ‘repair’ (Dziubalska-Kołaczyk, 2003) by which we mean the undoing of an L1 process in perception of an L2 sound/sound sequence resulting in the accented production in L2. Further, we overview insights from compatible research on L2 speech acquisition as well as explore the transition from SLA to Cross-Linguistic Influence (CLI) research via the interest in L3 (e.g., Wrembel, 2023). The paper also reports on recent proposals modeling acquisition of L2/L3 phonology, including the Natural Growth Theory of Acquisition (NGTA) (Dziubalska-Kołaczyk & Wrembel, 2024), which has been inspired by NP while simultaneously drawing insights from other theories. These developments reflect a new perspective on the studies of foreign language acquisition by embracing an umbrella of cross-linguistic influence (CLI) (for a detailed discussion see Dziubalska-Kołaczyk et al. forthcoming).

Keywords: phonology, cross-linguistic influence (CLI), processes, foreign language acquisition

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Tense and telicity in Spanish-English bilingual children's narratives

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Lexical aspect may explain why monolingual and L2-acquiring children correctly mark past tense on perfective forms such as the English simple past or Spanish *pretérito* while still using present tense forms in past imperfective contexts (Andersen, 1991; Howard & Leclercq, 2017). Alternatively, differences may be due to verbs' grounding functions during narration or to both hypotheses operating together (Bardovi-Harlig, 1998). We asked whether sequential Spanish-English bilinguals' early English tense marking differs according to aspectual verb class and narrative grounding function. We predicted that children would more often mark past tense on verbs having the telic aspectual classes *achievement* and *accomplishment* when conveying foreground information and less often for the atelic aspectual classes *activity* and *stative* in background contexts (Vendler, 1967). This would align with an interpretation that children distinguish perfect and imperfect even while using present tense forms in imperfective contexts. Sixteen sequential Spanish-English bilingual children, aged 49-67 months ($M = 59.56$) retold stories from wordless picture books following nine months of first systematic English exposure through preschool. Typically-developing Spanish speakers of this age have acquired aspectuo-temporal marking evidenced through accurately marking past in *pretérito* and *imperfecto* contexts (Kvaal et al., 1988). Each lexical verb in past contexts will be coded for tense marking and categorized into one of four aspectual classes (see above) and as *foreground* or *background*. Analyses will focus on describing the distribution of aspectual classes and grounding categories across correct uses and omissions of tense marking. Further analyses will address the relative frequencies of regular vs. irregular tense marking, lexical vs. non-lexical verb tense marking, and overregularization of *-ed*. Findings will be interpreted against the notion that children understand lexical aspect before adult-like use of tense markers and alternative explanations such as the stative vs. dynamic distinction.

Keywords: aspect, tense, L2, acquisition, morphology

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Does parent report of bilingual children's English proficiency and exposure predict English vocabulary and syntactic knowledge?

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Bilingual children's language development is often difficult to encapsulate since bilingualism itself exists on a continuum of proficiency, exposure, and other language background factors (e.g., Freeman & Schroeder, 2022). Parents are reliable sources for obtaining bilingual children's language profiles since parents observe their children across diverse linguistic contexts (e.g., Gutiérrez-Clellen & Kreiter, 2003). In the current study, we examined whether parent report of bilingual children's English proficiency and exposure predicted children's English vocabulary and syntax. Thirty children, 18 males, 12 females, ages 3;0-5;0, on a continuum of bilingual proficiency and exposure were included. Participants had a general command of English and were exposed to a language other than English. Parents completed the Child Language Experience and Proficiency Questionnaire (LEAP-Q; Marian et al., 2007) to obtain information on children's language background. Children were administered the PPVT-5 (receptive vocabulary), EVT-3 (expressive vocabulary), and SPELT-2 (grammar and syntax), along with language samples during a structured play scheme. Parent report of children's English proficiency was a composite score of understanding and speaking (LEAP-Q). Parent report of children's English exposure was the percentage of time children were exposed to English at home (LEAP-Q). Regression analyses were conducted for each assessment, along with factors of English proficiency and exposure in separate models. Gender and socioeconomic status were not significant predictors in any of the analyses ($ps > 0.8$). Results revealed that parent report of children's English proficiency was predictive of performance on the PPVT-5 ($\beta = 6.40, SE = 2.12, t = 3.02, p = 0.004$), SPELT-2 ($\beta = 7.74, SE = 1.91, t = 4.05, p < 0.001$), Type Token Ratio (TTR) ($\beta = 0.02, SE = 0.01, t = 3.04, p = 0.003$), and marginally predictive on the EVT-3 ($\beta = 3.42, SE = 1.96, t = 1.75, p = 0.080$). Parent report of children's English exposure was predictive of performance on the PPVT-5 ($\beta = 7.76, SE = 1.90, t = 4.08, p < 0.001$), EVT-3 ($\beta = 5.97, SE = 1.72, t = 3.47, p = 0.001$), SPELT-2 ($\beta = 6.40, SE = 1.89, t = 3.83, p = 0.001$), and TTR ($\beta = 0.02, SE = 0.01, t = 2.74, p = 0.008$). Results suggest that parent report of bilingual children's proficiency and exposure reliably predicts performance on English language measures of vocabulary and syntax.

Keywords: bilingualism, child development, L2 proficiency, L2 exposure, parent report

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Speech processing in three languages: Effects of inhibitory control and language proficiency

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Recent research on trilingual language processing has shown that all three languages in a trilingual system can be co-activated simultaneously (Otwinowska, 2024), building on earlier findings from bilingualism (Marian, 2023). The BLINCS model of bilingual language processing (Shook & Marian, 2013) suggests that the magnitude of co-activation can be influenced by factors such as cognitive abilities and language experience. The current study extends the predictions of BLINCS to a trilingual context, posing the following research questions: How do individual differences such as inhibitory control and language proficiency affect co-activation? To what extent are these effects modulated by the language and number of cross-linguistic competitors? Forty-eight trilingual speakers of heritage Russian, dominant L2-Hebrew, and L3-English completed a Flanker task to measure inhibitory control and MINT assessments (Gollan et al., 2012) to index proficiency in each language. In an eye-tracking task with a by-language block design, participants were prompted by an audio clip to select an item out of a 4-item display (e.g. “Where is the **dog**?”), where we manipulated phonological co-activation of one, the other, or both competitor languages. Results showed that the magnitude of co-activation, measured by the proportion of eye-gazes to a cross-linguistic competitor, was influenced by both inhibitory control and proficiency. Participants with weaker inhibitory control experienced increased co-activation from more-dominant languages, extending bilingualism findings (Mercier et al., 2014) to trilingualism. Participants with higher proficiency in a competing language tended to co-activate that language more, especially in conditions with only one competitor (Blumenfeld & Marian, 2005). Interaction effects between proficiency and competitor number suggest that these patterns are not constant across the board, highlighting the complexity of the trilingual system. We will discuss how these results inform our understanding of cognitive mechanisms in multilingual speech processing (Schroeder & Marian, 2017) and the nuances introduced by a third language.

Keywords: speech processing, multilingualism, L3, co-activation, inhibitory control

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Static and dynamic evaluation of formant values as biomarkers for dementia

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Speech features have been shown to reliably distinguish between people with and without cognitive decline. So far, most studies have focused on suprasegmental and temporal aspects of speech production (Gagliardi 2023), while some more recent research approaches have highlighted significant alteration at the segmental level, demonstrating a reduced vowel space in dementia (Gagliardi & Meluzzi 2025; Nishikawa et al. 2022). Our study investigated static and dynamic formant measures (in Bark) of the seven Italian stressed and unstressed vowels produced by a subsample of DemCorpus-Basilicata (Martinelli et al. 2024), consisting of six Italian-speaking female patients from Basilicata diagnosed with Alzheimer's Disease and their neurotypical peers. For static analysis we considered the first three formant frequencies (F1, F2, F3) at the midpoint of each vowel, while, as dynamic measures, we calculated spectral change and spectral angle (Conwell 2018). The static measures revealed significant differences between the patient groups and the control group for most of the formant values. The most striking results were for F2 values (irrespective of stress). While the patient group had significantly lower F2 values than the control group for three front vowels (/i/, /e/ and /ɛ/), for the other four vowels (/a/, /ɔ/, /o/ and /u/), their F2 values were significantly higher. This indicates that the difference between the groups in F2 values is related to vowel frontness and that F2 values might help us to discriminate between Alzheimer's patients and their neurotypical peers. As for dynamic measures, we found that the patient group had significantly higher values than the control group for most front vowels. Since variability in spectral change was very high for both groups, we will further investigate the effect of syllable structure. While our results are still preliminary, they suggest that formant analysis may be helpful to diagnose dementia.

Keywords: dementia, vowel formants, clinical phonetics, acoustic phonetics, biomarker

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Comprehension of indirect answers in 4-5 years old Mandarin-speaking left-behind children

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This study focused on a group of so called “left-behind” children who are left in rural areas while their parents work in urban regions. To date, it is still unclear how their unique social-communicative context impacts children’s language learning outcomes. This study examined how children’s left behind experience affects the comprehension of indirect answers in Mandarin-speaking monolinguals. A total of 85 Mandarin-speaking children aged 4-5 participated in this study, including 33 left-behind children (*Age* =4;5) and 52 aged-matched non-left-behind peers (*Age*=4;5). Adapted from Huang & Finestack (2024), a Comprehension Task was conducted. Three conditions were assessed: Indirect Yes, Indirect No, and Direct Response. Children were asked to answer whether the conversations implied “yes” or “no” to the indirect/direct questions. Preliminary results showed that children’s comprehension of indirect answers developed as they grew older. Left-behind children scored numerically but not statically significant lower than their non-left-behind peers across all three conditions ($p>.05$). The findings suggest that while left-behind children may be relatively disadvantaged in the comprehension of indirect answers, likely due to their language input associated with left-behind experience, school experience, peer interactions and extra exposure to Mandarin via TV and smart phones may compensate for their relative disadvantage to some extent.

Keywords: indirect answers, left-behind children, comprehension, Mandarin-speaking

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Development of a neural network algorithm for the identification of language disorders using speech and language features

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Developmental Language Disorder (DLD) is a neurodevelopmental condition that affects communication by disrupting the brain's language processing regions (Lee et al., 2020). Children with DLD face challenges in acquiring various linguistic structures, including phonology, morphology, syntax, semantics, and pragmatics (Calter et al., 2023; Georgiou & Theodorou, 2023a, 2023b; Gladfelter et al., 2019; Osman et al., 2011). Early and accurate identification of DLD is critical for implementing timely interventions to mitigate its negative impact on the academic, social, and emotional development of children. This study presents an automated approach to DLD identification using artificial intelligence, specifically a neural network machine learning algorithm. Significantly, this is the first study to apply such a protocol to Cypriot Greek children, a group that has been largely overlooked in DLD research. A neural network model was developed and trained in R, utilizing perceptual and production data collected from children aged 7;10 to 10;4, including both children with DLD and typically developing peers. The perceptual data involved tasks assessing the identification of phonological, grammatical, and semantic structures. The production data included measures related to vocabulary, morphosyntactic production, and sentence repetition. To ensure the model's robustness, the k-fold cross-validation technique was employed. Performance metrics, including accuracy, precision, recall, F1-score, and the ROC curve/AUC, were used to evaluate the predictive ability of the model on unseen data. The neural network achieved strong performance, with classification metrics meeting or exceeding 0.87 across all measures. Analysis of variable importance revealed that language production skills had a greater influence on the model's performance compared to perceptual skills. This study highlights the effectiveness of neural networks as powerful tools for the early detection of DLD. By enabling rapid and accurate assessments, this approach has the potential to significantly improve clinical outcomes for children with DLD.

Keywords: neural network, language disorders, language perception, language production

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Bayesian models exhibit greater sensitivity than frequentist models in detecting differences in small phonetic datasets

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Over the past few decades, linear mixed-effects models have become the standard tool for analysis in phonetic research, as evidenced by numerous studies (e.g., Escudero et al., 2012; Georgiou, 2023; Georgiou & Dimitriou, 2023; Mills et al., 2022; Reinisch & Sjerps, 2013; Simonet, 2011). These models integrate both fixed and random effects, offering robust analytical capabilities. However, advancements in research methodologies have introduced novel approaches aimed at improving data analysis precision. Among these, Bayesian statistical methods have recently gained traction, though their application in phonetic research remains relatively underexplored (Escudero et al., 2022; Georgiou, 2022; Georgiou & Theodorou, 2025). While prior studies have extensively compared frequentist and Bayesian approaches, this study takes a distinctive perspective by assessing their effectiveness using a small phonetic dataset. The analysis focused on vowel acoustic features, specifically the first three formant frequencies and vowel duration, extracted from Greek speech samples. The dataset included recordings from ten adult monolingual speakers and ten adult bilingual speakers. Mixed-effects models and Bayesian regression models were employed to examine potential differences in vowel production between the two groups. The results revealed that Bayesian hypothesis testing outperformed the posthoc tests of mixed-effects models, showing greater accuracy in detecting evidence of differences. In contrast, mixed-effects models tended to underestimate the presence of such differences. These findings align with existing research highlighting the advantages of Bayesian methods over frequentist approaches, reinforcing the need for methodological innovation. This study demonstrates that Bayesian models offer enhanced suitability for analyzing small datasets of phonetic and linguistic data. Consequently, researchers in these fields are encouraged to incorporate Bayesian methods to achieve more reliable and accurate results.

Keywords: Bayesian regression models, mixed-effects models, statistics, phonetic data

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Evidence for convergence in the intonation of Galician Spanish-dominant bilinguals

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The region of Galicia (Spain) is renowned for its characteristic intonation in Spanish (Castro, 2003) as well as Galician (Ramallo, 2007). In the current study we examine the intonation of Galician Spanish speakers reading contextualized sentences with differing information structure conditions in order to determine: 1) if these speakers exhibit intonation patterns similar to Galician-dominant speakers reading comparable stimuli in Galician (Gupton, 2021), and 2) if information structure is a significant predictor of changes in intonation (Frascarelli & Hinterhölzl, 2007), using a 10% rise/fall threshold of perceptibility (Mateo Ruiz, 2013). We adopt the Melodic Analysis of Speech (MAS) protocol (Cantero, 2002; Cantero & Font-Rotchés, 2009) to facilitate statistical comparisons between 21 males (11 females) and classifications of pitch accent types in (e.g. Pierrehumbert, 1980). Participants read 14 sentences each, netting 294 sentences. Segmentation and pitch (F0) listings were extracted using Praat (Boersma & Weenink, 2015). Here we report on data from 126 sentences. Results for intonation are largely similar to those of Galician-dominant speakers reading Galician. Linear regression results comparing our Galician Spanish results to Galician results in Gupton (2021) reveal that language dominance was not a significant predictor of intonation change between syllables ($p > 0.05$), nor was language of the study ($p > 0.05$). However, linguistic variables such as contrast, information focus, and ex situ position are significant predictors of intonation change ($p < 0.05$). We find these results to be suggestive of intonation convergence between these mirror-image groups. Similar convergence has been found in other instances of Spanish in contact with English intonation (Kim, 2023) as well as VOT (Balukas & Koops, 2015), and in contact with Catalan intonation (Simonet, 2011) in synchrony, in addition to diachrony in contact with Italian in Argentina (Colantoni & Gurlekian, 2004), thus shedding further light on multilingual grammars and their importance (Lohndal & Putnam, 2024).

Keywords: intonation, convergence, multilingualism, melodic analysis of speech, contact

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Acculturation influences on language in bilingual English-Spanish speakers

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Acculturation is the process of adapting to new cultures, environments, and languages. It can include immigrants, refugees, and/or asylum seekers. This cultural change results from people of diverse cultural backgrounds coming into long-term, continuous contact with one another (Sokolskaya & Valentonis, 2020). Acculturation can lead to positive/negative changes in a person's mental health and quality of life as they adapt to a new environment (Celenk & Van de Vijver, 2011; Rothe et al., 2010). The current investigation examined the nature of acculturation in Hispanic bilingual Spanish English-speaking male and female adults living in South Florida. Experimental tasks were two acculturation assessments examining language use and cultural beliefs: 1) Bidimensional Short Acculturation Scale for Hispanics (BAS) (Marin & Gamba, 1996), measuring bidirectional changes in behavior in Hispanic and non-Hispanic domains considering language use, linguistic proficiency, and media usage; and 2) Cultural Health Attributions Questionnaire (CHAQ) (Murguía et al., 2000), examining health-related attributions via Equity Attributions (EA): beliefs about health outcomes being influenced by societal and cultural norms and Behavioral-Environmental Attributions (BEA): reflecting conventional causal attributions related to behavior and environment. Participants were 30 Spanish English bilingual individuals (15 males, 15 females), ages 25 and older, who were simultaneous or sequential language-learners. Experimental questions addressed: 1) Are there significant response differences on the scales between males and females? 2) Are there significant response differences on the scales between simultaneous and sequential language learners? Overall, findings revealed that Spanish English bilinguals living in south Florida have similar acculturation experiences, regardless of their gender, based on findings from both scales. However, although CHAQ results revealed no significant response differences between simultaneous and sequential learners of the second language, BAS findings indicated that simultaneous learners were more acculturated than sequential learners; on this scale, most sequential learners identified significantly more with the Hispanic domain.

Keywords: acculturation, bilingual, gender, assessments, second language-learning

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Patterns of language recovery in bilingual aphasia

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The purpose of this pilot study was to examine performance patterns of five bilingual Spanish English adults with aphasia relative to previously identified recovery patterns in two languages. The Boston Diagnostic Aphasia Examination-III (BDAE-III) (Goodglass et al., 2001) and the Bilingual Aphasia Test (BAT) (Paradis, 2004) were administered to all participants. Auditory comprehension and verbal expression were examined and compared in both languages on the two tests for each participant and specific patterns of recovery relative to Spanish and English were identified. Participants consisted of 3 males and 2 females with age range: 60-80 years old. All had aphasia resulting from a left hemisphere cerebrovascular accident (CVA) with second language acquired before age 18. All had at least a high school education. The research questions addressed: 1) Do bilingual patients with aphasia score similarly on BDAE and BAT relative to verbal expression and auditory comprehension? Relative to assessment tool and language, each participant showed unique recovery pattern across the two languages and two modalities. Three of the five participants performed better in their first language, Spanish, supporting Ribot's law, which indicates that patients will initially recover their first language, as this language may involve oldest memories and most resistant to impairment (Pearce, 2005). 2) Do bilingual patients with aphasia show a specific pattern relative to recovery of the two languages? Specifically, is recovery pattern congruent with previously identified patterns relative to two languages? Pattern of recovery in each language relative to parallel or non-parallel recovery was determined. Only one participant showed parallel recovery; the other participants demonstrated nonparallel recovery. Specifically, two participants showed antagonistic recovery and two showed differential recovery. These findings contrast with Davis' (2014) conclusions that parallel recovery is the most common pattern. Overall, the findings suggest bilingual aphasia recovery is determined by pre-stroke language use and individual proficiency differences.

Keywords: aphasia, bilingual, parallel recovery, Ribot's Law, Spanish-English

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The effect of age on phonetic convergence of VOT in Taiwan Mandarin speakers

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Phonetic convergence refers to the adjustment speakers make to align their speech with their conversation partners. However, evidence suggests it may also reflect episodic memory capacity. Previous studies showed phonetic convergence in voice onset time (VOT) for children (Nielsen, 2014) and young adult speakers of English (Shockley et al., 2004; Nielsen, 2011), which differentiates voiceless aspirated stops from voiced ones. This study examines whether and how the phenomenon patterns in young and elderly adult speakers of Taiwan Mandarin, which distinguishes voiceless aspirated stops from unaspirated ones. Subjects participated in a three-part experiment. First, they read aloud 20 /k^h/-initial high-frequency words, 30 /k^h/-initial low-frequency words, and 10 /p^h/-initial low-frequency words. They then listened to a speaker producing the “target words”, including the 20 /k^h/-initial high-frequency words and 20 of the /k^h/-initial low-frequency words. Their VOTs were lengthened by 80% using Praat (original: 138 ms; lengthened: 249 ms). Words not included in this session were termed “novel words”. Finally, they listened to the same speaker producing all 60 words, again with the same VOT manipulation, and were asked to repeat immediately. VOTs of the initial plosives were measured from talker productions of Sessions 1 and 3. Preliminary results showed frequency was not significant, so later only low frequency words were examined. Results from six young adults and two elderlies showed both similarities and differences. Both groups demonstrated VOT lengthening of approximately 15 ms. Young speakers also showed a slight increase in relative VOT for /k^h/-initial targets (30% to 32%). However, old speakers displayed a 2% decrease in relative VOT instead. This implies phonetic convergence was stronger in young speakers than elderlies, likely due to either reduced memory capacity, or degraded motor control, or both. We will continue to recruit more speakers to verify this pattern.

Keywords: aging, phonetic convergence, voice onset time, voiceless aspirated stops, Taiwan Mandarin

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‘What do you know about polyamory?’. On remediation in the German-Polish language pair and its impact on the work of consecutive interpreters

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The notion of remediation (Canepari, Mansfield, Poppi 2017: 9) can be taken to refer to a series of linguistic, cultural and psychological processes by means of which language and discourse are transformed and refashioned into new forms. Remediation functions via language, and it functions through the sense of self we perceive and project onto others. Therefore, remediation can relate to the elaboration of new and hybrid text-types as well as representations of identity. However, remediation can also take the form of recontextualisation (Calsamiglia, van Dijk 2004), reconceptualisation, and intralinguistic translation of exclusive expertise in knowledge that is suitable to the background of the addressee. In these cases, we witness a shift from object orientation to listener orientation participating in the communicative situation, and from objectification resulting from the use of a mental lexical resource to subjectification resulting from the observation of the recipient's reactions typical of an spoken language. This implies a shift away from the typical features of special-purpose languages, such as lexical precision (Sager, Dungworth, McDonald 1980) or monoreferentiality in context (Gotti 2008), textual precision (Merlini Barbaresi 1988), economy (Sager, Dungworth, McDonald 1980), or conciseness (Gotti 2008) to explanations taking into account the reception of controversial content (facial expressions, gestures, i.e. features of the spoken language). The paper will present the results of an analysis of a modified retrospective protocol (Piccini 2003; Englund Dimitrova /Tiselius 2014; Gumul 2020) of a teacher of a consecutive interpreting class in a German-Polish language pair. During an interpreting exercise, a guest from Germany was asked to give a short spontaneous speech on current topics in Germany and gave a short lecture on polyamory. In the protocol, the teacher points out the students' difficulties during the translation process due to differences in attitudes in the cognitive and affective component of the topic presented.

Keywords: remediation, spoken language, interpreting, introspection reports, polyamorie

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**Cross-linguistic consistency in the perception of vocal trustworthiness:
A reverse-correlation study on French-English bilinguals**

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Listeners rapidly form social impressions based on voice acoustics, with vocal pitch playing a dominant role in shaping perceptions of social traits, such as trustworthiness. This study examines how French-English bilinguals perceive trustworthiness in spoken language. Our main question was whether consistent pitch patterns exist across languages. Thirty adult bilinguals evaluated pairs of spoken words with random pitch contours, selecting the variant they perceived as more trustworthy and rating their confidence. We used reverse correlation to uncover each listener's trustworthiness kernel in both English and French. Our results reveal distinct yet structurally similar trustworthiness kernels characterized by a pitch drop in the middle of the word in both languages, suggesting a large overlap in how vocal trustworthiness is perceived across languages. To expand the scope of this study, we compared these findings with prior data from German speakers. This comparison corroborated the idea of a shared underlying pitch pattern influencing trust judgments. Our study provides new insights into bilingual speech perception and the role of pitch in social evaluations across languages. The findings emphasize the universality of vocal trustworthiness cues in bilingual and monolingual contexts and have implications for speech synthesis and trust modelling in voice-based technologies.

Keywords: vocal trustworthiness, pitch, prosody, reverse correlation, bilingualism

On the prosody of conjunctive coordination in Spanish and Modern Greek

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Most studies have generally concluded that enclisis was hardly acceptable for speakers of VO languages (Stassen, 2000). Based on the relationship between prosodic encliticization/procliticization and OV/VO word order, in the present study we analyze language samples in modern Greek and Spanish, in order to determine if it could be attested the attachment of the conjunctive coordinator to the first coordinand in the mentioned languages, since there are samples of enclisis. To carry this study out, we take into account previous study on the predictability of the prosody of conjunctive coordination (Liceras, et al., 2024), but with a specific focus on modern Greek, which presents certain situations of enclisis, such as clitic stress (e.g. *φέρε μού το* - “bring it to me”) or the use of unstressed possessive pronouns placed after the noun (e.g. *ο γείτονας* “the neighbour” - *ο γείτονάς μας* “Our neighbour”), and Spanish (to a lesser extent) where some verbs that are constructed with or without a preposition seem to be sensitive to the enclisis process (e.g. *pienso en dejarlo* - **Lo pienso en dejar* - “I am thinking about quitting it”). Furthermore, we want to analyze another phenomenon, such as the reduplication of coordination, only present in Modern Greek. Taking into consideration the experimental data from adult speakers of modern Greek and Spanish, our research has shown a trend in the acceptability judgments of each of the linguistic samples offered in each case (proclisis/enclisis). The results obtained in this research, due to its implication in the study of multilingualism, will help to understand the relationship between prosody and VO word order language.

Keywords: cliticization, OV/VO typology, prosody, linguistic typology, conjunctive coordination

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(Non-) Gendered languages: Is there an advantage for grammatical gender accuracy?

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Our study explores the factors that promote third language (L3) acquisition. Specifically, we examine accuracy in grammatical gender (GG) performance by Spanish learners at three proficiency levels (beginner, intermediate, and advanced) who speak a gendered (GL) (French, Russian) or non-gendered (NGL) (Farsi, Mandarin) first language (L1) and English as a second language. The selected L1s represent, as listed, a subset of languages from high to low typological similarity to Spanish (Abbes, 2016; Cenoz, 2003; Engler et al., 2024; Huang & Li, 2009). We investigate whether (i) there is an advantage of having a GL in learning GG in L3 Spanish, and (ii) how proficiency in Spanish interacts with any observable GL advantage. A total of 147 speakers of L1 French, Russian, Farsi, and Mandarin were recruited alongside 20 native Spanish speakers (control group). Four tasks were employed: translation, picture identification, oral description, and grammaticality judgement tasks. All tasks differed in their level of orthographic cues available in Spanish. Results demonstrated that proficiency in L3 Spanish plays an important role in mediating the positive effect of a GL background. We observed that beginner learners from a GL performed significantly better ($M=.81$) than their beginner peers from a NGL ($M=.74$), yet this distinction was not as pronounced at the intermediate and advanced levels of L3 proficiency where L1 background was non-significant. Furthermore, the Mandarin group consistently performed the lowest ($M=.78$), whereas the Russian ($M=.84$), French ($M=.85$), and Farsi ($M=.84$) speakers had similar results. In sum, having a GL shows to be beneficial when comparing the Russian and French groups to the Mandarin group, though the same does not apply to the Farsi L1 speakers who demonstrated comparable scores to their GL peers. Overall, a comparison of GL and NGL's deepens our understanding of the processes involved in L3 acquisition and can help support multilingual learners in their language learning trajectory.

Keywords: L3 acquisition, grammatical gender, multilingualism, (non)gendered, task effect

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Our moral identity, rather than language, defines our moral choices and emotions

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Decision-making is an important part of our life and is influenced by a wide range of individual, linguistic and contextual factors. For example, the language we use to make a moral choice (see Circi et al., 2021, and Del Maschio et al., 2022, for reviews) and individual traits, such as people's emotional intelligence (Dewaele et al., 2024), have been found to determine the kind of moral response (deontological/altruistic versus utilitarian or selfish). This study investigated whether moral identity – the degree to which moral values such as justice, honesty and caring, are important to one's identity – had an impact on a group of 90 Chinese–English bilinguals' moral judgements and emotions in response to six moral dilemmas visually presented to them either in their first (L1) or in their second language (L2). We also examined the reasons underlying their moral choices by asking them to describe the emotions they experienced and to explain their moral arguments in the written mode. Data were analysed by means of mixed effects regression models, Chi-squared tests and thematic analysis. The findings indicate that participants with a strong moral self experienced stronger emotions when reading the moral dilemmas regardless on the language in which they read the dilemmas and justified their decision. Moreover, these participants tended to provide more deontological arguments in response to two dilemmas involving telling the truth about an infidelity and returning the money found in a lost wallet, respectively. Qualitative analysis of these arguments further revealed certain moral principles that prevailed in our participants' responses such as fairness, honesty and conflict avoidance. Most importantly, these results highlight the need to address more systematically the role of individual differences in bilinguals' moral judgements and to embrace more qualitative approaches in order to give voice to these bilinguals' moral choices and emotions.

Keywords: moral judgements, emotions, moral self, moral integrity, bilingualism

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Voice onset time production by bilingual and functional monolingual children: The role of exposure to a bilingual community

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Previous research has examined voice onset time (VOT) production in monolingual and bilingual children (Fabiano-Smith & Bunta, 2012; Muru & Lee, 2017). However, these studies did not include “functional monolinguals” who live in the same community as bilinguals and have regular exposure to the other language despite not actively using it. Moreover, little is known about cross-linguistic differentiation in bilingual preschoolers’ speech productions. To address these gaps, the present study assessed English VOT patterns in word-initial bilabial and coronal stops produced by Spanish-English bilingual preschoolers (n=29; mean age=50.0 months, SD=9.9) and age-matched functional English monolinguals (n=28; mean age=49.4 months, SD=7.8). To examine cross-linguistic differentiation, we also assessed the bilingual children’s VOT productions in word-initial /b-p/ and /d-t/ in Spanish. Data collection involved elicitation of single-word speech samples in each language based on pictorial representations of familiar words. This yielded 627 English tokens and 327 Spanish tokens. The digitized materials were analysed acoustically using PRAAT software (Version 6.1.09, Boersma & Weenink, 2020). The results show that the bilinguals and functional monolinguals differentiated English voiced and voiceless stops in the same way despite the latter using English significantly more often and having a more extensive lexicon, as assessed using the PPVT-5 (Dunn, 2018). At the same time, the bilinguals exhibited cross-linguistic interaction patterns, with differentiation of /p/ and /t/ across Spanish and English, but merged categories for /b/ and /d/. Finally, the results indicate that the functional monolinguals’ English VOT productions were also influenced by exposure to Spanish since they exhibited unusually high prevoicing patterns for /b/ and /d/, although these categories are typically produced with short-lag VOT patterns in English. This suggests that in a bilingual community mere exposure to a minority language may affect speech patterns in the majority language, even if the minority language is not actively used.

Keywords: voice onset time, stop production, functional monolinguals, Spanish-English bilingual children

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Exposure and familiarity in dialect perception: Insights from the intonation of Northern and Central Mexican Spanish

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The phrase *hablar golpeadito* describes the speech style of northern Mexican Spanish, such as the Chihuahua dialect, while *hablar cantadito* refers to the melodic speech style of central Mexican Spanish, like Mexico City. Although the prosodic features of Mexico City Spanish are well-studied (e.g., Butragueño, 2004, 2006, 2011, 2020; De la Mota, 2010), *hablar golpeadito* remains underexplored, relying mainly on impressionistic accounts (e.g., Holguin, 2011; Vázquez 2019). This study addresses two questions: (1) Do prosodic, segmental, and articulation rate features collectively distinguish these dialects in perception? (2) How does exposure influence listeners' ability to perceive these cues? Previous research (Authors, 2024) identified articulation rate as a key feature distinguishing *golpeadito* and *cantadito*, alongside prosodic and segmental characteristics, warranting investigation of its perceptual relevance. While studies of dialect perception emphasize prosodic and segmental cues, articulation rate has received less attention. Drawing on Clopper and Pisoni (2004, 2007), we explore whether Peninsular Spanish speakers, with limited exposure to Mexican dialects, rely on temporal cues like speech rate, unlike native listeners who detect finer prosodic distinctions. A perception experiment tested three speakers per dialect (*golpeadito* and *cantadito*) using two 13 second sentences from *Caperucita Roja*. Stimuli were presented in three conditions - Natural Speech, Low-Pass Filtered Speech (intonation), and Monotonized Speech (segmental clarity - at natural and reversed articulation rates, resulting in 72 stimuli. Following Layden's (2006) methodology, three listener groups (*golpeadito*, *cantadito*, Peninsular Spanish) rated speaker origin on a 7-point scale. Preliminary results show native listeners use a combination of prosodic and segmental cues, while Peninsular listeners rely more on articulation rate and temporal features. These findings highlight how exposure modulates perceptual sensitivity to dialectal cues. This study advances the analysis of *hablar golpeadito* and contributes to sociophonetics, psycholinguistics, and dialectology.

Keywords: intonation, dialectology, Mexico, speech perception, speech production

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A contrastive interlanguage analysis of pragmatic development in Spanish L2

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When learning a foreign language (L2), the acquisition of pragmatics involves a great deal of complexity for non-native speakers, due to the many factors that influence the use of pragmatic strategies at the discourse and interactional level. In recent years, the importance of pragmatic and discursive competences in the teaching-learning process has been highlighted. However, different studies have showed that Spanish L2 learners do not fully acquire the discursive competences (Piatti, 2003; Sampedro Mella, 2021; Sampedro Mella & Sánchez Gutiérrez, 2023). The present study analyzes L2 Spanish texts written by speakers of different L1, regarding the use of pragmatic strategies, with the aim of responding to the following research questions: do L2 Spanish learners acquire the pragmatic and discursive competences? What are the differences between learners of different proficiency levels, L1, age, and gender regarding the use of pragmatic strategies? This study is based on the “Contrastive Interlanguage Analysis” (Granger, 2015), which consists of “[...] 2) a comparison of one sample of learner language with other samples of learner language, particularly from learners with different mother tongue back-grounds” (Granger, 2015: 8). To carry out this study, first interactive tasks of the CAES corpus (Spanish learner language corpus - Corpus de Aprendices de Español) written by Spanish non-native speakers of different L1 (English, French, Portuguese, Arabic, etc.) and proficiency levels were selected. Second, a qualitative analysis was accomplished, focusing on different learners’ proficiency levels, their L1, age, and gender. Preliminary results showed that the differences between the register of each text, i.e., the level of formality, the format or the recipient (known/unknown) were not always recognized by non-native speakers. Instances of direct forms and less politeness strategies, such as address forms that express closeness, informal greetings, or verbs of volition, were documented even in formal contexts.

Keywords: adult second language (L2), L2 speech, interlanguage, pragmatic use, corpus data

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Formant value normalization in applied phonetic research: Sociolinguistic, clinical and forensic case studies

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Accurate measurement and normalization of vowel formants are fundamental for understanding speech production and perception, particularly in disciplines such as sociolinguistics, clinical phonetics, and forensic phonetics. This work explores the critical role of formant analysis and vowel space representation, emphasizing their methodological challenges and applications across these fields. The acoustic analysis of vowels traditionally involves extracting the first two or three formant frequencies (F1, F2, and sometimes F3) from spectrograms. These formants are crucial for characterizing vowel quality in terms of height, backness, and rounding. However, inter-speaker variability poses challenges for analysis, as raw formant values are influenced by physiological differences among speakers (e.g., vocal tract size, gender, and age). As such, normalization techniques are essential for ensuring cross-speaker comparability while retaining sociolinguistically or clinically relevant variation. Normalization is particularly vital in forensic settings, where small differences in formant values can significantly affect the outcome of a case. Methods such as Bark scaling and Lobanov normalization have been adapted to forensic applications, where they mitigate inter-speaker variability while preserving speaker-specific traits. Despite its utility, formant normalization in forensic phonetics faces challenges, including the variability introduced by emotional speech, background noise, and speaking style. Recent advances in machine learning and statistical modeling have improved the robustness of formant-based speaker identification, but the field continues to grapple with issues of reliability and admissibility in court. This work discusses state-of-the-art methodologies in formant measurement and normalization, evaluates their impact on phonetic research, and highlights their contributions to addressing key questions in sociolinguistic variation, clinical diagnosis, and forensic speaker identification. By using different dataset from ongoing projects, we will discuss the challenges and issues of vowel normalization for applied phonetic research.

Keywords: phonetics, formant values, sociolinguistics, clinical, forensics

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Children's acquisition of variable agreement marking: A corpus study of longitudinal conversational data between young children and their caregivers

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Children's early use of non-agreeing *don't* (e.g. *She don't have any*) has been linked to the lack of agreement marking on lexical verbs (e.g. *She eat it*) during the Root Infinitive (RI) Stage (Schutze 2010, Guasti & Rizzi (1998). Within the generative perspective, some have attributed this absence of agreement marking to a misset parameter involving how agreement is spelled out. Others have suggested instead that Infl is underspecified in child language and 'do' surfaces to support a negative clitic/affix n't. Neither proposal takes into consideration that structures with non-agreeing *don't* (e.g. *She don't have any*) are frequent in the input to many children. Specifically, many children are exposed to a variable input whereby adult speakers alternate between non-agreeing *don't* and agreeing *doesn't* (e.g. *She don't/ doesn't have any*). We ask the following questions: (i) Is the use of non-agreeing *don't* part of the RI Stage in children exposed to non-agreeing *don't* in the input? And, (ii) Does variable production of *don't/doesn't* in the input to children impact their acquisition of agreement marking more generally? We analyzed 1,200 tokens of *doesn't* and *don't* with 3rd singular subjects in child-caregiver conversational speech. The results revealed that children exposed to variable non-agreeing *don't/doesn't* in the input had a different developmental trajectory than children exposed only to agreeing *doesn't*. While both groups of children showed a link between the RI Stage and their use of non-agreeing *don't* early in development, only the children exposed to non-agreeing *don't* in the input showed a later stage (after 4 years of age) where they alternated between both variants. Interestingly, at this point *don't* and *doesn't* appeared in mutually-exclusive contexts: children's production of *don't* became heavily restricted to negative concord constructions (e.g., *He don't know nothing*). The findings are discussed within Shin & Miller's (2021) Four Step Pathway Model of Variation Acquisition.

Keywords: child language acquisition, sociolinguistics, variation, input-type and frequency, models of language acquisition

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The role of individual differences in language production in younger and older bilingual speakers

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Abundant research shows that with healthy aging could come gradual decline in particular components of language production. It is not clear, however, whether language deterioration is a consequence of healthy aging or a downstream consequence of decline in other cognitive functions which are influenced by healthy aging. In this study, we intended to study if effects of verbal fluency and working memory are stronger for the older population compared with the younger population or not. Healthy young and older bilingual speakers from Hong Kong were recruited. We asked the participants to do several tasks such as picture naming (object and action), verbal fluency and digit span, plus a language history questionnaire which enabled us to define bilingualism on a continuum. The data was analyzed using mixed effects modelling. The results showed that working memory and verbal fluency showed similar effects on language production regardless of participants' age and group. Our findings demonstrate that individual differences such as verbal fluency and working memory are important predictors of successful communication across the lifespan, no matter young or senior.

Keywords: Cantonese, production, verbal fluency, working memory

Vowel and stop voicing perception in the heritage and societal language of Spanish-English bilingual children

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Despite an abundance of speech perception research in simultaneous bilingual infants (Sundara, 2024), few studies have examined bilingual perceptual performance in the preschool/kindergarten years, when children experience an intensification of language-specific perception. This study examines vowel and stop voicing perception in both the societal (English) and heritage (Spanish) language of bilingual children ($N=37$, mean age = 4;3), comparing bilinguals' English perception patterns to those of English monolinguals ($N=37$), and examining how child-internal (gender and vocabulary) and external variables (input quantity and input diversity) affect perceptual performance in the two languages. Perception was assessed through a forced-choice minimal-pair identification task in which children heard synthesized audio stimuli that varied systematically along the vowel and Voice Onset Time (VOT) continuum and were asked to match them with one of two pictures for each contrast. We analyzed the data with Bayesian mixed-effects logistic regression analyses, modeling responses as a function of continuum step and language group (monolingual or bilingual) for the first analysis, and, continuum step, gender, vocabulary, language exposure, and number of language-specific input sources for the second analysis. We ran separate models for vowels and consonants and for English and Spanish. The results show no bilingual-monolingual differences for English vowel perception, whereas bilinguals' identification of the English consonant contrasts was affected by their experience with Spanish stops, as evidenced by different patterns from English monolinguals. The results also show that while neither child-internal nor external variables were related to Spanish perception, English exposure predicted English stop voicing perception, and English vocabulary together with English exposure mediated the effects of input diversity on English stop perception. Taken together, the results suggest that while the participants may have experienced a peak in Spanish-specific perception in their home/heritage language, they were still in the process of refining phonemic categorization in the societal/L2 language.

Keywords: vowel perception, stop voicing perception, Spanish-English bilingual children, language exposure, input diversity

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Bilingual vocabulary development in Mexican Indigenous infants: The effects of language exposure from home and mothers' language dominance

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Relative language exposure has been directly linked to productive vocabulary size in bilingual infants (David & Wei, 2008; Pearson et al., 1997; Poulin-Dubois et al., 2013): the more exposure to one of their languages the children have, the more words in that language they will say. However, our current understanding of early bilingual childhood development is mostly based on data from Western, educated, industrialized, rich, and democratic (WEIRD) societies with a bias towards higher socioeconomic status (SES). Participant recruitment from such samples hinders generalizability of results across world's populations. Furthermore, exposure from home seems to be a key factor in early bilingual vocabulary development in bilingual speakers of minority languages (Ezeizabarrena & García-Fernández, 2023). The present study (Mulík & Arias-Trejo, 2025) aimed to evaluate how language exposure relates to infants' early bilingual vocabulary development in a low-SES sample from an understudied non-WEIRD population: Mexican Indigenous bilinguals. Thirty-two mother-child dyads participated in the study. All mothers were bilingual speakers of Spanish and one of Mexican Indigenous minority languages, including Zapotec, Mixtec, and Otomi. Infants were aged between 16 and 37 months and their vocabulary size was estimated in both languages using the Mexican Spanish version of the MacArthur-Bates Communicative Development Inventory II (Jackson-Maldonado et al., 2003). Infants' language exposure from home, mothers' bilingual language profile, and their SES were estimated on numerical scales. The results of Spearman correlations showed infants' vocabulary size in Spanish as well as their total vocabulary both grow with age, while their vocabulary in the Indigenous language depends on relative exposure to the Indigenous language. Mothers' language dominance, measured via the Bilingual Language Profile questionnaire (Birdsong et al., 2012), correlated with Indigenous language exposure and infants' vocabulary size in the Indigenous language. These findings are discussed in the context of early bilingual vocabulary acquisition in speakers of minority languages.

Keywords: early language development, bilingual vocabulary, Indigenous bilingualism, language contact, minority language

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Studying phonetic adaptation in Dutch-English bilinguals Using a structured interactive task

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Interlocutors in communicative interaction alter different aspects of their spoken language when faced with communicative challenges. Theoretical accounts differ on whether alignment (Pickering & Garrod, 2013) or synergies (Fusaroli et al., 2013) best explain the resulting pattern of change. In the current study, we investigated the nature of phonetic changes that interlocutors make to achieve success in a structured communication task (Olmstead et al., 2021). Specifically, twenty-six Dutch-English bilinguals, paired randomly completed a word matching task in English. On each trial, both participants saw two words. One word was highlighted for the speaker who produced it and their interlocutor clicked the word they heard. Stimuli were English minimal pairs constructed to be either easy (e.g., bat – bit) or difficult (e.g., bet-bat, or bed-bet) for these bilinguals. We examined the accuracy of the pair in both contexts as well as the nature of acoustic phonetic changes that speakers made. Both spectral (F1 and F2) and temporal (duration) dimensions of produced vowels were measured. Final consonants were measured for closure and stop release duration. Results demonstrated that, as expected, performance accuracy was lower for difficult trials than easy trials. Acoustic analyses revealed that participants simultaneously altered spectral and temporal aspects of vowels. Communicative accuracy appeared to be related to spectral characteristics with pairs who maintained spectral separation of vowels performing well overall. For consonants, interlocutors altered stop release, but not closure duration. Finally, vowel duration differed depending on final consonant voicing with longer vowels preceding voiced final stops. Together, these findings show that while speakers alter different phonetic aspects of segments, only a subset of them are utilized by their listeners perceptually. This suggests that a full understanding of phonetic changes in interaction requires a simultaneous examination of perception and production. Implications for accounts of spoken interaction will be discussed.

Keywords: Speech perception, speech production, phonetic change, bilinguals, theories of spoken interaction

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The acquisition of Spanish L4 by learners with Croatian L1, English L2 and Italian L3

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Traditionally, third or additional language acquisition (TLA) was initially considered an extension of second language acquisition (SLA). However, in the last two decades, numerous researchers have emphasized the need to recognize the unique characteristics of TLA (Rothman & Cabrelli Amaro, 2010; Najjar, 2020). This study investigates cross-linguistic influences in the acquisition of Spanish as a fourth language by students who have Croatian as a first language (L1), English as a second language (L2), and Italian as a third language (L3). Observational data suggests that influence or transfer of linguistic elements can arise not only from one's native language, but also from non-native languages. Earlier studies have demonstrated that high L2 proficiency can significantly impact cross-linguistic influences when acquiring a third or additional language (Ringbom, 1987; Bardel, 2010). Among the extensively examined factors, the typological relationship stands out as one of the most scrutinized variables (Hammarberg, 2001; Rothman & Cabrelli Amaro, 2010). The goal of the present study was to explore whether language typology and formal similarity or L2 proficiency had a more significant impact on L4 acquisition. Participants in this study were third-year undergraduate students at Rochester Institute of Technology. All the participants had exclusively Croatian as L1, English as L2, Italian as L3 and were learning Spanish as L4 at the time of the study. All the participants had a high level of proficiency in English and low level of proficiency in Italian. Based on the error analysis the findings indicate that for some types of lexical errors such as coinage, language typology had a more significant impact and Italian language was the preferred source of transfer despite the low proficiency in that language. For some other types of lexical errors, such as calques, L2 proficiency had a more significant impact, and English language was the preferred source of transfer. On the other hand, Croatian, Italian, and Spanish are more similar in the area of morphology and the strongest influence of the Croatian language was precisely in the area of morphology. The results emphasize the need to consider linguistic resemblances between the native language and the third or additional language as well as the learners' L2 proficiency when developing successful teaching strategies for acquiring the third or additional language.

Keywords: third or additional language acquisition, cross-linguistic influences, language proficiency, language typology, error analysis

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Speech Sound Disorders: The importance of speech inconsistency

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Children with Speech Sound Disorders comprise the bulk of clinical caseloads in pediatric populations with remarkable prevalence in the presence of concomitant communication impairments such as DLD and ASD (Broomfield & Dodd, 2004; Petinou, 2022). Timely identification and differential diagnosis form the foundation of optimum intervention (Wren et al., 2016). Various researchers have investigated the role and importance of SSD taxonomy and subcategories with a specific focus on speech sound inconsistency. Inconsistent Speech Disorder (ISD) is a subtype of SSD characterized by variable production of the same phoneme or word, leading to reduced intelligibility. This variability distinguishes ISD from other SSDs and underscores the need for context-specific diagnostic tools (Crosbie et al., 2005). Previous studies have highlighted the importance of identifying inconsistency in speech as a diagnostic and therapeutic focus, as it differs substantially from developmental or articulatory speech difficulties (Holm et al., 2007). The current study explored speech inconsistency in 20 dialectal Cypriot-Greek-speaking children with SSD between ages 3 to 5 years and 20 typically developing age-matched peers. Stimuli included a set of disyllabic, trisyllabic, and multisyllabic word targets depicted on pictures. Random naming across three trials was scored using a binomial coding system 0 (no inconsistency) and 1 (presence of inconsistency). Preliminary findings indicated significant differences between groups, with the TD group exhibiting minimal inconsistency (ranges 4%-20%) compared to the SSD group (ranges 38-67%). Variability of productions was noted between disyllabic and multisyllabic targets across all participants. The findings emphasize the importance of a detailed and clearer understanding of the types of errors exhibited by pre-schoolers with SSD compared to their TD peers, permitting clinicians and researchers to form predictions regarding long-term speech and language outcomes. Such findings form the springboard for further advancement of SSD research from a cross-language perspective and underscore the need for evidence-based practice.

Keywords: Speech Sound Disorders, Cypriot-Greek-speaking children taxonomy, inconsistency

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Shocking sounds: Investigating vowel memory with electrical brain stimulation

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Non-invasive electrical brain stimulation is becoming more widely used in research and clinical settings, for recent reviews see Antal et al. (2017). Brain stimulation can now be used as an experimental treatment in e.g. migraine, chronic pain, tinnitus, ADHD, or dyslexia (e.g. Antal et al. 2017), and as such it is a very promising new technique. It can either be used to try to increase or decrease excitability/performance. So far, only a few studies have investigated the influence of brain stimulation on speech perception: phoneme perception (Rufener et al., 2016), verbal memory (Javadi & Walsh, 2012) or phonemic fluency (Cattaneo et al., 2011) have been investigated. Schaal et al. (2017) used cathodal transcranial direct current stimulation (tSCS) in a healthy population to suppress pitch memory abilities. They found that only individuals with a high performance were negatively influenced by tDCS, while individuals with a lower performance were not negatively impacted. The aim of the present study is to test whether tDC-stimulation over the right DLPFC also has an influence on memory for vowels. We tested whether a) cathodal stimulation decreases memory in higher performers and b) anodal stimulation increases memory in poorer but healthy performers. 20 healthy participants (10 f) performed a vowel memory task and a visual memory control task. Based on their performance, they were split into a high performing group, receiving cathodal stimulation, and a low performing group, receiving anodal stimulation, in a second session. Data analysis is currently underway. We hope to show that tDCS can also be used to influence memory for vowels in both directions, which could lead to therapeutic interventions with brain stimulation for disorders such as dyslexia, SLE or amusia in the future.

Keywords: Typical and atypical speech, speech perception and production, communicative disorders, neurolinguistics, applications of new technologies

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Mixed DPs in Italian-Albanian code-switching

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Word order in CS has been an extensive topic of recent research (Chan 2003). Notwithstanding, none of the constraints proposed in the literature has received a robust empirical confirmation. In the present work, after a discussion of the concept of CS and the main theories on this phenomenon (Poplack and Meechan 1995, Myers-Scotton, 1993, 2002, MacSwan 1999), we will tackle the syntax of Italian and Albanian DPs, and the possible D-N combinations which may emerge in CS contexts. This is indeed a very interesting topic, as Italian and Albanian present structural differences in the determiner system: in particular, while indefinite Ds are pre-nominal in both languages, definite Ds are pre-nominal in Italian and post-nominal in Albanian. Hence we open the following research questions:

RQ1: In Italian-Albanian CS contexts, is it possible to have mixed DPs? If so, will speakers prefer combinations of Albanian D + Italian N, or vice versa?

RQ2: Will mixed DPs be accepted only with indefinite articles, which are pre-nominal in both languages?

RQ3: With definite articles, would it be possible to have a noun accompanied by two determiners?

In order to investigate the acceptability of the different types of mixed DPs, we have administered an Acceptability Judgment Task, scored on a 6-points Likert scale, to some Italian-Albanian bilingual speakers. From their answers it emerges that not only mixed DPs are easily accepted, but the majority of speakers prefer the insertion of an Italian N into an Albanian sentence rather than vice versa. Furthermore, participants score highest mixed DPs with indefinite articles: indeed these combinations do not violate the main constraints assumed for CS. Interestingly, even mixed DPs with two Ds are not systematically rejected, although the acceptance rates of this pattern is quite low, and we record a different performance between Italian and Albanian Ns.

Keywords: Code-switching, Albanian, Italian, mixed DP, determiner

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**When sarcasm falls on tone deaf ears:
Congenital amusia and the challenge of understanding irony**

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Congenital amusia, a neurogenetic disorder negatively affecting pitch and rhythm processing in music, has also been shown to negatively affect speech perception, e.g. intonation (e.g. Liu et al., 2010) and word stress (Pfeifer & Hamann, 2022). Irony relies on prosodic differences, such as pitch and duration, to mark the intention of the utterance (Neitsch & Marinis, 2020). These differences have been shown to be harder to detect for amusics in sincere speech (Pfeifer & Hamann, 2022). The present project investigates this open question: Is irony perception affected by congenital amusia? To carry out a perception study with amusics, we first conducted a production study and a rating study with ‘normal’ speakers. In the production study, we measured prosodic features of 8 German speakers (4f, 4m). We used sentences and one-word utterances based on previous studies (Mauchand et al., 2020, Nauke & Braun, 2011). We selected the phonetically best utterances and used these in a rating study with 50 participants to identify the stimuli with the clearest distinction between irony and sincerity for the perception studies. Next, a perception study using an identification as well as a discrimination task is carried out with 10 amusics and 10 matched controls (currently under way). German irony is characterized by a lower pitch, less pitch variation, and a slower tempo (e.g., Niebuhr, 2014). Surprisingly, the rating study yielded an effect of gender in which female speakers were consistently rated as more sincere, while male speakers were perceived as more ironic. We expect, based on previous findings concerning sincere speech perception (Liu et al., 2010, Pfeifer & Hamann, 2022), that amusics will show an impaired perception of ironic intonation. Impaired irony perception would be one further linguistic aspect impacted by amusia adding to the now known linguistic impairments of this disorder.

Keywords: typical and atypical speech, speech perception and production, communicative disorders, phonetics, psycholinguistics

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Exploring the role of children's gender in the acquisition of phonological variation

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Background. This study examines variable usage of the affricate palatal phoneme /tʃ/ in Chilean Spanish (ChSp)-speaking mothers and their children. In ChSp [tʃ] alternates variably with fricative [ʃ] (e.g. chico 'boy' [tʃi.ko]/ [ʃi.ko]), a lenition process that is conditioned by both internal (word position, phonological context) and external (gender, social status, speech style) factors. The fricative variant is frequently used, but highly stigmatized, being favored particularly in the speech of adult males. **We pose the following research questions** (i) At what age do children begin to show variable usage of /tʃ/; (ii) Do young boys show higher usage of variation than do young girls?; and (iii) Do mothers produce the stigmatized [ʃ] variant in their speech to their young children? While variable deaffrication of /tʃ/ has been widely studied in Chilean adult speech, the current study is the first to focus on children and child directed speech (CDS).

Methods & Data. Conversational speech data of child-mother dyads (N=8; Ages 5-6) was recorded across four 1-hour sessions (*Corpus Conversacional del Español de la Región de O'Higgins* (CCEOH); Ramos, in prep). Tokens were coded for the *dependent binary variable*: ([tʃ] v. [ʃ]), and *independent variables*: gender, age, phonological context, and word position. Additionally, because variation is due to a lenition process involving the loss of occlusion, a second analysis examined an *acoustic-gradient dependent variable*: occlusion duration on affricate tokens.

Results. Both children and their mothers are variable in their production of /tʃ/, producing both affricate and fricative [ʃ] variants. Additionally, the findings reveal a gender distinction such that young boys produce a much higher rate of the stigmatized fricative variant than do young girls (and also mothers). At the subsegmental level, we find that young boys also tend to produce shorter occlusion durations than do young girls (and mothers).

Keywords: developmental sociolinguistics, sociophonetics, Chilean Spanish, variation, child language

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Regularity and complexity in the acquisition of morphology and morphosyntax in Hebrew as the societal language of Russian-Hebrew bilingual children

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The effects of regularity and complexity in language acquisition are well-documented among both monolinguals (Ambridge et al., 2015) and bilinguals (DeKeyser, 2005). Yet, no study has examined the interaction between regularity and complexity in the acquisition of Hebrew as the societal language (SL) of bilingual children. Participants were 90 Russian-Hebrew bilinguals acquiring Hebrew as the SL, and 77 monolinguals (Hebrew), all aged 4-8 from the same schools and neighborhoods in Israel. The groups were matched in terms of maternal education. The average age of initial exposure to Hebrew among the bilinguals was 2;5 years. Three Hebrew sentence completion tasks (99 items per task) were used: singular agreement, noun pluralization, and plural agreement. All words had a regular singular form but differed in their plural forms based on stem type (non-changing, changing) and suffix type (regular, irregular). A total of nine structures were examined in the study: singular agreement with a regular singular form, four noun pluralization structures (based on stem type and suffix type), and four plural agreement structures (based on the noun's stem type and plural suffix type). The findings highlight the pivotal role of regularity and complexity in the acquisition of Hebrew as the SL in Russian-Hebrew bilingualism. Regular structures were acquired before irregular ones, with less complex structures preceding more complex ones within each level of regularity. These main effects were consistent among monolinguals and bilinguals. The monolinguals demonstrated an advantage over the bilinguals, but this advantage was primarily observed in the irregular aspects of the systems. Both monolinguals and bilinguals exhibited similar patterns of overgeneralization errors, using regular forms for irregular ones. The findings are discussed within the framework of Usage-Based Approaches to second language acquisition (Bybee, 2008; Tomasello, 2005), emphasizing the roles of frequency and exposure in the acquisition of SL among Russian-Hebrew bilinguals.

Keywords: bilingual children, Russian Hebrew, acquisition, morphology, morphosyntax

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Accent retention and dynamics in a bilingual's first and heritage language: The role of age of onset of bilingualism and linguistic exposure in Russian speech

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This study examines global accentedness in Russian among 80 participants divided into four groups: (1) Monolingual Russian controls (MonoRU); (2) Immigrant Controls with an age of bilingualism onset (AoB) after 13 years (IMMControl); (3) Late bilinguals, with AoB between 5 and 13 years (BL-Late); and (4) Early bilinguals with AoB before age 5 (BL-Early), representing heritage language (HL) speakers. Global accent, defined as divergence from standard and local varieties incorporating segmental and suprasegmental features, was assessed through speech samples rated by 20 monolingual Russian speakers. Findings reveal a persistent global accent in bilinguals, influenced by AoB, language exposure, and proficiency, with high HL proficiency reducing accentedness. A mixed-methods approach was employed to capture both quantitative and qualitative dimensions of accentedness. Quantitative analyses revealed a gradient of accentedness linked to AoB, with early bilinguals exhibiting the strongest global accent and monolingual controls displaying near-native-like speech. Speech samples were further analyzed qualitatively to identify segmental and suprasegmental deviations, highlighting the nuanced effects of cross-linguistic influence (CLI) from Hebrew, the dominant societal language. Distinctive features identified in bilinguals included rising intonation patterns, inconsistent application of palatalization, substitutions in fricative production, and traces of the "Odesan" phonetic trait, a hallmark of Odessa's Jewish dialect. These findings emphasize the role of sociolinguistic and individual factors, such as AoB, language proficiency, and input patterns, in shaping phonological outcomes. They illustrate that early exposure to a dominant second language increases susceptibility to CLI, while sustained HL use mitigates these effects. This study contributes to the broader understanding of HL phonetics and phonology, offering insights into the resilience and adaptation of HLs in bilingual contexts. The results have implications for language maintenance strategies, educational policies, and the study of bilingual speech.

Keywords: bilingualism, Heritage languages, Hebrew, Russian, global accent, cross-language influence, diminished input

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AI and human approaches: Exploring Emirati Arabic-English code-switching

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This paper examines how large language models (LLMs) and humans make judgments on code-switching. Ideally, models like ChatGPT should mirror human performance in both monolingual and bilingual contexts. We analyzed determiner choices in Arabic-English code-switched sentences to see if they align with the Matrix Language Frame (MLF) model. According to MLF, determiners typically come from the Matrix Language (ML), while nouns can be from either ML or the Embedded Language (EL), leading to three possible combinations.

A: Determiner (ML) + Noun (EL) e.g., Zayed closed the باب.

B: Determiner (EL) + Noun (ML) e.g., Zayed closed ال door

C: Determiner (EL) + Noun (EL) e.g., Zayed closed الباب.

MLF predicts that while A is possible, C is forbidden. Meanwhile, B, which is called an EL island, where both the determiner and the noun come from EL, is allowed, although rarely. Data from 51 participants (Experiment 1) were analyzed using the Thurstone scale to rank the three conditions by ML. Results showed that with English as ML, the preferred ranking was C>B>A, while with Arabic as ML, it was A>C>B, aligning with the MLF model only for Arabic ML. A chi-square test found a significant association between ML (English vs. Arabic) and ranking preference, $\chi^2(20, N = 51) = 189.07, p = 1.61e-29$. Results from ChatGPT (Experiment 2) showed the preferred ranking was C>A>B with English as ML and C>B>A with Arabic as ML, both of which violating the MLF's prediction. To compare human and AI judgments, we examined patterns A (acceptable) and B (unacceptable). Results showed that while Emirati Arabic-English bilinguals favored the Arabic determiner across contexts, ChatGPT preferred the English determiner, suggesting LLMs may not fully capture human multilingual communication, with ChatGPT's bias toward English likely due to predominantly English training data.

Keywords: code-switching, Arabic, ChatGPT, matrix language, determiner

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Anticipatory language processing across semantic, syntactic, and phonological levels in monolingual speakers with and without dyslexia and early bilingual speakers: A visual world paradigms study

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Language comprehension requires transforming acoustic signals into meaningful representations across multiple linguistic levels. While predictive processing mechanisms facilitate this transformation (Pickering & Gambi, 2018), their effectiveness varies across populations and linguistic levels. Evidence for phonological-level prediction remains controversial, with some studies reporting such effects in L1 speakers (DeLong et al., 2005) but not in L2 speakers (Ito et al., 2018), while others challenge its existence altogether (Ito & Husband, 2017; Nieuwland et al., 2018). Using a visual-world eye-tracking paradigm, we examined predictive processing across semantic, syntactic, and phonological levels in native Italian speakers (n=26), dyslexic native speakers (n=13), and early Italian-Tyrolean bilingual speakers (n=20). Participants heard sentences designed to elicit semantic prediction (e.g., *I bambini giocano con la sabbia e costruiscono...* ["The children play with sand and build..."]) while viewing displays containing target objects (e.g., *castelli* ["castles"]), phonological competitors (e.g., *castori* ["beavers"]), and unrelated controls (e.g., *giornali* ["newspapers"]). Grammatical gender prediction was tested using gender-marked determiners (e.g., *Guarda il loro...* ["Look at their..."]), with only one image matching the target gender. The analysis revealed strong anticipatory effects for semantic targets across all groups with similar divergence onset timing. However, L2 speakers showed reduced anticipatory engagement, with looks converging with native speakers only 600 ms post-target onset. None of the groups displayed anticipatory effects based on grammatical gender. However, typical readers and L2 speakers demonstrated faster post-onset recognition of predictable nouns, while dyslexics struggled with grammatical gender cues. Notably, no word-specific phonological form pre-activation was observed across groups. These findings demonstrate that while the timing of prediction initiation may be preserved across populations, the strength of predictive processing varies. The absence of phonological prediction across groups challenges its role in anticipatory language processing, highlighting variability in mechanisms underlying prediction at different linguistic levels.

Keywords: predictive processing, dyslexia, bilingualism, eye-tracking, language comprehension

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The role of babble in optimizing High Variability Phonetic Training for improving second-language vowel perception: Insights from comparing human judgments with AI measures

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Most previous studies that use High Variability Phonetic Training (HVPT) have trained learners to improve their perception of second-language (L2) sounds in a quiet setting which does not fully reflect daily life which also involves listening in noisy environments such as those with babble (competing voices in the background). However, it is unclear how many competing voices are needed in babble during training. Thus, we asked “how many talkers are needed in babble during HVPT?” (RQ1) and invited, in a separate study (Silpachai et al., 2025), seventy Dutch listeners to be trained using HVPT to perceive American English vowels (/ε/-/æ/ and /ei/-/ai/). Half of the listeners were trained with babble produced by two talkers, whereas the other half by six talkers. After training, trainees regardless of the group they were in improved their perception of vowels presented in speech-shaped noise (SSN), not in a quiet setting, suggesting that training was more beneficial for listening with SSN and the numbers of talkers in babble did not make a difference. One drawback of this experiment was its time-consuming nature and limited training conditions. Thus, we conduct follow-up experiments with only AI Automatic Speech Recognition (ASR) neural models. Insights on human behaviors can be gained with the help of these neural models which are modelled after the human brain (Fukushima, 1980; Rumelhart et al., 1986). We ask “which neural model best mimics human perception?” (RQ2). To answer this, we aim to determine the accuracy of different neural models. Preliminary results from our ongoing investigation show that the TDNN model (Peddinti et al., 2015) does not match the performance of the humans in our experiment. At the conference, we will present the results from ongoing experiments in which the other models such as Wav2Vec2.0 (Baevski et al., 2020) are tested.

Keywords: High Variability Phonetic Training, second language pronunciation, artificial intelligence, neural model, multitalker babble

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Semantic reinforcement and visual distraction during the Stroop task

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The Stroop task (Stroop, 1935) is a neuropsychological paradigm used to examine cognitive processing control of competing semantic and visual stimuli. The classic Stroop task presents color words displayed in different ink colors, requiring the participant to say the color of ink the word is presented in, rather than reading the word. Several studies have demonstrated that bilingual speakers perform better on the Stroop task than monolingual speakers (Bialystok et al., 2008; Bialystok & DePape, 2009; Blumenfeld & Marian, 2014; Kousaie et al., 2014; Kousaie & Phillips, 2017). This bilingual cognitive advantage (Bialystok et al., 2008) is likely due to the ongoing practice suppressing one language when using another (Apericio et al., 2017). However, some investigators have theorized that bilinguals may be less affected by the semantic-visual interference of the Stroop task partly because they have more delayed word recognition than monolinguals due to the relative reduced frequency of use of one language (Wang et al., 2016). To sort out the various potential effects on language processing in the bilingual brain during the Stroop task, it is important to first determine the relative effects of semantic vs. visual interference in monolingual speakers. This investigation tests the relative strength of the semantic interference in monolingual individuals by presenting four Stroop task conditions: 1) semantic-visual congruence (color word matches ink color), 2) semantic-visual incongruence (color word different than ink color), 3) semantic reinforcer (background color matches word), and 4) visual distractor (background color different than word and ink color). Investigators analyzed thirty monolingual participants' verbal responses for accuracy and speed. Results are discussed in terms of the relative strength of semantic interference during the Stroop task, which is increased with the semantic reinforcer, but not affected by distracting visual stimuli. Preliminary data from five bilingual individuals will also be presented.

Keywords: Stroop task, cognitive control, semantic interference, visual distraction, reaction time

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Dominant language shift and L2 attainment: A reassessment of the evidence

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There is a growing body of research on the interaction between L1 and L2. Some studies suggest that a diminished L1 proficiency is necessary for the successful L2 mastery (Pallier et al., 2003). Other studies argue that L1 maintenance might not hinder L2 attainment (Sorokina & Mugno, 2024). Within this debate, the case of Dominant Language Shift (DLS) is of special interest. When individuals experience DLS, they lose their first language and become essentially monolingual speakers of their L2 (Pauwels, 2016). There is some evidence of the DLS's negative effects on the ultimate L2 attainment (Hyltenstam et al., 2009). However, the evidence is scarce, and more thorough research is needed. To investigate the effects of L1 maintenance on L2 attainment, 35 participants who had comparable L2 English proficiency ($M=4.89$, $SD=0.25$), but various levels of L1 Russian took part in the study. Ten participants exhibited DLS ($M=1.41$, $SD=0.4$), eleven participants had some mastery of L1 ($M=3.31$; $SD=0.5$), and fourteen participants were proficient L1 users ($M=4.50$; $SD=0.28$). All participants produced spontaneous speech narratives with the help of picture books. These speech samples were coded for lexical diversity, syntactic complexity, and fluency. One-way ANOVA analysis did not reveal any differences between the three groups suggesting that the level of L1 maintenance, even in the case of Dominant Language Shift does not negatively affect a degree of L2 attainment. These results do not align with the previous findings and need further investigation. However, these findings seem encouraging – as more and more individuals experience L1 loss, this might not have a detrimental effect on the mastery of L2. Most importantly, this study confirms that L1 maintenance does not hinder successful L2 proficiency.

Keywords: L1 attrition, monolingual speech, L1 maintenance, L2 attainment, dominant language shift.

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Gender reassignment and semantics of Greek nouns

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Assigning grammatical gender when learning a first or second language provides an insight into language processing in the monolingual and bilingual mind and guides teaching and learning methods (Marian, 2023). Reassignment of grammatical gender is part of language evolution; Romance languages have eliminated neuter altogether while Greek and German have kept it. Bilingual and trilingual gender correspondence and the effects of word endings between Modern French, Greek, and Spanish nouns were computed by Sotiropoulou & Cornwell (2023). In the present study, gender reassignment from Ancient Greek (AG) to Modern Demotic Greek (MDG) is investigated focusing on the reassignment of feminine and masculine to neuter and the other way round, for nouns of the same meaning. For example, *οικία* ‘house’, feminine in AG became *σπίτι*, neuter in MDG; *ίππος* ‘horse’, masculine in AG became *άλογο*, neuter in MDG; and *κλέος* ‘glory’, neuter in AG became *δόξα*, feminine in MDG. The reassignment was identified by using all AG nouns in singular nominative, included in the Dictionary of Ancient Greek (Fragoulis, 2021). Neuter increased by 39% in MDG, 58% being common between AG and MDG. Net neuter reassignment from feminine and masculine is proportionally equal at 10%, although feminine is dominant in AG at 52%, about twice the masculine. The ratio of concrete to abstract nouns in AG is 0.93, 6.6, and 2.9 for feminine, masculine, and neuter respectively, with neuter gaining 53% concrete while losing 4% abstract in reassignment to MDG. Conclusively, neuter nouns increased substantially from AG to MDG, owing it to the predominant reassignment of concrete over abstract AG feminine and masculine nouns. This affects bilingual grammatical gender processing between Greek and languages with no neuter gender, like the Romance languages, or languages with no grammatical gender, like English.

Keywords: grammatical gender reassignment, semantics, Ancient Greek, Modern Demotic Greek

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Bilinguals access category goodness during early auditory processing of similar L1/L2 sounds

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Bilinguals may differ from monolinguals in their speech sound perception and production (Flege & Eefting, 1987). While bilinguals show fine-grained production differences in sounds that are similar in their L1 and L2 (Johnson, 2021), it remains unclear if bilinguals have access to such phonetic detail during early stages of auditory processing. In both Spanish (Lisker & Abramson, 1964) and Basque (Hualde & Ortiz de Urbina, 2003), ‘voiced’ plosives are produced with prevoicing but with fine-grained differences in terms of voice onset time (VOT; Souganidis et al., 2024). In order to investigate if those differences can be accessed during processing, we conducted an auditory oddball experiment using magnetoencephalography, testing Spanish-Basque bilinguals (N=26). The participants were highly proficient in Spanish and were divided in two groups depending on their Basque proficiency: 15 were assigned to the Basque-high group and 11 to the Basque-low group. The oddball experiment used [pa] as standard syllable, and the two deviants were [ba] syllables with different VOT (<ba50> = -50 ms and <ba100> = -100 ms). Brain responses focused on the magnetic mismatch negativity component (MMNm), typically observed in oddball experiments (Näätänen, 2001). We fitted a linear mixed-effects model with the root mean square amplitude of the MMNm difference wave as the dependent variable, and *Group* (Basque-high, Basque-low), *Stimulus* (<ba50>, <ba100>), and their interaction as the fixed effects of interest. We found a main effect of *Stimulus*, with higher MMNm amplitudes for <ba100> than <ba50>. Post-hoc analyses showed that this difference was significant only for the Basque-high group ($p = .047$). The results suggest that during early stages of speech perception, highly proficient bilinguals show within-category sensitivity to sounds that are similar in their L1 and L2. Overall, our findings imply that models of bilingual speech perception should integrate this early access to fine phonetic detail for each language.

Keywords: Bilingual perception, voice onset time, magnetoencephalography, mismatch negativity, auditory processing

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L2/L3 Acquisition of cognates and false friends by L1 Cypriot Greek speakers

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Previous research on second (L2) (Janke & Kolokonte, 2015; Rogers et al., 2015) and third (L3) language acquisition (Vanhove & Berthele, 2015; Otwinowska & Szewczyk, 2017; Garcia et al., 2020; Otwinowska et al., 2020; Lago et al., 2020; Marecka et al., 2021) showed that cognates have a positive effect on lexicon acquisition in L2/L3. Thus, it is important to raise awareness about the presence of cognates and false friends during the process of L2 and L3 acquisition. This study examined the effect of the knowledge of cognates on L2/L3 lexicon acquisition, where L1 is Cypriot Greek (CG) and Standard Modern Greek (SMG), L2 English and L3 Spanish and Turkish. A mixed-methods approach to data collection and data analysis was implemented. The participants of the study were Greek Cypriot university students, who were divided into three groups based on the language they were learning: an L2 English group (n=30), an L3 Spanish group (n=22), and an L3 Turkish group (n=20). The research design included pre-and post-tests and an intervention period with a focus on cross-linguistic interference and the potential positive and negative effects of cognates and false friends on L2/L3 lexicon acquisition. The test battery comprised translation pre- and post-tests, vocabulary learning tests, picture naming tasks, memory tests, audio naming tasks, oral tests, and listening span tasks. In addition, participants were asked to fill in a questionnaire regarding their personal information and their level of proficiency and L2/L3 acquisition. An online diagnostic language testing system, namely DIALANG, was also adopted to accurately evaluate participants' listening, reading, writing, and speaking skills, as well as their knowledge of vocabulary and grammar in L2 English. The findings of this study are in line with the previous research showing that cognates facilitate L2/L3 lexicon acquisition, whereas false friends might lead to negative effects/transfer.

Keywords: cognates, false friends, lexicon, L2/L3 acquisition, Cypriot Greek

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An event-related potential study of dialectal variations: Syllable-final nasal mergers in Taiwan Mandarin as an example

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Speech sounds are inherently variable, yet listeners effortlessly map variable pronunciations to stable lexical representations. A growing body of the literature has shown that beyond the frequency of variant pronunciations, social connotation also plays a role in the variant processing (Sumner et al, 2014). Taiwan Mandarin exhibits syllable-final nasal mergers influenced by regional and social factors (Fon et al, 2011). Variants such as /ən/ → [ən] are frequent and socially neutral, whereas /in/ → [in] is stigmatized and restricted to southern regions. Conversely, /in/ → [iŋ] is prestigious and common in the capital of Taiwan. Behavioral studies by Chuang (2017) demonstrated that socially positive variants are processed more efficiently than socially negative ones. To further understand the underlying mechanisms of variant processing, this study seeks to address two research questions: (1) How does social connotation affect the neural processing of nasal variants? (2) Does a speaker's production tendency influence their perception of these variants? Forty native speakers of Taiwan Mandarin, aged 20–30, will participate in the study. The experimental design includes a production task, where participants name pictures of nasal-ending words to assess their production tendencies, and a perception task, where participants engage in a cross-modal priming experiment. In this paradigm, an auditory prime is followed by a visual target word, while EEG data is recorded. The study focuses on three ERP components: P2 (attention; Chai et al, 2023), N400 (lexical-semantic processing; Kutas & Federmeier, 2011), and LPC (conscious evaluation; Düzel et al., 1997). We hypothesize that socially stigmatized variants (e.g., /in/ → [in]) will elicit greater N400 amplitudes, reflecting increased processing difficulty, while socially positive variants (e.g., /in/ → [iŋ]) will elicit reduced P2 and N400 amplitudes, indicating decreased attentional demands and lexical access. This study advances our understanding of the interplay between social connotation and variant processing.

Keywords: syllable-final nasal mergers, dialectal variation, event-related potentials, social connotation, Taiwan Mandarin

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The influence of native language on responses to negative polar interrogatives in second language acquisition: The cases of Korean, Italian and French learners of Japanese

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This study examines whether native speakers' responses to negative polar interrogatives (NPIs) in their first language affect their responses to NPIs in a second language. Languages typically use either a polarity-based response system, as seen in English, or a truth-based response system, as in Japanese (Park, 2023). In English, NPIs often indicate the speaker's bias towards a positive or negative response (Ladd, 1981; Büring & Gunlogson, 2000 and among others). Hwang and Ito (2014) explored prosodic patterns in Japanese NPIs and found that native Japanese speakers can identify speaker bias through prosodic cues and respond accordingly. Japanese, a pitch-accent language, uses NPIs like ...*X-na'i*?, where *-na'i* is the negative morpheme, and the pitch accent falls between [a] and [i]. When X is an accented adjective, three accent patterns emerge: ① accented-accented, ② accented-deaccented and ③ deaccented-deaccented, reflecting the speaker's bias (neutral/negative = ①, positive = ②/③). These prosodic cues may present challenges for second-language learners. To investigate second language acquisition of these patterns, we conducted a survey with 46 learners of Japanese whose native languages were Korean (18), Italian (9), or French (19). This survey assessed learners' ability to respond to NPIs based on prosodic patterns. Korean, like Japanese, follows a truth-based system, while Italian and French are polarity-based. We hypothesized that Korean learners would perform similarly to native Japanese speakers. A two-way ANOVA was used to analyze language type and prosodic pattern (reflecting speaker bias). The results show (1) no significant difference between language types ($p > 0.249$), meaning even Korean learners struggled, and (2) a significant effect for prosodic patterns ($p < 4.06e-10$), indicating that all learners faced difficulty with neutral prosodic patterns, where no clear bias is present. These findings suggest that prosodic interpretation in NPIs is challenging regardless of learners' language backgrounds.

Keywords: negative polar interrogatives, speaker's bias, Japanese language, Korean, Italian and French learners of Japanese

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Rhythm-based intervention leads to improved receptive grammar in children with developmental language disorder

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The temporal sampling (TS) framework suggests that Developmental Language Disorder (DLD) arises from impaired neural entrainment to slower amplitude modulations (AMs) in speech (Goswami, 2011). Such entrainment deficits (see Nora et al., 2024) impede syllable stress perception in children (Giraud & Poeppel, 2012; Leong & Goswami, 2015), thus compromising prosodic bootstrapping processes (Pate & Goldwater, 2011) that support grammatical development. Consequently, we hypothesized that enhancing acoustic rhythms (and AMs) in speech may mitigate the prosodic difficulties of DLD. To investigate this, we designed an intervention adapting Melodic Intonation Therapy (MIT) (Albert, Sparks & Helm, 1973) for children with DLD. This was piloted with 10 children with DLD aged 7-11, and 10 age-matched controls. Each child received 16-20 intervention sessions (1-to-1, approx. 30 minutes each) where they were taught to tap the syllabic rhythm of children's rhyming books while chanting (rhythm-only) or singing (rhythm+pitch) the words. For example, children would sing/chant phrases from *The Gruffalo* (Donaldson, 1999), tapping harder on stressed syllables and lighter on unstressed syllables. When singing, we used one pitch for stressed syllables and a lower pitch for unstressed syllables. By TS theory, this highlights stress patterns, which should mitigate DLD-associated language difficulties. Before and after the intervention, the Test for Reception of Grammar 2 (TROG-2) (Bishop, 2003) was used to measure children's understanding of grammatical structures. Regardless of whether storybooks were chanted or sung, children with DLD (Pretest: mean=74.6, SD=15.7; Posttest: mean=85.2, SD=13.4) and controls (Pretest: mean=97.7, SD=6.02; Posttest: mean=106.9, SD=7.95) showed significant improvement in TROG-2 scores (10.6 and 9.2 standard points respectively, $p < 0.05$) after the intervention. TROG-2 scores are standardized by age (mean=100 and SD=15). Overall, our pilot data highlight the potential value of rhythm-based interventions in improving receptive grammar for DLD. We are currently testing an unseen control group to estimate normative change over time.

Keywords: developmental language disorder, receptive grammar, language intervention, language rhythm, temporal sampling framework

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A comparison of retrieval and trial-and-error procedures for learning grammatical gender in L2/L3 Spanish

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Analyses of language learning materials (Strong & Boers, 2019) show that language-focused exercises are tackled either after learners have studied the relevant items or in a spirit of trial and error, where students are expected to learn from feedback. The question addressed by the present study (in progress) is which of these two approaches is most effective when applied to Spanish grammatical gender. Nouns in Spanish are masculine or feminine and this is reflected in the articles that precede them. Although the grammatical gender of canonical Spanish nouns is predictable (e.g., nouns ending in ending in *-a* are feminine), learning this feature remains challenging when it comes to non-canonical nouns (e.g., *universidad* ‘university’ – fem.) (Tararova et al., 2023; Tararova et al., 2024). Sixty university students who were novice or early learners of Spanish were randomly assigned to one of two procedures. In the study + retrieval procedure, they were first taught 20 Spanish nouns presented with their definite articles. The participants then completed an exercise where they needed to supply the articles; after the task they checked their answers. In the trial and error + study procedure, the participants were taught the same 20 nouns, but initially without their articles. They then completed the same exercise and so needed to rely on intuition, after which they studied the nouns with the articles added. The total time on task was similar under the two procedures. Three days later, the participants’ recollection of the correct article (i.e., gender) for each noun was assessed. Preliminary data suggest an advantage of the retrieval procedure, specifically with non-canonical nouns for both groups. Mixed effects modelling will be further used to examine the learning procedure and its outcomes, exercise accuracy on gender production, and effect of learners’ L1.

Keywords: grammatical gender, trial and error + study method, study + retrieval practice method, Spanish

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Exploring emotional prosody recognition in children: Familiar vs. unfamiliar languages

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This study is part of a larger doctoral project on emotion recognition in French-Spanish bilinguals. Understanding emotional states through prosody is essential for effective communication. Emotional cues are typically interpreted multimodally—via facial expressions, vocal tone, or gestures (Bänziger et al., 2012; Gil et al., 2016). While much research has focused on facial emotion recognition, vocal emotion decoding remains less explored, particularly in a developmental context. Most studies address monolingual children (Neves et al., 2021), with few examining how they process emotions in unfamiliar languages (Ma et al., 2022). In order to meet the objectives of our thesis, we have developed two new emotion recognition tasks based on an original corpus made of sentences and pseudosentences, which we will present here. Participants engaged in a forced-choice task to identify four emotions—fear, anger, joy, sadness—presented through the two stimulus types. We plan to test monolingual French, monolingual Spanish, and bilingual Spanish-French children across four age groups: 5, 6, 7 and 8 years. Emotional competence is assessed with the Test of Emotion Comprehension, and socio-emotional behaviors are measured using the Strengths and Difficulties Questionnaire. This presentation highlights the corpus design, experimental methods, and preliminary findings from monolingual French children. Results are analyzed based on emotion type, stimulus nature, target language, and some participant characteristics. We hypothesized the results would improve with age and would differ according to language (familiar vs. unfamiliar), type of emotion (e.g., sadness vs. happiness) and type of stimulus (sentence vs. pseudosentence). As several studies observed language effects in emotion recognition when stimuli were presented in a language that was unknown to the participants (Ma et al., 2022), we aim to expand this research to include French and Spanish speaking children and to investigate how the type of bilingualism and language pair might influence performance from a developmental point of view.

Keywords: emotional prosody, emotion recognition, children, developmental psychology, monolingualism

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The acquisition of the Spanish determiner by Greek speakers

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The acquisition of a third language involves interactions between the previous acquired languages. This research is built on the doctoral thesis on the acquisition of the Spanish determiner phrase (DP) by speakers of Egyptian Arabic conducted by Dr. Vilosa. One of the relevant findings it was that morpho-phonetic symmetries between the L1 Arabic and the L3 Spanish facilitate gender acquisition. The present research pretends to deepen the understanding on how it is the process of acquisition of DP by Greek speakers and to compare it to the findings of the mentioned thesis. According to the Typological Primacy Model (Rothman, 2011, 2015), from the two languages that constitute the prior linguistic knowledge (PLK) of the L3 learner, the one that has a similar structure is the one that will influence the acquisition process. Focusing on adult Greek speakers (L1) with English as second language (L2) who are acquiring Spanish as a Third Language, this paper analyzes written and experimental data involving the acquisition of the Spanish DP. The analysis explores three aspects of the DP (1) the grammatical gender between the demonstrative and the noun, (2) the use of articles and possessives in inalienable possession structures and (3) preferences in the article grammatical gender in code-switching phrases. The main question aroused is what role plays the morpho phonetics and morphosyntactic features of the DP in the three languages mentioned L1, L2 as L3 in the process of acquiring the Spanish determinant, trying to delimit, the impact and trends on the preference for transferring the structures on the process of the acquisition. After analyzing the data, we showed that there is a trending of a transfer from L1, especially when there is a similar morpho-phonetic feature. These results contribute to understanding the interaction between typological proximity, linguistic transfer, and exposure in additional language acquisition.

Keywords: Third language acquisition, determiner phrase, linguistic transfer, interlanguage, Greek-Spanish-English.

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**The effect of age on phonetic convergence:
Using deretroflexion in Taiwan Mandarin as an example**

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Phonetic convergence is a process in which speakers adjust their speech to sound more like their conversation partners. It is a conscious strategy talkers adopt to modulate social distance (Giles, 1973), but it also reflects the capacity of talkers' episodic memory (Goldinger, 1998). This study examines whether and how Taiwan Mandarin speakers show phonetic convergence in deretroflexion (/tʂʰ tʂ ʂ/ → [tʂʰ ts s]), a prevalent variation in the language (Chuang, 2009). Speakers participated in a three-part experiment. First, they read aloud 50 /tʂ/-initial words and 10 /ʂ/-initial words to serve as their pronunciation baseline. Later, they listened to a speaker producing 40 of the /tʂ/-initial words, termed the "target words", in a deretroflexed manner (e.g., *zhidao* /tʂi.taʊ/ 'to know' pronounced as [tsi.taʊ]). The 20 words not included in this session were termed "novel words". Finally, they listened to the same speaker producing all 60 stimuli in a deretroflexed manner again, and were asked to repeat immediately what they heard. The center of gravity of the initial retroflexes was extracted for each stimulus and talker productions from the first and third part of the experiment were compared. Preliminary results showed an opposite trend between nine young adults and two elderlies. The former showed phonetic convergence in the repetition task for all three types of stimuli. However, /tʂ/-initial target and novel words had more deretroflexion than /ʂ/-initial novel words. The latter showed phonetic divergence instead. All three sound types were less deretroflexed. One suspects that this reflects the differential memory capacities between the two groups. Young adults were capable of a higher processing load and therefore showed more phonetic convergence, while elderly speakers were less efficient in sound processing, and phonetic convergence was less likely to occur. We will continue to recruit speakers to verify this pattern.

Keywords: aging, phonetic convergence, deretroflexion, episodic memory

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EEG investigations into auditory discrimination in native and non-native languages

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Phoneme discrimination has been reported to be less accurate in non-native languages compared to native ones (e.g., Näätänen et al., 2007). What remains underresearched is whether differences in pre-attentive phonological processing emerge between the first foreign language (L2) and additional ones (L3/Ln), and whether they are influenced by such factors as features, acquisition setting or task. This contribution overviews a series of EEG investigations into phoneme processing, in which we applied event-related brain potentials to explore Mismatch Negativity response in three languages of multilingual speakers. An Oddball paradigm was employed to compare neural responses evoked in auditory discrimination by 22 L1 Polish – L2 English – L3 Norwegian listeners presented with three vowel pairs (/e/-/a/ in Polish, /æ/-/ɑ:/ in English, /ø/-/u/ in Norwegian) in six counterbalanced blocks with a manipulated direction. The statistical analysis showed a significant three-way interaction effect of language, sound, and direction, with deviant sounds eliciting significantly more negative amplitudes than standard across three languages. Results revealed the asymmetry of the MMN effect only in L3 (Authors, under review). In another EEG study, differences were observed with regard to learners' acquisition setting with the instructed group exhibiting more fine-grained distinctions between all tested languages compared to immersive group (Authors, 2024). In an ongoing study the investigation is expanded to include consonantal clusters using the same EEG methodology. The participants involve L1 Polish speakers of L2 English. We aim to explore how (a)symmetries in the perception of (dis)preferred clusters are modulated by language status (L1 vs. L2 auditory discrimination). The stimuli feature selected language-specific pairs of voiceless fricative+sonorant+vowel /a/, of which one token is an existent/preferred while the other is dispreferred/non-existent cluster. Clusters are controlled for frequency and distance using NAD calculator (Dziubalska-Kołaczyk, 2014). In this presentation we compare results of our studies and discuss their theoretical implications.

Keywords: EEG, auditory discrimination, native and non-native, L1, L2, L3

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Prosodic focus perception in Korean by Taiwan Mandarin-speaking learners of Korean: A study on interrogative sentences

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This study investigated how advanced Taiwan Mandarin-speaking learners of Korean (TLK) perceived prosodic focus in Korean interrogative sentences. Prosodic focus is conveyed through phonetic cues such as pitch, intensity, and duration (An, 2010; Eady et al., 1986; Wang et al., 2020). Acquiring prosodic focus in L2 can be challenging, especially when L1 tonal patterns influence L2 perception (Jia, 2023). This research examined whether TLK learners could accurately perceive prosodic focus in Wh-questions and identified the phonetic cues they relied on compared to native Korean speakers. It also explored how Taiwan Mandarin tonal patterns affected their perception of Korean prosody. Five TLK and five native Seoul Korean speakers participated. The stimuli included three Korean Wh-questions with disyllabic target words manipulated for pitch (Jia, 2023), intensity (Abbott, n.d.), and duration (Hirsh, 1959) to assess prosodic focus detection. A Seoul Korean female speaker in her 20s produced these sentences in normal and emphasized versions. Stimuli were adjusted based on pitch differences between versions, with pitch raised or lowered by 1-, 2-, and 3-times the original difference, duration increases (0.05, 0.15, 0.25 seconds), and intensity increases (1, 3, 5 dB). Participants identified emphasized words and rated emphasis on a 7-point scale. Results showed TLK learners relied more on pitch and intensity cues than native Korean speakers. TLK learners perceived lowered pitch on the second syllable as emphasis, likely influenced by their L1 tonal experience, where lowering pitch marks emphasis for Tone 3 in Mandarin (Wang et al., 2020). However, pitch raising on the same target syllable was not perceived as a significant cue, suggesting L1 patterns shape L2 prosody perception. This research highlights the role of L1 transfer in L2 prosody acquisition and offers insights for teaching prosody in Korean.

Keywords: prosody, focus, perception, second language acquisition, Korean

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A cross-linguistic investigation of the perceptibility of amodal phonation cues

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Amodal phonation cues (e.g., breathy or creaky voice), used in tonal systems such as Burmese to signal lexical contrasts, are typologically rare (Dryer & Haspelmath, 2013). This study explores whether their rarity can be attributed to perceptual difficulty. To address this question, an AX discrimination task was conducted. Participants judged whether pairs of recordings were identical or differed, with some pairs differing only in amodal phonation (e.g., breathiness). The intensity of the amodal cue was manipulated using the Praat Vocal Toolkit (Boersma & Weenink, 2025) to determine at what intensity level (from 1 to 5, with 1 being the lowest) participants from different language groups could reliably detect them. Participants were grouped based on their first language: Non-Tone (English (N = 58), Korean (N = 5)), Tone-Modal (Cantonese (N = 20), Southern Vietnamese (N = 85)), and Tone-Amodal (Burmese (N = 11)). Data collection is ongoing, and additional participants representing more languages will be included in each group to strengthen cross-linguistic comparisons. Preliminary results (Figure 1) reveal that participants across all groups generally performed better when presented with higher-intensity amodal cues, supporting the hypothesis that perceptual salience is associated with cue strength. While the Tone-Amodal group showed the highest performance, the Tone-Modal and Non-Tone groups performed comparably. These findings suggest that, in addition to perceptual salience, there seems to be a correlation between L1 advantage and the ability to perceive these amodal phonation cues. In this talk, we will delve deeper into these findings, explore their implications for cross-linguistic phonological systems, and discuss potential directions for future research.

Keywords: perception, tone, phonation, phonology, phonetics

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Triggered codeswitching between Egyptian Arabic and English

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Michael Clyne (1967, 2003) observed that words that have a similar form and meaning in both languages available to bilingual persons (cognates, loanwords, proper names) may trigger codeswitching (CS). Since then, researchers have become increasingly interested in this topic, with some studies analysing available language corpora (Broersma & de Bot, 2006), while the vast majority currently focus on psycholinguistic factors influencing this phenomenon. Psycholinguistic research on the so called “cognate facilitating effect” yields various conclusions, some studies suggest that coactivation of languages via cognates facilitates language processing (Costa & Caramazza, 1999), others indicate possible inhibition (Van Hell & de Groot, 2008). The aim of the work is to investigate whether triggered CS is a valid construct observed in natural communication. Three types of data will be compared: oral (analysis of interviews available on Youtube containing CS), written (conversations in social media) and a corpus of interviews with bilingual Egyptians created for this work, including a part in which the manipulation of conversation topics is aimed at obtaining material with a different proportion of cognates. The concept of basic clause (Broersma & de Bot, 2006) is applied (defined as an utterance containing maximally one main verb). Instances of code switching appearing within the same basic clauses along with trigger words will be traced and statistical analysis will be applied to see if the triggering effect can be observed in the three types of material separately, then the results will be compared. Triggered CS is thought to occur between both related (Broersma, 2009) and unrelated languages (Broersma & de Bot, 2006). The study is expected to confirm previous findings, however, since languages such as Arabic and English have a small number of cognates, it is expected that the results for this pair of languages will be less clear-cut.

Keywords: triggered codeswitching, Egyptian Arabic, cognate facilitation effect

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Production of narrative macrostructures in L2 Mandarin of Yi-Mandarin ethnic minority bilinguals

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This study focuses on an unstudied language pair-Yi (a Tibeto-Burman language)-Mandarin bilingual children from Southwest China. These children live in remote rural areas while being ‘left behind’ as their parent(s) go to cities for work. This study investigates whether and how left-behind experience affects these children’s narrative competence, with a first attempt at children’s L2 Mandarin. A total of 39 bilingual children aged 5-7 with Yi as their home language and Mandarin as their L2 were recruited, including 19 left-behind children (Mage: 6;5) whose parent(s) was absent and were taken care of by their grandparents, and 20 non-left-behind children (Mage: 6;2). Children’s narrative macrostructures were assessed by using the LITMUS MAIN (Gagarina et al., 2019). Each child (re)told four picture-based stories. Narrative macrostructure competence was coded by story structure (SS), story complexity (SC), and the use of internal state terms (IS). Preliminary results showed that left-behind experience was negatively associated with children’s all the three measures of macrostructures. Left-behind children scored significantly lower than their non-left-behind peers ($p < .05$). In particular, left-behind children performed worst in IS type measures. The findings suggest that left-behind children may be disadvantaged in narrative competence, with IS production being particularly weak. Although these children have been getting regular and extensive language input in Mandarin since the age of three, left-behind experience, in general, still has an adverse effect on children’s language learning outcomes. These results provide some important implications for policies and practices for this underprivileged group.

Keywords: narrative macrostructures, production, Yi-Mandarin bilinguals, left-behind experience, L2 Mandarin

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Polish phonological assessment tools and their validation in a monolingual and bilingual context

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The aim of this contribution is twofold: 1) to present a novel Polish phonology assessment tool (The Polish Phonology Test) along with the results of its validation, and 2) to extend the process of validation to a bilingual context. The tools are consistent with those developed for 16 other languages in a cross-linguistic study of phonological development, embedded in the framework of constraint-based nonlinear phonology (Bernhardt & Stemberger, 2022). So far, the Polish assessment tools were put to the test in two case studies: of typical and protracted phonological development (PPD). The results allowed for a thorough examination of the child on several tiers of phonological analysis: features, segments and word structure. The analysis also enabled devising an intervention scheme for the child with PPD, a unique scheme that exploits the child's strengths to work on the child's needs. Above all, the two studies allowed for the evaluation of construct and content validity as well as the efficiency of the examination procedure. In the next stage of validation, two independent tests, the Polish Phonology Test (Zydorowicz et al. 2024) and the German Phonology Test (Ullrich 2011) will be administered to test phonological acquisition of a 4-year-old bilingual German-Polish-acquiring child residing in Austria. The study aims to trace Polish and German phonological development individually as well as capture interactions between the two languages. It is predicted that better accuracy of the measures taken (Whole Word Match, Consonant/Vowel Match, Cluster Match, Word Length Match etc.) will be obtained in the dominant language (German). It is also predicted that more interference (from German) will be found in Polish productions. The contribution 1) fills the lacuna in the literature on Polish-German bilingual phonological development from a nonlinear perspective 2) validates the use of two independent tests constructed within the crosslinguistic project for bilingual testing. (total 300 words)

Keywords: assessment tools, Polish, German, nonlinear phonology, child language

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HUET, Kathy	11	82	Belgium
HUMEZ, Laura	11	49	Canada
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ITO, Satoshi	7	79	Japan
JUREWICZ, Magdalena	14	48	Poland
KARPAVA, Sviatlana	7	77	Cyprus
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KĘDZIERSKA, Hanna	7	85	Poland
KRAVCHUK, Iryna	8	24	Poland
KRETEWOL, Jens	11	49	Canada
KRZYSIK, Iga	8	24	Poland
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REZNICK, Julia	10	68	Israel
RICHARDS, Susan	14	80	UK
ROLAND, Virginie	11	82	Belgium
RONG, Xin	11	52	UK
RUBINSTEIN, Irina	14	69	Israel
SANDOVAL, Jorge	12	67	Chile
SAVANT, Emily	12	23	USA
SHIM, Ji Young	14	70	UAE
SHIROKORAD, Natalya	9	71	Italy
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ZENG, Jingru	12	89	China
ZENG, Ting	11	52	UK
ZHAO, Ruijie	12	89	China
ZYDOROWICZ, Paulina	13	90	Poland