

PHD

Ehrenhofer, Lara Maria Isabel *Linguistics* Lee, Jiyong *Second Language Acquisition*
Ettinger, Allyson Kate *Linguistics* Pelzl, Eric Alan *Second Language Acquisition*
Green, Jeffrey Jack *Linguistics* Ruppert, Annmarie Daly *Modern French Studies*
Lancaster, Alia Katherine *Second Language Acquisition*
Watson, Kayla Jean *Spanish Language and Literature*

BACHELOR OF ARTS

Arabic

Gallagher, Caitlin
Goldblatt, Zachary Bateman
Johnson, Devron
Kafer, Reed Charles
Wheeler, Matthew Brendan °
Zahoor, Amina

Chinese

Hansen, Peter Christian
Howard, Corbitt Gill
Lane, Daniel James
Myers, Ashe
Vo, Hieu Phuong

French

Hackley, Jade Alexis
Hutchinson, Grace Ann
McCary, Cameron Robert-Ishmael
Murphy, Grace Kathleen
Owodiong-Idemeko, Nyakno Stephanie
Scotland, Eboni-Nicole Jazzmin

German

Craig, Gillian

Italian

Baer, Dana Alexandra

Japanese

Le, Tam Thi Tung
Nguyen, Anhn Dao Ngoc
Yeh, Bryan Chan

Linguistics

Evans, Sarah Theresa
Lebovics, Jamie Esther
Lee, Seung Min
Sciaraffa, John Francis
Soyoye, Gbemileke Omolayo
Vo, Hieu Phuong
Zientarski, Xavier

ROML

Barjon, Ludmia

CERES

Wilson, Anfisa Frederica

Russian

Jordan, Mallory Rose
Wayne, Elisabeth Nina

Spanish

Barrett, Glenda Alexandra
Elias-Chang, Gabriela
Escobar, Ashley Andrea
Guerrero, Sarai Elizabeth
James, Rona Shakira
Lusardi, Natalie Anne
Millard, Albert Walter
Nairn, Riley Lynn
Riveros Hidalgo, Christofer Patricio
Romero Guzman, Bryan Edgardo
Williams, Emma Schuyler

° *Magna Cum Laude*

***Reception immediately following the ceremony in
The Language House Multi-Purpose Room of St. Mary's Hall***

UNIVERSITY of MARYLAND COLLEGE PARK

Commencement Exercises

The School of Languages, Literatures, and Cultures

and

The Department of Linguistics



Wednesday, December 19, 2018

3-4:30pm

Kay Theatre, Clarice Smith Performing Arts Center

Dear Graduates, Parents, Relatives, and Friends,

On behalf of the School of Languages, Literatures, and Cultures, I welcome you to this milestone event. We are here today to celebrate the achievements of the young men and women who now leave us to join a global world very much in need of their energy, wisdom, and the linguistic and cultural skills they have gained. My colleagues and I look forward every semester to honoring the achievements of our graduates, and to conferring the degrees that their talents and tenacity have earned them. We have been entrusted with the intellectual care and development of these young scholars, and we feel a special bond with them – both intellectual and personal. We salute their commitment to fostering understanding of cultures other than their own and, in some cases, to deepening their understanding of their own heritage.

Graduates, we wish you all success as you move forward into the next phase of your lives. I invite you to stay in touch with your professors and mentors and especially to share with us news of your future achievements. I speak for all the faculty and staff of the School of Languages, Literatures, and Cultures in offering my congratulations to you and to those who have supported you throughout the years of your study. Do come back and bring us your stories.

*Fateme Keshavarz, Director
School of Languages, Literatures, and Cultures*

Name: Annmarie Ruppert

Dissertation Title: Resiliency and Hope, Vengeance and Recovery: Representing the Trauma of the 1994 Rwandan Genocide in the Testimonies of Esther Mujawayo, Yolande Mukagasana, and Révérien Rurangwa

Advisor: Dr. Valérie K. Orlando

The Rwandan genocide was one of the most egregious human rights' violations in the twentieth century. Compounded by the inaction of Western powers and organizations meant to promote international security and stability, such as the United Nations (UN), the unstable Rwandan environment permitted the spread of extremist hate and the deaths of hundreds of thousands of innocent people. In a recovering nation, it is imperative that survivors give voice and witness to the unspeakable trauma endured despite the "master narrative" proposed by the Rwandan government, perpetrators, and even the international community. These various entities have shrouded the "Events of 1994" in silence and denial, thus impeding the nation to move forward.

Using the expression of survivance, which Gerald Vizenor likens to "a narrative presence over absence", Dr. Ruppert looks at the resiliency, hope, and vengeance expressed in the testimonial narratives of Esther Mujawayo, Yolande Mukagasana, and Révérien Rurangwa. She uses these survivors' narratives to compare the author's progression through Judith Herman's four stages of trauma recovery (Safety, Remembrance and Mourning and Reconnecting with Ordinary Life). In order to recover, victims must conquer multiform denial rooted in heritage, tradition, family, motherhood, gender, self, and validation in order to obtain survivance for both the living and the dead. Starting with the argument that testimonial narratives are located in the margins, between literature and history and, thus, are of both literary and historical value, Dr. Ruppert examines these texts looking at different forms of healing associated with the Rwandan genocide.

Name: Alia Katherine Lancaster

Dissertation Title: Lexical Competition in Native and Nonnative Auditory Word Recognition

Advisor: Dr. Kira Gor

Alia Katherine Lancaster has conducted an innovative study that made use of mouse tracking to study the time course of word recognition in adult learners of English. Participants saw two pictures and heard a word corresponding to one picture. Their task was to quickly click on the correct picture, and their mouse trajectories were recorded and analyzed. Results show that when the two words have overlapping onsets, nonnative listeners can successfully deal with lexical competition and select the correct picture once they hear enough of the word to decide to which picture it corresponds. The study also explores the role of inhibitory control in nonnative word recognition.

Name: Lara Ehrenhofer

Dissertation Title: Argument Roles in Adult and Child Comprehension

Advisor: Dr. Colin Phillips

Language comprehension requires comprehenders to commit rapidly to interpretations based on incremental and occasionally misleading input. This is especially difficult in the case of argument roles, which may be more or less useful depending on whether comprehenders also have access to verb information. In children, a combination of subject-as-agent parsing biases and difficulty with revising initial misinterpretations may be the source of persistent misunderstandings of passives, in which subjects are not agents. Unlike previous experimental materials, our stimuli were designed to elicit symmetrically strong and distinct verb predictions with both canonical and reversed argument role assignments. Our data suggest that adult comprehenders are able to overcome the absence of a main verb when probability distributions over combined verb-argument role information can contribute to generating role-specific verb candidates. The overall investigation suggests that prediction and comprehension of argument role information is impacted by the presence or absence of verb information, which may allow comprehenders to bridge the divide between linguistic representations and world knowledge in real-time processing.

Name: Kayla Watson

Dissertation Title: Liminal Criminality in Post-Conflict Central American Crime Fiction

Advisor: Ana Patricia Rodríguez

Central American crime fiction emerged from and responds to the period of armed conflicts ending in the 1990s by critiquing power dynamics through the dissolution and transgression of spatial, temporal, and psychological borders. I argue that crime fiction is the vehicle to critically engage liminal criminality, which I define as the individual or institutional acts of violence that transgress judicial boundaries and procedures in five transnational post-conflict Central American texts. In my dissertation, I analyze the novels' protagonists' liminal criminality, which refers to the ways in which they manipulate their positionality as criminals, crime fighters, and victims within current economic and political systems to reflect on and contest post-conflict paradigms of power. I examine individuals who are neither wholly victim nor criminal, but rather are individuals whose prior victimization manifests in displays of acts of violence and criminality in their search for justice. The liminally criminal acts include revenge, misuse of investigative tools and extra-judicial investigations, extortion, and suicide, among many others. I suggest that, in the post-conflict period, the protagonists' liminal criminality has the power to disrupt hegemonic processes and highlights how institutional and political wartime violence is recycled and disarticulates the possibility of achieving justice in a truly post-conflict period.

Welcome and Introductions

Dr. Mehl Penrose

Associate Director, School of Languages, Literatures, & Cultures

Message from the Director

Dr. Fatemeh Keshavarz

Director, School of Languages, Literatures, & Cultures

SLLC Undergraduate Speaker

Ludmia Barjon

BA in Romance Languages

SLLC Faculty Speaker

Dr. Valérie Orlando

Department of French and Italian

Presentation of Graduates

Arabic

Dr. Peter Glanville

Dr. Valerie Anishchenkova

Chinese

Dr. Minglang Zhou

Japanese

Dr. Lindsay Yotsukura

Ms. Etsuko Yamakita

French

Dr. Valérie Orlando

Dr. Erica Cefalo

Italian/Romance Languages

Ms. Stefania Amodeo

Spanish

Dr. Ana Patricia Rodríguez

Dr. Eyda Merediz

Dr. Christopher Lewis

Russian/CERES

Dr. Mehl Penrose

SLA

Dr. Mike Long

Linguistics

Dr. William Idsardi

Dr. Tonia Bleam

Dr. Margaret Antonisse

After the ceremony, please remain seated until after the faculty and graduates have processed out.

Name: Eric Pelzl

Dissertation Title: Second Language Lexical Representation and Processing of Mandarin Chinese tones

Advisor: Robert DeKeyser

This dissertation used behavioral and ERP methods to investigate second language (L2) speech perception abilities in English speakers who have achieved advanced proficiency in Mandarin Chinese. Mandarin uses tones (pitch patterns) to differentiate words. Tones are known to be challenging for L2 learners, even at advanced levels. I considered three hypotheses about the source(s) of these difficulties. The Tone Perception Hypothesis posits that tones may be difficult for L2 listeners to perceive auditorily. The Tone Representation Hypothesis posits that tones may be difficult for L2 listeners to represent effectively in long-term memory. The Tone Processing Hypothesis posits that tones may be difficult for L2 listeners to process efficiently in real-time.

Experiments 1 and 2 tested tone perception and representation among L1 and advanced L2 Mandarin listeners, using tone identification tasks with monosyllabic and disyllabic stimuli. Experiments 3 and 4 tested tone representation and processing, using online (behavioral and ERP) and offline measures of tone word recognition. Together, results paint a complex picture of L2 tone learning difficulties, with apparent influences from low-level auditory perception, weaknesses in long-term memory for tones, and inconsistency in utilizing tones in real-time word recognition.

Name: Jeffrey Green

Dissertation Title: Adjunct Control: Syntax and Processing

Advisor: Dr. Alexander Williams

This dissertation analyzes the syntax and processing of adjunct control. Adjunct control is the referential relation between the implicit (PRO) subject of a non-finite adjunct clause and its understood antecedent, as in the temporal adjunct in ‘Holly₁ went to bed [after PRO₁ drinking milk]’, or the rationale clause in ‘August₁ sat on the couch [in order PRO₁ to read library books]’. Adjunct control is often assumed to involve a syntactic ‘Obligatory Control’ (OC) dependency, but I show that some adjuncts also permit what is referred to as ‘Non-Obligatory Control’ (NOC), as in the sentences ‘The food tasted better [after PRO drinking milk]’ and ‘The book was checked out from the library [in order PRO to read it]’, where PRO refers to some unnamed entity. I argue that for some adjuncts, OC and NOC are not in complementary distribution, contrary to assumptions of much prior literature. The experimental results suggest that PRO can be interpreted just as quickly as overt pronouns once the relevant bottom-up input is received. These experiments also provide evidence that structural predictions can facilitate reference resolution independent of next-mention predictions.

Name: Allyson Ettinger

Dissertation Title: Relating Lexical and Syntactic Processes in Language: Bridging Research in Humans and Machines

Advisors: Dr. Colin Phillips, Dr. Philip Resnik

The potential to bridge research on language in humans and machines is substantial - as linguists and cognitive scientists apply scientific theory and methods to understand how language is processed and represented by humans, computer scientists apply computational methods to determine how to process and represent language in machines. The present work integrates approaches from each of these domains in order to tackle an issue of relevance for both: the nature of the relationship between low-level lexical processes and syntactically-driven interpretation processes. For this work I draw on methodology from cognitive neuroscience and linguistics to analyze the capacity of natural language processing systems to do vector-based sentence composition, in order to improve the capacities of models to compose and represent sentence meaning.

Name: Jiyong Lee

Dissertation Title: The Interactive Effects of Task Complexity, Task Condition, and Cognitive Individual Differences on L2 Written Performance.

Advisor: Dr. Michael Long

The study investigates how task closure and increases in task complexity affect the syntactic complexity, lexical diversity, and accuracy of second language writing. Jiyong’s research interests include task complexity effects, Task-Based Language Teaching, Content and Language Integrated Learning, and negative feedback.