**Professor: Diana Archangeli**  
**Email:** dba@u.arizona.edu

*Description of projects and/or interests.*  
1) **Same or different? What goes on inside our mouths as we talk.** There are certain language sounds that sound “the same” to the listener even though there is reason to believe they are different sounds at some more abstract level. For example, many Texans pronounce the name Jim as something quite close to the word gem in non-Texan speech, with a vowel that sounds very much like the vowel of Jeb. A novel application of ultrasound technology allows us to image a profile and a cross-section of the tongue during continuous speech to look at the articulation of the targeted sounds.  
2) **Mastering “R”: An ultrasound study.** In English, the “r” is notorious for the “pproblems” it gives some children. This study uses ultrasound technology to explore the hypothesis that visual information about the tongue’s movements will be extremely useful to otherwise normal children who are struggling to master English articulation, such as the articulation of the English “r”.  
3) **Graphic design and foreign language instruction.** In order to be effective, instructional materials need to have an effective visual presentation. This project works on developing effective on-line instructional materials for teaching English pronunciation to Japanese and Korean speakers.

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**Professor: Thomas Bever**  
**Email:** tgb@u.arizona.edu

*Description of projects and/or interests.* A variety of opportunities for independent study, work-study, and research assistantships. The research is with humans or animals.  
1) The human research involves experimental studies of language comprehension, vision and spatial reasoning.  
2) The animal research is with rats, studying the different capacities of their right and left hemisphere. Students are encouraged to develop their own project within the framework of one of the labs, which often leads to an honors thesis, and sometimes to a research conference presentation or publication.

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**Professor: Andrew Carnie**  
**Email:** carnie@u.arizona.edu

*Description of projects and/or interests.*  
1) **A typology project that involves searching for grammars of Verb-Initial languages and identifying whether they have certain phenomena. Qualifications:** 201, and ideally 300 or 310;  
2) any project (of student's choice) on syntax, morphology, or semantics.

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**Professor: Sheila Dooley**  
**Email:** sadc@u.arizona.edu

*Description of projects and/or interests.*  
1) **Topics in Scandinavian Syntax:** verb-second word order, double determiners, object shift, oblique subjects and long distance anaphors in Icelandic, and more!  
2) **Alternative Syntactic Theories:** detailed study of different grammatical theories, comparison of mainstream and other theories of syntax. Emphasis could be practical or meta-theoretical (architecture, history, and development of syntactic theories) depending on the interests of the individual student. See course description for Ling505 for ideas;  
3) **Parametric Typology:** study of how generative theories measure up when applied to the analysis of more exotic languages. Could include the study of passives, causatives, negation, basic word order phenomena, ergativity, long-distance dependencies, and parameter theory itself;  
4) **Acquisition of Negation:** with emphasis on Swedish (1st and 2nd language acquisition), although other languages would be possible as well.
Description of projects and/or interests. 1) In the Tweety Infant Speech Perception Lab, we use a preference task with 6- to 18-month-olds to answer two questions about language development: First, what knowledge of their native language do infants have when they visit us in the laboratory? Second, what can infants learn about a new language in a very short time in the laboratory? 2) In the language acquisition lab, we study the linguistic and psychological factors at play when 2- to 4-year-olds make errors during language production.

Professor:         LouAnn Gerken         Email: gerken@u.arizona.edu

Description of projects and/or interests. 1) Activities in the SPAM Lab: students can work in the lab designing and running experiments, doing statistical and/or acoustic analysis, etc. Projects concern phonological processing and speech perception. No specific background required. 2) Phonology, students can work on various phonological topics, especially those dealing with English, or syllables, or stress, or OT. Students should have had appropriate coursework for the project. 3) Native American On-line Dictionary Project (with Harley, Willie, and Zepeda): students can do programming (java, php, perl), web design, dictionary work. The project is to construct on-line dictionaries of O’Odham, Navajo, Yaqui/Hiaki, etc. Some programming skill would be helpful for this one.

Professor:         Mike Hammond         Email: hammond@u.arizona.edu

Description of projects and/or interests. 1) Work on syntax or morphology, particularly argument and event structure, of any language you are interested in. 2) help run psycholinguistic experiments on word meaning and syntactic structure. 3) Work on Hiaki (Yaqui), a language spoken in Arizona and Northern Mexico.

Professor:         Heidi Harley         Email: hharley@u.arizona.edu

Description of projects and/or interests. 1) Focus constructions and their realizations in different languages 2) Complex verb constructions: combination of a light verb and a non-verbal element in various languages 3) Verb-second phenomenon in Germanic languages 4) The interaction of word order and definiteness 5) Properties of ‘free word order’ languages (Japanese, Korean, German, Hindi, Russian, Persian, etc). Qualifications: 201, and ideally 300 or 310.

Professor:         Simin Karimi         Email: karimi@u.arizona.edu

Description of projects and/or interests. Linguistics Abstracts (a funded position): work includes finding articles in the library, downloading and editing abstracts from the web, scanning print copy from journals and editing the results, proofreading print copy, and translating foreign language titles and abstracts. I’m particularly interested in students with (near) native fluency in Spanish, Portuguese, French, Italian, German, Dutch, Norwegian, Russian, Serbian, Croatian, Hebrew, Arabic, Korean, or Chinese.

Professor:         Terry Langendoen      Email: langendt@u.arizona.edu
Description of projects and/or interests. 1) Research on how people produce and understand language, with a focus on second language learners and bilinguals. 2) Research on word learning by second language learners (both the mechanisms of learner and variables that optimize word learning). The methods used include having subjects form sentences (these are tape-recorded and analyzed) or having them read or listen to sentences and having them respond by pressing a computer key or making a judgment. Other methods involve training subjects on a set of new vocabulary (pairing the new label with a picture) and then testing them by having them label the picture. Other methods used to study language comprehension more generally include having the subjects read sentences and using a device that tracks their eye-movements during reading. Interested students would participate in the projects primarily by helping to test subjects and to record and analyze data.

Description of projects and/or interests. 1) Various projects on the acquisition of phonological constructs by toddlers with normal language and by slightly older children with speech-language impairment. Students may help with all aspects of the research project from developing stimuli to testing children, transcribing speech, and analyzing data; 2) Acoustic analysis of double consonants in English in words produced by children. This is part of a study on preliterate children's knowledge of syllabification. Qualifications: ideally, some familiarity with speech analysis software and spectrograms. 3) Any project (of student's choice) on phonological acquisition, preferably in children but also adults (2nd language learners), and also on phonological processing in adults.

Description of projects and/or interests. 1) Contrast dispersion in language: how do languages divide up contrast space between stems vs. affixes? 2) Analysis of Hebrew and Maltese: creating a database of word frequency for these languages, based on recently collected data. 3) Articulatory phonology: how does the consolidation of motor gestures and sequences influence our acquisition of novel speech sounds?

Description of projects. 1) Revitalization of a Native American language that has no living speakers. The purpose of this project is to develop a dictionary and teaching materials for use by the Mutsun community in re-acquiring their ancestral language. Students can be involved in analyzing old fieldnotes, developing the textbook, etc. Qualifications: Ling. 201. 2) Work on speech production and perception projects (phonetics lab work). Students may propose a project or ask to be included in one. Qualifications: Ling. 314.