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LOBO LANGUAGE
ACQUISITION LAB
IMPACT REPORT

Lobo Language Acquisition Lab Impact Report AY 2020 - 2023

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Who We Are

A group of passionate language scientists from a variety of backgrounds and experiences, collaborating to foster more linguistically equitable communities.



A brief history

In early 2020, three professors at UNM focusing on child language acquisition formed a lab to promote research in this field, and to **foster a community aimed towards increasing the prevalence and acceptance of bilingualism**. The Lobo Language Acquisition Lab's humble beginnings were in a small office space that could comfortably sit no more than four people, and the lab was quickly forced to adapt to decentralized, remote work in response to the historic pandemic whose effects are still being felt today. And through all that, the lab has grown to inhabit a much larger space, complete with a conference table, multiple computer stations, and filing cabinets for various data collecting equipment, while also expanding greatly in membership, activities, and achievements.

Our ethos

The LLA Lab was founded on three core principles that guide our research programs and the products we aim to create for our community. The first is that all forms of language are variable, adapting to the environments in which they occur. Moreover, **all varieties of a language are valid**, with no one variety being "clearer" or superior than any other. The second principle of the lab is that our society at large nevertheless privileges certain types of language, and so we aim to **fight against linguistic biases**. The third principle the lab follows is the understanding that bilingual children acquire the language varieties present in their environment, receiving influences from the various factors present therein. Keeping in line with the preceding two principles, the forms of language used by bilingual children not only exhibit traits of the languages in their environment, their language has unique properties as a result of their multilingual interactions.

1. Language is variable, and all forms are valid

2. Linguistic biases impact people differently

3. Children acquire linguistic varieties in their environment

Our Co-Principal Investigators

The Lab's three co-principal investigators (co-PIs), Profs. Melvatha R. Chee, Jill P. Morford, and Naomi L. Shin, research children's acquisition of minority languages in New Mexico, each with a focus on a different language area.



MELVATHA R. CHEE

Dr. Chee's research involves the **acquisition of Navajo by young children**, with particular interest in how children learn to identify and use verbal roots, which are typically modified by a wide range of affixes. Dr. Chee is also involved in creating and promoting **resources for indigenous communities** to document and maintain their languages throughout New Mexico and beyond.

JILL P. MORFORD

Dr. Morford's work relates to **how deaf signers acquire and process their languages**, with more recent emphasis on how deaf children learn to utilize the more nuanced aspects of American Sign Language (ASL) to achieve joint attention. Dr. Morford has also been heavily involved in the **promotion of bilingual approaches to deaf education** across the state.



NAOMI L. SHIN

Dr. Shin investigates children's **acquisition of variable structures** in language, with a particular focus on Spanish-English bilingual children's developmental trajectory. Dr. Shin's work has shown that children are highly sensitive to variation in their linguistic environments, and that **bilinguals often have unique paths** to their language development.





Our Lab Space & Equipment

Our lab space in Ortega 106 has become a home-base for all the activities and resources for the entire team of researchers.

- Open office hours for drop-in work
- Data collection with participants
- Regular meetings and research presentations
- Workshops for academic enrichment

Collaborative Learning

Analysis & Engagement



Naturalistic Language Elicitation

We use a variety of toys and games to encourage natural language use in data collection.



Multifunctional Recording Equipment

Our lab is equipped with a host of audio-visual recording devices to capture interactions.



Computers & Tech for Analysis

The lab also provides computers for researchers to use in both the lab space and the field.

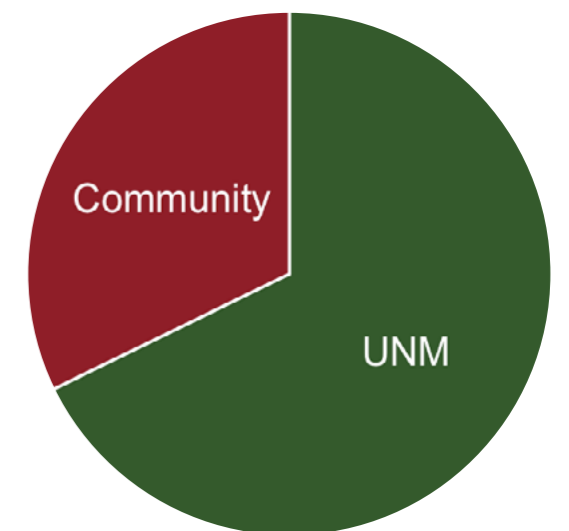
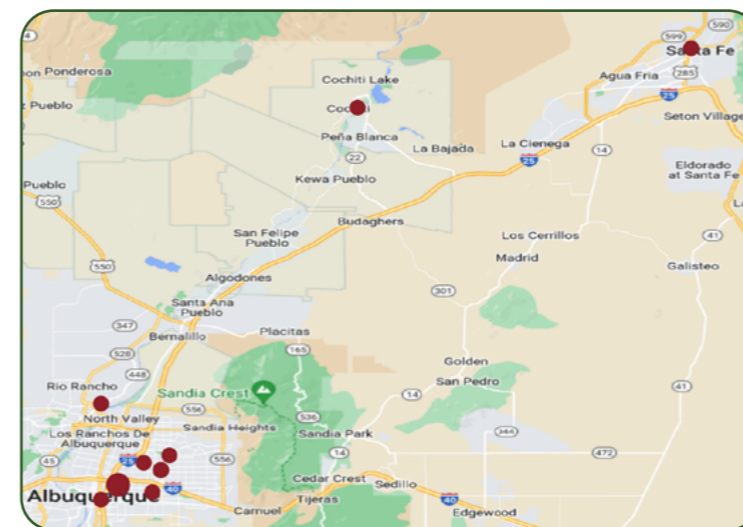


Lab Advisory Board

In addition to the co-PIs and student researchers, the LLA Lab has members in various UNM departments as well as the community more broadly. These members form the Advisory Board, and they are critical for **providing feedback** about our work, **promoting** lab events and resources, and offering **suggestions** for research directions and presenters in our **#CelebrateBilingualismNM Speaker Series**. These community partners take time from their busy schedules to engage with our work and help us achieve our goals, and we do our best to return the favor with products and **resources that benefit the communities** we are a part of here in New Mexico. Moreover, we **doubled the number of community members** in our Advisory Board from our first year, well surpassing our initial goal.

Our Partners at UNM & in the Community

- UNM LLSS – 4
- UNM Linguistics – 3
- UNM LCL – 2
- UNM Native American Studies – 2
- UNM SpanPort – 2
- UNM SHS – 2
- NMAEYC – 2
- NMSD – 1
- YDI-New Mexico – 1
- Keres Children’s Learning Center – 1
- Dual Language Education New Mexico – 1
- New Mexico International School – 1
- LSG Community Advocacy – 1
- Zia Elementary School – 1



The LLA Lab is also home to many **graduate and undergraduate students** who research a wide range of topics related to language acquisition, language attitudes, bi- and multi-lingualism, multi-modal language use, documentation of minority languages, and more. In addition to **research projects**, we are also engaged in a number of different **outreach endeavors**, including workshops for educators to better understand the negative impacts of linguistic bias, articles on the importance of multilingual education, and much more.

Our lab members not only hail from different parts of New Mexico, but from **all over the world**, with a variety of different cultural and linguistic backgrounds. In addition, our lab is further enriched by their academic pursuits, as progress towards degrees across many different programs at UNM. Here are some highlights from the student researchers in our lab.



Lab Member Highlights



Elisabeth Baker Martínez

Researcher | PhD candidate

Pursuing her PhD in Hispanic Linguistics, Elisabeth's primary research interests are in language acquisition related to sociolinguistic variation and patterns of regularization.



Rikki Farrell

Researcher | MA student

Originally from upstate New York, Rikki came to UNM to pursue a degree in ASL-English interpreting and fell in love with linguistics along the way.



Baahozhonii Largo

Art & Social Media | BA student

From Casamero Lake, NM, Baahozhonii is an Art History major. She also hopes to pursue a B.A. in Linguistics with a focus on Navajo language.



David Páez

Multilingualism Fellowship Coordinator | PhD candidate

David's research focuses on multimodal strategies for effective communication and pedagogical strategies for language teaching. He is also our teacher outreach team leader.



Kayleigh Russell

Researcher | BA student

Kayleigh is half Navajo and half Chiricahua Apache, having grown up in Kayenta, AZ. She's currently pursuing a B.A. in Sign Language Interpreting and Psychology.



Audriana Saucedo

Teacher outreach team | BA student

Born and raised in Pueblo, CO, Audriana is pursuing a BA in Speech and Hearing Sciences with a minor in Family and Child Studies, and aims to be an SLP in pediatric care.



Sarah Lease

Researcher | PhD student

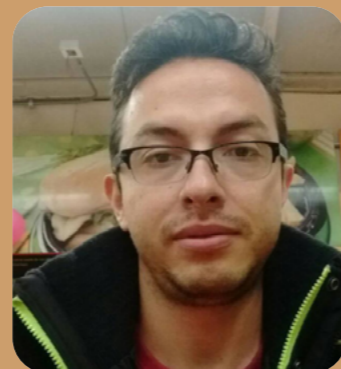
A Joseph Greenberg Fellow, Sarah draws on usage-based approaches and acoustic methods to study language acquisition and variation among Spanish speakers in the US.



Melanie Lentos

ICLRC Researcher | BA student

A tribal member of Isleta Pueblo, Melanie is pursuing her BA in Linguistics. She hopes to use her education to preserve, document, and revitalize Tiwa in her community.



Fredy Mendieta Rodríguez

Researcher | PhD candidate

Fredy is pursuing a PhD in Hispanic Linguistics. His research focuses on Spanish-speaking adults' and children's co-speech gestures, in particular points and demonstratives.



Ryan Smith

Researcher & Teacher outreach team | PhD student

Ryan is an Albuquerque native pursuing his PhD in cognitive linguistics with a focus in gesture studies and cognitive neurophysiology.



Devin Tankersley

Grad Activities Coordinator & Researcher | PhD student

Devin is a PhD student in Linguistics. His work looks at the role of phonology in expressing different discourse meanings, including focus in American Sign Language.



Tamera Yazzie

ICLRC Project Specialist

Tamera hails from Gallup, New Mexico. She is currently the project manager for the Indigenous Child Language Research Center, and is also affiliated with the LLA Lab.

What We Do

The LLA Lab has been engaged in a number of different research areas, and we've set concrete **goals in line with our ethos**. This section outlines some of these goals, the research projects being undertaken in the lab, and the resources we've been creating to **give back to the community** at large.



Conduct Research

Research in the LLA Lab focuses on a few key areas:

- 1) Acquisition of Minority Languages in New Mexico
- 2) Children's Acquisition of Morphosyntactic Variation
- 3) Multi-modal Language Use and Intersubjectivity

Combat Linguistic Bias

We have produced various resources that tackle myths related to bilingualism and linguistic biases more generally. Our goal is to share these across New Mexico and beyond.



Community Engagement

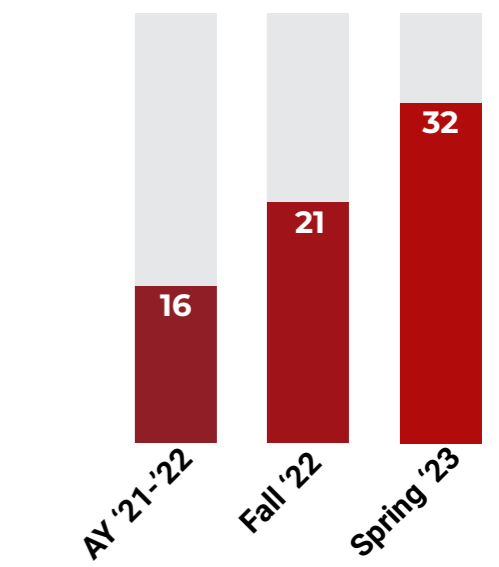
Since the beginning of the lab, we've been forging partnerships with local educational organizations, providing resources to minority language communities and learners, and inviting community leaders to teach us and highlight key issues.



Growing the Lab

In just a few short years, the LLA Lab has seen a **great deal of growth** – with more people involved, more resources at our disposal, and more projects being undertaken, we have been working hard to make the lab a **welcoming and productive environment** for a variety of research topics. The first semester that the lab started meeting, there were on average 16 attendees per meeting, and after four semesters, the average number of attendees has increased to 32. With the addition of so many people to the team, we've been able to host more activities and hold regular office hours for researchers to drop in and work.

Average Number of Attendees at Lab Meetings



- 1 **Biweekly Lab Meetings** to present various research topics and progress, as well as collect feedback from lab members.
- 2 Regular **research team meetings** for researchers to receive instructions, check in on progress, and report findings.
- 3 Weekly **grad research hour**, providing lab members with enrichment workshops, writing sessions, and peer support.



Social Media Outreach and Branding

In addition to regularly coming together as a lab, we have also been working to bring attention to our work and the importance of bilingualism across the state. Through **expanding our use of social media** to Twitter and Instagram, as well as **developing logos and branding specific** to the LLA Lab, our message has been spreading to many organizations, such as DLeNM and NMABE.





#CelebrateBilingualismNM Speaker Series

Hazaad naaki al'aaq'adaat'eeego bee ya'ati'go baa hozho

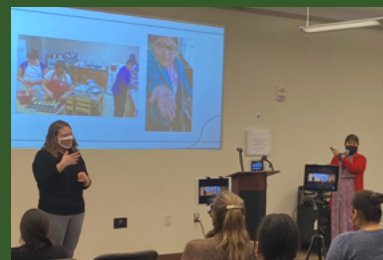


¡Celebremos el bilingüismo!

Celebrate Bilingualism!



At our latest presentation, **Christine Sims** presented on how to bring Native languages to early childhood education.



Trisha Moquino presented in the SUB on activities and pedagogies at the Keres Children's Learning Center.



Jennifer Herbold presented over Zoom on the importance of bilingualism and signed languages for Deaf and Hard-of-Hearing children.

Thus far, the LLA Lab has hosted six different presenters (roughly two per semester) in the #CelebrateBilingualismNM Speaker Series. This series of presentations is meant to highlight the **diverse linguistic landscape of New Mexico**, focusing on how children learn the many languages present here, while **celebrating multilingualism** both in individuals and in education. While all the presentations relate to how children acquire languages, they have touched on a wide variety of different languages and processes by which children learn.

Two presenters, Trisha Moquino and Audra Platero, discussed **grassroots efforts to teach indigenous languages** of New Mexico to children, incorporating cultural practices and community involvement. We've also had two presenters discuss **bilingual children's process for acquiring their languages**: Julio Torres shared Spanish-English bilinguals' morphosyntactic development, and Elena Nicoladis looked at how bilingual children use gestures. We've also had presentations on **how deaf children acquire their languages**: Jennifer Herbold presented on the importance of signed and written language bilingualism for deaf and hard-of-hearing students, while Rain Bosworth discussed research on infants' visual processing of American Sign Language.


These presentations have been **very well attended and positively received** by not only lab members, but the various community representatives that have been able to join us. These events, some of which have been in person at the Student Union Building on campus and others on-line, give us the opportunity to learn more about research projects and findings related to our own work, as well as allowing us to discuss the importance of such research with the community members who may be positively impacted by the work.



Dec. 3, 2021
Trisha Moquino
"Indigenous Language Acquisition: KCLC's Journey"



Sep. 9, 2022
Dr. Audra Platero
"Language shifts, from home to school"




Feb. 4, 2022
Dr. Jennifer Herbold
"The Importance of Bilingualism for Deaf and Hard-of-Hearing New Mexican Children"



Dec. 2, 2022
Dr. Rain Bosworth
"Learning about Language from Bimodal Babies: Insights from Eye Gaze Patterns"



Mar. 11, 2022
Dr. Julio Torres
"Instruction and Heritage Bilingual Children: A Look at Morphosyntactic Development"



Feb. 10, 2023
Dr. Elena Nicoladis
"Do gestures compensate for weak proficiency among bilingual children?"

“Dr. Bosworth’s talk stands out because I found the methodology of her work so intriguing and the topic so fascinating.”

Comments from the Lab

“Trisha Moquino’s event and overall presentation made me feel hopeful and see how real changes can be made. It was also very inspirational.”



Multilingualism Fellowship: an interactive approach to linguistics outreach

Our goal is to provide undergrads:

- hands-on experience conducting linguistics research
- engaging material about bi-/multilingualism
- opportunities to create resources for their community to explain concepts such as language variation and childhood bilingualism

The Multilingualism Fellowship began in Spring 2022 with eight students, and has continued each semester with a new group of undergraduates. This fellowship is a **unique opportunity** for undergraduate students at UNM from outside the Linguistics Department to learn more about language and multilingualism in a **hands-on** way. In addition, each fellow receives a small stipend for their participation in the fellowship.

The first class of fellows met for an hour during weekly seminars meant to cover a variety of topics related to linguistics, such as **bilingualism, language diversity, and child acquisition of language**. These students would go on to make videos to share with their communities, explaining one or more of these concepts in greater detail.

Starting in Fall 2022 with lab member David Páez at the helm, the Multilingualism Fellowship shifted to an **online interactive experience**, encouraging the six fellows enrolled that semester to use social media to discuss linguistics and create their own content related to the topics of the week. This experience shifted the class's modality from lecture-based seminars to an engaging **online game with weekly quests and goals**. The flexible nature of this new approach better allowed the undergraduate fellows to fit this additional learning material into their busy schedules, as they could work on the various activities at their own pace.



Interactive Learning

Now in its third iteration in the Spring 2023 semester, the fellowship has continued on in this virtual modality, with a **greater emphasis on increasing communication** and interactions between fellows.

To the right are some of the quests and activities given to the fellows in the virtual version of the Multilingualism Fellowship.

Below are some thumbnails showing the kinds of topics and videos that the students in the first iteration of the fellowship made.



Student Videos



Resources on Linguistic Bias

In line with the Lab's ethos and stated goals of providing materials and resources that meet the requirements of the Martinez-Yazzie decision for stakeholders across the state of New Mexico, two workshops and an online training module have

been developed to **combat linguistic bias**. The workshops have been held at a variety of different outlets, and our online training course is available to the general public to take any time. Even more links to language resources are also on our website.



“Grappling with linguistic variation and linguistic bias in the classroom” workshop

Workshop led by David Páez and Ryan Smith. Later iterations were led by David Páez and Audriana Saucedo. UNM LLC, La Cosecha, YDI Head Start, NMAEYC, NMABE.

David Páez, Ryan Smith, Audriana Saucedo

“Bilingual development in multicultural contexts” workshop

This workshop for dual language educators, conducted at La Cosecha 2021, focused on the benefits of bilingualism and the importance of understanding local varieties of languages.

Naomi Shin & Mariana Marchesi



Linguistic Bias Training Modules

This online training course, which provides an overview to what linguistic biases are and how to work on challenging them, is housed on our website and offers certification via UNM's Learning Central.

Joseline Segovia

Research Articles & Publications

During just the first few years of our time together as a lab, we have published **over 30 different articles and publications** covering a wide variety of topics related to our work. Listed here are just a few of the published works produced by lab members.

“Rethinking Difference: How Bilingualism Research Helps us Combat Linguistic Bias”

Published in the Fall 2022 edition of *Soleado*, lab member Aster Forrest wrote this article to give an overview of the type of research conducted in the Lobo Language Acquisition Lab and the importance of such work for bilingual/dual-language education. This article also provides a few “highlights” of the type of research we do.

“Structured variation in child heritage speakers’ grammars”

This open-access article, written by Co-PI Naomi Shin and published in *Language and Linguistics Compass*, provides important evidence for moving beyond the deficit model of bilingual development by focusing on structured variation in heritage Spanish speakers. Aimed at providing teachers and students with a new perspective on bilingualism, this article also provides an accessible video reviewing key points of the article, as well as a sample lesson plan.

Additional Publications

- Villwock, Wilkinson, Piñar, & Morford (2021): “Language development in deaf bilinguals: Deaf middle school students co-activate written English and American Sign Language during lexical processing”
- Lease & Marchesi (2022): “A sociophonetic approach to the acquisition of Spanish rhotics in a bilingual community”
- Chee (2022): “DLOH, DLOH, DLOH! A Barrier or Tool? in Navajo Language Loss”



A Publication of Dual Language Education of New Mexico

Soleado Promising Practices from the Field

Fall 2022

Rethinking Difference: How Bilingualism Research Helps Us Combat Linguistic Bias

by Aster Forrest—Lab Manager, Lobo Language Acquisition Lab and joint BA/MA student, University of New Mexico

You have likely heard the claims before—“Bilingual children don’t fully learn either language.” “Bilingual children will struggle more in school.” “Learning more than one language can disrupt language development.” While those of us dedicated to supporting bilingualism and bilingual education know these statements are false, such misconceptions remain commonplace among the general public and for many educators as well. The pervasiveness of these myths makes it difficult to provide adequate educational support to bilingual children and their families, often compounding the legacy of linguistic oppression that many speakers of minority languages continue to face. By focusing our research on bilingualism and childhood acquisition of minority languages in New Mexico—especially ASL, Navajo, and Spanish—the Lobo Language Acquisition Lab at the University of New Mexico aims to dispel these harmful misconceptions, shifting the focus instead towards bilingualism’s numerous benefits. This article provides a brief overview of some of our findings and looks at the origins of these myths, demonstrating how research into bilingual language development is a vital part of combating linguistic bias and supporting bilingualism within our state.

Inside this issue...

- Shaping the Future for our Students: Our Journey to Dual Language
- Sumergidos en un programa de lenguaje dual: Técnicas de uso diario...
- Modifying Project GLAD’s Strategies to be Inclusive of Young Learners
- La Cosecha 2022 and other DLE/M Professional Development Offerings

Before we can challenge bilingualism myths, it is important we begin with a more general understanding of where negative perceptions about language variation come from. As anyone involved in language education or linguistics can tell you, the way we talk is not a socially neutral activity—prejudicial attitudes towards different social groups are often

reflected in our perceptions about the languages people use and the ways that they use them. As such, linguistic bias can take many different forms in different situations. Speaking a minoritized language, for example, can carry a stigma when the people who speak it are marginalized in society. In New Mexico, this is a common experience within Indigenous, Hispanic, immigrant, and Deaf communities who have long faced oppression of their languages under prejudicial policies and English language dominance. But just as using a particular language can incur discrimination, so too can using certain variants or dialects—whether of dominant or minority languages—and for similar reasons. Thus, the most stigmatized language variants tend to be those used by groups with low socioeconomic status, such as the Spanish varieties spoken by many Latinx immigrants (Otheguy, 2016) or varieties of African American English spoken by many Black Americans (Wolfram & Schilling-Estes, 2015).

Whether aimed at a language or a language variant, the justifications given for these different forms of linguistic bias typically follow the same argument—that socially disfavored ways of speaking are stigmatized not because of who the speakers are but because they are ungrammatical, unsophisticated, or in some way deficient. What these claims fail to address, however, is that such assessments are contingent upon a comparison with some forms of standard—be it a dominant language or a standard language dialect—and that these standards are determined and enforced by the speakers with the most power

—continued on page 8—

● “Usage-based approaches to acquisition of grammar: Evidence from ASL, Navajo and Spanish”

In this chapter in *The Handbook of Usage-Based Linguistics* the three Co-PIs compare child acquisition phenomena across Navajo, ASL, and Spanish, representing minority languages in New Mexico.

● “Pathways of development in child heritage speakers’ use of Spanish demonstratives”

This article in *Spanish as a Heritage Language* makes the case that bilingual children in New Mexico show a unique pathway of language development compared to monolingual children.

● “Child Speech and Child-directed Speech in North American Languages”

This Open Access chapter, written by Co-PI Melvatha Chee and colleague Ryan Henke, represents an exhaustive review of research to date on child language acquisition in North American Indigenous languages.

Community Outreach & Partnerships

A key aspect of the Lobo Language Acquisition Lab from its inception has been **community partnership**, and we have been working hard to form relationships with the many linguistic communities in New Mexico. Here we'd like to highlight a few of these partnerships, though there are many more (and more to come!). Additionally we offer community members free resources related to language learning, linguistic bias, and bilingualism on our website.



Indigenous Child Language Research Center

The Indigenous Child Language Research Center (ICLRC) was founded and is currently led by Co-PI Melvatha Chee. The ICLRC's mission is to **foster cooperation between community members and scholars** of indigenous languages, especially to promote research on the acquisition of indigenous languages. The Center has hosted a number of presentations by researchers and community members on the teaching of many indigenous languages, such as Salish, Keres, and Jicarilla Apache. The ICLRC also **partners with Saad K'idilyé** to support the Diné Language Nest in Albuquerque, an urban hub where Navajo children ages 0 - 3 can be immersed in the Diné language.

The LLA Lab has worked closely with ICLRC on **multiple grant applications**, including a Research and Public Project grant from the New Mexico Higher Education Department, as well as a grant from UNM's Center for Regional Studies to fund the project "*Nihiyázhí bizaad: Investigating Navajo Child Language Development*". The Lab also promotes scholarly and community engagement with the ICLRC's crucial work on indigenous languages.

Youth Development, Inc. (YDI) serves children and families throughout New Mexico, and their Head Start program **provides free pre-school and child care** to some of the economically impacted families in the state. The Lab has worked closely with YDI Head Start staff in designing our projects, leading to the development of a workshop titled "Grappling with linguistic variation and bias in the classroom." Lab members David Páez, Ryan Smith, and Audriana Saucedo have conducted this workshop for YDI Head Start educators, along with follow-up sessions to get more feedback and gauge the impacts of the workshop.

YDI Head Start centers have also provided key sites for our lab members' **data collection**. One of the main projects in the Lab currently relates to children's development of demonstratives, and YDI Head Start has allowed lab members to work with Spanish-English bilingual children at their centers to collect data. Such projects can in turn inform us how to best approach bilingual education, as we will have a better understanding of how bilinguals acquire their languages.

YDI Head Start New Mexico



New Mexico School for the Deaf

The New Mexico School for the Deaf (NMSD), the only land-grant school for the deaf in the US, educates deaf and hard-of-hearing students from pre-K through 12th grade. As providers of ASL-English bilingual environment which allows students to **thrive in their language skills**, NMSD has been working with the Lab on a number of projects related to ASL and bilingual education for deaf and hard-of-hearing students.

After meeting with NMSD Superintendent, Dr. Herbold, and various staff members, the Lab has been working to **provide more ASL-learning materials** for families who speak languages other than English at home. We have also been able to provide recordings of our #CelebrateBilingualismNM Speaker Series, fully interpreted into ASL, to educators at NMSD. Additionally, Co-PI Jill Morford wrote a letter of support for HB 237, which clarified the need for funding bilingual education programs for deaf and hard-of-hearing children. The Lab has also partnered with NMSD to submit a **grant application to the National Institutes of Health**, which has funded our research on the acquisition of ASL demonstratives by young signers.

What's Coming Next

Moving into **the next academic year**, we intend to keep forging new partnerships, continuing our outreach efforts, and presenting the linguistics bias workshop to wider audiences. We are also looking to start some new projects, **expanding our work to incorporate other minority languages** found in New Mexico. Below is a quick look at what each Co-PI has in store for the lab as we move forward.

INDIGENOUS LANGUAGE EDUCATION & COMMUNITY PARTNERSHIPS



Dr. Chee is actively pursuing research on Navajo child language and community engagement. She has been training research assistants to annotate words in Navajo as part of her documentation of **child- and child-directed speech in Navajo**. Her recent presenter series featuring indigenous language educators across New Mexico has **fostered opportunities for further partnerships** between researchers and community members doing the crucial work of revitalizing and maintaining the many indigenous languages in our state.

HAND TALK & PRE-CONTACT SIGNING

Dr. Morford is continuing research on **children's and adults' use of demonstratives in ASL**, focusing on how children develop more adult-like demonstrative usage. Recognizing that 22% of children served by NMSD are from tribal communities, our lab is developing **training materials to bring more awareness to Hand Talk** and tribal forms of signing that existed in New Mexico prior to ASL, with RAs Kayleigh Russell and Evelyn Johnson spearheading this new project.



CHILD LANGUAGE ACQUISITION & BILINGUAL PROGRAMS

Dr. Shin will continue to research Spanish-English bilingual children's and adults' use of **demonstratives and direct object pronouns**. She has also been meeting with various educational organizations throughout the state, and she was invited to be a panelist at an upcoming meeting of the Department of Early Childhood Education and Care, where she can **discuss our work with key policy-makers**.



Upcoming Publications & Presentations

The Co-PIs and lab researchers have a number of different events coming up, as well as various publications accepted for print, starting this summer and going into the next year. Here are just a few of the presentations and articles that we've got in the works!

"Broadening Bilingualism: The Case for Deaf Dual Language Education"

Following on the success of Aster Forrest's article in *Soleado*, lab member Devin Tankersley submitted an article to be published in its Spring 2023 edition. This article argues for the inclusion of deaf and signing experiences when discussing bilingualism, especially in educational settings.

● "Understanding Signed Languages"

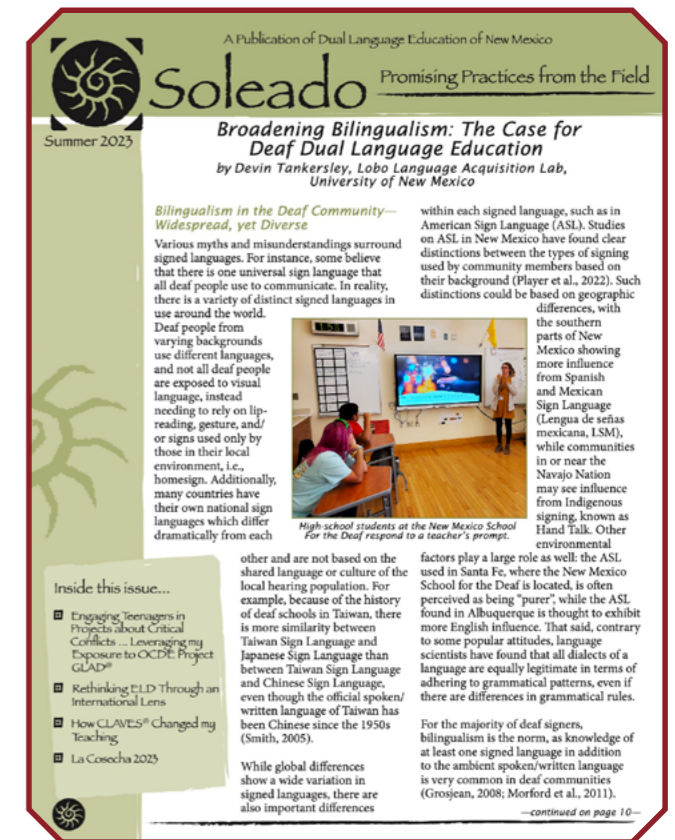
Drs. Erin Wilkinson and Jill Morford recently submitted their manuscript on the similarities and differences among signed languages around the world, to be printed in the Routledge Series in Understanding Languages.

● "Bilingual child language acquisition and language change"

Dr. Shin's paper is currently under review for inclusion in *Language acquisition across the lifespan and language change: Applications in historical sociolinguistics*.

● "'Not that, that': Coordinating joint attention through featural modulation in ASL demonstratives"

At this summer's 16th International Cognitive Linguistics Conference in Düsseldorf, Germany, lab member Devin Tankersley and Dr. Jill Morford will present their analysis of how demonstratives are modified to suit different purposes in discourse.



● "Challenging linguistic bias"

Recently graduated lab member Joseline Segovia will be giving this presentation at the upcoming National Association of Educational Translators and Interpreters of Spoken Languages (NAETISL) Third Annual Virtual Conference (July 28-29). She was also interviewed for the podcast **Linguistics Careercast**, so be on the look out for that soon!

● "Responding to linguistic bias by celebrating bilingualism"

Dr. Shin is scheduled to appear on the 2nd episode of DLENM's new podcast *Mitote: Multilingualism Instructional Talks for Transforming Education* on May 11th.

● "Diné Bizaad: Our Environment Shapes our Language"

Dr. Chee will be presenting this topic at the upcoming Diné Studies Conference in Farmington, NM, this June.

Graduating Lab Members



Congratulations to all our recent grads! Some will be staying on with us as they continue to pursue graduate degrees at UNM, and some plan to move on to work in other areas. Whichever path they take, we are so very proud of all they've accomplished!



Aster Forrest

Lab Manager | MA student

Aster grew up in NM, and last semester they graduated with their BA in Linguistics. They are now pursuing a Master's, focusing on intersection of linguistics, disability studies, and accessible design.

Luisa Hurtado Iglesias

Researcher | MA student

Luisa completed her MA in Hispanic Linguistics this semester, and will soon begin working on her second MA in Portuguese. She is currently researching children's acquisition of Spanish direct object clitics.



Keda Kanye

Lab Manager & Researcher | BA graduate

Keda graduated last semester with a BA in Linguistics. As a McNair Fellow, her work focused on demonstrative use among Spanish-English bilingual children.



Jadin Moore

Lab Manager & Researcher | MA student

Born and raised in NM, Jadin received a BA in Linguistics, investigating tone in Cherokee for their honors thesis. They will continue to work with us here as they pursue an MA in Linguistics.



David Player

Researcher | MA graduate

Originally hailing from Shreveport, LA, David graduated with an MA in Linguistics this semester, his thesis being on regional variation of ASL within NM. He will begin teaching at Sac State in the fall.



Paul Twitchell

Researcher | PhD graduate

Born and raised in Albuquerque, NM, Paul received his Ph.D. in Educational Linguistics at UNM this semester for his work on demonstratives in ASL. He plans to start teaching as a professor in the fall.



Our Community Partners

All of the work we've been able to accomplish wouldn't have been possible without the support of our many community partners. As we continue to grow, we hope to make more connections throughout the state and beyond.

Future Partnerships

We will continue our efforts to make connections to the many organizations in New Mexico doing the important work of providing quality education in minority languages and empowering bilinguals.

- We are currently in talks with the **Diné Language Teachers Institute (DLTI)** to hire a research assistant to act as a bridge between our two groups of researchers.
- We have also been meeting with **Cien Aguas International School**, where we hope to provide workshops and establish a data collection site for future research.
- Following our successful presentations and table sessions at the **New Mexico Association for Bilingual Education 2023** Conference, we are looking to deepen our ties to this organization to see how we can better serve our community.



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