Presenting at Conferences

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Why do we present?

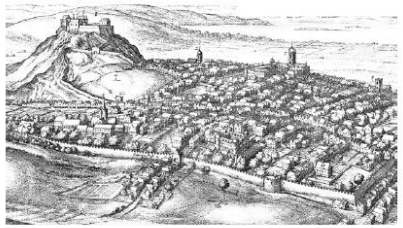
- **Share** findings
- **Refine** your arguments
- **Learn** from others
- **Practice** public speaking
- **Attend** conferences / **Network**
- **CV**

Conferences

- Vary in size & scope (usually 1–3 days)
- Back-to-back talks
- Particularly good for meeting people
- Can be pricey
  (funding often available when you're presenting)
- Frequently have associated workshops dealing with a specific question
- Check websites like linguistlist.org, lingalert.com for **Calls for Papers**
- Internal / external maillists
- Once you've been to a conference, you'll often be added to their mail list, with further useful adverts

Venues

The Seventh Edinburgh Symposium on Historical Phonology



PROGRAMME

and RESTAURANT and PUB GUIDE

1st – 2nd December 2025

University of Edinburgh

With support from **the Philological Society** and the **Angus McIntosh Centre for Historical Linguistics**

Monday 1st December: Informatics Forum, room G.07

8.45-9.15	Registration: Informatics Forum Atrium [+putting up posters]
9.15-9.30	**Opening and welcome**
9.30-10.00	**Chenming Gao (University of Cambridge)** *Learning from loss: when the life cycle reverses.*
10.00-10.30	**András Cser, Beatrix Oszkó & Zsuzsa Várnai (HRCL, PPCU, University of Novi Sad)** *The Middle Hungarian raising and merger of long front vowels: phonological change vs. paradigmatic effects.*
10.30-11.00	**Katherine Russell (University of California, Berkeley)** *The typology of contrastive nasality: the case of Kwa.*
11.00-11.30	**Tobias Scheer (Université Côte d'Azur)** *Rule crossing in the lexical variation period.*
11.30-11.45	Tea, coffee & biscuits [+putting up posters]
11.45-12.45	**POSTER SESSION 1** – *see next page for details* – Informatics Forum Atrium
12.45-2.00	Midday break
2.00-2.30	**Han Lee & Myriam Lapierre (University of Washington, McGill University)** *Reconstructing Proto-Northern-Jê coronal obstruents: evidence for a pull-chain in Suyá.*
2.30-3.00	**Joshua Booth & Aditi Lahiri (University of Oxford)** *Initial geminates and pertinacity.*
3.00-3.30	**Donald Alasdair Morrison** *The diachronic stability of syllable weight in Scottish Gaelic.*
3.30-4.00	Tea, coffee & biscuits
4.00-4.30	**Muhammad Rehan (University of California, Los Angeles)** *Synchronic phonetic variation drives diachronic sound change: further evidence from pre-nasal raising in Young Avestan.*
4.30-5.00	**Brady A. Dailey (Boston University)** *Northern Pomo tonogenesis and steps towards a diachronic typology of 'lexical pitch-accent'.*
5.00-6ish	**David Natvig (University of Stavanger)** – *Part 1*
6ish	Wine reception (7th floor, Dugald Stewart Building) [7.30: Conference Dinner]

Tuesday 2nd December: Informatics Forum, room G.07

9.30-10.30	**David Natvig (University of Stavanger)** – *Part 2*
10.30-11.00	**Dominique Bobeck (University of Leipzig)** *The paradox of cyclicity in Syriac.*
11.00-11.30	**Juliusz Cęcelewski, Jane Stuart-Smith & Cédric Gendrot (LPP, USN, CNRS, GULP)** *Does coarticulation play a role at the end of a sound change? A real-time acoustic-phonetic study of historical Polish ł-vocalisation.*
11.30-11.45	Tea, coffee & biscuits [+putting up posters]
11.45-12.45	**POSTER SESSION 2** – *see next page for details* – Informatics Forum Atrium
12.45-2.00	Midday break
2.00-2.30	**Deepthi Gopal (Uppsala University)** *Georgian pre-sonorant syncope is no longer phonological.*
2.30-3.00	**Yury Makarov & Bert Vaux (University of Cambridge)** *Final Vowel Lowering as final strengthening.*
3.00-3.30	**Sampsa Holopainen (University of Helsinki)** *The emergence of the geminate affricate *cc in Proto-Finnic as a problem of historical phonology.*
3.30-4.00	Tea, coffee & biscuits
4.00-4.30	**Jade Sandstedt & Patrik Bye (Vold University College, Nord University)** *West Nordic umlaut, Old Norwegian vowel harmony, and the life cycle.*
4.30-5.00	**Adèle Jatteau (University of Lille)** *On the edge: procedural vs. representational analyses of Ancient Greek.*
5.00-5.30	**Anthony Yates (University of California, Los Angeles)** *Stress and cyclicity in Hittite and its diachronic development.*
5.30	Wrap-up and close

POSTER SESSION 1: Monday 1st December, 11.45-12.45: Informatics Forum Atrium

Alan Avdagic (Julius-Maximilians-Universität Würzburg)
*Proto-Mayan *ŋ was a voiced dorsal fricative /ʁ/: a typological approach to reconstruction.*

Arlind Fazliu & Brikena Liko (University of Arizona)
Walker revisited: stress preservation from Latin to Present-Day English.

Fabian Zuk (CNRS, LLACAN)
Inheritance, change and diffusion at the Margins of Gallo-Romance.

Jahnavi Narkar (University of California, Los Angeles)
A probabilistic typology of Proto-Indo-European stops.

John Clayton (University of California, Los Angeles)
*The chronology of Indo-European *wr > *ru metathesis.*

Juan D. Cancel (Massachusetts Institute of Technology)
The diachronic asymmetry of nasal apocope between nominal and verbal paradigms in Nganasan.

Lindon Dedvukaj (Ohio State University)
Navigating the labyrinth of Proto-Albanian: evidence from an isolated dialect region.

Nicholas Hardie Lawrence & Fae Hicks (Concordia University, University of Edinburgh)
It's not historical: a Logical Phonology analysis of the Scottish Vowel Length Rule.

Patrik Bye (Nord University)
A templatic account of three Middle Scots alliterative poems.

Ryan Sandell & Hang Liu (Ludwig-Maximilian-Universität München)
When opacified allophony creates rule inversion and variable derived-environment effects: velar-palatal alternations in Sanskrit.

Tatiana Reid (University of Surrey)
Echoes of lost segments: the evolution of floating prosodic units in Nuer (West Nilotic).

POSTER SESSION 2: Tuesday 2nd December, 11.45-12.45: Informatics Forum Atrium

Aldo Berríos Castillo (University of Edinburgh)
[k]*-allomorphs in Mapudungun.*

Christa Schneider (University of Bern/Digital Humanities)
The devil's in the difference: tracking phonological change in witch trial papers.

Élisa Marcadet (University of Tours)
Litteral evidence of the vanishing Old English [ɣ] *in Middle English.*

Fae Hicks (University of Edinburgh)
The fates of Latin ille*: a tale of syntax and phonology.*

Michela Russo (CNRS SFL/U. Paris 8 & U. Lyon)
Feminine plural -a *in Italo-Romance: phonological, syntactic, and diachronic evidence for structural transparency over allomorphy.*

Monique Tangelder (Radboud University, Nijmegen)
The grammar of Old English alliterative verse: verb-second in metrical contexts.

Patrick Honeybone (University of Edinburgh)
Delaryngealisation.

Pavel Iosad (University of Edinburgh)
The life cycle of Slavic mid vowel alternations.

Richard West-Soley (University of Edinburgh)
Listening to the broken record: enregisterment, discursive evidence, and the 'bad data' problem.

Sonja Dahlgren (University of Helsinki)
Vowel raising in a contact-linguistic and typological context: evidence from Egyptian Greek iotacism.

Vendela Ruby
East Germanic is a valid subgrouping.

Ziche Chen (University of Edinburgh)
Subtypes of unconditioned tonal merger in historical Viet-Muong phonology.

Abstracts

- Generally the same requirements for talks or posters (can submit for consideration for either/both)
- **Do as you're told in the CfP**
- **Title**
- **Introduction**/research question
- **Summary** of argument/findings
- Spoilers!
- **Implications**
- *Name & Institution (initial submission should be anonymous!)*
- *References / select bibliography*
- *Keywords*

Initial Geminates and Pertinacity

Joshua Booth & Aditi Lahiri, University of Oxford

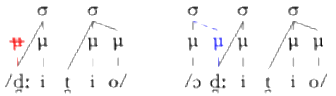
Within Indo-European, perhaps the best-known historical gemination process is found in West Germanic (WGmc), where all consonants but /r/ were geminated when preceded by a light syllable and followed by /j/, e.g. OE *cynnes,* OHG *kunnes* 'race-GEN' (cf. Gothic *kunjis*). However, such processes are typologically common and a close parallel exists in Indo-Aryan (IA), where consonants were likewise geminated before the glides /j/ and /w/, e.g. Bengali [ʃot̪ːi] 'truth' (Sanskrit *satya*), [biʃːaʃ] 'belief' (Sanskrit *biswas*). This paper examines the historical pertinacity of the resulting geminates, drawing on theoretical evidence and a recent phonetic experiment conducted with speakers of modern Kolkata Bengali.

Unlike the majority of the WGmc dialects, which have lost WGmc's quantity contrast in consonants (but retained vowel length distinctions), Bengali has lost the vowel length contrast found in other IA languages, but preserved its geminate consonants, including those resulting from this gemination rule. There is no synchronic evidence in Bengali for the glides which originally triggered the gemination; rather, we suggest that they have been reanalysed as underlying geminates, with appropriately long closure duration (CD; the primary cue for length contrast, see Lahiri & Hankamer 1988; Hankamer et al. 1989).

Importantly, these [OBSTRUENT] + [w]/[j] clusters could occur both initially and medially (unlike WGmc, where they were medial or stem-final). However, modern Bengali allows very few word-initial clusters (largely [OBS]+[SONORANT], with a few words with initial [s]+[OBS] or [str] clusters). Accordingly, in line with typological tendencies, all *word-initial* geminates resulting from [OBS] + [w]/[j] clusters are pronounced as singletons, e.g. [ʃ]</ʃw/,[d̪]</dj/ etc. However, these clusters still survive in the orthography (as conjuncts, e.g. শ্ব ‹ʃw›, দ্ব ‹d̪w›, ত্য ‹t̪y›) and are pronounced as geminates medially: cf. শ্বাস ‹ʃwas› [ʃaːʃ] ~ আশ্বাস ‹aʃwas› [aʃːaʃ]. The hypothesis we explored was whether these clusters (e.g., <ʃw> or <d̪w>), which are geminates word medially, have been *reanalysed as underlying geminates everywhere, even though they always surface as singletons initially.* With word-initial geminates being crosslinguistically rare, this would be quite a 'nonesuch' phenomenon; yet, given that the medials have geminated, initial clusters warrant further examination.

We know from other languages that an unattached consonantal mora can be linked to a preceding coda and appear as a word-initial geminate (see Lahiri & Kraehenmann 2004; Kraehenmann & Lahiri 2008 for historical, articulatory and acoustic evidence for initial geminates Swiss German dialects). Acoustic analysis conducted in Kolkata revealed that such segments are indeed pronounced substantially longer in medial position than both singleton stops and the same clusters in absolute word-initial position. Most interestingly, however, when the initial clusters in words such as দ্বিতীয় [d̪it̪io] 'second' (CD 80ms) follow a vowel-final prefix, they surface as geminates, e.g. অদ্বিতীয় [ɔd̪ːit̪io] 'second to none' (CD 140ms), just as those appearing medially in simplex words, e.g. বিদ্যা [bid̪ːa] 'learning' (CD 168ms). This is similar to Swiss German initial geminates in a phrasal context.

We thus propose that Bengali orthographic [C+glide] clusters have been reanalysed as geminates *everywhere*; medially, they always appear as geminates, but in initial position, the unlinked mora is deleted. However, if a vowel-final prefix is added in complex forms, the underlying mora may be linked to the preceding syllable's coda and become visible. These geminates have remained remarkably pertinacious (particularly in comparison to WGmc). Once the context for the original gemination rule (i.e. the /w/ or /j/) was phonologically lost and no longer recoverable, these segments were reanalysed as *underlyingly* long. Even in word-initial position, there remains sufficient contextual evidence for learners to assign an underlying mora in their representations, which surfaces following a vowel-final syllable.



Posters

- Keep an eye out for university courses on designing and presenting posters and read other people's!
- Visit conferences (even if you aren't presenting) and attend a poster session.
- The same kind of research as a paper, but presented on one massive piece of A0
- "Poster Sessions" in which you hang around and wait for people to talk to you
- Not a "presentation" *per se*, but you will likely be asked to walk people through it
- Generally lower stakes than a paper, but no less work (and requires more / earlier preparation!)

Pertinacious influence of native metrical parameters on affixed Romance loans in German & English: diachronic and synchronic experimental evidence

Isabella Fritz, Joshua Booth and Aditi Lahiri

Language and Brain Laboratory, University of Oxford

Metrical Systems

English and German have always been resolutely *trochaic*. However, the modern metrical systems are not identical: Native cognates are invariably stressed on the *initial syllable*, but Romance loans were accommodated differently, borrowed from different sources and at different times.

Old English disallowed long vowels in final syllables, unlike Old High German, where they could attract secondary stress:
OE *monaþ, cild-læs* | OHG *mānōd, kinde-lōs* ('month', 'childless')

German: Loans could fit into the native system with final -VVC syllables.
English: *Constrained loan adaptation*, preventing final -VVCs.

Middle/Early Modern English	Modern English	Middle/Early Modern German	Modern German
faisant	phéasant	fasān	Fasán
pirat(e)	pírate	pirāte	Pirát
routen	róut	rottieren	rottíer[ə]n
credit	crédit	Credit	Kredít
pilot	pílot	Pilot	Pilót
construction	constrúction	Construction	Konstruktión

Stress Assignment

GERMAN
- Romance loans threaten L→R parsing — gradual shift to right edge begins.
- (σ́)(σ́) may easily become (σ̀)(σ́) in loans with final overlong syllables.
- Once established, non-initial stress pattern could be extended.
- **C17th**: stress-attracting suffixes firmly established and loans with final -VVC regularly bear stress.

ENGLISH
- Final syllables didn't attract stress.
- Ultimately causes reanalysis with syllable extrametricality (impossible in German).
- Mediaeval period: little change and loans adapted to the native system.
- **C16th→**: gradual shift to the right edge with growing number of words with stress-attracting suffixes, e.g. *-ation*.

Complex words are borrowed as simplex

Derived words are often borrowed first, with morphological relationships only established later (Lahiri & Fikkert, 1999).

Stress & Vowel Alternations

Such borrowing introduced stressed vowel alternations into derivational paradigms: • *sane ~ sanity*: [eɪ] ~ [æ]

This contrasts with native items (with transparent phonological relationships): • *happy ~ happiness*: [æ] ~ [æ]

These alternations ultimately affect stress assignment and derived words in English may thus vary in respect to:

i. Vowel quantity
ii. Stress placement

To what extent do first-language (L1) metrical patterns impact the processing of loans in an L2?

L1 = German L2 = English

Experimental Study

- Priming study conducted with German native speakers who were highly proficient in English (tested in Munich).
- We measured participants' brain activity as well as reaction times.

	Stress	Vowel	Target Base / Stem	Experimental Prime	Phonological processes
(i)	+	+	*attach* [ə ˈtat]	*attachment* [ə ˈtatʃmənt]	stem unchanged in suffixed form
(ii)	–	+	*humid* [ˈhjuːmɪd]	*humidity* [hjuˈmɪdɪti]	stress shifts to the right, underlying vowel unchanged
(iii)	+	–	*divine* [dɪ ˈvʌɪn]	*divinity* [dɪ ˈvɪnɪti]	stressed vowel undergoes trisyllabic shortening
(iv)	–	–	*reside* [rɪˈzʌɪd]	*residence* [ˈrɛzɪdəns]	stress shifts to the left and original stressed vowel changes

Methodology

Priming Study

PRIME: Spoken complex word presented before the target
TARGET: Base related/unrelated to the PRIME

Experimental Prime *attachment*
Control Prime *morality*
attach
Nonword TARGET *vendire
Reaction Time (RT)
RT2
RT1

Task: visual lexical decision

ERPs (brain activity): Time-locked to the onset of the visual target

Results (ERPs)

Topographical Plots (experimental – control items)

(i) Same stress + vowel
(ii) Stress alternation
(iii) Vowel alternation
(iv) Stress + Vowel alternation

300-400ms 400-500 500-600 600-700 700-800

N400 (blue) 300-500ms
The larger the negativity, the higher the facilitating effect of the experimental prime (complex word) when retrieving the target word.

P600 (red) 600-800ms
The positivity reflects reanalysis costs when mapping the prime onto the target word.
No effect indicates that this mapping was equally difficult with both prime types.

Results (behavioural)

Priming Effect (ms)
75
50
25
0
same stress + vowel attach attachment
stress alternation humid humidity
vowel alternation divine divinity
stress + vowel alternation reside residence
Alternation same vowel vowel alternation

Priming Effect
The extent of the priming effect (ms) indicates the ***degree of facilitation*** of lexical access (comparing responses to the target word with the different prime types).

Discussion

- The N400 effect indicating lexical retrieval is remarkably similar across all conditions
- Brain responses in a later time-window (P600) and RT data show that German L1 speakers process words with *vowel alternations* differently from *stress alternations* which are also present in German in similar loans (e.g. *aktiv* [akˈtiːf] ~ *Aktivität* [aktiviˈtɛːt]).

TAKE HOME MESSAGE

→ The native phonological grammar impacts word processing even in highly proficient L2 speakers.

→ Learners do not have knowledge of a language's history; however, grammars are pertinacious and past developments leave their mark on the synchronic system in *systematic* ways, which must be processed by the synchronic speaker.

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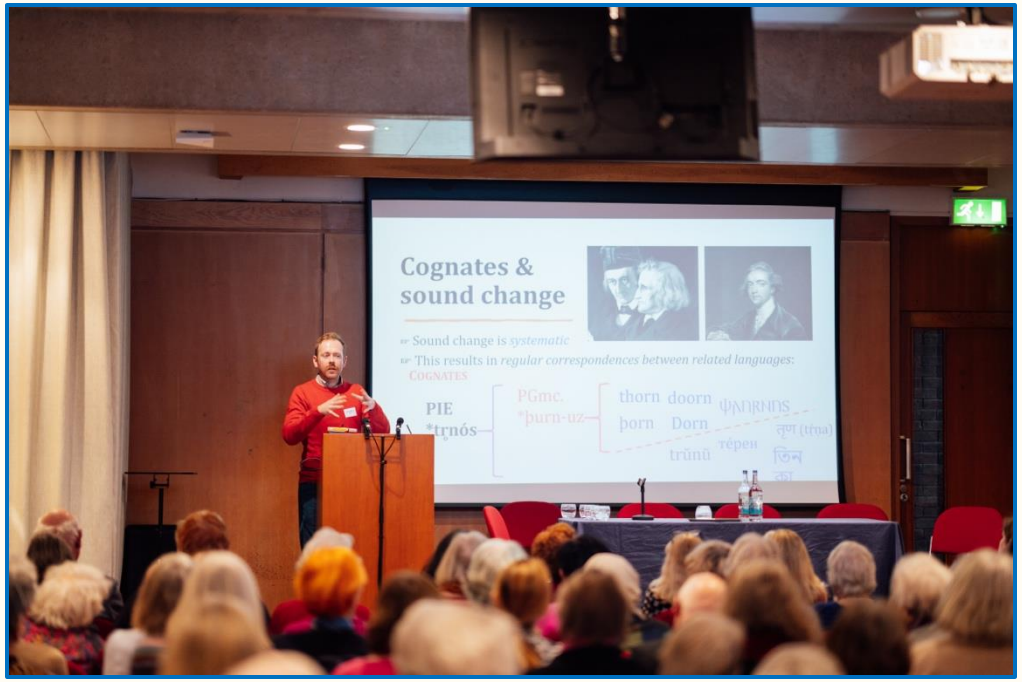
IMM 21 • Vienna

Originally funded by ERC then taken over by UKRI (Pertinacity: EP/X026035/1)

Presentation

- Presents a novel idea, analysis, discovery, theory, methodology etc.
- Often narrow in scope, but always provide a general background
- May be a work-in-progress (depending on the conference)
- May or may not be the basis or a part of an **unpublished** paper



Presentation

- Usually 20 minutes + 10 minutes questions
- **DO NOT OVERRUN**
- Handout **OR** powerpoint (not both)
- Come up with a clear story (it's like an article summary)
- Use examples, but don't bamboozle or overwhelm
- Practise public speaking (and timing)
- Use prompts or a loose script if necessary
- Answer questions concisely (and think before opening your mouth)
- Don't panic if it goes wrong
- Network!

Make use of travel grants! Exploit hybrid/online conferences.

Attend conferences before you submit for your first

Presentation

- What story do you want to tell?
- How can you make a complicated story accessible?
- Do **not** try to cram a full research paper into a talk (it never works!)
- Don’t assume everyone’s an expert in your field
- Set the scene & give plenty of background
  What do people need to know?
- A fairly small section of original analysis, results or argumentation
- Summarise and really hammer your point home
- What do you want to send people away convinced of?

Questions

- Mediated by the chair (hopefully!)
- May be helpful or less helpful
- “Look at me” questions: be polite but move on quickly
- Focus on the positives: “That’s a really good question” etc.
- Don’t speak before you think!
- Do your best to answer

  Don’t get bogged down

  Don’t get into a back-and-forth: *“Let’s continue this discussion in the coffee break”/ “Let’s take this offline”*
- If you don’t understand the question, ask for clarification
- If you don’t have an answer, be honest (there are ways to phrase this)

Online Talks

- Simplify your slides
- Do tech prep
- Look them in the eye (camera)
- Light up your face
- Think about your background and any light sources (e.g. windows)
- Make sure they can hear you (and if possible, only you)
- Regularly re-engage your audience's attention
- Don’t use the cat filter unless you want to be a cat

Slides

- Just to keep people “in the room”
- Helps the audience to follow your talk
- E.g.s, illustration, **essential** points (bullets—**never paragraphs**)
- You want people listening ***to you***

Slides are NOT a:

- Script
- Handout
- Repetition of your talk
- Distraction

- Organisers might want them in advance
- Have backup plan(s!)
- Flashdrives & HDMI adaptors are a good idea!
- Save in different formats (e.g. .pptx **&** .pdf)

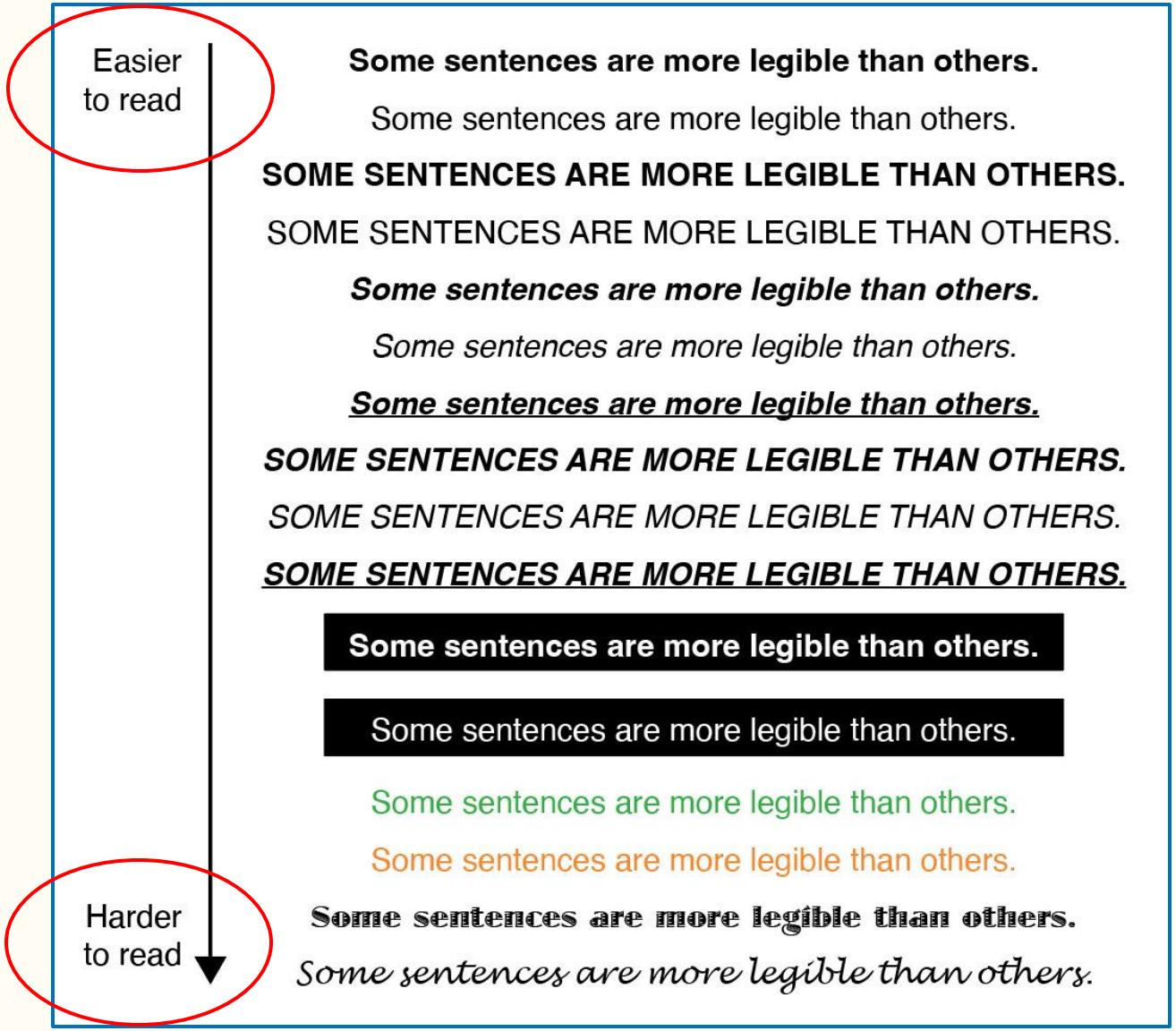
Slides

- Think about your slide design and structure!
- Are they accessible?
- Is the text big enough (**minimum 24 pt**)
- Use colour strategically (to guide the audience, not decoration)
- Animations are a useful aid, but don’t use them distractingly!

Visualisation

- Simplicity
- **Don’t overwhelm**

Decisions about text matter!



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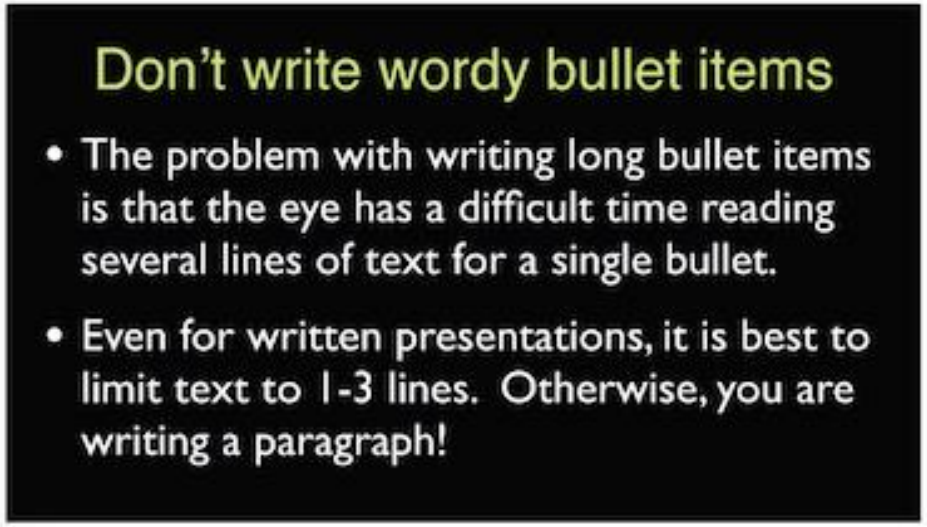

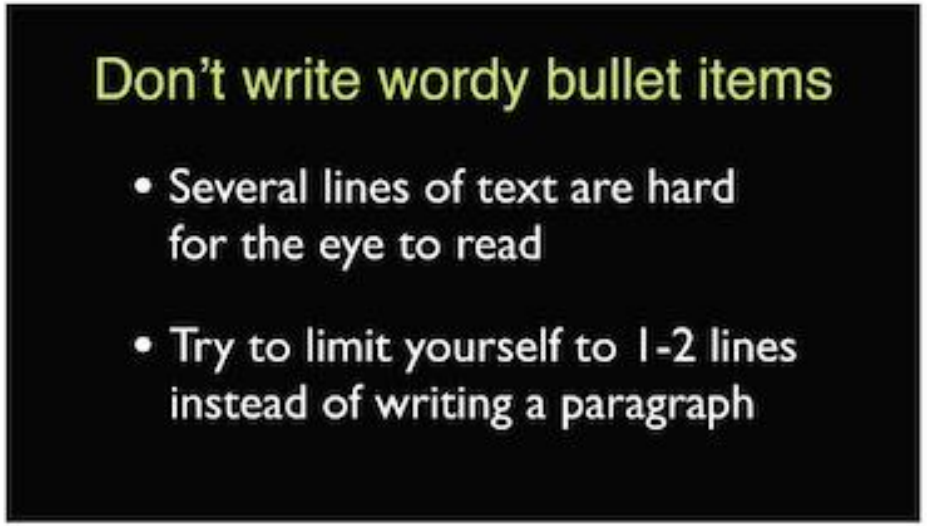

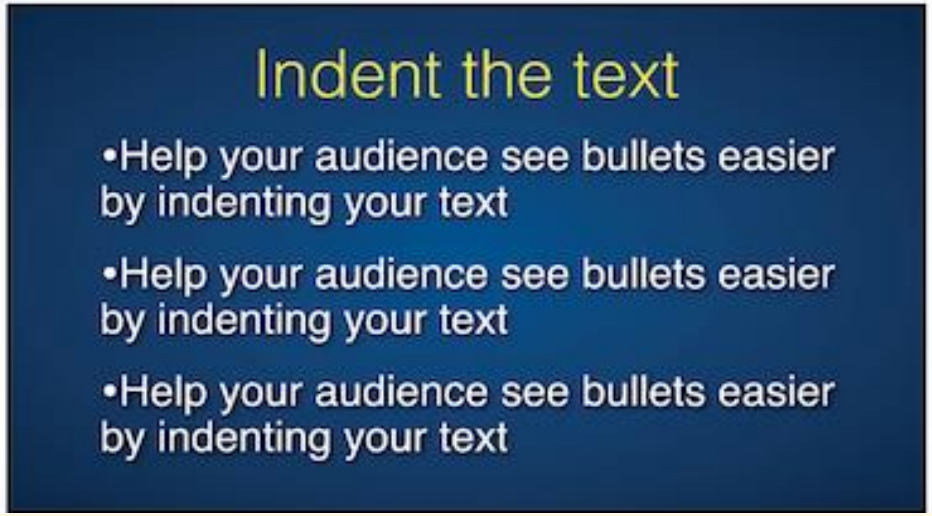

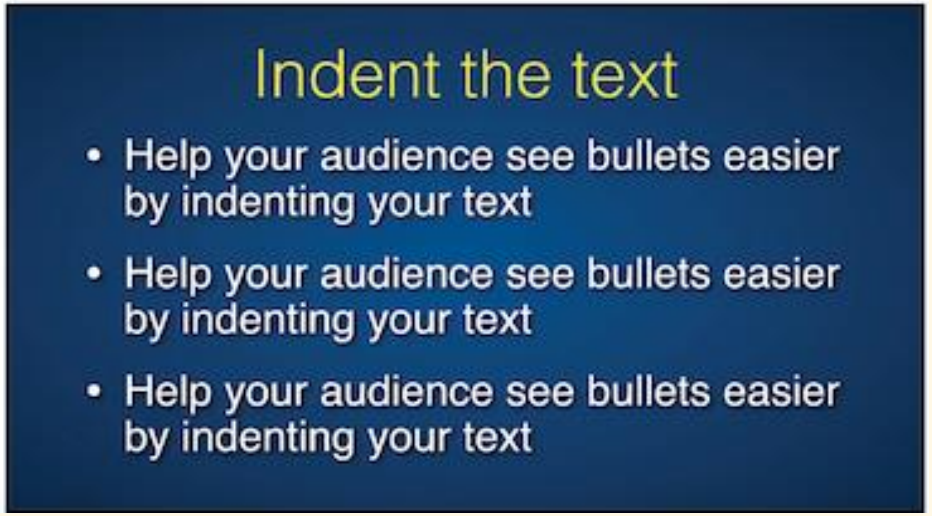

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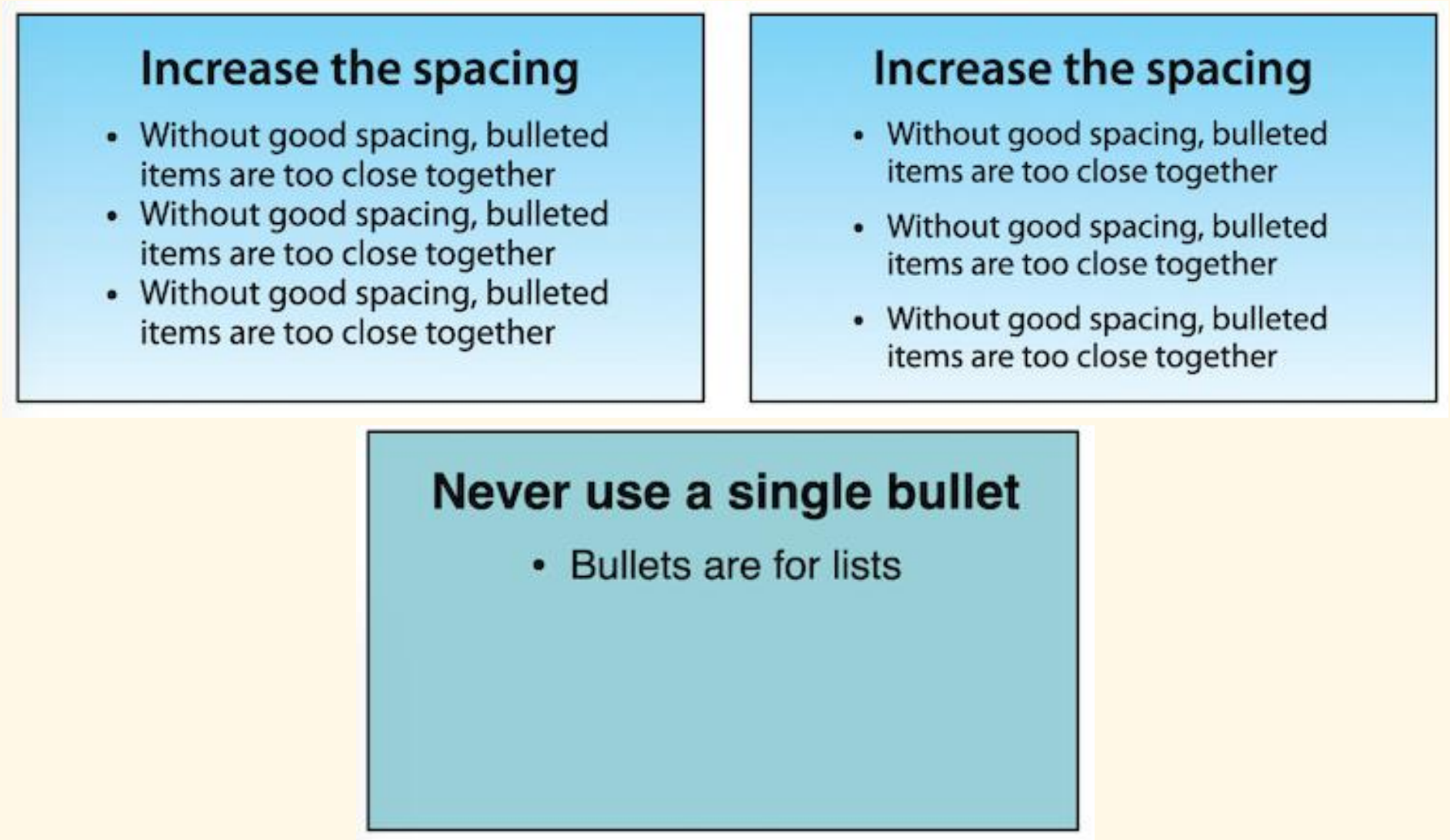

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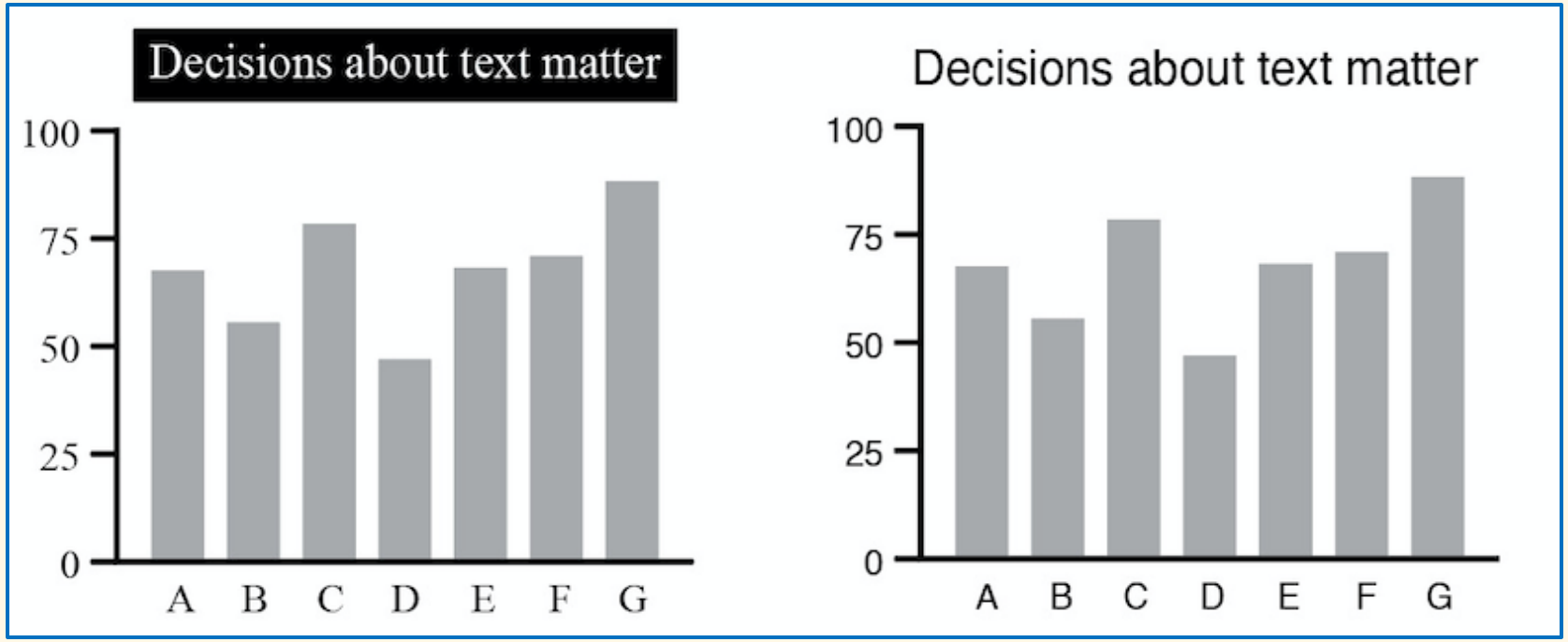


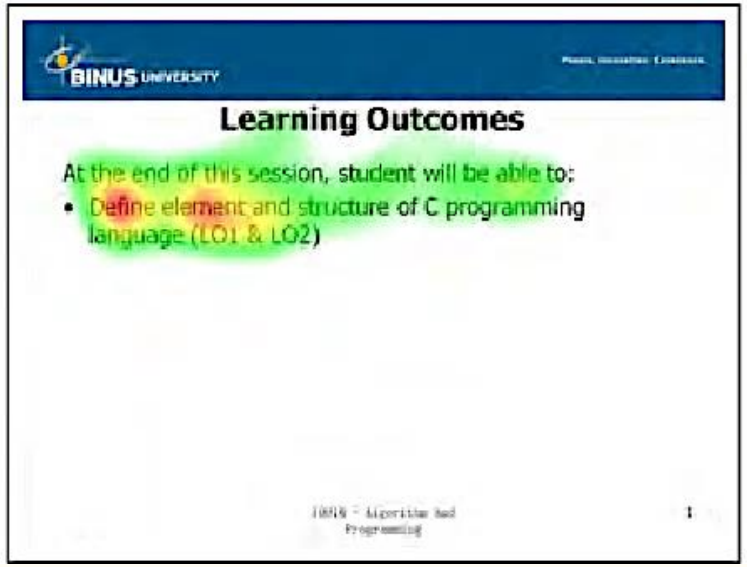
Visualisation

- Simplicity

  Don’t overwhelm

- Arrangement of material

  Where do your audience’s eyes go?



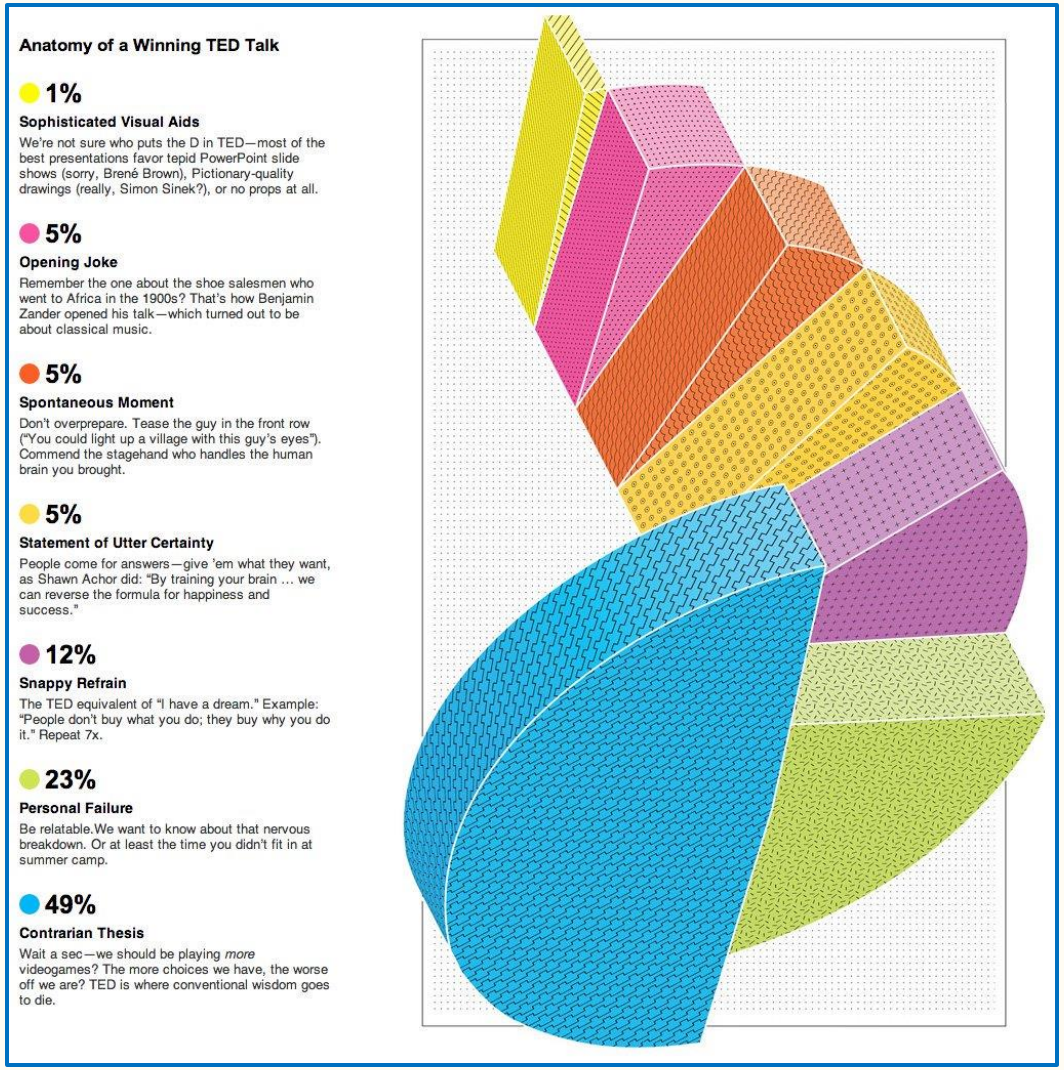
Visualisation

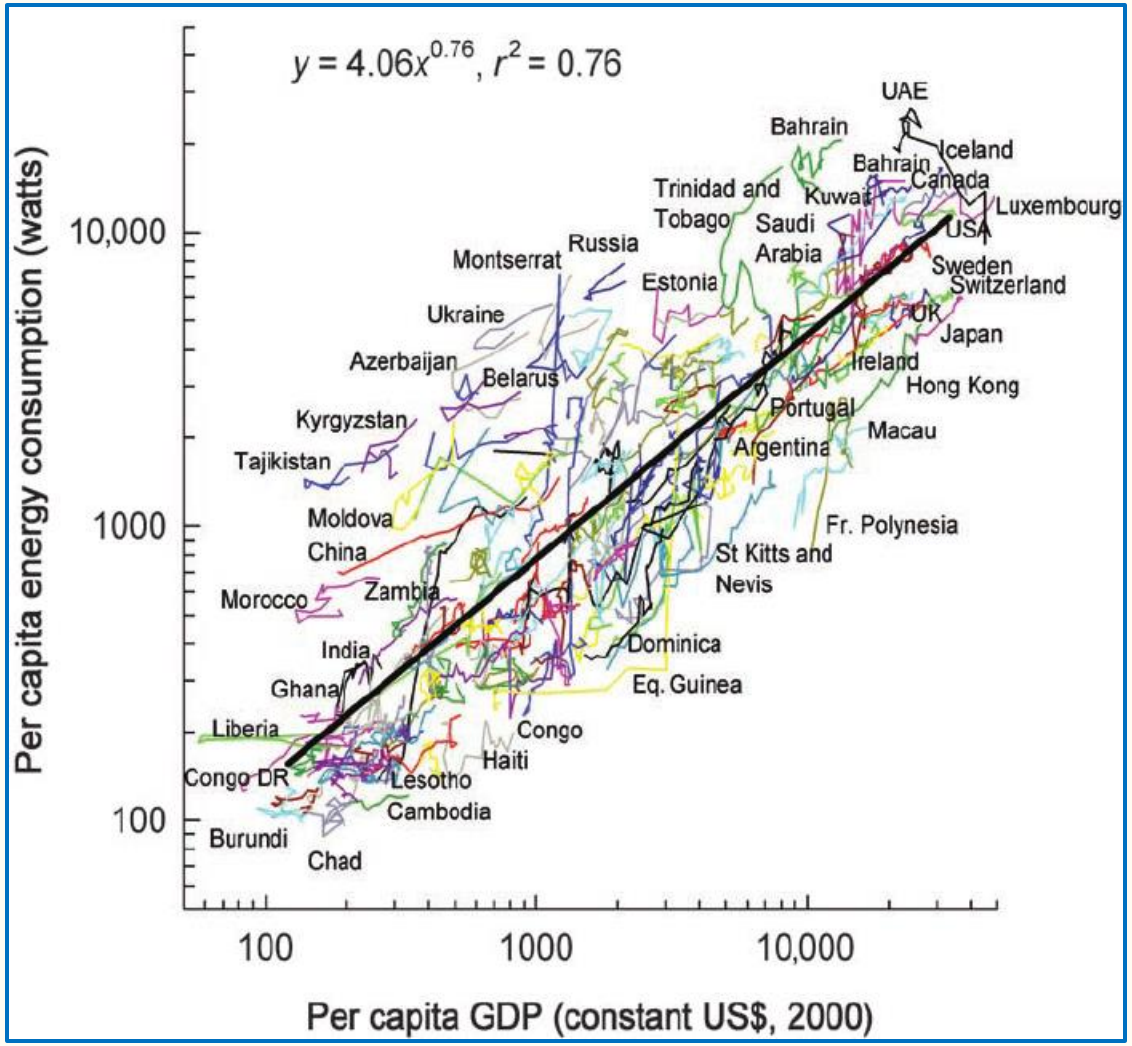
- Simplicity
  Don’t overwhelm
- Arrangement of material
  Where do your audience’s eyes go?
- Slides that viewers can walk through with you
- Animations (but be careful not to use too many!)

Visualisation

- Graphs should be no more complex than the data which they portray.
- Unnecessary complexity can be introduced by
  - irrelevant decoration
  - colour
  - 3D effects
- These are collectively known as “chartjunk.”

Chartjunk


Anatomy of a Winning TED Talk
1%
Sophisticated Visual Aids
We're not sure who puts the D in TED—most of the best presentations favor tepid PowerPoint slide shows (sorry, Brené Brown), Pictionary-quality drawings (really, Simon Sinek?), or no props at all.
5%
Opening Joke
Remember the one about the shoe salesmen who went to Africa in the 1900s? That's how Benjamin Zander opened his talk—which turned out to be about classical music.
5%
Spontaneous Moment
Don't overprepare. Tease the guy in the front row ("You could light up a village with this guy's eyes"). Commend the stagehand who handles the human brain you brought.
5%
Statement of Utter Certainty
People come for answers—give 'em what they want, as Shawn Achor did: "By training your brain … we can reverse the formula for happiness and success."
12%
Snappy Refrain
The TED equivalent of "I have a dream." Example: "People don't buy what you do; they buy why you do it." Repeat 7x.
23%
Personal Failure
Be relatable.We want to know about that nervous breakdown. Or at least the time you didn't fit in at summer camp.
49%
Contrarian Thesis
Wait a sec—we should be playing *more* videogames? The more choices we have, the worse off we are? TED is where conventional wisdom goes to die.


$y = 4.06x^{0.76}$, $r^2 = 0.76$
Per capita energy consumption (watts)
10,000
1000
100
100
1000
10,000
Per capita GDP (constant US$, 2000)
UAE
Bahrain
Iceland
Bahrain
Canada
Trinidad and Tobago
Kuwait
Luxembourg
Saudi Arabia
USA
Russia
Montserrat
Sweden
Switzerland
Estonia
Ukraine
UK
Japan
Azerbaijan
Belarus
Ireland
Hong Kong
Portugal
Kyrgyzstan
Macau
Argentina
Tajikistan
Moldova
Fr. Polynesia
China
St Kitts and Nevis
Morocco
Zambia
India
Dominica
Ghana
Eq. Guinea
Liberia
Congo
Haiti
Congo DR
Lesotho
Cambodia
Burundi
Chad

Accessibility

- A slide (maybe at the beginning) with a QR code leading to the slideshow and references
- Alt-text
- Number your slides!
- Slide background colour: pure white is hard to read!
- Textures and patterns to differentiate values:

Delivery

- Think carefully about timing
- One slide per minute?
- Practise!
- Don’t overshoot or gabble
- Slow and clear (should feel *too* slow to you)
  Use the microphone if it’s available
- Leave time for questions!
- Eye contact and extemporaneous delivery are great, but not if this negatively impacts the clarity of your talk

Public speaking

- Public speaking is a common fear, especially for non-native speakers
- People are a lot better at understanding accents than you think. Don’t worry about your English
- This is why practice is good—familiarise yourself with any tough words (or just use a different word)
- With each talk, you will become more relaxed!

Practice makes prefect!

After you've rehearsed your talk, ask the following questions:

- Could a listener remember the motivation?
- Could a listener state the main idea?
- Could a listener summarize the talk in three sentences?
- Could a motivated listener recreate the result in three weeks?
- Would a listener know when to consult the paper?

Presenting

- Present at conferences!
- Practice is key
- Be slow and clear
- Only use supporting materials that *do* support your talk
- Slides are an aid and should never distract
- The planning is the most important part
  - How can you get your message across effectively?
  - Take your audience by the hand
  - Your talk should be a journey
  - Make everything accessible to a general audience

Presenting

- Engage
- Visualise
- Simplify
- Practice
- Time
- Relax! No one knows your research as well as you.