Elise Bell

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EDUCATION

2013-2018	PhD in Linguistics, University of Arizona
	Perception and production of Welsh vowels by Welsh-Spanish bilinguals
2015	MA in Linguistics, University of Arizona
	Qualifying paper: *Phonemic vowel length in Welsh-Spanish bilingual speech*
2012	B.A. in Linguistics and Anthropology, with Highest Honors
	University of California, Santa Barbara

EMPLOYMENT

2020-pres.	Lecturer	University of California, Los Angeles
2023-pres.	UCLA Phonetics Lab Instructional Support	
2018-2020	Visiting Assistant Professor	University of Texas at El Paso

TEACHING

University of California, Los Angeles:

LING 102 Introduction to Applied Phonetics　　　　　　　*W21, W22, S22, W23, S23*

Phonetics of the world's languages, emphasis on connecting practical phonetics to outside fields including teaching, automated speech recognition, language revitalization, language invention, and singing

LING 103 Introduction to General Phonetics　　　　　　　*W21, F21, W22*

Phonetics of the world's languages, emphasis on perception and production

LING 119A Applied Phonology　　　　　　　*F20, S21, F21, S22, F22*

Basics of phonological analysis, emphasis on connecting the tools of phonology to applications in other fields

LING 120A Phonology I　　　　　　　*S21, W23*

Introduction to phonological theory and analysis, with an emphasis on practical problem-solving including rules, underlying representations, and derivations

LING C140 Bilingualism and Second Language Acquisition　　　　*F20, F22, F23*

Introduction to the study of second language acquisition and bilingualism; students gain practical experience in developing a research question, designing an experiment, and sharing their work through formal academic writing

University of Texas at El Paso (Visiting Assistant Professor):

Programming for Linguists (in-person to online)   *S20*
    Undergraduate and graduate linguistics students learn basic knowledge and skills
    relevant for conducting linguistic research. Introduces a variety of programming
    languages, including Bash, R, Python, and Praat. Course activities facilitate
    confidence in future self-directed learning of programming systems and
    computational analysis.

Graduate Phonology (in-person to online)   *S19, S20*
    Phonology at the graduate level, introducing students to past and contemporary
    theoretical models of phonology, with an emphasis on data analysis

An Introduction to Linguistics   *F & S 2018-2020*
    Introductory linguistics course introducing phonetics, phonology, morphology,
    syntax, semantics, and pragmatics to majors and non-majors

Phonology   *F18, F19*
    Introduction to phonology for upper-division undergraduate linguistics majors

University of Arizona (as instructor of record):

American Indian Languages   *S14*
    Introductory linguistics course which introduces phonetics, phonology, morphology,
    syntax, and semantics with a focus on Native American languages

Language and Social Issues (solo instructor, online delivery)   *Summer 2014*
    Introductory sociolinguistics course for linguistics and communications majors

Language and Social Issues   *F13*

Language and Social Issues and *American Indian Languages* were co-taught as the instructor
of record alongside a fellow graduate student, entailing total responsibility for course
design, content, and implementation.

University of Arizona (as teaching assistant):

Language (instructor, 2 sections)   *F15*
    A large introductory linguistics course for incoming freshmen (Dr. Amy Fountain)

Phonology (grader)   *S15*
    Introduction to phonology for linguistics majors (Dr. Adam Ussishkin)

Linguistic Typology (grader)   *S15*
    Introduction to typology for linguistics majors (Dr. Andy Wedel)

Pragmatics (grader)   *F14*
    Introduction to pragmatics for linguistics and psychology majors (Instructor Tyler
    Peterson)

PROFESSIONAL DEVELOPMENT

Leading Change: Go Beyond Gamification with Gameful Learning   *Summer 2023*
- This asynchronous course, offered online by the University of Michigan, presents
  ways to integrate gamefulness into education. Gameful education, like a well-
  designed game, encourages students to take risks, earn rewards, and learn with
  resiliency.

UCLA CAT PAROSL participant (with Daria Bahtina)   *Fall 2022*
- PAROSL is a non-evaluative peer observation process that fosters pedagogical innovation through collaboration with another instructor and a facilitator.
- The innovation I implemented as part of PAROSL was to incorporate clarity grids, a method of in-class learning assessment. Clarity grids give students a moment to reflect on their own learning, and a way to communicate to the instructor what they do and do not understand about a particular course topic.

UCLA EPIC Summer Institute on Course (re)Design   *Sept 2022*
- As a participant, I shared teaching materials with other educators in the humanities as well as with experts in pedagogy. I received feedback and incorporated evidence-based teaching practices into the design of my target course (LING C140 Bilingualism and Second Language Acquisition).

UCLA Library Faculty Information Literacy Institute   *July 2022*
- I participated in a week-long series of instructional sessions presented by the UCLA Library and used the UCLA Library Core Competencies to update and refine assignments and syllabi for the upcoming year.

RESEARCH EXPERIENCE

2016-2018	Experimental and Descriptive Investigations of Welsh (cym) Consonant Mutation, NSF grant 1453724, research assistant
2014-2015	Scottish Gaelic Project, NSF grant 1144318, research assistant

Collaborated with other research team members to:
- Design, test and run experimental protocols in PsychoPy
- Use Praat (including Praat scripting) to create audio stimuli
- Manage and troubleshoot ultrasound data collection
- Conduct statistical analysis of experimental results using R
- Visualize experimental results using R and ggplot2

COMPUTATIONAL SKILLS

Advanced: R, Praat scripting, LaTeX, knitR, JsPsych, PsychoPy
Familiar with: Python, JavaScript, HTML, Bash, Matlab, DMDX

PUBLICATIONS

Bundgaard-Nielsen, R. L., Baker, B. J., **Bell, E.**, & Wang, Y. (2023). Stop contrast acquisition in child Kriol: Evidence of stable transmission of phonology post Creole formation. *Journal of Child Language*, 1-37.

Bell, E., Archangeli, D., Anderson, S., Hammond M., Webb-Davies, P., and Brooks, H. (2021). Illustrations of the IPA: Northern Welsh. *Journal of the International Phonetic Association.*

Hammond, M., **Bell, E.**, Anderson, S., Webb-Davies, P., Ohala., D., Carnie, A., & Brooks, H. (2020). Category-specific effects in Welsh mutation. *Glossa: A Journal of General Linguistics*, 5(1), 1.

Bell, E. (2019). "Speech technology and Argentinean Welsh". *MT Summit XVII: Proceedings of the Celtic Language Technology Workshop*, Dublin, Ireland.

Bell, E. & Anderson, S. (2018). "Morphological influences on categorical perception of stop voicing in Welsh". In *Proceedings of the Linguistic Society of America*. Linguistic Society of America, 2018.

Hammond, M., Chen, Y., **Bell, E.**, Carnie, A., Archangeli, D., Ussishkin, A., & Fisher, M. (2017). "Phonological restrictions on lenition in Scottish Gaelic". *Language, 93(2)*, 446-472.

Bell, E. (2017). Perception of Welsh vowel contrasts by Welsh-Spanish bilinguals in Argentina. In *Proceedings of the Linguistic Society of America*. Linguistic Society of America, 2017.

Bundgaard-Nielsen, R., Baker, B., & **Bell, E.** (2016). Child Kriol has stop distinctions based on VOT and Constriction Duration. In *Proceedings of the Sixteenth Australasian International Conference on Speech Science and Technology 2016*. Australian Speech Science and Technology Association, 2016.

GRANTS AND FELLOWSHIPS

UCLA Center for the Advancement of Teaching ($300)	*2021, 2022, 2024*
Mini-grant for Applied Phonetics guest speaker honoraria	
National Science Foundation ($9,012)	*2017-2018*
Doctoral Dissertation Research Improvement grant #1729883	
UA GPSC research grant ($877.59)	*2017*
UA GPSC travel grant ($750)	*2016*
Tinker Field Research Grant ($2250)	*2016*
UA GPSC travel grant ($750)	*2015*
UA Linguistics Department travel grant ($250)	*2015*
National Science Foundation ($7,500)	*2015*
East Asia and Pacific Summer Institute Fellowship, Australia (PI)	
UA GPSC travel grant ($750)	*May 2015*
UA Linguistics Department travel grant ($175)	*2015*
University of Arizona Graduate College Fellowship ($3,638)	*2013*

RESEARCH INTERESTS

Phonetics and phonology
Bilingualism and second language acquisition
Language documentation and revitalization
Celtic languages (Welsh, Scottish Gaelic)
North American languages (Tohono O'odham, Ngigua, Hiaki, Nahuatl)

WORK IN PROGRESS

Frequency effects on L2 acquisition of root-and-pattern morphology (with S. Drake)
Acoustic consequences of conversational code-switching
Corpus investigation of functional load and variation in Welsh 3rd person possession
Acoustics of emphatic spread in Saudi Arabic (with S. Anderson and W. Cotter)

PRESENTATIONS

Bell, E. (2019). "Speech technology and Argentinean Welsh". MT Summit XVII: Celtic Language Technology Workshop, Dublin, Ireland.

Bell, E. (2019). "Vowel mergers in Patagonian Welsh". Texas Linguistics Society XVIII, University of Texas at Austin.

Bell, E. & Anderson, S. (2018). "Morphological influences on categorical perception of stop voicing". Linguistic Society of America's 92nd annual meeting, Salt Lake City, UT.

Bell, E. (2017a). "What we can learn about L2 acquisition from Welsh in Argentina". Seminar Ieithyddiaeth Gymraeg, Gregynog, Wales, UK.

Anderson, S., Archangeli, D., **Bell, E.**, Brooks, H., Carnie, A., Hammond, M., Ohala, D., Ussishkin, A., Webb-Davies, P., & Wedel, A. (2017). "The Arizona-Wales mutation grant: preliminary results". Seminar Ieithyddiaeth Gymraeg, Gregynog, Wales, UK.

Bell, E. (2017b). "Perception of Welsh vowel contrasts by Welsh-Spanish bilinguals in Argentina". Linguistic Society of America's 91st annual meeting, Austin, TX.

Webb-Davies, P., Anderson, S., Archangeli, D., **Bell, E.**, Brooks, H., Carnie, A., Hammond, M., Ohala, D., Ussishkin, A., & Wedel, A. (2016). "Arizona/Bangor Welsh mutation grant". Seminar Ieithyddiaeth Gymraeg, Gregynog, Wales, UK.

Bell, E., Bundgaard-Nielsen, R., & Baker, B. (2016). "Production of obstruents by children acquiring North Australian Kriol". Linguistic Society of America's 90th annual meeting, Washington, D.C.

Bell, E. (2016). "Phonemic vowel length in Welsh-Spanish bilingual speech". Linguistic Society of America's 90th annual meeting, Washington, D.C.

Bell, E. (2015). "Onset-sensitive stress in Ngigua". Workshop on American Indigenous Languages (WAIL), University of California at Santa Barbara.

LANGUAGES

Native: English
Fluent: Welsh

Conversational: Spanish, German
University level study: Japanese, Arabic, German, Tohono O'odham
Linguistic knowledge: Hiaki, Ngigua, Nahuatl, Tohono O'odham, Scottish Gaelic

SERVICE

Outreach

2017	Outreach presentation with H. Harley at International School of Tucson
2014-17	Tucson Festival of Books Linguistics outreach booth volunteer

Service to the field

2022	Reviewer, *Journal of Phonetics*
2021-pres	Reviewer, *Languages*
2020	Reviewer, *Glossa*
2019-2020	R-Ladies El Paso, founder and organizer
2017-2020	Member of the Committee on the Status of Women in Linguistics
Jan 2017	LSA annual meeting student volunteer
Jan 2015	LSA annual meeting student volunteer

Service to the department

2021-	UCLA Linguistics lecturer representative to faculty meetings
2018-19	UTEP Hispanic Linguistics Symposium committee member
2016-17	UA Department Awards committee member
2016	Arizona Linguistics Circle 10 committee member
2015	Arizona Linguistics Circle 9 Co-Chair
2013	Arizona Linguistics Circle 7 volunteer

CERTIFICATIONS

Jan 2017   UA Safe Zone Certification
Safe Zone is a university-wide initiative which provides training and education for those wishing to identify themselves as a safe resource for members of the LGBTQ+ community on campus.

Jan 2017   UA UndocuPeers Training
Training provided by the UA Immigrant Student Resource Center about best practices to support undocumented, DACA-mented, and refugee students.

5/26/2017   Collaborative Institutional Training Initiative (CITI)
            - Human Behavior Research Certificate
            - Native American Research Certificate

REFERENCES

Megha Sundara
  megha.sundara@humnet.ucla.edu
  UCLA, Department of Linguistics (chair)

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  jun@humnet.ucla.edu
  UCLA, Department of Linguistics (Director of the Phonetics Laboratory)

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  hammond@email.arizona.edu
  University of Arizona, Department of Linguistics

Natasha Warner
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  University of Arizona, Department of Spanish & Portuguese