

PROJECT TITLE: LANGUAGE USE AMONG BURMESE REFUGEES

INVESTIGATOR INFORMATION

Principal Investigator Name, Degree(s): Maureen Hoffmann, M.A.

Affiliation UA B-UMG Other:

Principal Investigator **UA NetID** mhoffm

Status/Rank: Ph.D. Candidate

Center: _____

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College: Social & Behavioral Sciences

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ADVISOR CONTACT INFORMATION (REQUIRED FOR ALL STUDENTS AND RESIDENTS)

Name, Degree(s), **UA NetID**: Natasha Warner, Ph.D., nwarner

Contact phone: 520-626-5591

Official University Email: nwarner@email.arizona.edu

ALTERNATE/COORDINATOR or Co-PI CONTACT INFORMATION

Name, **UA NetID**: _____

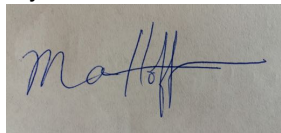
Contact phone: _____

Official University Email: _____

SECTION 1: REQUIRED SIGNATURES

1. PRINCIPAL INVESTIGATOR

I will conduct my study according to the University of Arizona HSPP policies and procedures for research with human subjects.



Signature

5/9/2016

Date

Maureen Hoffmann

Print Name

2. ADVISOR (FOR ALL STUDENTS AND RESIDENTS ACTING AS THE PI)

I will oversee the student researcher according to the University of Arizona HSPP policies and procedures for research with human subjects.



Signature

5/9/2016


Date

Natasha Warner

Print Name

3. SCIENTIFIC/SCHOLARLY REVIEW (SEE HSPP GUIDANCE ON REQUIREMENTS FOR SCIENTIFIC/SCHOLARLY ASSESSMENT - INCLUDE DOCUMENTATION FOR OPTIONS A AND B WITH SUBMISSION MATERIALS.)

- a. Nationally based, federal funding organization (NIH, NSF) subject to full peer review
- b. Nationally based, non-federal funding organization (March of Dimes, Amer Academy of Pediatrics) subject to peer review
- c. Locally constituted peer review (signature required)



Signature

May 16, 2016

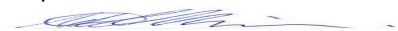
Date

Simin Karimi

Print Name

4. DEPARTMENT/CENTER/SECTION REVIEW

I have reviewed this application and determined that all departmental requirements are met and that the investigator has adequate resources to conduct the Human Research.



Signature

13 May 2016

Date

Adam

Ussishkin/ussishki@email.arizona.edu

Print Name/Email

5. RESPONSIBLE PHYSICIAN (PROJECTS INVOLVING MEDICAL PROCEDURES WHICH THE PI IS NOT AUTHORIZED TO CONDUCT)

I am a physician licensed by the State of Arizona (or US license for the SAVAHCS). I will be responsible for ensuring that all procedures that are part of this project and that require the attendance of a licensed physician will have a suitable physician present during the procedures. If at any time this is not possible, I will inform the IRB before any procedures are conducted.

Signature

Date

Print Name

SECTION 2: GENERAL INFORMATION

1. How many Human Research studies does the PI have open?
1
2. How many research staff will be involved in the Human Research?
2
3. What is the expected length of this project?
5 years
4. Retention of study materials before, during, and after completion of the project:
 - a. Where will original signed consent and PHI Authorization documents be stored (building name and room)? Location: Douglass 218A
 - b. How long will consents be maintained after conclusion of the project?
 6 years (UA standard) 6 years after child reaches 18 Other (explain):
5. Is or will the project be funded by an external funding source? No Yes- Complete below:
 - a. Funding PI:
 - b. Proposal Title:
 - c. Funder Name:
 - d. Total funding amount **OR** per subject amount:
 - e. UAccess- Provide one of the following below:
 - i. Proposal Development #:
 - ii. Institutional Proposal #:
 - f. IRB Payment eDoc # (Required for For-profit sponsored research):
 - g. Pending: NSF DDRIG

Submit complete copy, cover-to-cover, of grant or award. If you need help locating any of the UAccess numbers please call Sponsored Projects at 626-6000.

6. Conflict of Interest (COI):

The Principal Investigator hereby affirms that ALL individuals who meet the definition of [investigator](#) for this project in the current *Policy on Investigator Conflict of Interest in Research* have completed the mandatory [Conflict of Interest training](#) and [Disclosure of Significant Financial Interests](#).

Yes - All individuals who meet the definition of "investigator" have completed COI training and disclosure.

No (explain):
7. Additional requirements:

Certain types of research require additional regulatory documentation. Please identify which of the following apply to your project. Complete the appropriate Appendix and submit as part of the submission materials.

Children (subjects under 18) - Appendix A

Drugs/Devices (A clinical investigation of a drug or device) - Appendix B

- Multi-Site study (The UA IRB will review research activities for an investigator or research staff not affiliated with the UA who is 'engaged in the research' (e.g. consenting, collecting data, or analyzing identifiable information) - Appendix C
- Pregnant Women/Neonates - Appendix D
- Prisoners - Appendix E
- Waivers of consent, waiver of a signature, or waiver or alteration of PHI - Appendix F
- None apply to the proposed study

8. Location of Research

Banner – University Medicine Group:

- | | | |
|---|---|--|
| <input type="checkbox"/> Phoenix Campus | <input type="checkbox"/> Biological specimens | <input type="checkbox"/> Clinical Data |
| <input type="checkbox"/> Tucson Campus | <input type="checkbox"/> Biological specimens | <input type="checkbox"/> Clinical Data |
| <input type="checkbox"/> South Campus | <input type="checkbox"/> Biological specimens | <input type="checkbox"/> Clinical Data |

University of Arizona Cancer Center:

- | | | |
|---|---|--|
| <input type="checkbox"/> North Campus | <input type="checkbox"/> Biological specimens | <input type="checkbox"/> Clinical Data |
| <input type="checkbox"/> Orange Grove Clinics | <input type="checkbox"/> Biological specimens | <input type="checkbox"/> Clinical Data |
| <input type="checkbox"/> Phoenix | <input type="checkbox"/> Biological specimens | <input type="checkbox"/> Clinical Data |

Other: Indianapolis, IN

SECTION 3. PROJECT NARRATIVE

1) Background

The proposed project intends to investigate language usage among Burmese refugees living in Indiana. This project has two primary aims. First, it will use interviews and small group conversations to investigate language use and identity among Burmese refugee high school students. Second, because many of the languages and dialects spoken by the refugees have rarely or never been studied, this project will investigate the linguistic structures of the language(s) through linguistic elicitation, meaning reading wordlists or short passages in their native language or translating words, phrases, and sentences from English into the language.

This project will use data collection methods primarily aimed at investigating the social role of language, as well as the sounds, grammatical structures, and the meanings of words in the languages. This will include the audio- and video-recording of semi-structured, open-ended interviews, sentence elicitations, and conversations. It will also include recording airflow data, which uses a special mask (similar to a scuba/snorkeling mask) to show where and how much air is exiting the mouth and nose during speech. This helps us understand how different sounds are produced when someone is speaking. Because language changes over time, data will be collected from several different age groups. This data will then be used to see, for example, if children speak the language in the same way as adults. Similarly, data will be analyzed using several different methods drawing on a range of subfields in linguistics and linguistic anthropology.

2) Purpose

HSPP Use Only:

This research aims to answer the following questions. How do Burmese refugee youth think about themselves and their identities? What linguistic resources (ex. different languages or dialects spoken by multilingual speakers) do these youth use to present their identities, and how do they use these resources differently depending on the social context? What cultural and linguistic knowledge do they draw upon to understand their interactions with others? This research will also investigate the role that institutions (such as school, community centers, and churches) play in building identity.

This research also aims to document the languages spoken by the Burmese refugees. In particular, this research will determine the types of sounds used in the languages. Many of the languages spoken by the Burmese refugees have previously been described as having voiceless nasal consonants (similar to nasal sounds, like “n” or “m”, but pronounced without voicing), which are rare among the world’s languages. This study will examine how these rare sounds are produced. It will also examine whether children (of different ages) produce the sounds in the same way as adults.

3) Lay Summary (approximately 400 words)

The proposed research examines the experiences of Chin refugees from Burma (Myanmar) in Indianapolis, Indiana, and will be conducted in two parts. The first part will be a linguistic-anthropological investigation of the role of various institutions in building a sense of identity among refugee youth. The second part will document the sounds and linguistic structures of several understudied Chin languages.

Indiana is home to around 14,000 Burmese refugees, primarily from the Chin ethnic minority group. Refugees often face unique linguistic and cultural challenges. Most of the refugees arrived in the United States within the last decade, after having spent time in refugee camps in Thailand, India, and elsewhere. Individuals must balance a need to communicate in English, the language of the host country, with a desire to maintain a sense of Burmese (or Chin) identity through use of their native languages. Furthermore, high school-aged refugees are in the unique position of partially growing up in Myanmar (Burma) but also growing up and attending high school here in the US. As such, they must deal with the complexities of growing up as Chin individuals, as refugees, and as American teenagers. All of this influences the language use and attitudes toward language within the community. The aim of this study is to collect data from Burmese refugees that will allow us to better understand how youth use language to understand their place in society and their personal identities. This will add to the literature on the experiences of refugee and immigrant youth.

The Chin ethnic group is also linguistically diverse, speaking around 40 different languages, at least 15 of which are represented in Indianapolis. Many of these languages have never been studied within the field of linguistics. Therefore, an additional aim of this project is to document the language(s) spoken by the refugees, such as the sound systems and grammar. This research will increase the documentation of under-studied minority languages and add to our understanding of sounds that are rare across the world’s languages.

In order to address these goals, audio recordings of individuals performing different tasks will be collected; these tasks might include translating words, phrases, and sentences into their native language, reading words and sentences in their native language while wearing an airflow mask (which measures how much air is exiting the nose and mouth during speech), having a conversation with other refugees, and answering interview questions with the researcher.

4) Setting of the Human Research

This project will have two procedures. For some questions, separate answers will be provided for each procedure. Procedure 1 involves interviews and observational data. Procedure 2 involves linguistic elicitation, specifically reading lists of Chin words and phrases.

Procedure 1:

Observational and interview data will be collected at several locations in Indianapolis, IN. Research will primarily be conducted at the Burmese American Community Institute (community center) during community center activities, including a college preparatory program and tutoring session, but also during unscheduled downtime while students socialize at the community center. Authorization has been obtained from Elaisa Vahnje, executive director of the Burmese American Community Institute (see Appendix 1). Interviews will also be conducted at public locations that are convenient for the subjects, such as the community center or a public library.

Besides the community center, the PI may accompany participants to other locations to observe their daily lives, such as restaurants, cafes, or participants' homes. Additionally, it is hoped that observations and data will be collected at two public high schools as well as several local churches attended by Burmese refugees in Indianapolis. An amendment with site authorizations for the schools and churches will be submitted prior to data collection in those locations.

Procedure 2:

Linguistic elicitation data will be collected at a location that is convenient for the subject, in publicly available locations which are quiet enough to collect good quality recording data, such as a public library or community center. Data collection will take place in Indianapolis, IN.

5) Resources available to conduct the Human Research

Field equipment necessary for data collection (specifically audio recorders and microphones) will come from the PI's personal property. Additional equipment (such as nasal and oral airflow measurement equipment) will be borrowed from Natasha Warner's (the PI's advisor) phonetics lab. The subject pool will be drawn initially from individuals who attend activities at the Burmese American Community Institute, who will then introduce the PI to additional potential subjects. The PI has access to this population through personal contacts in the Burmese refugee community (including the Executive Director of the Burmese American Community Institute). The PI will also volunteer with a college preparatory program for Burmese refugee high school students run through the Burmese American Community Institute.

6) Study Population

All participants from Procedure 1 will participate in Procedure 2 (and the parental permission form and subject assent for these subjects will cover BOTH Procedures), however not all participants from Procedure 2 will participate in Procedure 1. Specifically, children aged 7-12 and adults (over 18 years old, who are not high school students) will ONLY participate in Procedure 2. For all procedures, male and female participants will be equally encouraged to participate. Because all of the participants are Burmese refugees, it is expected that all subjects will be Asian.

Procedure 1:

The population will consist of high school students from the Burmese refugee community in Indianapolis, Indiana. This will include children of roughly ages 14-19 years old (based on age of arrival in the US, some students are slightly older than traditional high school students). There will be a maximum of 100 subjects.

Procedure 2:

The population will consist of Burmese refugees living in Indianapolis, Indiana. Participants will be speakers of both English and one (or more) Burmese language. These subjects will fall into one of three age groups:

- 1) High school students, aged 14-19; same group as Procedure 1
- 2) Children, aged 7-13; a maximum of 30 subjects
- 3) Adults, aged 18+; a maximum of 50 subjects

There will be a max number of 180 participants.

7) Recruitment Methods and Consenting Process

a. Recruitment Process:

For children (ages 7-13):

Children (ages 7-13) will ONLY participate in Procedure 2. Child participants in this age category will be recruited by contacting parents through word-of-mouth. Adults who have children in the target age range will be identified through personal contacts of the PI at the Burmese American Community Institute to ask if they would be interested in having their child participate. Please see the recruitment script for parents of 7-13 year-olds in Appendix 14. Parents will be asked to sign the permission form for ages 7-13 (Appendix 4) which only specifies participation in Procedure 2. The child will then provide oral assent following the script in Appendix 6.

For high school students (ages 14-19):

All participants in this age category (high school students, aged 14-19) will participate in both Procedure 1 and Procedure 2. Initially, these participants will be recruited through the Burmese American Community Institute. The staff of the Burmese American Community Institute will provide the parental permission form to students who are participating in high school student-oriented activities at the community center. The PI will not have contact with potential subjects until they have returned the parental permission forms. Any students who return a signed permission form will then provide oral assent (following the script in Appendix 5 and explained below under “Informed consent”). However, if after returning the parental permission form, a subject is found to be over 18 years old, they will be consented using the disclosure script for adult high school students (Appendix 15).

From that point, recruitment will proceed using a “snowball” method, in which participants will be encouraged to invite their friends (who are also Burmese refugee high school students) to participate. Participants may give the PI's contact information to their acquaintances who might be interested in participating. If a prospective subject contacts the PI, the PI will respond to them using the snowball recruitment script (Appendix 16). Notably, the PI will ask if the prospective subject is under 18 years old, and if so, the PI will provide the prospective subject with the parental permission form (Appendix 3) to be signed before the PI can continue with assent (as in the previous paragraph). If the prospective subject is 18 or older, the PI will use the consent form for adult high school students (Appendix 15, as explained in the previous paragraph). The PI will be volunteering regularly at the Burmese American Community Institute, so potential participants will easily be able to reach the PI in person there, or by phone or email.

For adults (ages 18+, who are not high school students):

Adult participants (who are not high school students) will ONLY participate in Procedure 2. These subjects will initially be recruited through word-of-mouth at the Burmese American Community Institute, using the recruitment script in Appendix 17. From that point, recruitment will proceed using a “snowball” method, in which participants will be encouraged to invite their (adult) family and friends

to participate. Participants may give the PI's contact information to their acquaintances who might be interested in participating, or they may ask their acquaintances' permission to give their contact information to the PI so the PI can contact them directly. The PI will be volunteering regularly at the Burmese American Community Institute, so potential participants will easily be able to reach the PI in person there or by phone or email.

For all subjects:

The PI will not release any private information about participants. However, since one of the modes of recruitment will be by word of mouth of consenting participants to friends (who fit into the target population), privacy of recruitment will be left up to consenting participants. Because of the non-sensitive nature of the study, this will be sufficient to protect the privacy during recruitment.

The PI will spend time at the Burmese American Community Institute, which is run by the PI's personal contacts, where many members of the Burmese community visit regularly. Any interested subjects (or their parents) will be able to contact the PI via phone or email or in person at the community center, in order to discuss the research, consenting process, and to schedule interviews.

b. Informed Consent:

For children (ages 7-13):

Any parents who express interest having their child participate in the study during recruitment (described above) will be given a parental permission form to sign (Appendix 4, for ages 7-13). For this age group, the parental permission form includes permission for ONLY Procedure 2. Parental permission forms will be written in English for now since some parents have limited English reading comprehension **and because the PI does not speak Chin, the English permission form will be professionally translated into Chin after a final version has been approved. An amendment with the translated Chin permission form will be submitted. No subjects will be recruited and no data will be collected until the translated permission form has been obtained and approved.** Parents will be able to take as much time as they desire to read the permission form and to decide about their child's participation. If they have any questions, contact information for the Primary Investigator will be included. Additionally, since the PI will be spending time at the Burmese American Community Institute (which many of the parents also frequent), the PI will be available to answer questions in person as well. Please see Appendix F, I am asking for one parental signature from the parent.

After signed permission forms have been returned to the PI, potential subjects whose parents have signed the permission form will then have the study procedures, risks, and benefits, and the voluntary nature of the study described to them in a way appropriate for their age so that they may provide their assent to participate. The study purpose and procedure will be explained orally (following the script in Appendix 6 for 7-13 years old) and the children will be asked to state orally that they assent to participate. Because some subjects in this age group may have limited literacy, oral assent will be used. Additionally, from previous experience working with this refugee population the PI noted some hesitancy and concern among subjects to provide written signatures, so oral assent will be used. Oral assent from participants will be documented in a spreadsheet. Because assent will take place in person with the PI, the subject will have the opportunity to ask the PI questions about the study and procedures. Because of the no-risk nature of the study, assent is not expected to take more than 20 minutes. Please see Appendix F for a waiver of documentation.

For high school students (ages 14-19):

During recruitment (described above), potential subjects will be given a parental permission form (Appendix 3 for ages 14-17) by the staff of the Burmese American Community Institute to take home. For this age group, the permission form includes permission for BOTH Procedure 1 and Procedure 2. Parental permission forms will in English for now since some parents have limited English reading comprehension and **because the PI does not speak Chin, the English permission form will be professionally translated into Chin after a final version has been approved. An amendment with the translated Chin permission form will be submitted. No subjects will be recruited and no data will be collected until the translated permission form has been obtained and approved.** Parents will be able to take as much time as they desire to read the permission form and to decide about their child's participation. If they have any questions, contact information for the Primary Investigator will be included. Additionally, since the PI will be spending time at the Burmese American Community Institute (which many of the parents also frequent), the PI will be available to answer questions in person as well.

After signed permission forms have been returned to the PI, potential subjects whose parents have signed the permission form will then have the study procedures, risks, and benefits, and the voluntary nature of the study described to them in a way appropriate for their age so that they may provide their assent to participate. The study purpose and procedure will be explained orally (following the script in Appendix 5 for 14-17 years old – those who are 18 or 19 years old will have an adult consent script, explained below) and the children will be asked to state orally that they assent to participate. From previous experience working with this refugee population the PI noted some hesitancy and concern among subjects to provide written signatures, so oral assent will be used. Oral assent from participants will be documented in a spreadsheet. Because assent will take place in person with the PI, the subject will have the opportunity to ask the PI questions about the study and procedures. Because of the no-risk nature of the study, assent is not expected to take more than 20 minutes.

If, after returning the parental permission form, a subject is found to be over 18 years old, they will be consented orally using the disclosure script for adult high school students in Appendix 15. From previous experience working with this refugee population the PI noted some hesitancy and concern among subjects to provide written signatures for consent, so oral consent will be used. This disclosure will include consent for BOTH Procedure 1 and Procedure 2 and will only be used for high school students who are over 18. Additionally, if a subject turns 18 years old during the course of the research, they will be re-consented as (high school student) adults using the oral consent script in Appendix 15 as well. Oral consent from participants will be documented in a spreadsheet. Because consent will take place in person with the PI, the subject will again have the opportunity to ask the PI questions about the study and procedures. Because of the no-risk nature of the study, consent is not expected to take more than 20 minutes. Please see Appendix F for a waiver of documentation.

For adults (ages 18+, who are not high school students):

Potential subjects will be met in person. Those who agree to participate will have the study procedures, risks, and benefits, and the voluntary nature of the study described to them and those subjects who agree to take part in the study will be asked to provide oral informed consent (Appendix 7). The consent for these adult (non-high school student) subjects will ONLY include consent for Procedure 2. Although all subjects will be proficient in (spoken) English, some subjects who immigrated as adults may have limited written literacy in English. Additionally, from previous experience working with this population the PI noted some hesitancy and concern among subjects to provide written signatures for consent, so oral consent will be used. The subjects may take as much time as they desire to discuss the experiment procedures, disclosure, and consent information, and to ask questions of the experimenter, but it is not expected to take more than 20 minutes because of the

no-risk nature of the study. Because no written consent forms will be used, documentation of consent will be tracked in a spreadsheet on a password-protected computer.

For all subjects:

Protection from coercion comes from the fact that participation in the study is entirely voluntary. No incentives are used to coerce potential subjects into participating. No subjects will be students in classes taught by the PI. Furthermore, subjects may leave the study at any time with no penalty or risks. This will be clearly explained orally to all subjects during assent.

Following the data collection, subjects will be debriefed by the PI using the script in Appendix 8. No part of the experiment's purpose or procedures will be withheld from subjects at any time. The purposes of debriefing are, first, to inform subjects about the theoretical implications of the possible results without influencing their behavior during the data collection, and second, to learn any concerns or insights the subjects may have had about the experimental procedure that may affect the interpretation of results. Subjects will have the opportunity to ask questions about the research and have them answered.

8) Research procedures involved in the Human Research

This project involves several different methods of data collection. Subjects may participate in one or more methods, and may participate on multiple days. Specifically, all subjects who participate in Procedure 1 (that is, high school students), will also participate in Procedure 2. However, some subjects will ONLY participate in Procedure 2 (that is, younger children aged 7-13 and adults who are not high school students). All procedures will be carried out in the locations described above.

Procedure 1:

The main method of data collection will be sociolinguistic interviews with Burmese refugee youth, including one-on-one sessions, which may include questions geared towards interviewee demographic information, and group interviews, which will concentrate predominantly on group social dynamics. These interviews will be audio- and video-recorded. These semi-structured interviews and conversations may last from 1 to 3 hours, depending on the richness of the interview or discussion and the number of follow up questions asked by the PI, and the wishes of the subjects. These interviews/conversations will take place in an available public space, such as a library or community center. These semi-structured interviews and small group conversations will focus on non-sensitive topics related to the life of the subject, language use, culture, cuisine, or history of the community. For example, the conversations may address questions like, "What language do you typically speak at home?", "Tell me about a difficulty you have had regarding language," or "What does it mean to you to be American/Chin/Burmese?" A sample interview protocol is included of potential questions in Appendix 9.

The study will also include participant observation, in which the PI will participate in daily life activities with subjects to gain insight into how subjects interact with one another, and make notes about observations afterward. Some portions of participant observations will be audio- and/or video-recorded in order to capture how participants speak throughout their days. Other forms of data collection will include photography of participants during sessions.

will use the same interview questions for all ages.

Procedure 2:

Participation will involve audio-recorded linguistic elicitation sessions. Subjects will be recorded reading a list of words, phrases, and/or sentences in their native language or translating words, phrases, and/or sentences from English into their native language. All words, phrases, and sentences

will be non-sensitive material. For example, subjects may read or translate items like, “dog,” “the red bicycle,” or “The boy ate three apples.” Although most subjects are expected to be literate in their native language (for example, the written language is used in church services, etc.), in case a subject is not literate in the language, they will be asked to translate the words instead of reading them.

Some of the elicitation will include aerodynamic data recorded using an oral and nasal airflow system (the instruction manual for this system is included as Appendix 2). This involves the subject wearing two small masks over the nose and mouth (similar to a scuba/snorkeling mask) that will track where and how much air is exiting the body (through the nose or through the mouth). The oral airflow mask which covers the mouth is designed to allow you to easily breathe through the mask. This mask is held in place by the subject so they can take it away from their face at any time. The nasal airflow mask which covers the nose is attached with Velcro around the back of the head. This is a minimally-invasive procedure.

Each session may last from 15 minutes up to 1 hour, depending on the grammatical focus on the given session, and depending on how long the subject wishes to work during that session. Following recording, the linguistic elicitation data will be transcribed and analyzed. A sample elicitation protocol is included of potential words, phrases, and sentences in Appendix 10.

Both Procedures:

A language background questionnaire (Appendix 18) will be administered to all subjects, including basic questions about their language backgrounds (such as, “What language(s) did you speak growing up?”, “When did you first learn English?”, and “In what contexts do you speak your native language?”). The questionnaire will take no more than 10 minutes to complete.

After participation is complete, the subjects will be orally debriefed using the script in Appendix 8.

9) Cost to subjects

There are no monetary costs to subjects, except for transportation to the site where data will be collected. However, data collection will take place in public spaces where the subject would likely be anyway (such as a public library or community center), so there will typically be no additional travel cost. The only other cost to subjects is the time they will spend participating. This includes between 1-3 hours for interviews in Procedure 1, 15 minutes to 1 hour for Procedure 2, and up to 10 minutes for the background questionnaire.

10) Risks to subjects

The risks associated with participation in this study are no greater than in daily life. The oral/nasal airflow system (used in linguistic elicitation) does not pose any risks. The mask is similar to a scuba/snorkeling mask and will be wiped with rubbing alcohol between uses. In conversational and open-ended interview data, subjects will know they are being recorded, and will be warned to discuss only topics that they don’t mind having recorded, but it is possible that someone could inadvertently discuss a sensitive topic. If subjects should happen to speak about a sensitive topic or topics which they do not wish to be stored as data, these portions of the recordings will be deleted. Also, if subjects speak about sensitive topics for which they require or desire help, the PI will attempt to the best of her ability to provide information about qualified individuals who the subject could talk to. Names and other identifying material in the conversational and interview data will be anonymized by using pseudonyms in any transcripts of recordings.

11) Potential benefits to subjects and/or society

There are no direct benefits to the subjects in this experiment. The benefit to society at large is a better understanding of the experiences of refugees and greater knowledge about the minority languages spoken by Burmese refugees in Indiana.

12) Provisions to protect the privacy of subjects and the confidentiality of data

a. Protection of subject privacy:

Permission forms and spreadsheets in which the PI will document oral assent or consent (containing subjects' names) will be stored separately from data, so that subjects' names will not be connected to the data in any way. During data collection in Indiana, permission forms and oral assent/consent spreadsheets will be stored in a locked file cabinet in the PI's residence. When the PI returns to Tucson, permission forms and oral assent/consent spreadsheets will be stored in a locked room (Douglass 218A). The collected data will be stored on the PI's password-protected computer and a back-up will be stored on a password-protected external hard-drive. Because of the non-sensitive nature of the research, the recruitment and experimental procedures described above are sufficient to protect the subject's privacy during recruitment and participation.

b. Protection of data confidentiality:

Audio- and video-recordings and transcripts of elicited data, interviews, and conversations, and surveys will not be associated with the name or other identifying information of any subject. Short audio- and/or video-clips may be used for research talks. While audio-recorded conversational data may include names of people, places, or other identifying information, the data is non-sensitive, and even if it were to become public, it would not pose any risk to subjects. In video-recordings, subjects' faces will be recognizable. Again, because of the non-sensitive nature of the data, even if it were to become public, it would pose no risk to subjects. Transcriptions of data will use pseudonyms to protect the identities of subjects. Data will be stored electronically on password-protected computers and a backup will be stored on a password-protected server.

14. Subject compensation

Procedure 1:

Because total participation will involve several hours, subjects will receive monetary compensation in the form of a \$10 gift card for participating. This will be a flat amount (not pro-rated).

Procedure 2:

Subjects will receive compensation in the form of a small token gift, such as a notebook or a candy bar.

17. Withdrawal of subjects

The investigator does not expect to withdraw any subjects from the study. Subjects may withdraw themselves from the study at any time. If previously-collected data has not already been transcribed and de-identified, subjects who withdraw early will have the choice to have their existing data deleted or retained.

18. Sharing of results with subjects

The results and outcomes of the study will be freely available to all subjects. The PI will inform subjects and their parents that if they are interested in the progress or outcome of the experiment, they may contact the PI at any time. Subjects will be informed of this right during disclosure and

debriefing. Subjects or their parents may inform the PI that they would like to be sent a copy of results later.

SECTION 4: LIST OF ATTACHMENTS FOR THIS SUBMISSION (REQUIRED) (Items listed here are expected to be attached as separate documents. These documents will appear in the UA HSPP IRB approval letter as 'documents submitted concurrently' with the review.)

Document Name	Version Date
1. Appendix A Children	1. 4/25/2016
2. Appendix F Alteration/Waiver of Consent	2. 5/24/2016
3. Appendix 1 Site Authorization Burmese American Community Institute	3. 5/9/2016
4. Appendix 2 Aerodynamics System Instruction Manual	4. 5/24/2016
5. Appendix 3 Permission Form Ages 14-19	5. 5/30/2016
6. Appendix 4 Permission Form Ages 7-13	6. 5/30/2016
7. Appendix 5 Assent Form Ages 14-19	7. 5/30/2016
8. Appendix 6 Assent Script Ages 7-13	8. 5/30/2016
9. Appendix 7 Adult Consent Script Ages 18+	9. 5/30/2016
10. Appendix 8 Debriefing Script	10. 5/2/2016
11. Appendix 9 Sample Interview Questions	11. 4/18/2016
12. Appendix 10 Sample Linguistic Elicitation Questions	12. 5/1/2016
13. Appendix 11 F107 VOTF	13. 4/18/2016
14. Appendix 12 Primary Investigator CV	14. 4/18/2016
15. Appendix 13 Advisor CV	15. 5/2/2016
16. Appendix 14 Recruitment Script for Parents of 7-13 Year-Olds	16. 5/25/2016
17. Appendix 15 Adult Consent for High School Students	17. 5/30/2016
18. Appendix 16 Snowball Recruitment Script	18. 5/25/2016
19. Appendix 17 Adult Recruitment Script	19. 5/30/2016
20. Appendix 18 Language Background Questionnaire	20. 5/24/2016

See HSPP website for submission requirements.

Items needed for approval:

- **F107: Verification of Training Form**
- **Current PI/Co-PI CVs or biosketch**, if not included with copy of grant application
- **Informed Consent/Permission/Assent Form(s)** – including study specific release of information documents, DHHS approved sample consent forms. If consent will not be documented in writing, a script of information to be provided orally to subjects

Other Items as applicable:

- **Appendix A - Children**
- **Appendix B - Drug/Device**
- **Appendix C- Multi Site Research**
- **Appendix D- Pregnant Women and Neonates**
- **Appendix E- Prisoners**
- **Appendix F- Waiver of Consent/ PHI**
- **Biosafety Review letter** (for UA - Institutional Biosafety Committee)
- **Certificate of Confidentiality**
- **Compressed Gases Review letter** (for UA – Research Instrumentation)
- **Contract** – complete or draft copy of contract including budget

- **Data Collection Tools** – surveys, questionnaires, diaries not included in the protocol, data abstraction form for records review
- **Data Monitoring Charter and Plan**
- **Drug/Device information** – Investigator's Brochure, drug product sheet, device manual, user's manual, instructions for use, package insert, IND/IDE documentation, FDA 1572 form, 510k indication, FDA exemption, sponsor determination of device risk, etc.
- **Export Control Review**
- **Grant Application(s)** – cover-to-cover copy of grant, regardless of home institution or funding agency, and a copy of the Notice of Grant Award.
- **Other Approval letters** (e.g., school districts, Tribal, other IRB approvals)
- **Participant Materials** – written materials to be provided to or meant to be seen or heard by subjects (e.g. study newsletter, physician to participant letter, wallet cards, incentive items, holiday/birthday cards, certificates, instructional videos/written guides, calendars, certification of achievement, etc.)
- **Payer coverage analysis**
- **PHI Authorization Form(s)**
- **Protocol** – including all amendments/revisions, sub- or extension-studies
- **Radiation Safety Review** letter- needed regardless if the radiation device is approved and used standard of care
- **Recruitment Materials** – telephone scripts, flyers, brochures, websites, email texts, radio/television spots, newspaper advertisements, press releases, etc.
- **Scientific Review Committee** letter (for cancer related projects – AZCC SRC; other units as applicable if the unit has a scientific review committee)
- **Site Authorizations** for research purposes and/or access to administrative records/samples
 - External sites (such as schools, other hospitals or campuses, etc.)
 - AHSC Research Portal Screen Shot
- **Supplemental site information** (for sites engaged in research where the UA is the IRB of record)
 - Copy of any approvals granted from that site (including determinations if this site has an IRB of its own)
 - Site-specific F107
 - Copy of the site's human subjects training policy
 - CV and medical license (if applicable) of site PI
- **Travel Authorization documentation** (for UA – Office of Global Initiatives)
- **Use of retrospective research samples and/or data** – IRB approval letter, original consent under which samples/data were collected, letter allowing access to samples

Appendix A: Children/ Wards

This form should be used when children/wards are engaged in the research.

- **Children** - Individuals who have not attained the legal age for consent to treatments or procedures involved in the research, under the applicable law of the jurisdiction in which the research will be conducted.
- **Assent** - A child's affirmative agreement to participate in research. Mere failure to object should not, absent affirmative agreement, be construed as assent.
- **Permission** - Agreement of parent(s) or guardian to the participation of their child or ward in research.
- **Parent** - Child's biological or adoptive parent.
- **Guardian** - An individual who is authorized under applicable State or local law to consent on behalf of a child to general medical care.

In order to be granted the correct regulatory category, waiver or alteration of assent or parental permission, regulatory language must be documented, reviewed, and approved as part of the IRB materials. Provide protocol specific justification for each item to assist the IRB with their review.

Used when children/wards are engaged in the research	
IRB Project No.:	
Project Title:	Language Use Among Burmese Refugees
Investigator:	Maureen Hoffmann
Investigator's Contact Information:	Phone/Official University Email: 812-345-0831 / mhoffm@email.arizona.edu
Alternate Contact:	Natasha Warner
Alternate Contact's Information:	Phone/Official University Email: 520-626-5591

Section 1: General Information
Age range of children: <input type="checkbox"/> Under 7 <input checked="" type="checkbox"/> 7-13 <input checked="" type="checkbox"/> 14-18
Are the children wards of the state? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Where will the children complete the research <input type="checkbox"/> Home <input type="checkbox"/> School <input type="checkbox"/> UA <input checked="" type="checkbox"/> Other: Burmese American Community Institute (Community Center)
If activities will take place at a school do you have approval from: <input type="checkbox"/> District <input type="checkbox"/> School <input type="checkbox"/> Teacher

Appendix A: Children/ Wards

**Submit approvals to the IRB prior to beginning research in the school and classroom*

Section 2: Risk Level of Children/Wards participation Check all that apply

<input checked="" type="checkbox"/>	<p>45 CFR 46.404</p> <ul style="list-style-type: none"> Research involving <u>no greater risk</u> (minimal risk) than daily life during the performance of examinations or psychological examinations or tests.
<input type="checkbox"/>	<p>45 CFR 46.405</p> <ul style="list-style-type: none"> Research involving <u>greater than minimal risk</u> but <u>presenting the prospect of direct benefit</u> to the individual subjects where the risk is justified by the anticipated benefit to the participants. The relation of the anticipated benefit to the risk is at least as favorable to the participants as that presented by available alternative approaches.
<input type="checkbox"/>	<p>45 CFR 46.406</p> <ul style="list-style-type: none"> Research involving <u>greater than minimal risk</u> and <u>no prospect of direct benefit</u> to individual subjects, but likely to yield generalizable knowledge about the subject's disorder or condition where the risk represents a minor increase over minimal risk. The intervention or procedure presents experiences to participants that are reasonably commensurate with those inherent in their actual or expected medical, dental, psychological, social, or educational situations. The intervention or procedure is likely to yield generalizable knowledge about the participants' disorder or condition that is of vital importance for the understanding or amelioration of the participants' disorder or condition.
<input type="checkbox"/>	<p>45 CFR 46.407</p> <ul style="list-style-type: none"> <u>Research not otherwise approvable</u> which presents an opportunity to understand, prevent, or alleviate a serious problem affecting the health or welfare of children.
<input type="checkbox"/>	<p>(Wards only) 45 CFR 46.409(a)(1)</p> <ul style="list-style-type: none"> Research approved under 45 CFR 46.406 or 45 CFR 46.407 and the research is related to their status as wards. An advocate has been appointed for each child who is a ward, in addition to any other individual acting on behalf of the child as guardian or in loco parentis. The research is conducted in schools, camps, hospitals, institutions, or similar settings in which the majority of children involved as subjects are not wards.

Please provide justification for the request to include children:

This project aims at understanding how refugee youth conceive of their identities (ex. as "Burmese," "American," "Burmese-American," etc.). Additionally, this project intends to record children speaking their native (Burmese) languages, which will then be compared to adult speech to see if the languages are changing now that they live in the US. Therefore, the participation of children is vital to the success of the project.

Section 3: Parental Permission Check all that apply

What permission will be obtained?

- Obtained from both parents or Legally Authorized Representative (LAR)
- Obtained from only one parent (45 CFR 46.408(b) and 21 CFR 50.55(e)(1)) or LAR
- Research involving not greater than minimal risk as defined in 45 CFR 46.404 or 45 CFR 46.405 up above
- Waiver of Parental Permission (45 CFR 46.116(d) and 21 CFR 50.55(d))

Appendix A: Children/ Wards

<input type="checkbox"/>	<ul style="list-style-type: none"> • Research involves no more than minimal risk to subjects • The waiver or alteration will not adversely affect the rights and welfare of the subjects • The research could not practicably be carried out without the waiver or alteration • Whenever appropriate, the subjects will be provided with additional pertinent information after participation
<input type="checkbox"/>	<p>Waiver of Parental Permission (45 CFR 46.116(c))</p> <ul style="list-style-type: none"> • The research protocol is designed for conditions or for a subject population for which parental or guardian permission is not a reasonable requirement to protect the subjects, provided an appropriate mechanism for protecting the children who will participate as subjects in the research is substituted, and provided further that the waiver is not inconsistent with Federal, state or local law
<input type="checkbox"/>	<p>Waiver of Parental Permission (45 CFR 46.408(c))</p> <ul style="list-style-type: none"> • The research or demonstration project is to be conducted by or subject to the approval of state or local government officials and is designed to study evaluate, or otherwise examine (i) Public benefit of service programs; (ii) procedures for obtaining benefits or services under those programs; (iii) possible changes in or alternatives to those programs or procedures; or (iv) possible changes in methods or levels of payment for benefits or services under those programs; and the research could not practicably be carried out without the waiver or alteration
<p>If a waiver is being requested, provide justification for the waiver: Because of the low-risk nature of this study, only one parent's permission is sufficient to protect the interests of the children.</p>	
<p>If permission is going to be obtained from someone other than the parent, how will the legally authorized representative be determined? Explain:</p>	
<p>If the project is being conducted in the classroom what provisions are being made for those children whose parents do not give permission for them to engage in the research? Explain:</p>	

Section 4: Child Assent *Check all that apply*

How will assent be obtained and what information will be given to subjects?

For 14-18 year-olds, the details (procedure, purpose, possible risks and benefits, etc.) of the study will be thoroughly explained and presented orally (Attachment 5). Participants will then provide oral assent, confirming their willingness to participate.

For 7-13 year-olds, the details of the study will be explained orally at a complexity appropriate to their developmental level (following the script in Attachment 6). Oral assent to participate will be collected from participants.

Will assent be documented? If yes please explain:

Yes, the PI will document the oral assent in a spreadsheet.

If requesting a Waiver of Assent *Check all that apply*

<input type="checkbox"/>	<p>Waiver of Assent (45 CFR 46.408(a) and 21 CFR 50.55(c)(1))</p> <ul style="list-style-type: none"> • The IRB has taken into account the ages, maturity, and psychological state of the children involved and determined that the capability of some or all of the children is so limited that they cannot reasonably be consulted; therefore, the assent of the children is not a necessary condition for proceeding with the research. <p><i>*Note that if your range of ages is between 0-7 this box may automatically checked.</i></p>
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Appendix A: Children/ Wards

<input type="checkbox"/>	<p>Waiver of Assent (45 CFR 46.408(a) and 21 CFR 50.55(c)(2))</p> <ul style="list-style-type: none"> The intervention or procedure involved in the research holds out a prospect of direct benefit that is important to the health or well-being of the children and that the intervention is only available in the context of the research. Therefore, the assent of the children is not a necessary condition for proceeding with the research. <p><i>*Note may only be used when 45 CFR 46.405 has been checked in the section above</i></p>
<input type="checkbox"/>	<p>Waiver of Assent (45 CFR 46.116(d) and 21 CFR 50.55(d))</p> <ul style="list-style-type: none"> The research involves no more than minimal risk to subjects. The waiver or alteration will not adversely affect the rights and welfare of the subjects. The research could not practicably be carried out without the waiver or alteration. Whenever appropriate, the subjects will be provided with additional pertinent information after participation.
<input type="checkbox"/>	<p>Waiver of Assent (45 CFR 46.116(c))</p> <ul style="list-style-type: none"> The research or demonstration project is to be conducted by or subject to the approval of state or local government officials and is designed to study evaluate, or otherwise examine (i) Public benefit of service programs; (ii) procedures for obtaining benefits or services under those programs; (iii) possible changes in or alternatives to those programs or procedures; or (iv) possible changes in methods or levels of payment for benefits or services under those programs; and the research could not practicably be carried out without the waiver or alteration.
<p>Please provide justification for the request for a waiver of assent:</p>	



Appendix F: Alteration/Waiver of Consent, or Alteration/Waiver of PHI

Used for when a Waiver of Consent, Alteration of Consent, or Alteration/Waiver of PHI is needed	
IRB Project No.:	
Project Title:	Language Use Among Burmese Refugees
Investigator:	Maureen Hoffmann
Investigator's Contact Information:	Phone/Official University Email: 812-345-0831 / mhoffm@email.arizona.edu
Alternate Contact:	
Alternate Contact's Information:	Phone/Official University Email:

Section 1: Consent Process

Briefly explain the consent process for the project:

For children (ages 7-13), parents of potential subjects will sign parental permission forms (Appendix 4) written in English for now until I submit an amendment to add the additional language. Children will then have the research procedures explained to them in age-appropriate language (Appendix 6) and will provide oral confirmation of assent to participate. The PI will record that subjects have provided oral assent in a spreadsheet.

For high school students (ages 14-19), parents of potential subjects will sign parental permission forms (Appendix 3), written in English for now, until I submit an amendment to add the additional language. The high school students will have the research procedures explained to them in age-appropriate language (Appendix 5) and will provide oral confirmation of assent to participate. The PI will record that subjects have provided oral assent in a spreadsheet. If the high school student is determined to be over 18 years old, or if they turn 18 during the study, they will be consented (or re-consented, after their birthday) as adults who are high school students (Appendix 16). The PI will record that subjects have provided oral consent in a spreadsheet. **For adults (ages 18+, who are not high school students)**, potential subjects will have the research procedures explained to them using the adult consent script (Appendix 7). They will provide oral consent to participate in the study. The PI will record that subjects have provided oral consent in a spreadsheet.

Section 2: Waiver or Alteration of Consent

A. Waiver of Informed Consent (45 CFR 46.116(d) and 21 CFR 50.55(d)):

Describe the possible risks of harm to the subjects involved in this study and explain why the study involves no more than minimal risk to subject:

Explain why the waiver/alteration will not adversely affect the rights and welfare of the subjects:

Explain why it is impracticable to conduct this research when informed consent is required:

Explain, if appropriate, how the subjects will be provided with additional pertinent information about the research after participation. If not appropriate, explain why:



Appendix F: Alteration/Waiver of Consent, or Alteration/Waiver of PHI

If deception will be involved please explain when subjects will have the opportunity to decide to include their data in the research project:

B. Waiver of Documentation of Informed Consent

Subpart 1: (45 CFR 46.117(c)(1)):

Explain how the consent document is the only record linking the subject and the research:

Explain how the principal risk would be the potential harm resulting from a breach of confidentiality:

Subpart 2: (45 CFR 46.117(c)(2)):

Describe the possible risks of harm to the subjects involved in this study and explain why the study involves no more than minimal risk to subject:

The only documents that will include the subjects' names, linking the subject and the research, will be the parental permission forms and the spreadsheets that the PI will use to document that the subjects provided oral assent/consent.

Describe how the research involves no procedures for which written consent is normally required outside the research context:

Oral assent and consent will be used for two reasons. First, some subjects may have limited written literacy in English (although all subjects will be conversationally fluent in English). Additionally, based on the PI's previous experience working with this community, some subjects expressed hesitancy and concern about signing written consent documents and preferred an oral consent.

Section 3: Waiver or Alteration of PHI (45 CFR 164.512(i))

A. Protected Health Information- Describe the PHI being used or disclosed in your study

- Patient/subject name
- Address street location
- Address town or city
- Address state
- Address zip code
- Elements of dates (except year) related to an individual. (ie. DOB, admission/discharge dates, date of death)
- Telephone number
- Fax number
- Electronic mail (email) address
- Social security number



Appendix F: Alteration/Waiver of Consent, or Alteration/Waiver of PHI

- Medical record numbers
- Health plan beneficiary numbers
- Account numbers
- Certificate/license numbers
- Vehicle identification numbers and serial numbers including license plates
- Medical device identifiers and serial numbers
- Web URLs
- Internet protocol (IP) address
- Biometric identifiers (finger and voice prints)
- Full face or comparable photographic images
- Any unique identifying number, characteristic or code (a rare disease can be considered a unique id)

Describe:

- Link to identifier (code)

B. Record/Specimen Use - Indicate your source(s) of health information

- Physician/clinic records
- Interviews/questionnaires
- Mental health records
- Billing records
- Lab, pathology and/or radiology results
- Biological samples obtained from the subjects
- Hospital/medical records (in- and out-patient)
- Data previously collected for research purposes
- Other; specify:

C. Request for Waiver or Alteration of Authorization (45 CFR 164.512(i))

List every investigator, research staff member or other staff member who will have access to this data:

Describe the risks to privacy involved in this study and explain why the study involves no more than minimal risk to privacy:

Describe investigator's plan to protect identifiers from improper use or disclosure and to destroy them at the earliest time:

Explain why it is not possible to seek subjects' authorization for use or disclosure of the PHI:

Explain why it is not possible to conduct this research without use or disclosure of the PHI:

Section 4: Attestation:

Principal Investigator

I assure the IRB that the protected health information which I have detailed in this Waiver of Authorization and/or Consent application will not be reused (i.e.: used other than as described in this application) or disclosed to any person or entity other than those listed above, except as required by



Appendix F: Alteration/Waiver of Consent, or Alteration/Waiver of PHI

law, for authorized oversight of this research study, or as specifically approved for use in another study by the UA IRB.

I also assure the UA IRB that the information that I provide in this application is accurate and complete, and that the PHI that I request is the minimum amount of identifiable health information necessary for my research project.

5/24/2016

Maureen Hoffmann

Signature

Date

Print Name

The University of Arizona
PARENTAL PERMISSION FORM (Ages 14-17 years)

Study Title:

Language Use Among Burmese Refugees

Principal Investigator:

Maureen Hoffmann, M.A.

This form asks permission for your child to participate in research on language. If you would like for your child to participate, please sign both copies of this form. You should keep one copy for yourself and return the other to the researcher.

- 1. What is the purpose of this study?** This study is to find out about Burmese youth identity and language use. Depending on the context, youth may use one language or another to associate with different communities or identities. The research will ask how youth identify themselves (for example, as “Chin,” “American,” or “Chin-American,” etc.) and how they use language to present their identity. The research will also look at what sounds are used in the Chin languages.
- 2. How many people will be asked to be in this study?** Maximum 180 subjects will participate in the study (including a maximum of 100 Burmese high school students).
- 3. Can my child stop being in the study?** Your child’s participation in this research is completely voluntary. Your child may choose not to take part at all. If your child decides to participate in this research, he or she may stop participating at any time. If your child decides not to participate in this study or stops participating at any time, he or she will not be penalized or lose any benefit to which he or she otherwise qualifies.
- 4. What will my child do if he/she participates in this study?** Students will be observed during normal interactions between friends, classmates, and teachers. Observations will take place at the Burmese American Community Institute. Observations may also take place at school and/or church. Some of these interactions will be audio- or video-taped, with the permission of all involved. Students will also participate in individual and small-group interviews. These interviews will be scheduled outside of school hours so that they will not interfere with school or other activities. During interviews, students will be asked about their experiences in the United States, about their language use and social interactions, and about how they feel about language and their identities. Interviews will take between 1-3 hours, depending on student interest. The interviews will be audio- and video-recorded. Students will also be asked to read lists of words or phrases in the Chin language that they speak. They will be audio-recorded. They will also read some words while wearing a mask (similar to a scuba or snorkeling mask) that covers their nose and mouth. This recording session will last from 15 minutes up to 1 hour. They will also answer a short questionnaire about their language background. This will take up to 10 minutes.
- 5. What are the possible risks?** What your child will be doing has no more risk than they would come across in everyday life. The mask that is used is similar to a scuba/snorkeling mask and poses no risks. It will be wiped with rubbing alcohol between uses. During the interviews, if your child discusses something that they do not wish to be recorded, that portion of the

recording will be deleted, if I have not been able to transcribe their recordings yet. If a sensitive topic comes up, for which they require or desire help, the PI will attempt to the best of her ability to provide information about qualified individuals who the subject could talk to.

- 6. Are there any potential benefits?** There is no direct benefit to participants of the study. There may be broader societal benefits to this study including a better understanding of the experiences of refugees and greater knowledge about the minority languages spoken by Burmese refugees in Indiana.

By your child participating, they will receive a small compensation for their time.

- 7. Will information about my child and his/her participation be kept confidential?** This research involves video or audio recordings of your child. All data will be stored on a password-protected computer. The researcher may present selections of the video in professional settings for education researchers and students: closed research meetings, professional conferences and education courses. The researcher will do everything within her power to keep your child's personal information confidential. Any potential loss of confidentiality will be minimized by using pseudonyms (fake names) to identify your child, your child's school, and geographic locations. If the research team writes a report or article about this research project, your child's identity will be protected to the maximum extent possible.

- 8. Who can I contact if I have questions about the study?** If you have questions, comments, or concerns, you can contact Maureen Hoffmann, M.A. (812-345-0831, mhoffm@email.arizona.edu). If you have questions about your rights while taking part in the study or have concerns about the treatment of research participants, please contact the University Human Subjects Protection Program at orcr.arizona.edu/hssp or at 520-626-6721.

The Office for Human Research Protections or other federal, state, or international regulatory agencies, may review the research records.

Please check one:

- I agree to video-recording of my child during participation in this study.
 I do not agree to video-recording of my child.

Please check one:

- I agree to audio-recording of my child during participation in this study.
 I do not agree to audio-recording of my child.

I voluntarily agree to allow my child to participate in this study.

Child's Name

Parent/Legal Guardian

Date

Investigator/research staff

There are no blanks in this document. A copy of this form has been given to the parent or guardian.

Printed name of person obtaining permission

Signature of person obtaining permission

Date: _____

ASSENT SCRIPT (AGES 14-17)

The script below is an example of what would be said during the assent process with high school students, ages 14-17, who have returned a signed parental permission slip. These subjects will participate in BOTH Procedures 1 and 2. Because of the natural variation in conversation, the actual utterances may vary. Also the exact wording may be altered slightly to adjust to the developmental abilities of the individual child. However, the key ideas expressed in this example will be present in every variation on the script.

I am working on a project that will help me understand more about the experiences and languages of Burmese high school students who are living here in Indianapolis. I'm particularly interested in learning more about refugee youth identity and language use. Depending on the context, people may use one language or another to associate with different communities or identities. This research will help us learn how high school student refugees identify themselves (for example, as "Chin," "American," or "Chin-American," etc.) and how you use language to present your identity. The research will also look at what sounds are used in the Chin languages. In total, I plan to work with as many as 100 high school students.

If your parents agree and if you are interested, you will participate in individual and small-group interviews. During interviews, I will ask you about your experiences in the United States, about your language use and social interactions, and about how you feel about language and your identity. These interviews will be scheduled outside of school hours so that they will not interfere with school or other activities. Interviews will take between 1-3 hours, depending on your interest and they will be audio- and video-recorded.

I will also make observations during normal interactions with your friends and other people at the Burmese American Community Institute. I may also make observations at school and/or church. Some of these interactions will be audio- or video-taped. Finally, I will record you reading some words in Chin to learn how different sounds are pronounced. For some of these words, you will wear a mask, like a scuba or snorkeling mask, which measures the airflow while you speak. This recording will take between 15 minutes and 1 hour. Finally, you will also answer some questions about your language background. This will take up to 10 minutes.

You won't get any benefit from participating, but you will help me understand more about your experiences, your identity, and your language. You don't have to participate, and even if you say "yes," you can stop whenever you want to and nothing bad will happen to you. The risks associated with participation in this study are no greater than in daily life. The oral/nasal airflow system (used in linguistic elicitation) does not pose any risks. The mask is similar to a scuba/snorkeling mask and will be wiped with rubbing alcohol between uses. In conversational and open-ended interview data, you will be recorded, so you should discuss only topics that you don't mind having recorded. However, if you should happen to speak about a sensitive topic or topics which you do not wish to be stored as data, these portions of the recordings will be deleted. Also, if you speak about sensitive topics for which you require or desire help, I will attempt to the best of my ability to provide information about qualified individuals who the you could talk to. Names and other identifying material in the conversational and interview data will be anonymized by using pseudonyms in any transcripts of

recordings. Your participation will be kept confidential, and your name will be changed in any of the data I collect to protect your privacy.

If you wish to be withdrawn from the study, you may leave at any time, but if you wish to have your data also withdrawn, if I have already translated the data, I will not be able to withdrawal your data.

By participating, you will receive a small compensation for your time.

Do you have any questions? Would you like to participate?

By participating you have provided your consent for me to use the information for research.

RECRUITMENT SCRIPT (PARENTS OF 7-13 YEAR-OLDS)

This is an example of what might be said during the oral recruitment process. Due to natural variation in conversation, these exact words may not be used, but the same main ideas will be addressed.

Hi, my name is Maureen Hoffmann and I'm a graduate student at the University of Arizona. I am conducting a research project to learn more about the Chin languages that the Burmese refugees in Indiana speak. So part of my research will involve recording people speaking their languages to learn more about what sounds are used in the Chin languages. I am interested in recording people of many different ages, so I'm wondering if you might be interested in having your child participate.

If your child participates, I will also ask them to read a list of words and phrases in their native Chin language.

If you are interested in having your child participate in my research, please get in touch with me. You will have to sign a permission form for your child. I will also explain about the procedures and details of the study to your child and they will have a chance to say whether they are interested and willing to participate.

There are no known risks to participating and no costs beyond expending your child's time and the transportation costs to the meeting location. Your child can stop participating any time for any reason, and nothing bad will happen to them if they stop. If you have any questions about this project, you may also contact my supervisor, Dr. Natasha Warner at nwarner@email.arizona.edu, or the University of Arizona's Human Subject Protection Program.

The University of Arizona
PARENTAL PERMISSION FORM (Ages 7-13 years)

Study Title:

Language Use Among Burmese Refugees

Principal Investigator:

Maureen Hoffmann, M.A.

This form asks permission for your child to participate in research on language. If you would like for your child to participate, please sign both copies of this form. You should keep one copy for yourself and return the other to the researcher.

- 1. What is the purpose of this study?** This research study is to find out about the sounds that are used in the Chin languages.
- 2. How many people will be asked to be in this study?** Maximum 180 subjects will participate in the study (including a maximum of 30 children, ages 7-13 years).
- 3. Can my child stop being in the study?** Your child's participation in this research is completely voluntary. Your child may choose not to take part at all. If your child decides to participate in this research, he or she may stop participating at any time. If your child decides not to participate in this study or stops participating at any time, he or she will not be penalized or lose any benefit to which he or she otherwise qualifies. After we have completed the study, your child will receive compensation in the form of a small token gift, such as a notebook or a candy bar.
- 4. What will my child do if he/she participates in this study?** Your child will read lists of words or phrases in the Chin language that they speak. They will be audio-recorded. They will also read some words while wearing a mask (similar to a scuba or snorkeling mask) that covers their nose and mouth. This recording session will last from 15 minutes up to 1 hour. They will also answer a short questionnaire about their language background. This will take up to 10 minutes.
- 5. What are the possible risks?**
What your child will be doing has no more risk than they would come across in everyday life. The mask that is used is similar to a scuba/snorkeling mask and poses no risks. It will be wiped with rubbing alcohol between uses.
- 6. Are there any potential benefits?** There is no direct benefit to participants of the study. There may be broader societal benefits to this study including a greater knowledge about the minority languages spoken by Burmese refugees in Indiana.
- 7. Will information about my child and his/her participation be kept confidential?** This research involves audio recordings of your child. All data will be stored on a password-protected computer. The researcher may present selections of the audio in professional settings for education researchers and students: closed research meetings, professional conferences and education courses. The researcher will do everything within her power to keep your child's personal

information confidential. Your child's name will not be associated with the recordings. If the research team writes a report or article about this research project, your child's identity will be protected to the maximum extent possible.

8. Who can I contact if I have questions about the study? If you have questions, comments, or concerns, you can contact Maureen Hoffmann, M.A. (812-345-0831, mhoffm@email.arizona.edu). If you have questions about your rights while taking part in the study or have concerns about the treatment of research participants, please contact the University Human Subjects Protection Program at <http://rgw.arizona.edu/compliance/human-subjects-protection-program> or at 520-626-6721.

The Office for Human Research Protections or other federal, state, or international regulatory agencies, may review the research records.

I voluntarily agree to allow my child to participate in this study. (Please sign below.)

Child's Name

Parent/Legal Guardian

Date

Investigator/research staff

There are no blanks in this document. A copy of this form has been given to the parent or guardian.

Printed name of person obtaining permission

Signature of person obtaining permission

Date: _____

ASSENT SCRIPT (AGES 7-13)

The script below is an example of what would be said during the assent process with children ages 7-13. These subjects will ONLY participate in Procedure 2. Because of the natural variation in conversation, the actual utterances may vary. Also the exact wording may be altered slightly to adjust to the developmental abilities of the individual child. However, the key ideas expressed in this example will be present in every variation on the script.

I am working on a project that will help me understand more about the languages spoken by the Burmese people who are living here in Indianapolis. I'm particularly interested in learning what sounds are used in your language.

In order to learn about it, I want to record many people reading some words and sentences in the Chin languages or translating words from English into Chin. In total, I plan to record as many as 180 individuals, including as many as 30 children between the ages of 7 and 13.

If your parents agree and if you are interested, I will audio record you reading some words in Chin using a small microphone. For some of these words, you will wear a mask, like a scuba or snorkeling mask. The recording will take between 15 minutes and 1 hour. You will also answer some questions about your language background. This will take up to 10 minutes. You won't get any benefit from participating, but you will help me understand more about your language. You don't have to participate, and even if you say "yes," you can stop whenever you want to and nothing bad will happen to you.

If you participate, it won't be any more dangerous than your everyday life. The mask that we will use is similar to a scuba/snorkeling mask and it will be wiped with rubbing alcohol between uses. Once you have completed the study, you will receive a small token gift, such as a notebook or a candy bar for participating.

Do you have any questions? Would you like to participate?

By participating you have provided your permission to be in the research project.

CONSENT SCRIPT (FOR ADULT HIGH SCHOOL STUDENTS)

The script below is an example of what would be said during the consent process with high school students who are ages 18+ (or who turn 18 during the course of the study). As high school students, these subjects will participate in BOTH Procedures 1 and 2. Because of the natural variation in conversation, the actual utterances may vary. However, the key ideas expressed in this example will be present in every variation on the script.

I am working on a project that will help me understand more about the experiences and languages of Burmese high school students who are living here in Indianapolis. I'm particularly interested in learning more about refugee youth identity and language use. Depending on the context, people may use one language or another to associate with different communities or identities. This research will help us learn how high school student refugees identify themselves (for example, as "Chin," "American," or "Chin-American," etc.) and how you use language to present your identity. The research will also look at what sounds are used in the Chin languages. In total, I plan to work with as many as 180 subjects, including up to 100 high school students.

You will participate in individual and small-group interviews. During interviews, I will ask you about your experiences in the United States, about your language use and social interactions, and about how you feel about language and your identity. These interviews will be scheduled outside of school hours so that they will not interfere with school or other activities. Interviews will take between 1-3 hours, depending on your interest and they will be audio- and video-recorded.

I will also make observations during normal interactions with your friends and other people at the Burmese American Community Institute. I may also make observations at school and/or church. Some of these interactions will be audio- or video-taped. Finally, I will record you reading some words in Chin to learn how different sounds are pronounced. This recording will take between 15 minutes and 1 hour. Part of this recording will include wearing a mask similar to a scuba/snorkeling mask, which measures the airflow while you speak. Finally, you will complete a brief questionnaire about your language background. This will take up to 10 minutes.

If you participate, you can say whenever you would like to stop, or say how long you would like to participate for. Also any new information discovered about the research will be provided to you. This information could affect whether you agree to continue your participation.

The risks associated with participation in this study are no greater than in daily life. The oral/nasal airflow system (used in linguistic elicitation) does not pose any risks. The mask is similar to a scuba/snorkeling mask and will be wiped with rubbing alcohol between uses. In conversational and open-ended interview data, you will be recorded, so you should discuss only topics that you don't mind having recorded. However, if you should happen to speak about a sensitive topic or topics which you do not wish to be

stored as data, these portions of the recordings will be deleted. Also, if you speak about sensitive topics for which you require or desire help, I will attempt to the best of my ability to provide information about qualified individuals who the you could talk to. Names and other identifying material in the conversational and interview data will be anonymized by using pseudonyms in any transcripts of recordings.

The information that I collect as part of this research will be used in presentations at academic conferences as well as in research publications. If you would like to have a copy of any published or analytical work from this research, I will provide these to you.

Any questions you have will be answered and you may withdraw from the study at any time. If I have already transcribed the data, I will not be able to remove your data from the study if you wish to withdrawal. There are no known risks from your participation and no direct benefit from your participation is expected. There is no cost to you except for your time and you will receive a small gift, such as coffee or a candy bar for your participation. You may choose not to participate without penalty.

Only I will have access to your name and the information that you provide. In order to maintain your confidentiality, your name will not be revealed in any reports or publications that result from this project. The data collected as part of the study will be stored on my password-protected computer, and I will be the only one with access to the audio and video files.

An Institutional Review Board responsible for human subjects research at The University of Arizona reviewed this research project and found it to be acceptable, according to state and federal regulations and University policies designed to protect the rights and welfare of participants in research.

If you have questions or concerns about the study you may contact me at 812-345-0831 or mhoffm@email.arizona.edu. If you complete your participation in the study, you will be allowing your data to be used for academic research, and it may be presented at conferences or published in academic journals. If you choose to withdraw from the study none of the data collected during interviews with you will be used in any capacity and I will destroy the data collected from you.

The audio and video recordings from this research may be used publicly in presentations at academic conferences or in lectures. If so, your name will not be used, but your face or voice may be recognizable.

Please choose one of the following:

- 1) “I give permission to use my audio and video recordings publicly in academic conferences and lectures.”**
- 2) “I do not give permission to use my audio and video recordings publicly in academic conferences and lectures. Only the anonymized data may be used.”**

Please tell me if you agree to participate in this study. By agreeing to these terms, you are providing your consent to participate in this project.

ADULT RECRUITMENT SCRIPT

This is an example of what might be said during the oral recruitment process. Due to natural variation in conversation, these exact words may not be used, but the same main ideas will be addressed.

Hi, my name is Maureen Hoffmann and I'm a graduate student at the University of Arizona. I am conducting a research project to learn more about your experiences as refugees in the US. I am also interested in learning more about the Chin languages that you speak. So part of my research will involve recording people speaking their languages to learn more about what sounds are used in the Chin languages.

Participation will involve reading a list of words and phrases in your native Chin language. If you are interested in participating in my research, please get in touch with me. I will explain about the procedures and details of the study, and after that you will have the chance to decide if you are interested and willing to participate.

There are no known risks to participating and no costs beyond expending your time and the transportation costs to the meeting location. You can stop participating any time for any reason, and nothing bad will happen to you if you stop. If you have any questions about this project, you may also contact my supervisor, Dr. Natasha Warner at nwarner@email.arizona.edu, or the University of Arizona's Human Subject Protection Program.

ADULT CONSENT SCRIPT (AGES 18+)

The script below is an example of what would be said during the consent process with adults ages 18+ (who are not high school students, and therefore only participating in Procedure 2). Because of the natural variation in conversation, the actual utterances may vary. However, the key ideas expressed in this example will be present in every variation on the script.

I am conducting a research project about the languages, culture, and history of the ethnic minorities from Myanmar (Burma), living in Indiana.

This study is being done because little information exists on the languages and language use among the Burmese refugee community. This study is designed to collect information, oral history, and personal experiences from members of this community and their life experiences both in Myanmar (Burma) and here in Indiana.

If you choose to participate, you will sit down with me to discuss the structure of your language. This will involve reading a list of words, phrases, and/or words in your language and possibly translating some words from English into your language. You will also read some words while wearing a mask (similar to a scuba or snorkeling mask) that covers your nose and mouth. The conversation and recording could last anywhere from 15 minutes up to 1 hour. You will also answer a brief questionnaire about your language background. This will take up to 10 minutes. You will be audio recorded.

If you participate, you can say whenever you would like to stop, or say how long you would like to participate for. Also any new information discovered about the research will be provided to you. This information could affect whether you agree to continue your participation.

The risks associated with participation in this study are no greater than in daily life. The oral/nasal airflow system (used in linguistic elicitation) does not pose any risks. The mask is similar to a scuba/snorkeling mask and will be wiped with rubbing alcohol between uses.

The information that I collect as part of this research will be used in presentations at academic conferences as well as in research publications. If you would like to have a copy of any published or analytical work from this research, I will provide these to you.

Any questions you have will be answered and you may withdraw from the study at any time. There are no known risks from your participation and no direct benefit from your participation is expected. There is no cost to you except for your time and you will receive a small gift, such as coffee or a candy bar for your participation. You may choose not to participate without penalty.

Only I will have access to your name and the information that you provide. In order to maintain your confidentiality, your name will not be revealed in any reports or publications that result from this project. The data collected as part of the study will be

stored on my password-protected computer, and I will be the only one with access to the audio files.

An Institutional Review Board responsible for human subjects research at The University of Arizona reviewed this research project and found it to be acceptable, according to state and federal regulations and University policies designed to protect the rights and welfare of participants in research.

If you have questions or concerns about the study you may contact me at 812-345-0831 or mhoffm@email.arizona.edu. If you complete your participation in the study, you will be allowing your data to be used for academic research, and it may be presented at conferences or published in academic journals. If you choose to withdraw from the study none of the data collected during interviews with you will be used in any capacity and I will destroy the data collected from you.

The audio and video recordings from this research may be used publicly in presentations at academic conferences or in lectures. If so, your name will not be used, but your face or voice may be recognizable.

Please choose one of the following:

- 1) “I give permission to use my audio and video recordings publicly in academic conferences and lectures.”**
- 2) “I do not give permission to use my audio and video recordings publicly in academic conferences and lectures. Only the anonymized data may be used.”**

By participating, you have provided me with your approval to use your data for research purposes.

SNOWBALL RECRUITMENT SCRIPT

This is an example of what might be said during the oral recruitment process. Due to natural variation in conversation, these exact words may not be used, but the same main ideas will be addressed. This script will be used with high school students who contact the PI about participating, through the “snowball” method of recruitment.

Hello, thank you for contacting me about participating in my research project. My name is Maureen Hoffmann and I’m a graduate student at the University of Arizona. I am conducting a research project to learn more about your experiences as refugees in the US. I am interested in how you think about your identities and how that relates to language use. I am also interested in learning more about the Chin languages that you speak.

First, can I ask how old you are? If you are under 18, before you can participate, I need to have your parents sign a permission form saying that they give permission for you to be part of the study. Once you return a signed permission form to me, we will talk more about the details and procedures of the study and you will have the chance to decide if you are interested and willing to participate. Thank you!

[If the subject indicates they are over 18]

If you are interested in participating in my research, we can set up a time to meet and I will explain about the procedures and details of the study, and after that you will have the opportunity to decide if you are interested and willing to participate.

There are no known risks to participating and no costs beyond expending your time and the transportation costs to the meeting location. You can stop participating any time for any reason, and nothing bad will happen to you if you stop. If you have any questions about this project, you may also contact my supervisor (Advisor name/email/phone), or the University of Arizona’s Human Subject Protection Program.

DEBRIEFING SCRIPT

The script below is an example of what would be said during the debriefing. Because of the natural variation in conversation, the actual utterances may vary. However, the key ideas expressed in this example will be present in every variation on the script.

There's a lot that we already know about the experiences of refugees in the USA. However, we know very little about the languages and dialects of the people of Myanmar (Burma). The main goal in this project was to learn about languages and identities among Burmese refugees by listening to your own personal stories and stories of your community here in Indiana. Another goal was to learn more about your language. This has taught us a lot about your language, but also about your culture and your community.

Your participation in this study helps us to better understand your language and your everyday life. At the same time the information that you have shared highlights the culture of your community. By studying your speech, we will be able to understand what it means to be a member of this community, and how the history of your community has affected your identity and day-to-day life here in Indiana.

SAMPLE INTERVIEW QUESTIONS

The following are possible interview that speakers may be asked to answer. Because of the natural variation in conversation, the actual utterances, and time spent on each question, may vary.

- 1) Tell me about the country you were born in, the city that you and your family are from.
 - a. What was it like growing up there? Do you think it's different from how kids grow up here?
 - b. What sort of games did you play as a kid?
 - c. What was school like there?
- 2) What was the funniest experience you had when you first moved to the US?
 - a. What was the most confusing/scary/strange experience you had when you first moved here?
- 3) What language do you speak the most at home?
 - a. With your siblings? With your parents?
 - b. When you go shopping?
- 4) What is your biggest struggle regarding language?
- 5) How important is it for to maintain your home language?
- 6) Have you noticed any differences between how you speak and how others speak in your community?
- 7) What's the biggest difference between life in the US and life in Burma?

- 8) When do you feel most connected to your Burmese background?
- 9) Do you think it is important to maintain Burmese traditions in the US?
- 10) Tell me about Chin culture: clothing, food, holidays, traditions, dance...
- 11) How much do Americans know about Burmese or Chin culture (in Indianapolis)?
- 12) Do you think the Chin people are losing their culture in America? Their language?
 - a. Do you think this is a problem?
- 13) How would you describe the differences between Chin culture and American culture?
- 14) How would you describe the similarities?

- 15) What does it mean to be an American?
- 16) Do you think Chin teenagers are influenced by American culture?
- 17) When do you feel most American?
- 18) What do you think about Chin teenagers who are dating Americans? Mostly hangout with Americans? Don't speak Chin/mostly speak English?...
 - a. Can you think of examples of Chin teenagers who you think are too American?
- 19) How important is it to you for your community to integrate?

- 20) What is the role of the church in your life?
- 21) What language(s) do you speak at church? During Sunday school? During other church activities?
- 22) What activities do you do at BACI?
- 23) What language(s) do you speak mostly at BACI? With whom?
- 24) Why do you come to BACI?

- 25) Do your younger siblings/cousins speak Chin? What language do they speak the most?
With you, with your parents, with their friends, at church...?
- 26) Do you think it's important for children who are born here to learn Chin? Why?

SAMPLE LINGUISTIC ELICITATION QUESTIONS

The following are possible example items that speakers may be asked to read, depending on the particular phonological or syntactic feature under study. The format of the items will not differ significantly; the content will differ only inasmuch as necessary to represent items that will elicit the particular sounds or structures in question. The list of words and sentences below is in the language Hakha Chin. Because the community speaks several related languages, the list will be changed slightly for each language.

Please read the following items:

1. inn hram (“house”)
2. hna (“ear (of a person)”)
3. hnak (“ribs”)
4. hnanh (“soak, saturate”)
5. hmuh (“detect”)
6. hnemh (“console”)
7. hngal (“rude, impolite”)
8. hngalh (“see”)
9. hmutu (“finder”)

10. Kan hna in khua kan teh. (“We hear with our ears.”)
11. Kal a hnek. (“He forced him to go.”)
12. Mi hngal a si. (“He is proud.”)
13. Inn ah a tin cang ti kha kan hngalh. (“We learned that he had gone home.”)
14. Na chim duhmi sullam ka hngalh. (“I see what you mean.”)
15. A hmurka a ttha. (“He is a pleasant person of good conversation.” (lit. His organ of speech is good.)
16. Tuang i hmunhnawm kha a phiah hna. (“She whisked the dirt from the floor.”)

Please answer the following questions:

1. If I say “hna”, does that sound right? [Here, the PI will attempt to pronounce a word in the language, such as from the list above.]
2. Can you think of any words like “hngal” but that start with an “m” sound instead?
3. Do “hmutu” and “hmuh” start with the same sound or different?
4. How do you say “dog” in your language?

LANGUAGE BACKGROUND QUESTIONNAIRE

Please answer the following questions about your language background.

1. How old are you?
2. What gender are you?
3. What was for your first language?
4. What other languages do you speak? When did you learn them?
5. Please rank the languages you speak in order of how fluent you are.
6. What language(s) does your mother speak?
7. What language(s) does your father speak?

8. What language(s) do you mostly speak with your family (ex. your siblings, your children, etc.)? Do you use different languages with different family members?

9. What language(s) do you mostly speak with your friends?

10. In what contexts do you speak your native language (ex. shopping, at home, at school, at work, on the phone)?

11. In what contexts do you speak English (ex. shopping, at home, at school, at work, on the phone)?

12. During a typical week, what percentage of time do you speak your native language?

13. During a typical week, what percentage of time do you speak English?

14. Where did you live in Burma/Myanmar before you left?

15. How old were you when you left Burma/Myanmar?

16. How old were you when you arrived in the US?

17. What other countries have you lived in (for 3 months or longer)?

May 3, 2016

Dear Maureen Hoffmann:

I write this letter in support of your project entitled Language Use Among Burmese Refugees and provide permission to collect research data.

In the last several years, Central Indiana has continued to grow as a major refugee resettlement site with 15,000 refugees settling in Marion County. To respond the increasing needs and to contribute to the refugees' long-term self-sufficiency and integration, BACI was established in 2011 and since then it has assisted more than 3000 refugees through various programs and services. Among the many programs that BACI organizes, the Upward College Program, which helps improve college readiness among Burmese high school students and graduates (ages 15 to 21), offers an ideal setting for your research.

As a partner with you on this project, we will provide you with permission to collect data, as outlined in your IRB proposal.

BACI is committed to building a thriving, self-sufficient, sustainable and integrated Burmese Community in Indianapolis through advocacy, education, and employment.

Thank you and we look forward to working with you on the proposed project, which we believe will contribute to the success of the students to become productive and contributing citizens of our community and the society.

If you have any questions or need more information, please contact me directly via e-mail at velaisa@uemail.iu.edu or by phone at (317) 731-5537.

Sincerely,



Elaisa Vahnie, MPA

Executive Director

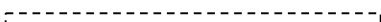
Email: velaisa@baci-indy.org; Tel: 317-731-5537

F107: Verification of Human Subjects Training Form (VOTF)

Use to list all current Key Personnel	
IRB Project No.:	
Project Title:	Language Use Among Burmese Refugees
Investigator:	Maureen Hoffmann
Investigator's Contact Information:	Phone/Official University Email: 812-345-0831 / mhoffm@email.arizona.edu
Alternate Contact:	
Alternate Contact's Information:	Phone/Official University Email:

Name	UA Net ID	Research Role	Department & Institution	Consenting Individuals	CITI Training Date
Maureen Hoffmann	mhoffm	Primary Investigator	<input checked="" type="checkbox"/> UA <input type="checkbox"/> B-UMG <input type="checkbox"/> Other	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	01/26/2015
Natasha Warner	nwarner	Advisor	<input checked="" type="checkbox"/> UA <input type="checkbox"/> B-UMG <input type="checkbox"/> Other	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	10/15/2014
			<input type="checkbox"/> UA <input type="checkbox"/> B-UMG <input type="checkbox"/> Other	<input type="checkbox"/> Yes <input type="checkbox"/> No	
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			<input type="checkbox"/> UA <input type="checkbox"/> B-UMG <input type="checkbox"/> Other	<input type="checkbox"/> Yes <input type="checkbox"/> No	

F107: Verification of Human Subjects Training Form (VOTF)



CURRICULUM VITAE

Maureen Elizabeth Hoffmann

1334 N Campbell Ave, Tucson AZ 85719
812-345-0831
mhoffm@email.arizona.edu

EDUCATION:

- Ph.D., University of Arizona, expected 05/2018
Joint Ph.D. program in Anthropology and Linguistics
Current GPA: 4.0
- M.A., University of Arizona, 05/2014
Linguistics
- A.B., Bryn Mawr College, 05/2009
Double major in Anthropology and Linguistics
Honors in Linguistics
Senior Thesis: Endangered Languages, Linguistics, and Culture: Researching and Reviving the Unami Language of the Lenape

EMPLOYMENT:

Current Position(s)

Instructor of Record	UA Linguistics Department
LING 314: Phonetics	Spring 2016

Relevant Previous Position(s)

Graduate Teaching Assistant	UA School of Anthropology & Dept. of Linguistics
ANTH150A: Race, Ethnicity, & the American Dream	Fall 2015
CLS329: Art History of the Cinema	Spring 2014
ANTH303: Gender & Language	Fall 2013
LING150: Language	Fall 2012 & Spring 2013
ANTH314: Race & Language	Spring 2012

Instructor of Record	UA Linguistics Department
LING210: American Indian Languages	Summer 2014
LING320: Language & Social Issues	Winter 2013

Graduate Research Assistant	UA Linguistics Department
Prof. Natasha Warner	Fall 2011 - Spring 2015

Assistant Language Teacher	Japan Exchange and Teaching (JET) Program
Maibara Prefectural Senior High School, Maibara, Japan	July 2009 - July 2011

RESEARCH EXPERIENCE & SCHOLARLY TRAVEL:

Pilot Burmese Refugee Research Project, Indianapolis, IN, April-August 2015
“Language use among Burmese refugees in Indiana”

Preliminary Fieldwork Research Trip, Chiang Mai Thailand, June-August 2013
“Realization of Tones in the Northern Thai Dialect of Chiang Mai”

Southeast Asian Studies Summer Institute (SEASSI), intensive Thai language instruction, University of Wisconsin – Madison (06/2012-08/2012)

HONORS, FELLOWSHIPS, & AWARDS:

- Spring/Summer Research Scholarship, UA School of Anthropology, December 2015
- Spring/Summer Research Scholarship, UA School of Anthropology, January 2015
- Spring Travel Scholarship, UA School of Anthropology, November 2013
- Summer/Fall Scholarship, UA School of Anthropology, April 2013
- Student Travel Subsidy, Acoustical Society of America, October 2012
- Foreign Language and Area Studies (FLAS) Summer Fellowship, May 2012
- Summer Scholarship, UA School of Anthropology, April 2012, declined
- Fulbright English Teaching Assistantship, March 2009, declined
- Research Training Program Fellow, Smithsonian Institution National Museum of Natural History, June-August 2008

GRANTS & CONTRACTS:

SBSRI Dissertation Research Grant, UA School of Social & Behavioral Sciences Research Institute, March 2015

ACADEMIC CONFERENCES:

Sociolinguistics of Language Endangerment, Chiang Mai, Thailand, June 2016
Paper presentation: “Training Indigenous Scholars for Language Revitalization: Collaboration between Academia and Communities” (with Rolando Coto Solano)

Meeting of the Acoustical Society of America, San Francisco CA, December 2013
Poster: “Realization of tones in the Northern Thai dialect of Chiang Mai”

Sandizona Conference, University of Arizona, February 2013
Paper presentation: “From Foreign Words to Foreign People: Linguistic Differentiation in Japan”

CURRICULUM VITAE

Personal information

Name: Natasha L. Warner

Address (work): Department of Linguistics Ph.: 520-626-5591
University of Arizona
PO Box 210028
Tucson, AZ 85721-0028
U.S.A.

Address (home): 1633 N. Bentley Ave.
Tucson, AZ 85716
U.S.A.

Email: nwarner@email.arizona.edu

FAX: 520-626-9014

Citizenship: U.S.A.

Employment

2012- Professor, Department of Linguistics, University of Arizona, Tucson.

2013-14, Director of Graduate Studies, Department of Linguistics, University of Arizona,
2015-16 Tucson.

2001- Cognitive Science Fellow, University of Arizona, Tucson.

2002- Courtesy appointment in the Department of East Asian Studies, University of Arizona,
Tucson.

2002- Faculty member of the Second Language Acquisition and Teaching Graduate
Interdisciplinary program, University of Arizona, Tucson.

2006- Associate professor, Department of Linguistics, University of Arizona, Tucson.
2012

2000- Assistant professor, Department of Linguistics, University of Arizona, Tucson.
2006

1998- Scientific staff member, Comprehension Group, Max Planck Institute for
2001 Psycholinguistics, Nijmegen, the Netherlands.

Education

- 1998 Ph.D. University of California, Berkeley. Department of Linguistics. Dissertation: The Role of Dynamic Cues in Speech Perception, Spoken Word Recognition, and Phonological Universals. Dissertation advisor: John Ohala.
- 1995 M.A., University of California, Berkeley. Department of Linguistics.
- 1991 B.A. summa cum laude, University of Minnesota. Majors: Japanese, German. Minor: Latin.

Publications

Book

Natasha Warner, Lynnika Butler and Quirina Geary. 2016. *Mutsun-English English-Mutsun Dictionary: mutsun-inkiS inkiS-mutsun riica pappel*. Language Documentation & Conservation Special Publication no. 11. Honolulu: University of Hawai'i Press. 672 pages.
<http://hdl.handle.net/10125/24679>

Refereed journal articles

Warner, Natasha, and Cutler, Anne. Submitted. Stress effects in vowel perception: Differences across languages. Submitted to *Phonetica*.

Warner, Natasha, and Tucker, Benjamin V. Submitted. An effect of flaps on the fourth formant in English. Submitted to the *Journal of the International Phonetic Association*.

Schertz, J., Cho, T., Lotto, A., and Warner, N. 2016. Individual differences in perceptual adaptability of foreign sound categories. *Attention, Perception, and Psychophysics*, 78(1), 355-367.

Warner, Natasha, Brenner, Dan, Schertz, Jessamyn, Carnie, Andrew, Fisher, Muriel, and Hammond, Michael. 2015. The aerodynamic puzzle of nasalized fricatives: Aerodynamic and perceptual evidence from Scottish Gaelic. *Laboratory Phonology* 6:197-241.

Schertz, J., Cho, T., Lotto, A., and Warner, N. 2015. Individual differences in phonetic cue use in production and perception of a non-native sound contrast. *Journal of Phonetics* 52:183-204.

Bowern, Claire, and Warner, Natasha. 2015. 'Lone Wolves' and 'Data Scavengers': A reply to Crippen and Robinson (2013). *Language Documentation and Conservation* 9:59-85.

Warner, Natasha. 2014. Sharing of Data as it relates to Human Subjects Issues and Data Management Plans. Invited for a special issue on Archiving Sociolinguistic Data, eds. Malcah Yaeger-Dror and Christopher Cieri. *Language and Linguistics Compass* **8**:512-518.

Warner, Natasha, McQueen, James, and Cutler, Anne. 2014. Tracking Perception of the Sounds of English. *Journal of the Acoustical Society of America* **135**:2995-3006.

Hammond, Michael, Warner, Natasha, Davis, Andrea, Carnie, Andrew, Archangeli, Diana, and Fisher, Muriel. 2014. Vowel insertion in Scottish Gaelic. *Phonology* **31**:123-153.

Vitela, A.D., Warner, N., & Lotto, A.J. 2013. Perceptual compensation for differences in speaking style. *Frontiers in Psychology* **4**.

Warner, Natasha, and Tucker, Benjamin V. 2011. Phonetic variability of stops and flaps in spontaneous and careful speech. *Journal of the Acoustical Society of America* **130**:1606-1617.

Tucker, Benjamin V., and Warner, Natasha. 2010. What it means to be phonetic or phonological: The case of Romanian devoiced nasals. *Phonology* **27**:289-324.

Warner, Natasha, Otake, Takashi, and Arai, Takayuki. 2010. Intonational Structure as a Word Boundary Cue in Japanese. *Language and Speech* **53**:107-131.

Warner, Natasha, Luna, Quirina, Butler, Lynnika, and Van Volkinburg, Heather. 2009. Revitalization in a scattered language community: Problems and methods from the perspective of Mutsun language revitalization. *International Journal of the Sociology of Language* **198**:135-148.

Warner, Natasha, Fountain, Amy, and Tucker, Benjamin V. 2009. Cues to Perception of Reduced Flaps. *Journal of the Acoustical Society of America* **125**:3317-3327.

Ogasawara, Naomi, and Warner, Natasha. 2009. Processing missing vowels: Allophonic processing in Japanese. *Language and Cognitive Processes* **24**: 376-411.

Warner, Natasha, Luna, Quirina, and Butler, Lynnika. 2007. Ethics and revitalization of dormant languages: The Mutsun language. *Language Documentation and Conservation*, **1**: 58-76.

Warner, Natasha, Butler, Lynnika, and Luna-Costillas, Quirina. 2006. Making a dictionary for community use in language revitalization: The case of Mutsun. *International Journal of Lexicography*, **19**: 257-285.

Warner, Natasha, Good, Erin, Jongman, Allard, and Sereno, Joan. 2006. Orthographic vs. morphological incomplete neutralization effects. Letter to the editor, *Journal of Phonetics* **34**:285-293.

Warner, Natasha, Kim, Jeesun, Davis, Chris, and Cutler, Anne. 2005. Use of complex phonological patterns in processing: Evidence from Korean. *Journal of Linguistics* **41**:353-387.

Warner, Natasha, Smits, Roel, McQueen, James, and Cutler, Anne. 2005. Phonological and frequency effects on timing of speech perception: A database of Dutch diphone perception. *Speech Communication* **46**:53-72.

Warner, Natasha, Jongman, Allard, Sereno, Joan, and Kemps, Rachèl. 2004. Incomplete neutralization and other sub-phonemic durational differences in production and perception: Evidence from Dutch. *Journal of Phonetics* **32**:251-276.

Smits, Roel, Warner, Natasha, McQueen, James, and Cutler, Anne. 2003. Unfolding of phonetic information over time: A database of Dutch diphone perception. *Journal of the Acoustical Society of America* **113**:563-574.

Warner, Natasha. 2002. The phonology of epenthetic stops: Implications for the phonetics-phonology interface in Optimality Theory. *Linguistics* **40**:1-27.

Warner, Natasha, Jongman, Allard, Cutler, Anne, and Mücke, Doris. 2001. The phonological status of Dutch epenthetic schwa. *Phonology* **18**:387-420.

Warner, Natasha, and Arai, Takayuki. 2001. The role of the mora in the timing of spontaneous Japanese speech. *Journal of the Acoustical Society of America* **109**:1144-1156.

Warner, Natasha, and Arai, Takayuki. 2001. Japanese mora-timing: A review. *Phonetica* **58**:1-25.

Warner, Natasha, and Weber, Andrea. 2001. Perception of epenthetic stops. *Journal of Phonetics* **29**:53-87.

Warner, Natasha. 1997. Japanese Final-accented and Unaccented Phrases. *Journal of Phonetics* **25**:43-60.

Edited publications

Ernestus, Mirjam, and Warner, Natasha, guest eds. 2011. Special issue of *Journal of Phonetics* on speech reduction. **39(3)**.

Gussenhoven, Carlos, and Warner, Natasha, eds. 2002. *Laboratory Phonology 7*. Mouton de Gruyter. (719 pages.)

Van Geenhoven, Veerle, and Warner, Natasha, eds. 1999. *Max Planck Institute for Psycholinguistics Annual Report 1999*. (156 pages.)

Warner, Natasha, Ahlers, Jocelyn, Bilmes, Leela, Oliver, Monica, Wertheim, Suzanne, and Chen, Melinda, eds. 1998. *Gender and Belief Systems. The Proceedings of the Fourth Berkeley Women and Language Conference, April 19-21, 1996, Berkeley, California.* (814 pages.)

Book Review

Warner, Natasha. 2005. Review of *Phonetic Data Analysis: An Introduction to Fieldwork and Instrumental Techniques*, by Peter Ladefoged. *Language in Society* **34**:652-655.

Book chapters, handbook chapters, conference proceedings, and other categories

Warner, Natasha, Geary, Quirina, and Butler, Lynnika. Submitted. Creating learning materials and teaching materials for language revitalization: The case of Mutsun. Invited chapter under review for *Community Based Research*, ed. by Shannon Bischoff and Carmen Jany, Mouton de Gruyter.

Warner, Natasha. Submitted. A Relationship between the Feminism and the Science of Elise Richter: Rejection of Limitations. Submitted for a book ed. by R. Tanzmeister.

Warner, Natasha. 2012. Methods for studying spontaneous speech. Invited chapter in A. Cohn, C. Fougeron, & M. Huffman (eds.), *The Oxford Handbook of Laboratory Phonology*. Oxford: Oxford University Press. 621-633.

Ernestus, Mirjam, and Warner, Natasha. 2011. An introduction to reduced pronunciation variants. Guest editors' introduction to the special issue of *Journal of Phonetics* on speech reduction. **39(3)**:253-260.

Warner, Natasha. 2011. Reduction. Invited chapter in M. van Oostendorp, C. Ewen, E. Hume, & K. Rice (eds.), *The Blackwell Companion to Phonology*. Malden, MA & Oxford: Wiley-Blackwell.

Warner, Natasha, Cole, Jennifer, Hualde, José I., Kingston, John, Arvaniti, Amalia, Beckman, Mary, Pierrehumbert, Janet, and Whalen, Douglas H. 2010. Understanding the complexity and variability of spoken and signed languages. *SBE Grand Challenge White Paper*, National Science Foundation. Part of the program "*SBE 2020: Future Research in the Social, Behavioral, and Economic Sciences.*" http://www.nsf.gov/sbe/sbe_2020/search.cfm

Tucker, Benjamin V., and Warner, Natasha. 2007. Inhibition of processing due to reduction of the American English flap. *Proceedings of the 16th International Congress of Phonetic Sciences, Saarbrücken, August 2007.*

Warner, Natasha. 2003. Rapid perceptibility as a factor underlying universals of vowel inventories. In *Formal approaches to function in grammar: In honor of Eloise Jelinek*, ed. by Andrew Carnie, Heidi Harley and MaryAnn Willie. Amsterdam: John Benjamins. 245-261.

Warner, Natasha, Jongman, Allard, and Mücke, Doris. 2002. Variability in direction of dorsal movement during production of /l/. *Proceedings of the International Conference on Spoken Language Processing, Denver, Colorado, September 2002*, 1089-1092.

Warner, Natasha, and Weber, Andrea. 2002. Perception of stop epenthesis at syllable boundaries. *Proceedings of the International Conference on Spoken Language Processing, Denver, Colorado, September 2002*, 1121-1124.

Arai, Takayuki, Warner, Natasha, and Greenberg, Steven. 2001. OGI tagengo denwa onsei koopasu ni okeru nihongo shizen hatsuwa onsei no bunseki. [Analysis of spontaneous Japanese in OGI multi-language telephone-speech corpus.] *Proceedings of the Acoustical Society of Japan, March 2001* 1.

Warner, Natasha, Jongman, Allard, Cutler, Anne, and Mücke, Doris. 2001. The phonological status of schwa insertion in Dutch: An EMA study. *Proceedings of the 4th International Speech Motor Conference, Nijmegen, June 13-16, 2001*, 86-89.

Warner, Natasha. 1999. Timing of perception of vocalic distinctive features: Implications for vowel system universals. *Proceedings of the 14th International Congress of Phonetic Sciences, San Francisco, August 1999*. 1961-1964.

Warner, Natasha, and Arai, Takayuki. 1999. Word level timing in spontaneous Japanese speech. *Proceedings of the 14th International Congress of Phonetic Sciences, San Francisco, August 1999*. 1055-1058.

Warner, Natasha. 1998. Integrating Speech Perception and Formal Phonology. *Texas Linguistics Forum 41: Proceedings of the 1998 Conference of the Texas Linguistics Society*, ed. by Amanda R. Doran, Tivoli Majors, Claude E. Mauk, and Nisha Merchant Goss. Austin: Department of Linguistics, University of Texas at Austin. 189-202.

Warner, Natasha. 1998. The Old Japanese Vowel System: Implications of Speech Perception. *Japanese Korean Linguistics, vol. 8*, ed. by David J. Silva. Stanford: CSLI Publications. 387-400.

Warner, Natasha. 1997. Recognition of Accent Patterns Across Dialects in Japanese. *Proceedings of the Twenty-third Annual Meeting of the Berkeley Linguistics Society, February 14-17, 1997, Berkeley, California*.

Warner, Natasha. 1996. Sound Change and Grammaticalization in Japanese Verb Morphology. *Proceedings of the Twenty-second Annual Meeting of the Berkeley Linguistics Society, February 16-19, 1996, Berkeley, California*. 429-439.

Warner, Natasha. 1996. Acoustic Characteristics of Ejectives in Ingush. *Proceedings of the International Conference on Spoken Language Processing, October 3-6, 1996, Philadelphia, Pennsylvania*. 1525-1528.

Grants and Contracts

"Speech Reduction across Languages and Dialects: Supplement." National Science Foundation. Natasha Warner, PI, Miquel Simonet, Co-PI. \$44,480. 9/2010-2/2014.

"Experimental and Descriptive Investigation of Gaidhlig Consonant Mutations." National Science Foundation. Andrew Carnie, PI, Natasha Warner, Michael Hammond, Diana Archangeli, Adam Ussishkin, and Muriel Fisher, Co-PIs. \$300,170. 4/2012-3/2014.

"Perception of English Speech Sounds: A Diphone-based Investigation." Contract from the Max Planck Institute for Psycholinguistics, Nijmegen, the Netherlands, funded by the Max Planck Society, Munich, Germany. Natasha Warner, PI. \$44,382. 5/2011-12/2012.

"Speech Reduction across Languages and Dialects." National Science Foundation. Natasha Warner, PI, Miquel Simonet, Co-PI. \$227,001. 9/2010-2/2014.

"Instrumental and Experimental Analysis of Scottish Gaelic (Gaidhlig; gla) Sound Structures." National Science Foundation. Andrew Carnie, PI, Natasha Warner, Michael Hammond, Diana Archangeli, and Muriel Fisher, Co-PIs. \$263,440. 7/2009-6/2011.

"Increasing Student Access to Speech Technology Industry Opportunities." Magellan Circle, University of Arizona College of Social and Behavioral Sciences. \$498. 12/2009.

"A Database of Mutsun, an Extinct California American Indian Language." National Endowment for Humanities. Natasha Warner, P.I. Total award from NEH (including indirect costs): \$168,261. Total direct costs, including cost-share: \$174,103. Indirect costs, including cost share: \$78,211. 7/2005-6/2007.

"Spoken Word Processing in the Navajo Language." Social and Behavioral Sciences Research Institute Small Grant, University of Arizona. Natasha Warner and Mary Willie, co-P.I.s. Total direct costs: \$1500. 12/2003-7/2004.

"Spoken Word Processing in the Navajo Language." Social and Behavioral Sciences Research Institute Professorship Alternative Program, University of Arizona. Natasha Warner and Mary Willie, co-P.I.s. Total direct costs: .25 FTE Research Assistant. 8/2004-12/2004.

"A Language Revitalization Project for the Mutsun Language." Woodrow Wilson Public Scholarship Grant. Natasha Warner, university P.I., and Quirina Luna-Costillas, community investigator. Total direct costs: \$10,000. 8/2003-5/2004.

"Pitch rises as a cue for speech segmentation." VPR Faculty Small Grant, University of Arizona. Natasha Warner, P.I. Total costs: \$5,000. 12/2001-12/2002.

Presentations

- 2015 “Nasalization and frication in Gaelic.” With Dan Brenner, Jessamyn Schertz, Andrew Carnie, Muriel Fisher, and Michael Hammond. First Language Acquisition and Phonology meeting. Invited informal talk, Radboud University, Nijmegen, the Netherlands, February 2015.
- “Mutsun language revitalization.” With Lynnika Butler and Quirina Geary. Nijmegen Grammar Group. Invited informal talk, Max Planck Institute for Psycholinguistics, Nijmegen, the Netherlands, February 2015.
- 2014 “The aerodynamic puzzle of Scottish Gaelic nasalized fricatives.” Dag van de Fonetiek meeting, Utrecht, the Netherlands, December 2014.
- “Native and non-native listeners' use of information in parsing ambiguous casual speech: 'He was like' or 'He's like'?" Invited talk, Heinrich Heine University, Düsseldorf, Germany, December 2014.
- "Native and non-native listeners' use of information in parsing ambiguous casual speech: 'He was like' or 'He's like'?" Invited talk, Sophia University, Tokyo, Japan, July 2014.
- "Discussion of 'Labeling in the Wild: Crowdsourcing versus Categorical Perception' by Mark Hasegawa-Johnson, et al." Invited discussion at Laboratory Phonology 14, Tokyo, Japan, July 2014.
- "Effects of listener characteristics on foreign-accentedness rating of a non-standard English dialect." With Andrea Morales (first author). Poster presentation at the Acoustical Society of America meeting, Providence, RI, May 2014.
- "Spontaneous speech variability across languages: Labial and velar stops." With Miquel Simonet, Benjamin V. Tucker, Dan Brenner, Maureen Hoffmann, Alejandra Baltazar, Andrea Morales, and Yamile Diaz. Poster presentation at the Acoustical Society of America meeting, Providence, RI, May 2014.
- "The effect of Gaelic initial consonant mutation on spoken word recognition."* With Ian Clayton, Andrew Carnie, Dan Brenner, Muriel Fisher, and Michael Hammond. Poster presentation at the meeting of the Linguistic Society of America, Minneapolis, MN, January 2013.
- 2013 *"Perception of all English sound sequences: Stress."* Oral talk at the University of Arizona-Arizona State University Cognitive Science Conclave, Tucson, AZ, December 2013.
- "Range of variability in native and non-native spontaneous speech intervocalic stops."* With Miguel Simonet, Dan Brenner, Maureen Hoffmann, Andrea Morales, and Alejandra

Baltazar Molina. Poster presentation at the University of Arizona-Arizona State University Cognitive Science Conclave, Tucson, AZ, December 2013.

"*Range of variability in native and non-native spontaneous speech intervocalic stops.*" With Miguel Simonet, Dan Brenner, Maureen Hoffmann, Andrea Morales, and Alejandra Baltazar Molina. Poster presentation at the Acoustical Society of America meeting, San Francisco, CA, November 2013.

"*Perception of Scottish Gaelic alternating (leniting) consonants.*" With Ian Clayton, Andrew Carnie, Muriel Fisher, Dan Brenner, Michael Hammond, Diana Archangeli, and Adam Ussishkin. Poster presentation at the Acoustical Society of America meeting, San Francisco, CA, November 2013.

"*Perception of stressed vs. unstressed vowels: Language-specific and general patterns.*" With Priscilla Shin, Maureen Hoffmann, James McQueen, and Anne Cutler. Oral talk at the Acoustical Society of America meeting, San Francisco, CA, November 2013.

"*Beyond Giving Back to the Community: Some Possible Balances between Publishable Research and Service.*" Keynote address for the University of Arizona Research with Native Communities Symposium, Tucson, April 2013.

"*The Mutsun Language: Pedagogical Problems of Dormant Language Revitalization, and Variety of Pedagogical Approaches.*" With Lynnika Butler and Quirina Luna. Invited colloquium, Second Language Acquisition and Teaching Program, University of Arizona, January 2013.

"*Perceptual Cues across Phonetic Contexts: Insights from a Database of Diphone Perception.*" With Priscilla Liu, Maureen Hoffman, James McQueen, and Anne Cutler. Meeting of the Linguistic Society of America, Boston, January 2013.

2012 "Reviving a Dormant Language: The Mutsun of California." With Lynnika Butler, Heather van Volkinburg, and Quirina Luna. Outreach talk given at the Osher Lifelong Learning Institute, Tucson, Arizona, November 2012.

"*Revitalizing the Mutsun Language: An Unusual Situation for Sociolinguistics, L2 Teaching, and Language Change.*" With Lynnika Butler, Heather van Volkinburg, and Quirina Luna. Informal talk, University of Alberta, Edmonton, Canada, November 2012.

"*Native and non-native listeners' use of information in parsing ambiguous casual speech: 'He was like' or 'He's like'?*" Invited colloquium, Department of Linguistics, University of Alberta, Edmonton, Canada, November 2012.

"*Processing reduced speech across languages and dialects.*" With Dan Brenner, Benjamin V. Tucker, Jae-Hyun Sung, Mirjam Ernestus, Miquel Simonet, and Ana Gonzalez. Poster presentation at the Acoustical Society of America meeting, Kansas City, MO, October 2012.

"*Timing of perception for all English diphones.*" With James M. McQueen, Priscilla Liu, Maureen Hoffmann, Anne Cutler. Poster presentation at the Acoustical Society of America meeting, Kansas City, MO, October 2012.

"*Native and non-native listeners' use of information in parsing ambiguous casual speech: 'He was like' or 'He's like'?*" Invited colloquium, Cognitive Science Program brown-bag colloquium series, University of Arizona, October 2012.

"*Nasal fricatives vs. approximants in Scottish Gaelic.*" With Dan Brenner and Andrew Carnie. 7th Celtic Linguistics Conference, Rennes, France, June 2012.

"*Timing of perceptual cues in Scottish Gaelic sound distinctions.*" With Jessamyn Schertz, Andrew Carnie, Muriel Fisher, Michael Hammond, Diana Archangeli, Lionel Mathieu, and Colin Gorrie. Poster presentation at the 7th Celtic Linguistics Conference, Rennes, France, June 2012.

"*Sharing of Data as it relates to Human Subjects Issues and Data Management Plans.*" Invited talk at the workshop "Coding for Sociolinguistic Archive Preparation," satellite workshop of the Linguistic Society of America Meeting, Portland, OR, January 2012.

2011 "*Timing of perceptual cues in Scots Gaelic.*" With Andrew Carnie, Muriel Fisher, Jessamyn Schertz, Lionel Mathieu, Colin Gorrie, Michael Hammond, and Diana Archangeli. Poster presentation at the Acoustical Society of America meeting, San Diego, CA, November 2011.

"*Can you say [ṽ] or [x̃]? Aerodynamics of Nasalized Fricatives in Scots Gaelic.*" With Dan Brenner (first author), Andréa Davis, Andrew Carnie, Muriel Fisher, Jessamyn Schertz, Michael Hammond, and Diana Archangeli. Poster presentation at the Acoustical Society of America meeting, San Diego, CA, November 2011.

"*Types of Information in Ambiguous Casual Speech: 'He was like' or 'He's like'?*" Invited talk at the 5th Arizona Linguistics Circle conference, Tucson, AZ, October 2011.

"*Nasalization and frication in Scottish Gaelic.*" With Andrew Carnie, Dan Brenner, Micaya Clymer, Lionel Mathieu, Jae-Hyun Sung, Jessamyn Schertz, Diana Archangeli, Michael Hammond, Muriel Fisher, and Colin Gorrie. Submitted talk at the 14th International Congress of Celtic Studies, Maynooth, Ireland, August 2011.

"*Parsing the ambiguity of casual speech: 'He was like' or 'He's like'?*" With Dan Brenner (first author), Mirjam Ernestus, and Benjamin V. Tucker. Poster presentation at the Acoustical Society of America meeting, Seattle, WA, May 2011.

"*Perceiving Speech that's (Sometimes) Hardly there: How Listeners Parse Reduced, Spontaneous Speech.*" Department of Linguistics Colloquium, Northwestern University. Evanston, IL, February 2011.

"Perceiving Speech that's Hardly there: Reduction in Spontaneous Speech." Speech, Hearing, and Language Science Department Colloquium, University of Arizona. January 2011.

"Reduced Speech and Perception." Invited talk, Auditory Cognitive Neuroscience Society meeting, Tucson, AZ, January 2011.

- 2010 *"Integration of Bottom-up and High-level Cues in Parsing Spontaneous Conversational Speech."* With Dan Brenner (first author), Mirjam Ernestus, and Benjamin V. Tucker. Poster presentation at the joint Arizona State University – University of Arizona Neuroscience meeting. November, 2010.

"Probably, OK, Whatever!": Variability in Conversational Speech Stops and Flaps." With Benjamin V. Tucker. Poster presentation at the Acoustical Society of America meeting, Baltimore, MD, April 2010.

"Perception of an Allophonic Distinction from Conversational Speech." With Anna Woods (first author). Poster presentation at the Acoustical Society of America meeting, Baltimore, MD, April 2010.

- 2009 *"Real-life Speech Processing: Combining Big Picture and Detail."* Invited talk, Cognitive Science Brownbag lecture series, University of Arizona Cognitive Science Program, September 2009.

"Reduced Speech: Seeing Both the Big Picture and the Detail." Invited talk, meeting of the Dutch Association for Phonetic Sciences, "Speech Production and Perception in the Brain," Leiden University, June 2009.

"Were we or are we? Perception of Reduced Function Words in Spontaneous Conversations." With Dan Brenner, Anna Woods, Benjamin V. Tucker, and Mirjam Ernestus. Poster presentation at the Acoustical Society of America meeting, Portland, OR, May 2009.

"And he was like...": Production and Perception of Reduced Conversational Speech." Informal talk, University of Massachusetts Department of Linguistics, May 2009.

"Revitalizing the Mutsun Language." Invited talk for the University of Arizona Financial Administrator Series. April 2009.

"Revitalizing the Mutsun Language: An Unusual Situation for Sociolinguistics, L2 Teaching, and Language Change." With Lynnika Butler, Heather van Volkinburg, and Quirina Luna. Invited talk, Arizona Senior Academy, Academy Village, Tucson, Arizona, January 2009.

- 2008 *"A fascinating personage in the history of phonetics: The phonetics and politics of Elise Richter."* Poster presentation at the Acoustical Society of America meeting, Paris, June 2008.
- "Perception of reduced speech: Approximated stops."* With Benjamin V. Tucker and Amy Fountain. Poster presentation at the Acoustical Society of America meeting, Paris, June 2008.
- "Revitalizing Mutsun: The database and the community, or how to get out of the data graveyard."* With Lynnika Butler, Heather van Volkingburg, and Quirina Luna. Informal talk, Max Planck Institute for Psycholinguistics, Language and Cognition Group, June 2008.
- "Production (or non-production) of American English intervocalic stops."* With Benjamin V. Tucker. First Nijmegen Workshop on Speech Reduction, Max Planck Institute for Psycholinguistics, June, 2008.
- "Fourth formant drop as a correlate of American English Flaps."* With Benjamin V. Tucker. Poster presentation, annual meeting of the Linguistic Society of America, January, 2008.
- "An unusual result of prosodic domain boundary effects: Romanian devoiced nasals."* With Benjamin V. Tucker (first author). Poster presentation, annual meeting of the Linguistic Society of America, January, 2008.
- 2007 *"I was jus' like, all, whatever!": Variability of Stops in Conversational vs. Laboratory Speech of American Undergraduates.* With Benjamin V. Tucker. Invited colloquium, Institute for Phonetics, University of Cologne, November 2007.
- Revitalizing the Mutsun Language: An Unusual Situation for Sociolinguistics, L2 Teaching, and Language Change.* With Lynnika Butler, Heather van Volkinburg, and Quirina Luna. Invited talk, Sheffield University, Sheffield, England, October 2007.
- "I was jus' like, all, whatever!": Variability of Stops in Conversational vs. Laboratory Speech of American Undergraduates.* With Ben Tucker. Invited colloquium, Sheffield University, Sheffield, England, October 2007.
- Production and Processing of Variability in Intervocalic Stops: How do we Understand [ãõ] as "I don't know"?* With Benjamin V. Tucker. 4th Annual Meeting of Phonetics and Phonology in Germany, Nijmegen, October 2007.
- Inhibition of processing due to reduction of the American English flap.* With Benjamin V. Tucker (first author). Poster presentation at the 16th International Congress of Phonetic Sciences, Saarbrücken, August 2007.

Fourth formant dip as a correlate of American English flaps. With Mary Dungan (first author), Karen Morian, and Benjamin V. Tucker. Poster presentation at the Acoustical Society of American meeting, Salt Lake City, June 2007.

Language revitalization is language creation. With Heather van Volkinburg (first author), Lynnika Butler, and Quirina Luna-Costillas. Third Conference on Endangered Languages and Cultures of Native America (CELCNA), Salt Lake City, Utah, April 2007.

Use of Harrington data in language revitalization and linguistic research: The Mutsun language. With Lynnika Butler, Heather van Volkinburg, and Quirina Luna-Costillas. Invited colloquium at the University of Victoria, British Columbia, Canada, March 2007.

Variability in Intervocalic Stops: Production and Processing. With Benjamin Tucker. Invited colloquium at the University of Victoria, British Columbia, Canada, March 2007.

Use of Harrington data in language revitalization and linguistic research: The Mutsun language. With Lynnika Butler, Heather van Volkinburg, and Quirina Luna-Costillas. Society for the Study of the Indigenous Languages of the Americas Annual Meeting (SSILA), Anaheim, California, January 2007.

Metathesis in Mutsun morphophonology: Newly discovered data. With Lynnika Butler (first author), Heather van Volkinburg, and Quirina Luna-Costillas. Society for the Study of the Indigenous Languages of the Americas Annual Meeting (SSILA), Anaheim, California, January 2007.

Categorical and Gradient Variability in Intervocalic Stops. With Benjamin Tucker. Linguistic Society of America Annual Meeting, Anaheim, California, January 2007.

2006 *Japanese mora-timing and processing: The case of devoiced vowels.* With Naomi Ogasawara. Talk in the invited panel "Speech Timing and Pronunciation Training for the Japanese Language." Joint meeting of the Acoustical Society of America and the Acoustical Society of Japan, Honolulu, Hawaii, November 2006.

New Evidence for Mutsun Verbal Infixation. With Lynnika Butler, Heather van Volkinburg, and Quirina Luna-Costillas (Butler is first author). High Desert Linguistic Society, New Mexico, November 2006.

"I was jus' like, all, whatever!": Stops in conversational vs. laboratory speech of American undergraduates. With Ben Tucker. Invited talk, Max Planck Institute of Psycholinguistics, Nijmegen, the Netherlands, June 2006.

Mutsun language revitalization: An unusual L2 teaching situation. With Lynnika Butler, Heather van Volkinburg, Kendra Dyrsten, and Quirina Luna-Costillas. Invited colloquium, Second Language Acquisition and Teaching Program, University of Arizona, March, 2006.

Sources of variability in linguistic data: Methods for analyzing random factors. Part of the tutorial colloquium "Squeezing the juice out of linguistic data: Statistics in linguistics." Department of Linguistics colloquium, University of Arizona, March, 2006.

- 2005 *Flapping and reduction of stops: Speech style, phonological environment, and variability.* Poster presentation at the 150th meeting of the Acoustical Society of America, Minneapolis, Minnesota, October 2005.

Mutsun language revitalization: A status report. With Lynnika Butler and Quirina Luna-Costillas. Part of the panel "Yokuts and Utian Languages." Society for the Study of the Indigenous Languages of the Americas Annual Meeting (SSILA), Oakland, California, January 2005.

- 2004 *Use of complex phonological patterns in processing: Evidence from Korean.* Invited talk at the conference "Methods in Phonology: Conference in Honor of John J. Ohala," May 2004.

Intonation as a speech segmentation cue in Japanese: Effects of style. With Lynnika Butler and Takayuki Arai. Poster presentation at the Ninth Conference on Laboratory Phonology (LabPhon 9), Champaign-Urbana, Illinois, June 2004.

- 2003 *Use of complex phonological patterns in processing: Evidence from Korean.* Department of Linguistics colloquium, University of Arizona, September 2003.

Intonational cues to word boundaries in Japanese. Cognitive Science Brown Bag talk, University of Arizona, November 2003.

Orthography and underlying form in incomplete neutralization. With Erin Good, Allard Jongman, and Joan Sereno. Poster presentation at the Acoustical Society of America meeting, Austin, Texas, November 2003.

- 2002 *Variability in direction of dorsal movement during production of //l//.* With Allard Jongman and Doris Mücke. Poster presentation at the International Conference on Spoken Language Processing, Denver, Colorado, September 2002.

Perception of stop epenthesis at syllable boundaries. With Andrea Weber. Poster presentation at the International Conference on Spoken Language Processing, Denver, Colorado, September 2002.

Phonological constraints and segmentation of spoken Korean. With Jeesun Kim, Chris Davis, and Anne Cutler. Poster presentation at the Eighth Conference on Laboratory Phonology (LabPhon8), New Haven, Connecticut, June, 2002.

Sub-phonemic durational differences: Production and perception. Phonology Lab colloquium, Department of Linguistics, University of California, Berkeley, June 2002. (Invited colloquium.)

Understanding grammar. Breath of Life (Native California Language Revitalization) Workshop, Berkeley, California, June 2002. (Invited talk.)

2001 *The phonological status of schwa insertion in Dutch: An EMA study.* With Allard Jongman, Anne Cutler, and Doris Mücke. Poster presentation at the Fourth International Speech Motor Conference, Nijmegen, the Netherlands, June 2001.

Accentual Phrase Rises as a Cue to Word Boundaries. With Takayuki Arai. Annual Meeting of the Linguistic Society of America, Washington, D.C., January 2001.

2000 *Fast and slow acoustic changes and their usefulness in auditory processing.* The Nature of Speech Perception: The Psychophysics of Speech Perception III, Utrecht, the Netherlands, July 2000.

The phonological status of Dutch epenthetic schwa: A challenge to Articulatory Phonology. With Allard Jongman, Anne Cutler, and Doris Mücke. Poster presentation at the Seventh Conference in Laboratory Phonology, Nijmegen, the Netherlands, June 2000.

Wat at Ad op het Wad? Dutch final devoicing. Luncheon colloquium, Max Planck Institute for Psycholinguistics, Nijmegen, the Netherlands, May 2000.

Word-level timing in spontaneous Japanese speech. Invited colloquium, Linguistics Department, University of Minnesota, Minneapolis, Minnesota, April 2000.

The phonological nature of Dutch schwa epenthesis: Articulatory data. Talk given at the Department of Linguistics, UCLA, Los Angeles, California, February 2000.

The phonological nature of Dutch schwa epenthesis: Articulatory data. Talk given at the Department of Linguistics, University of Arizona, Tucson, Arizona, January 2000.

1999 *The phonological nature of Dutch schwa epenthesis: Articulatory data.* Max Planck Institute Staff Meeting talk, October 1999. With Allard Jongman, Anne Cutler, and Doris Mücke.

Timing of perception of vocalic distinctive features: Implications for vowel system universals. International Congress of Phonetic Sciences, San Francisco, California, August 1999.

Word level timing in spontaneous Japanese speech. With Takayuki Arai. International Congress of Phonetic Sciences, San Francisco, California, August 1999.

Perceptual consequences of unintended epenthetic stops. With Andrea Weber. Poster presentation at the 137th meeting of the Acoustical Society of America (joint meeting with the second convention of the EAA), Berlin, Germany, March 1999.

The relationship between syllable structure and speech perception. Fourth Holland Institute of Linguistics Phonology Conference, Leiden, the Netherlands, January 1999.

Syllable structure and speech perception are inter-related. Annual meeting of the Linguistic Society of America, Los Angeles, California, January 1999.

1998 *Perception of distinctive features of vowels: Implications for universals of vowel inventories.* Luncheon colloquium, Max Planck Institute for Psycholinguistics, Nijmegen, the Netherlands, November 1998.

The role of dynamic cues in speech perception, spoken word recognition, and phonological universals. Talk given at the Max Planck Institute for Psycholinguistics, Nijmegen, the Netherlands, April 1998.

The perception of distinctive features: A gating experiment. The Fourth Annual Minisymposium on Phonetics and Phonology: Inner Structure of Distinctive Features, Berkeley, California, April 1998.

The role of dynamic cues in speech perception, spoken word recognition, and phonological universals. Phonology laboratory colloquium, Berkeley, California, April 1998.

Integrating speech perception and formal phonology. 1998 Conference of the Texas Linguistic Society, Austin, Texas, March 1998.

Grammar vs. lexical items in language revival. Part of the colloquium "Language Revitalization: Academic and Community Perspectives," American Association for Applied Linguistics 1998 Annual Conference, Seattle, Washington, March 1998.

The role of dynamic cues in speech perception, spoken word recognition, and phonological universals. Invited colloquium, Department of Linguistics, University of Washington, Seattle, Washington, March 1998.

The role of dynamic cues in speech perception, spoken word recognition, and phonological universals. Talk given at the Department of Psychology, University of Indiana, Bloomington, Indiana, March 1998.

The role of dynamic cues in speech perception, spoken word recognition, and phonological universals. Talk given at the Department of Linguistics, Northwestern University, Evanston, Illinois, February 1998.

Spectral transition in the perception of English segments. Annual Meeting of the Linguistic Society of America, New York, New York, January 1998.

Spectral transition in the perception of English segments. Talk given at NTT Basic Research Labs, Atsugi, Japan, January, 1998.

- 1997 *Spectral transition in the perception of English segments and lexical access.* Poster presentation at the 134th meeting of the Acoustical Society of America, San Diego, California, December 1997.

Grammar vs. lexical items in language revival: The case of Mutsun. Society of Linguistics Undergraduates colloquium, Berkeley, California, October 1997.

The Old Japanese vowel system: Implications of speech perception. Japanese Korean Linguistics Conference, Ithaca, New York, July 1997.

The Old Japanese vowel system: Implications of speech perception. The Third Annual Minisymposium on Phonetics and Phonology: Vowels as victims and perpetrators of phonetic variation, Berkeley, California, April 1997.

Recognition of accent patterns across dialects in Japanese. Twenty-third annual meeting of the Berkeley Linguistics Society, Berkeley, California, February 1997.

- 1996 *Acoustic characteristics of ejectives in Ingush.* International Conference on Spoken Language Processing, Philadelphia, Pennsylvania, October 1996.

Nihongo akusento no odakagata to heibangata [Final Accented Type and Unaccented Type in Japanese]. Presentation given at ATR (Advanced Telecommunications Research Institute), Kyoto, Japan, July 1996.

Japanese final-accented and unaccented phrases. Phonology laboratory colloquium, Berkeley, California, May 1996.

Elise Richter's views on phonetics in historical linguistics. The Second Annual Minisymposium on Phonetics and Phonology: Phonetics and Historical Linguistics, Berkeley, California, April 1996.

Sound change and grammaticalization in Japanese verb morphology. Twenty-second annual meeting of the Berkeley Linguistics Society, Berkeley, California, February 1996.

Acoustic characteristics of ejectives in Ingush. Part of the organized session "A Field Methods Course on Ingush," Annual Meeting of the Linguistic Society of America, San Diego, California, January 1996.

Teaching and Supervision Experience

Supervision at University of Arizona:

Dissertation chair:

Yan Chen, Ph.D. expected 2017.

Priscilla Liu, Ph.D. expected 2017.

Keisha Josephs, Ph.D. expected 2016.

Dan Brenner, Ph.D. expected 2015.

Jessamyn Schertz, Ph.D. 2014. Dissertation: *The structure and plasticity of phonetic categories across languages and modalities*. Currently at University of Toronto, Canada.

Lynnika Butler, Ph.D. 2013. Dissertation: *Prosodically driven metathesis in Mutsun*. Currently language program director for the Wiyot Tribe, California.

Miriam Diaz (Second Language Acquisition and Teaching, Ph.D. 2011, co-chair with Miquel Simonet). Dissertation: *L2 and L3 Acquisition of the Portuguese Stressed Vowel Inventory by Native Speakers of English*. Currently at Concordia University, Canada.

Natalya Samokhina (Second Language Acquisition and Teaching, Ph.D. 2010, co-chair with Diane Ohala). Dissertation: *Phonetics and Phonology of Regressive Voicing Assimilation in Russian Native and Non-Native Speech*. Currently at University of California Santa Cruz.

Keith Johnson, Second Language Acquisition and Teaching, Ph.D. 2008. Dissertation: *Second Language Acquisition of the Spanish Multiple Vibrant Consonant*. Currently at California State University, Fresno.

Erin Good, Ph.D. 2008 (co-chair with Diane Ohala). Dissertation: *The Processing and Acquisition of Two English Contours*.

Benjamin Tucker, Ph.D. 2007. Dissertation: *Spoken Word Recognition of the Reduced American English Flap*. Currently at University of Alberta, Canada.

Naomi Ogasawara, Ph.D. 2007. Dissertation: *Processing of Speech Variability: Vowel Reduction in Japanese*. Currently at University of Aizu, Japan.

Catherine Hicks-Kennard, Ph.D. 2006 (co-chair with Diana Archangeli). Dissertation: *Gender and Command: A Sociophonetic Analysis of Female and Male Drill Instructors in the United States Marine Corps*. Currently at Central Michigan University.

Rachel Hayes-Harb, Ph.D. 2003 (co-chair with Michael Hammond). Dissertation: *How are Second Language Phoneme Contrasts Learned?* Currently at University of Utah.

Sonya Bird, Ph.D. 2002 (co-chair with Michael Hammond). Dissertation: *The Phonetics and Phonology of Lheidli Intervocalic Consonants*. Currently at University of Victoria.

Member of dissertation committee:

Karen Barto-Sisamout (Second Language Acquisition and Teaching, Ph.D. expected 2015)

Hiromi Onishi (East Asian Studies, Ph.D. 2013)

Antonia Vitela (Speech, Hearing, and Language Science, Ph.D. 2012)

Amy LaCross (Linguistics, Ph.D. 2011)

Margaret Camp (East Asian Studies, Ph.D. 2009)

Alina Twist (Linguistics, Ph.D. 2006)

Ethan Cox (Psychology, Ph.D. 2005)

Constance Clarke (Psychology, Ph.D. 2003)

Senior honors thesis supervisor:

Andrea Morales (2013-14)
 Darin Arrick (2011-12)
 Anna Woods (2009-10)
 Liberty Huskey (2009-10)
 Steven Bethard (2001-02)

Supervision at Max Planck Institute/Radboud University of Nijmegen:

Secondary supervisor, Andrea Weber, Ph.D. 2001.
 Dissertation reading committee member, Susanne Brouwer, Ph.D. 2010, Iris Hanique, Ph.D. 2013.
 Service on Ph.D. Public Defense for Christophe van Bael (2007), Anita Wagner (2008), Wen-cui Zhou (2015).

Courses taught at University of Arizona:

Individuals and Societies 101: Language (General Education)
 Linguistics 195a (Freshman seminar)
 Honors 195H (Honors freshman seminar)
 Linguistics 314 (Introduction to Phonetics)
 Linguistics 320 (Language in Society)
 Linguistics 515 (Phonological Phonetics)
 Linguistics 507 (Statistical Analysis for Linguists)
 Linguistics 421/521 (Language Revitalization)
 Linguistics/Speech and Hearing Science 478/578 (Speech Technology)
 Anthropology/Linguistics 580 (Historical Linguistics)
 Linguistics 595 (Colloquium organizer)
 Linguistics 696b (Seminar in phonetics/phonology)
 Linguistics 689 (Professionalism)

Other teaching:

Japanese 5993, University of Minnesota (Minneapolis), as a visiting professor, April 2000.
 Graduate Student Instructor (TA) at University of California, Berkeley: Linguistics 110 (Introduction to Phonetics and Phonology), Linguistics 5 (Introduction to Linguistics), Linguistics 55 (Languages of America).

ServiceCommunity outreach:

1997-current: Linguist for the Mutsun language. This includes database development, analysis of all documentation of the Mutsun language, writing of a complete dictionary consisting of new analyses, textbook development, outreach to the community, co-organizing language workshops, and helping community leaders develop and maintain the language program.

1997-1998: Mentor for the Breath of Life (Native California Language Revitalization) Workshop, Berkeley, California. Worked with language community members to develop

teaching materials for the extinct Mutsun and Rumsen languages from field notes. Compiled a basic Mutsun-English English-Mutsun dictionary.

Committee service (departmental, university, and national):

NSF Linguistics panel member (2007, 2010-2013)

Departmental Human Subjects Review committee (2002-2007, 2008-2014)

Executive Committee member of SLAT (Graduate Interdisciplinary Program, 2006-2009)

Executive Committee member of the Cognitive Science Graduate Interdisciplinary Program, 2011-present)

LSA Ethics Committee (Chair 2012, Member 2010-present)

Linguistics advisor of the joint Ph.D. program in Anthropology and Linguistics (2009-present)

SBSRI/CLASRI grant review committee (2009-10)

Promotion and tenure committee (Department of Linguistics): 2009, 2012

Promotion and tenure committee (Department of East Asian Studies, as committee chair): 2013

Editorial work:

Associate Editor, *Language*, 2013-present

Reviewer for:

Language and Speech

Perception and Psychophysics

Speech Communication

Journal of Memory and Language

Language and Cognitive Processes

Phonology

Journal of Phonetics

Journal of the International Phonetic Association

International Review of Applied Linguistics

National Science Foundation

Nederlandse Organisatie voor Wetenschappelijk Onderzoek (Dutch equivalent of NSF)

Conference and workshop organization:

December 2011: Co-organizer of the Second Nijmegen Speech Reduction Workshop, Nijmegen, the Netherlands, with Mirjam Ernestus.

June 2008: Co-organizer of the First Nijmegen Speech Reduction Workshop, Nijmegen, the Netherlands, with Mirjam Ernestus.

June 2000-present: Co-organizer of LabPhon7, the Seventh Conference on Laboratory Phonology, Nijmegen, the Netherlands. Continuing status as series editor for Laboratory Phonology volumes 7-12, with Carlos Gussenhoven. Member of standing committee for converting the publication to a journal and founding the LabPhon professional association.

April 1996: Co-organizer of the Fourth Berkeley Women and Language Conference, Berkeley, California.

Language abilities

Japanese, Dutch: speak, read, and write fluently.

German: read fluently, speak and write moderately.

Mutsun: read, speak and write competently.

Latin, Korean: limited knowledge.

Honors and awards

- 2012 College of Social and Behavioral Sciences Dean's Award for Excellence in Graduate Teaching.
- 2011 Earl Carroll Magellan Fellowship Award, College of Social and Behavioral Sciences, University of Arizona. (\$5000 research award.)
- 1998 Vice Chancellor's Research Fund grant received for dissertation work in Japan.
- 1996 Department of Linguistics Block Grant
- 1996 Outstanding Graduate Student Instructor Award
- 1994-98 Berkeley Fellowship for Graduate Study
- 1993-94 Mellon Fellowship in Humanistic Studies
- 1987-91 National Merit Scholarship

Professional and honors associations

Linguistic Society of America
Acoustical Society of America
International Phonetic Association
Association of Laboratory Phonology
Phi Kappa Phi
Phi Beta Kappa



Appendix B: Drugs and Devices

The form should be used when the Human Research is a ‘clinical investigation’ of a drug or device, which is “any experiment that involves a test article on one or more human subjects that either 1) requires FDA approval, or 2) is intended to be submitted to or inspected by the FDA for research or a marketing permit.”

- **Drug** - The drug is the purpose of the research and will involve a change or alteration of the label, route of administration, conditions of use or population.
- **Device** - The device is the purpose of the investigation, and will be used to evaluate safety or effectiveness in the diagnosis of disease or other conditions; or the cure, mitigation, treatment, or prevention of disease.

Note: Drugs and devices may be used in research but may not be the purpose of the investigation (e.g. As an adjunct to a standard procedure or test for screening). Information about these drugs or devices must be included in the ‘Procedures’ section of the HSPP application so an assessment of risk and safety to subjects can be made. It is not necessary to complete this appendix.

Used for drugs and devices	
IRB Project No.:	1605591961
Project Title:	LANGUAGE USE AMONG BURMESE REFUGEES
Investigator:	Maureen Hoffmann, M.A.
Investigator's Contact Information:	Phone/Official University Email: mhoffm@email.arizona.edu
Alternate Contact:	Natasha Warner, Ph.D., nwarner
Alternate Contact's Information:	Phone/Official University Email: nwarner@email.arizona.edu

Section 1: Drugs

Chemical Name:

Brand Name:

Manufacturer of Drugs:

Method of Administration:

Dose:

Drug is cleared for market in the US in the indication, route and dose? Yes No

Is there an increase in or unknown risks to the subject from taking the drug for this study? Yes No

If yes, Explain:

A. IND Exemption Complete each subpart as applicable	
Subpart A: Marketed indications (21 CFR 312.2(b)(1)) To be exempt, all of the sub-requirements must checked Yes	
The investigation is NOT intended to be reported to FDA as a well-controlled study in support of a new indication for use nor intended to be used to support any other significant change in the labeling for the drug	<input type="checkbox"/> Yes <input type="checkbox"/> No
The drug that is undergoing investigation is lawfully marketed as a prescription drug product, and the investigation is NOT intended to support a significant change in the advertising for the product	<input type="checkbox"/> Yes <input type="checkbox"/> No
The investigation does NOT involve a route of administration or dosage level or use in a patient population or other factor that significantly increases the risks (or decreases the acceptability of the risks) associated with the use of the drug product	<input type="checkbox"/> Yes <input type="checkbox"/> No
The investigation is conducted in compliance with the requirements for institutional review set forth in part 56 and with the requirements for informed consent set forth in part 50	<input type="checkbox"/> Yes <input type="checkbox"/> No
The investigation is conducted in compliance with the requirements of 21 CFR Part 312.7.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Subpart B: Diagnostic Biological Product (21 CFR 312.2(b)(2))	
The clinical investigation involves one of the following in vitro diagnostic biological products (at least one box should be checked) <i>To be exempt, all of the sub-requirements must be checked Yes</i>	<input type="checkbox"/> Anti-grouping serum <input type="checkbox"/> Blood grouping serum <input type="checkbox"/> Reagent red blood cells
The product is intended to be used in a diagnostic procedure that confirms the diagnosis made by another, medically established, diagnostic product or procedure	<input type="checkbox"/> Yes <input type="checkbox"/> No
The product is shipped in accordance with 21 CFR Part 312.160	<input type="checkbox"/> Yes <input type="checkbox"/> No
B. Investigational New Drug (IND) Information (21 CFR 312)	
Indicate the FDA approval status of the drug(s)	
<input type="checkbox"/> Approved Drug for Use in an Unapproved Indication Number _____ and Date <u>pick date</u>	
<input type="checkbox"/> Pending FDA Approval	



Appendix B: Drugs and Devices

Number _____ and Expected Date pick date

Who holds the IND? Explain:

Who will control the drug(s)? Explain:

If the drug will not be controlled by a pharmacy, describe the following:

- Where the drug will be stored (include description, building and room):
- Whether proposed storage is consistent with the recommended storage of the drug(s):
- How the storage conditions will be recorded and maintained:
- How access to the drug(s) will be controlled and tracked:
- Who will dispense the drug(s):
- Discuss disposal procedures for any drug /device(s):

Section 2: Devices

Name of device(s): **MacquirerX**

Manufacture of Deceive: Scicon R&D, Inc.

Is the Device FDA regulated? Yes No

Device is being used in its approved indication? Yes No

Study of the device is being used to test safety or efficacy? Yes No

A. Significant Risk (SR) Device (21 CFR 812.3(m)) *If YES to any of the categories below, the device is a significant risk device and FDA approval must be sought. The IRB will not review the application until the FDA has issued a determination.*

Appendix B: Drugs and Devices

Is intended as an implant <u>and</u> presents a potential for serious risk to the health, safety, or welfare of a subject. Explain:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Is purported or represented to be for a use in supporting or sustaining human life <u>and</u> presents a potential for serious risk to the health, safety, or welfare of a subject. Explain:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Is of substantial importance in diagnosing, curing, mitigating, or treating disease, or otherwise preventing impairment of human health <u>and</u> presents a potential for serious risk to the health, safety, or welfare of a subject. Explain:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Otherwise presents a potential for serious risk to the health, safety, or welfare of a subject. Explain:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
B. Non-significant Risk Device	
Does the device present a potential for serious risk or harm? Explain: No, the device is used in its original indication	
What are the possible risks to a study participant as compared to standard care, risks due to design of the device, or other risks related to use of the device? Explain: No additional risk. The device is simply to help me collect the data. No research is being used on this device.	
C. In Vitro Diagnostic <i>To comply with the labeling requirements, all of the sub-requirements must be checked Yes</i>	
<input type="checkbox"/> Yes	Testing is noninvasive
<input type="checkbox"/> Yes	Does not require an invasive sampling procedure that presents significant risk
<input type="checkbox"/> Yes	Does not by design or intention introduce energy into a subject; <u>and</u>
<input type="checkbox"/> Yes	Will not be used as a diagnostic procedure without confirmation by another medically established diagnostic product or procedure
D. Custom Devices Exemption (21 CFR 520(b)) <i>All of the sub-requirements must be checked Yes</i>	
<input type="checkbox"/> Yes	It deviates from devices generally available or from an applicable performance standard
<input type="checkbox"/> Yes	Is not generally available to, or generally used by, other physicians or dentists
<input type="checkbox"/> Yes	Is not generally available in finished form for purchase or for dispensing upon prescription
<input type="checkbox"/> Yes	Is not offered for commercial distribution through labeling or advertising <u>and</u>

Appendix B: Drugs and Devices

<input type="checkbox"/> Yes	Is intended for use by an individual patient and is to be made in a specific form for that patient, or is intended to meet the special needs of the physician or dentist in the course of professional practice
<i>E. Investigational Device (21 CFR 812) The device clearly is FDA regulated</i>	
Indicate the FDA approval status of the device(s)	
<input type="checkbox"/> Pending FDA Approval	Number _____ and Expected Date <u>pick date</u>
<input type="checkbox"/> Approved by PMA	Number _____ and Date <u>pick date</u>
<input type="checkbox"/> Cleared by 510k	Number _____ and Date <u>pick date</u>
<input type="checkbox"/> Approved SRD	Number _____ and Date <u>pick date</u>
<input type="checkbox"/> Cleared by other means	How _____ and Date <u>pick date</u>
Who holds the IDE?	
How access to the device(s) will be controlled and tracked?	
Who will dispense the device(s)?	
Discuss disposal procedures for any device(s)?	



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Snow Leopard and above is required**

PCquirerX / MacquirerX

SETUP

System components:



Hardware (X16 series only)



Connect the transducer interface (EIPF) to the main unit using the 8 pin mini DIN cable



Connect the nasal mask to the transducer interface channel 3 (nasal flow) using nylon tubing. The transducer connection is inside the unit to protect it. Care must be taken when connecting the tube.



Connect the main unit to a USB port of the host using USB cable.
Note: Do not make this connection prior to software installation. Failure to do this may prevent the host from recognizing the system.

Connect the power cable to the back of the main unit and plug to power outlet. This unit is capable of accepting power sources from 110-220VAC.

The battery backup is internal to the main unit and charges constantly while connecting to power source. Please charge the batteries for full 15 hours before battery operation usage.

Software

Go to www.sciconrd.com and navigate to the download page. Find the latest version of PCquirerX or MacquirerX. Download and install. Use the serial number that was sent via email to register your software.

Do not plug the system to the host prior to installing the software and rebooting your computer.
Failure to do so may prevent your computer to recognize the system.

Upon first start, the registration box will appear. Fill out all the information and press “Register”. Upon successful registration, your software will permanently remain active until, it is removed by user.

You may move the registration from one computer to another.

User Information and registration

User Name: user123 (enter your account username)

Serial number: 191307263-1299130365-1029862406-1001-100570325-1206-109234 (enter serial number)

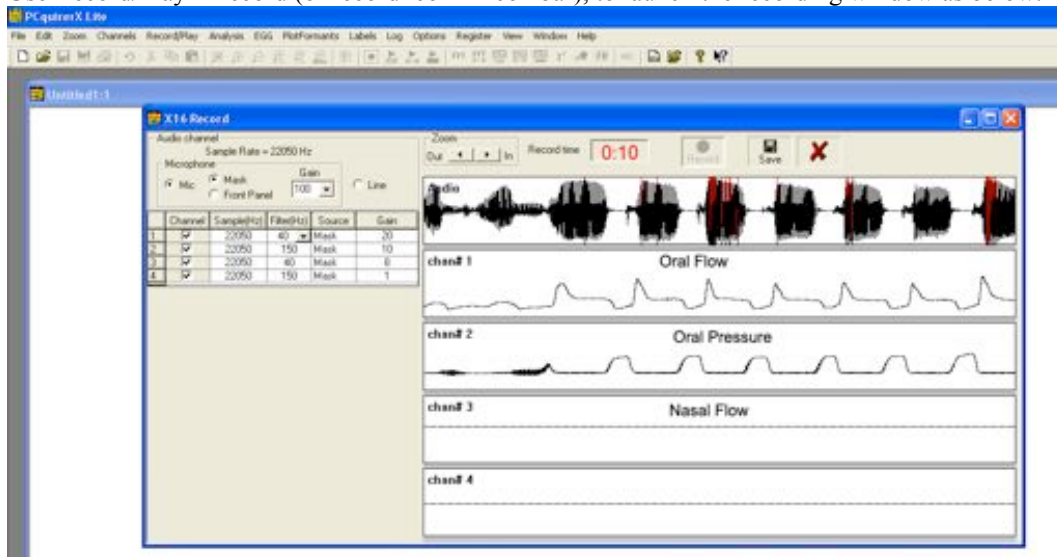
Computer Name: cutecomputer (enter a unique name for your computer)

User name, is your username when you registered for an account in www.sciconrd.com
Serial number, cut and paste from the email you received.
Computer name, give a unique name to your computer.

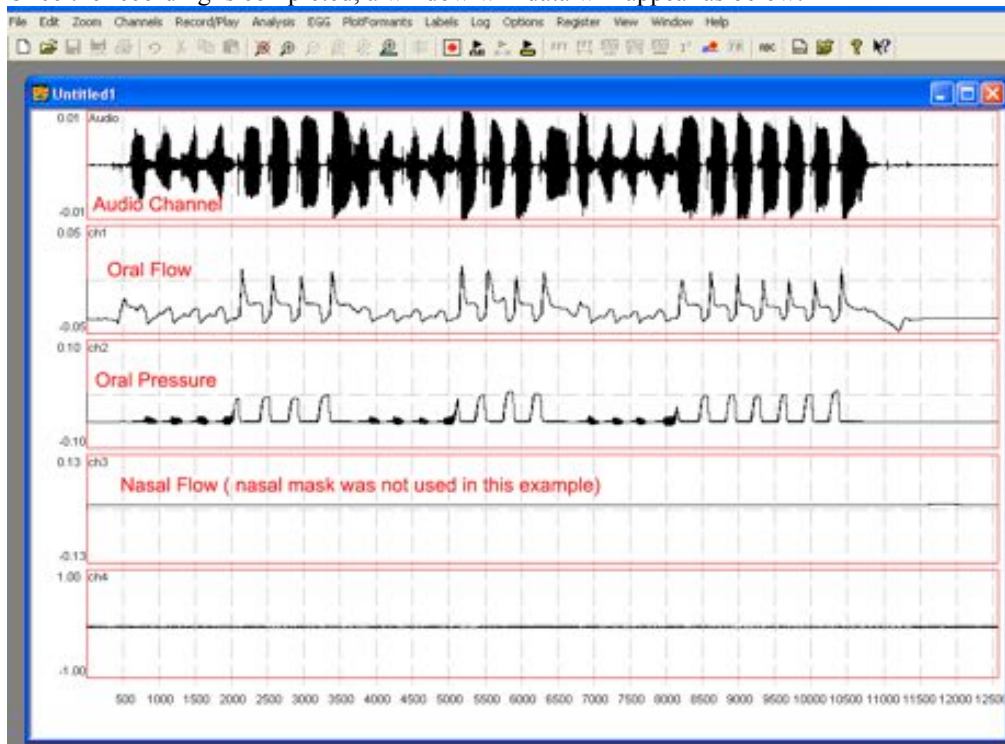
Cancel Register

Make your first data file

- Start PCquinerX/MacquinerX, you should get a blank window, untilted1.
- Use Record/Play->Record (or record icon in icon bar), to launch the recording window as below.



- A scope type showing the real time data stream. Adjust gains, filter for various channels. When ready to record, press “Record” button. The “Record Time” counter will increment. You may adjust gains and filter anytime as recording progresses. Press “Save” button to save the data or “Cancel” to cancel the recording.
- Once the recording is completed, a window will data will appear as below.



- The status window will show the data values in a floating window

StatusWindow:Untitled1							
Cursor(ms):		11910.5		Duration (ms):			
	Signal Name	Sample Rate	Filter Rate	Gain	Reference	Value	Unit
1	Audio	22050.0	10000.0	100.0	0.00	-0.000	normalized
2	ch1	22050.0	10000.0	20.0	0.00	-0.035	normalized
3	ch2	22050.0	10000.0	10.0	0.00	-0.051	normalized
4	ch3	22050.0	10000.0	8.0	0.00	0.013	normalized
5	ch4	22050.0	10000.0	1.0	0.00	-0.060	normalized

- Save the file with a new name and repeat the process for other files.

F215: Minor Amendment of Approved Human Research

This form may be used **only** for submitting the following amendments:

- Typographical, format, and grammatical changes to previously IRB-approved documents (NOTE: These changes cannot change the meaning or intent of the previously approved language)
- Updates to contact information (not for PI changes)
- New recruitment tools using IRB approved language
- Translations to documents where the English version is IRB approved.
- Addition of new Funding Source.
- Adding site authorization for research site

Use to request a minor amendment to previously approved research	
IRB Project No.:	1605591961
Project Title:	Language Use Among Burmese Refugees
Investigator:	Maureen Hoffmann
Investigator UA NetID:	mhoffm
Investigator's Contact Information:	Phone/Official University Email: 812-345-0831 / mhoffm@email.arizona.edu
Alternate Contact:	Natasha Warner, Ph.D.
Alternate Contact's Information:	Phone/Official University Email: nwarner@email.arizona.edu

SECTION 1: Summarize the amendment:

This amendment includes a professional translation of the Parental Permission forms into the Hakha Chin language. This includes two permission forms: Permission Form Ages 7-13 and Permission Form Ages 14-17.

Provide the rationale for the amendment:

The translated forms will allow parents of potential study participants to be informed of the study procedures and to give their permission in their native language, since their English fluency may not include formal written English literacy.

Has there been a change in funding? If yes, complete below:

- Funding PI:
- Proposal Title:
- Funder Name:
- Total funding amount **OR** per subject amount:
- UAccess- - Provide one of the following below:
 - Proposal Development #:

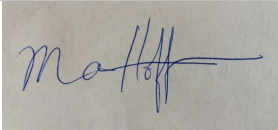
No

Yes

ii. Institutional Proposal #:		
<i>If you need help locating any of the UAccess numbers please call Sponsored Projects at 626-6000.</i>		
Will subjects will be notified of these amendments? If yes, how?	<input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes

SECTION 2: LIST OF ATTACHMENTS FOR THIS SUBMISSION (Items listed here are expected to be attached as separate documents. These documents will appear in the UA HSPP IRB approval letter as 'documents submitted concurrently' with the review.)

Document Name	Version Date
1. Permission Form Ages 7-13—Hakha	1. 7/6/2016
2. Permission Form Ages 14-17—Hakha	2. 7/6/2016

Investigator Acknowledgement	
I agree to conduct this Human Research in accordance with all applicable HSPP rules and regulations.	
Investigator signature	Date
	7/6/2016

See HSPP website for submission requirements

- Provide 1 copy of all documents affected by the amendment (highlight all changes made)

The University of Arizona
NULEPA I NAWLPEKNAK FORM (kum 7-13)

Cawnmi Biatlang:
Kawl Raalzaam I Holh Hmanning

A dothlattu bik:
Maureen Hoffmann, M.A.

Mah fawm nih hin na ngakchia kha holh hlathlai nak ah itel ve a hal. Telter na duh ah cun mah fawm apahnih hin na min thu te sawh. Pakhat cu nangmah ca ah naa chiah lai i pakhat cu hlathlaitu na kan kuat lai.

- 1. Mah cawnnak i a tinh zeidah a si?** Mah hlathlai thilcawnnak cu Chin holh i aw a um mi hmuhhngalh nak ah a si.
- 2. Minung pa zeizat dah mah cawnnak ah hin bia hal an si lai?** Atambik ah 180 an si lai (mah ah cun kum 7 le 13 kar ngakchia 30 atambik ah an um lai).
- 3. Mah cawnnak i aa tel hnu ah ka ngakchia cu aa phuak kho maw?** Mah cawnnak in a ngakchia aa tel le tel lo hi amah duh a si. Tel a duh lo ah cun aa tel a hau hrimhrim lo. Tel ding ah aa khiah hnu ah tel than lo a duh ah cun zeitik caan poh ah a ngol khawh. Tel a duh lo ah si seh, aa tel cang hnu i ngol a duh ah si seh, cu ruang ah a hmuh hnga mi (benefit) zeid hmanh hmuh lo in a um hlei lai lo; hmuh lo ding i tlerh pek nak zong a um lai lo. Cawnnak a dih tik ah, na ngakchia cu laksawng man tlawm te pek a si lai; notebook asilole hmawmkhai awk changreu tuktak.
- 4. Ka ngakchia cu mah cawnnak ah hin itel seh law zeidah a tuah lai?** Na ngakchia cu a holh mi Chin holh biafang tampi asilole biafangbu tampi a rel lai. A aw kan khumh lai. A hnar le a ka menh bu zong in relter a si lai (suba asilole snorkeling hmaihuh bantuan khi). Mah a awk laak chung cu minit 15 in sumilam pa khat tiang a rau kho. A holh he pehtlai pawngkam le thilsining dang zong hal a si lai. Mah cu minit 10 hrawng a rau lai.
- 5. Tihphaan awk zeidah a um?** Na ngakchia i a tuah ding cu nifatin an cawlcangh sawhsawh nak hlei in tih a nung mi a um lo. Hmaihuh an hman ding mi cu scuba/snorkeling bantuan an si ko i phaah awk a um lo. An hman dih in an hman than hlan ah zu in hnawh an si lai.
- 6. Amiak zeidat a um kho maw?** Mah cawnnak i itel nak ah zeid hmanh a miak ding a um lo. Zatlang sin ipawl le Indiana i a um mi Kawl raalzaam i an holh mi miphun hme holh kong an hngalh deuh lai i, mah cu a miak nakding a si ko.
- 7. Ngakchia le aa tel nak kong athup in chiah an si lai maw?** Mah thil hlathlainak ah hin an aw khumh a si lai. Mah an aw cu password i hrenh mi computer ah chiah an si lai. Hi hlathlainak a tuah tu nih hin mah an chim mi cu thiamnak lei cawnnak a herh nak zawn tete ah mithiam le siangcacawng mi sin ah a chuah tawn hna lai; thiam hlai nak meting hme, mithiam iton nak khonfaren, le cachimh nak ah. Hlathlai a tuah tu nih na ngakchia kong hi a si khawh chung in a thuhphenh lai a humzual lai. Aw khumh lio ah na ngakchia min telhchih a si lai lo. Hlathlainak a

tuah tu miphu nih mah an tuah nak kong an tial tik le ripawt an pek tik ah, na ngakchia kongkau cu a si khawhchung in an thuhphenh lai.

8. Mah cawnnak kongkau ah biahal awk ngei ning law aho dah ka hal hnga? Biahal awk, chimrel awk, asilole phaan mi na ngeih ah cun, Maureen Hoffmann, M.A. (812-345-0831, mhoffm@email.arizona.edu) na chawnh khawh. Mah thitinak kong i na tinvo hngalh na duh ah, asilole aa tel mi kong kau ah phaanpiak mi na ngeih ah cun, University Human Subjects Protection Program at <http://rgw.arizona.edu/compliance/human-subjects-protection-program> asilole 520-626-6721 hi chawn ko hna.

Mah hlathlai kan tuah nak roca cu Human Research Protections zung, asiloah cozahpi zong ramkulh cozah zong, asiloah ramzakup phung ser tu pawl zong, nih an zohthlir khawh.

Mah dothlatnak ah ka ngakchia itel ve seh tiah keimah lungthote in ka min ka thut. (Atang ah na min thu sawh).

Ngakchia Min

Nu/Pa/Phungtling Zohkhenhtu

Nithla

A hlathlaitu/dothlat tu zungmi

Mahhi ca ah hin hmunlawng a um lo. Mah form tlap khat hi nu/pa/zohkhenhtu sin ah pek a si.

Nawl pek mi minung min fiang

Nawlpek mi minung i minthut

Nithla: _____

The University of Arizona
NULEPA I NAWLPEKNAK FORM (kum 14-17)

Cawnmi Biatlang:
Kawl Raalzaam I Holh Hmanning
A dothlattu bik:
Maureen Hoffmann, M.A.

Mah fawm nih hin na ngakchia kha holh hlathlai nak ah itel ve a hal. Telter na duh ah cun mah fawm apahnih hin na min thu te sawh. Pakhat cu nangmah ca ah naa chiah lai i pakhat cu hlathlaitu na kan kuat lai.

- 1. Mah cawnnak i a tinh zeidah a si? What is the purpose of this study?** Mah cawnnak hi Kawl siangngakchia i an ihliah ning le an holh hmanning hmuhhngalh duh ah a si. Thilsining ngeih in mno cu holh pa khat zong, asiloah mibu dang le mi sining zoh in holh phun dang zong an hmang kho. Mah hlathlainak ah hin mino cu zeiti in dah an ihliah, mizei kan si tiah dah an iruah (tc. “Chin,” “American,” asilah “Chin-American,” tehna) ti le mizei kan si ti an ihliah ning in zeitin dah holh an hman ti zohngiat a si lai. Cun mah hlathlainak ah hin Chin holh phunphun i a um mi aw zoh an si lai.
- 2. Minung pa zeizat dah mah cawnnak ah hin bia hal an si lai?** Atambik ah 180 an si lai (mah ah cun Kawl high school siangngakchia an itel lai).
- 3. Mah cawnnak i aa tel hnu ah ka ngakchia cu aa phuak kho maw?** Mah cawnnak in a ngakchia aa tel le tel lo hi amah duh a si. Tel a duh lo ah cun aa tel a hau hrimhrim lo. Tel ding ah aa khiah hnu ah tel than lo a duh ah cun zeitik caan poh ah a ngol khawh. Tel a duh lo ah si seh, aa tel cang hnu i ngol a duh ah si seh, cu ruang ah a hmuh hnga mi (benefit) zeid hmanh hmuh lo in a um hlei lai lo; hmuh lo ding i tlerh pek nak zong a um lai lo.
- 4. Ka ngakchia cu mah cawnnak ah hin itel seh law zeidah a tuah lai?** Siangngakchia cu hawi he an um sawhsawh lio ah hawi he an ichawnhbiak ning ngiat an si lai. Mah ngiatnak cu Burmese American Community Institute ah tuah a si lai. Siangin le/kon biakin zong ah tuah a si kho men. Mah an ichawnhbiaknak cheukhat cu an aw asilole video laak an si men lai, aa tel mi pakhat cio i nawlpeknak a um hnu ah. Siangngakchia cu apaak in asilole abu in bia hal an si fawn lai. Mah biahalnak cu, an siangkai nak ah hnahnok a si lo nakhnga, siangkai caan lo ah tuah a si lai. Mah biahalnak ah cun siangngakchia cu United States an um hnu i an hmuhton mi kong, an holh hman ning kong le midang he ichawnhbiak ning kong, cun, holh kong le mizei an sinak kong i an lungtem kong hal an si lai. Mah biahalnak cu suimilam 1-3 a rau kho, siangngakchia hnaton ning ngeih in. Mah biahalnak cu an aw laak le video thlak an si lai. Siangngakchia cu Chin holh an hman mi i biafang a um mi relchimter an si lai. Mah cu an aw laak an si lai. Hmai (hmu le hnar) huh bu zong in relter an si lai (scuba bantuk snorkeling hmaiuh bantuk in). Mah awlaak caan cu minit 15 in suimilam 1 tiang a rau kho. An holh lei thilsining kong zong ah bia tawi tete hal an si lai. Mah cu minit 10 hrawng a rau lai.

5. **Tihphaan awk zei dah a um?** Ngakhat i an tuah ding mi cu um sawhsawh i an cawlcangh ning nakin azei hmanh ttih a nung deuh ding a um hlei lo. Hmaihuh zong cu scuba/snorkeling i a hman mi bantuk a si ko i ttih a nung lo. An hman dih in an hman tthan hlan ah zu in hnawh hmasa lengmang an si lai. Biahal an si li oi an chim mi ah awlaak an duh lo nakzawn a um ah cun, mah zawn cu kan phiat lai, keimah i ka rak ttial manh cang lo ah cun. A poi kho mi thil kong chim a chuah sual le bawmh an herh le an duh ah cun, ka si khawh tawk in a bawm kho ding mi midang kawlpiaak kaa zuam lai, an duh an hal khawh ding mi midang.
6. **Amiak zei tal a um kho maw?** Mah cawnnak i itel nak ah zei hmanh a miak ding a um lo. Zatlang sin ipawl le Indiana i a um mi Kawl raalzaam i an holh mi miphun hme holh kong an hngalh deuh lai i, mah cu a miak nakding a si ko.

Mah hlathlainak i na ngakchia aa tel ah cun a caan dih mi cu kan cham te lai.

7. **Ngakchia le aa tel nak kong athup in chiah an si lai maw?** Mah dothlatnak ah hin awlaak le video thlak aa tel. Mah kan laak mi cu password i kil mi computer ah khumh a si lai i, hi dothlatnak a tuah tu nih thiam cawnnak i aa tel mi mithiam le siangkailio pawl hmai ah akhoimaw zawn tete a hman te hna lai: mah-lawng-hngan metting, le thiam chimh nak ah. Na ngakchia kong kilkawm ding ah hlathlaitu hi a si khawhchung in aa zuam lai. Na kong biathli a puanthan sual lo nakding in minhleng kan hman hna lai, an minung, an siangin le an um nak hngalh nak kong ah. Hlathlainak a tuah tu nih mah kong cu ca in a ttial tik ah, na ngakchia kong cu a si khawhchung in a humzual lai.
8. **Mah cawnnak kongkau ah biahal awk ngei ning law aho dah ka hal hnga?** Biahal awk, chimrel awk, asilole phaan mi na ngeih ah cun, Maureen Hoffmann, M.A. (812-345-0831, mhoffm@email.arizona.edu) na chawnh khawh. Mah thitinak kong i na tinvo hngalh na duh ah, asilole aa tel mi kong kau ah phaanpiaak mi na ngeih ah cun, University Human Subjects Protection Program at <http://rgw.arizona.edu/compliance/human-subjects-protection-program> asilole 520-626-6721 hi chawn ko hna.

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Pakhat chingchang thim:

- ___ Ka ngakchia mah cawnnak i aa tel lio video thlak ka sian i ka hna a tla
- ___ Ka ngakchia mah cawnnak i aa tel lio video thlak ka siang LO i ka hna a tla LO.

Pakhat chingchang thim:

- ___ Ka ngakchia mah cawnnak i aa tel nak aw laak ka sian i ka hna a tla
- ___ Ka ngakchia mah cawnnak i aa tel lio nak aw laak ka siang LO i ka hna a tla LO.

Mah dothlatnak ah ka ngakchia itel ve seh tiaah keimah lungthote in ka min ka thut. (Atang ah na min thu sawh).

Ngakchia Min

Nu/Pa/Phungtling Zohkhenhtu

Nithla

A hlathlaitu/dothlat tu zungmi

Mahhi ca ah hin hmunlawng a um lo. Mah form tlap khat hi nu/pa/zohkhenhtu sin ah pek a si.

Nawl pek mi minung min fiang

Nawlpek mi minung i minthut

Nithla: _____