

THURSDAY, SEPTEMBER 29

4-7 pm	Registration/check-in
6-9 pm	Dinner & LASSO Executive Committee meeting—Blue Marlin

FRIDAY, SEPTEMBER 30

7 am-12 pm	Registration/Check-in				
	White Marlin	Sailfish	Blue Marlin A	Blue Marlin B	
	LANGUAGE ATTITUDES Moderator: Eduardo Faingold	SUBJECT & OBJECT PRONOUN EXPRESSION Moderator: Therese Gallegos	LANGUAGE CONTACT Moderator: Dania López García	SWJL: SO YOU THINK YOU CAN BE THE NEXT EDITOR(S)? <i>Pamela Anderson-Mejías & Hugo A. Mejías</i>	
9-9:30 am	Attitudes in Bilingual Galicia: Using the Matched-Guise Test among High School Students <i>Verónica Loureiro-Rodríguez</i>	Me encanta la historia vs. a mí me encanta la historia: Variable Expression of Indirect Objects in Spanish <i>Javier Rivas</i>	Theorizing language contact: Examining the boundaries of inter/intra-cultural encounters <i>Elise DuBord</i>		
9:30-10 am	“Se está perdiendo casi el español en nuestra iglesia”: Language use and conflict in a Spanish-speaking church <i>Laura Guglani</i>	To go PRO or not to go PRO: A look at subject expression in Limeño Spanish <i>Álvaro Cerrón Palomino</i>	Testing the validity of dialect contact models in historical situations – The case of colonial New Mexican Spanish <i>Israel Sanz-Sánchez</i>		
10-10:30 am	Bilingual usage and linguistic attitudes in Northern New Mexico <i>Evelyn Durán Urrea</i>	Dropped out: an analysis of unexpressed subjects in conversational English <i>Amy Lindstrom</i>	The Interpretation of N+N and V+N Compounds by Spanish Heritage Speakers <i>Patricia G. González</i>		
10:30-10:45 am	BREAK				
	LANGUAGE RIGHTS, ATTITUDES & POLICIES Moderator: Verónica Loureiro-Rodríguez	SECOND PERSON PRONOUNS IN SPANISH Moderator: Jeremy King	HERITAGE SPANISH SPEAKERS' ATTITUDES Moderator: Patricia Gubitosi		
10:45-11:15 am	Language Attitudes towards the Use of Spanish in Laredo, Texas: 1860-1930 <i>Conchita C. Hickey</i>	El cambio del <i>usted</i> al <i>vos</i> en el español de Buenos Aires <i>Diane R. Uber</i>	When HL learners become a FL problem: A case of “bad” Spanish <i>Adam Schwartz</i>		
11:15-11:45 am	Language rights in the Treaty of Guadalupe Hidalgo <i>Eduardo D. Faingold</i>	Tú, vos, or usted: Who are you? <i>Aubrey Healey</i>	Why heritage speakers may be perfect learners: Establishing a baseline for US Spanish <i>Barbara E. Bullock and Almeida Jacqueline Toribio</i>		
11:45 am-12:15 pm		Acquisition of Spanish Pronominal Forms of Address by Native English Speakers <i>Chris Sams, Lindsey Antonini, Diana Ariciaga, and Cameron Rothliebber</i>	Promoting Positive Ethnolinguistic Identity Through Dialect Awareness in the Heritage Language Classroom <i>H. Lisa Gardner Flores</i>		
12:15-2 pm	LUNCH—Sand Dunes				

	BORROWING Moderator: John Newman	HISTORICAL PERSPECTIVES & LANGUAGE CHANGE Moderator: Regina Morin	VARIATION IN SPANISH MORPHOSYNTAX Moderator: MaryEllen García	SELECTED TOPICS Moderator: Danielle Alfandre
2-2:30 pm	English influence in the Spanish of the Southwest <i>Jens Clegg</i>	Variación diacrónica de Pretérito Perfecto y Pretérito en el discurso narrativo <i>José Esteban Hernández</i>	From Diminutivization to Relexification: the Nature of Spanish Diminutives as a Resource for New Word Creation <i>Víctor Parra-Guinaldo & John Ryan</i>	Rhyming in Hindi Verse <i>Namrata Dubey</i>
2:30-3 pm	Acceptance, adaptation and use of lexical borrowings as a result of the bloggers and journalists attitudes toward borrowings in the Colombian online newspaper <i>El Tiempo</i> <i>Lorena Gómez</i>	Origins and Development of the Written Accentuation System in Spanish <i>Samantha Coughlin</i>	Simplification of Subjunctive in the Spanish of the San Diego-Tijuana Border Area <i>R. Mata</i>	Transitivity Alternations in Sorani Kurdish <i>Hiba Gharib</i>
3-3:30 pm	The lexical Romanization of Caló: Language engineering informed by social psychology <i>Manuel Triano-López</i>	A rose by any other name...: Southern New Mexico Spanish <i>Daniel J. Villa</i>		
3:30-3:45 pm	BREAK			
	LANGUAGE IDEOLOGIES Moderator: Adam Schwartz	MIGRATION, REVITALIZATION & DEMOGRAPHIC FACTORS Moderator: Donny Vigil	STRUCTURES & STRATEGIES OF SPANISH IN LITERATURE Moderator: Diane R. Uber	PEDAGOGY & LANGUAGE LEARNING Moderator: Kati Pletsch de García
3:45-4:15 pm	Language ideologies and language use: How to negotiate the different "Latin@" linguistic identities <i>Michelle Ramos Pellicia</i>	Lengua y migración: Historia de las relaciones políticas y económicas entre EEUU y México y su impacto sobre el español en los EEUU <i>Patricia MacGregor-Mendoza</i>	The Representation of Regional Spanish Speech in Literary Dialogues <i>Domnita Dumitrescu</i>	Desafío del significado: integración del conocimiento lingüístico en la adquisición de las cláusulas condicionales en español como L2 <i>Jeanette Sánchez Naranjo</i>
4:15-4:45 pm	Ideologías lingüísticas sobre el español de Iquitos <i>Margarita Jara</i>	Linguistic Elaboration in 3 Languages and Its Importance to Language Revitalization <i>George Ann Gregory</i>	Strategies for the Translation of Attested Denominal Neologisms in <i>Don Quixote</i> <i>Regina Morin</i>	Online Language Class: strengths, weaknesses & tips <i>Pamela Anderson-Mejías</i>
4:45-5:15 pm	Internal and External Devaluation: Language Ideologies surrounding Spanish in the United States <i>Chase W. Raymond</i>	Why Spanish? What happened to the vitality of the indigenous languages of the New World? <i>Hugo A. Mejías</i>	The expression of feelings in Susana Chávez-Silverman's Mini Barrio Norte Crónica <i>Joke Mondada</i>	Chinese-Character Learning Strategies and Character Learning Performance among American learners of Chinese <i>Ko-Yin Sung</i>
5:15-5:45 pm			Structuring Conversation: Discourse Markers in Early Modern Spanish Theater <i>Jeremy King</i>	
5:45-6 pm	BREAK			
6-7 pm	PLENARY PRESENTATION—Blue Marlin Carmen Fought, Pitzer College "Unchecking the boxes: The role of contact varieties in constructing identities"			
7-9 pm	Dinner & LASSO Business Meeting—Sand Dunes			

SATURDAY, OCTOBER 1

7 am-12 pm	Registration/Check-in			
	White Marlin	Sailfish	Blue Marlin A	Blue Marlin B
	PANEL: SPANISH IN HOUSTON Moderator: Nora Vivas	VARIATION IN SPANISH PHONETICS/PHONOLOGY I Moderator: Michelle Ramos Pellicia	MESOAMERICAN I Moderator: Brook Danielle Lillehaugen	SEMANTICS Moderator: George Ann Gregory
9-9:30 am	Focalización en estructuras hendidas en el habla de Houston <i>Nora Vivas</i>	A constraint-based analysis of [b], [β], and [v] in New Mexico Spanish <i>Donny Vigil</i>	Extending the Mesoamerican Typology: New Syntactic Similarities? <i>Pamela Munro</i>	The semantics and pragmatics of the Spanish verb <i>entender</i> ‘to understand’ <i>Eddy Gaytán</i>
9:30-10 am	Advancing writing proficiency: insight from a Spanish Heritage Speakers’ Placement Exam <i>Encarna Bermejo & Flavia Belpoliti</i>	“¡Chales güey! ¡Sí somos mexicanos cabrones!”: Transmigrantes salvadoreños en el sur de Texas <i>José Esteban Hernández & Rubén Maldonado</i>	Ergativity and Passive Voice in Q’anjob’al <i>Ann Michelle Foster</i>	Distinguishing event-oriented and participant-oriented adjuncts in Oklahoma Cherokee <i>Brad Montgomery Anderson</i>
10-10:30 am	Translation and Interpretation Coursework in Universities on the Houston Area <i>Amira Plascencia-Vela</i>	Žeísmo in interior Argentina: (de)voicing of the alveopalatal fricative in Córdoba and Tucumán <i>Jennifer Lang</i>	Morphological and periphrastic causatives in Q’anjob’al (Maya) <i>David Wemhaner</i>	False Belief Revisited <i>Danielle Alfandre</i>
10:30-10:45am	BREAK			
	SPANISH IN TEXAS AND ELSEWHERE Moderator: MaryEllen García	DISCOURSE ANALYSIS & POPULAR CULTURE Moderator: Susan Hurley-Glowa	MESOAMERICAN II Moderator: Pamela Munro	SWJL: HOW TO GET PUBLISHED 101 <i>Pamela Anderson-Mejías & Hugo A. Mejías</i>
10:45-11:15 am	La acomodación léxica en el español de puertorriqueños en San Antonio, Tejas <i>Arlene Ríos</i>	Talking fútbol femenino: constructing gender and nationality in televised women’s soccer coverage <i>Holly R. Cashman</i>	Tone Alignment in San Juan Quiahije Chatino <i>J. Ryan Sullivan</i>	
11:15-11:45 am	A critical examination of a south Texas university’s linguistic landscape <i>Alyssa Crawford, Magdalena King, Rebecca Lyons & Nancy Sullivan</i>	Spanish, English, and Hip-Hop in Contact: Spanglish as a Third Space Location, Practice, and Cultural Experience within Reggaetón and Tejano Music <i>Jody A. Briones</i>	Free Relative Clauses in two Mixtec languages <i>Harrold Torrence, Ivano Caponigro and Carlos Cisneros</i>	
11:45 am-12:15 pm	¿Cómo que no ha cambiao nada? Un análisis variacionista de la /-d-/ en dos corpus <i>Stephanie Brock</i>			
12:15-2 pm	LUNCH—Sand Dunes			

	PANEL: BILINGUAL YOUTH IN TEXAS: EXAMINING EMERGENT SOCIAL IDENTITIES AND LINGUISTIC PRACTICES Moderator: Marco Shappeck	HERITAGE SPANISH MORPHOSYNTAX & DISCOURSE Moderator: Damián Vergara Wilson	MESOAMERICAN III Moderator: John Foreman	SYNTAX Moderator: Dorothy Boven
2-2:30 pm	Language, gender, and identity construction: Sociolinguistic dynamics in the borderlands <i>Claudia Holguin</i>	El uso del Imperfecto y Pretérito dentro de la acción complicante de la narrativa personal oral entre tres generaciones de hispanohablantes en Houston <i>Nianna E. Gustovich</i>	The Morphosyntax of San Andrés Yaá Zapotec Conditionals <i>Michael Galant</i>	The Syntax of Perfective and Imperfective Clauses in Pulaar <i>Ibrahima Ba</i>
2:30-3 pm	The socio-cultural transformation from high school to college for Mexican-American students in Dallas <i>Marco Shappeck</i>	Tres wug(e)s: Variation in plural morphemes in Spanish-English bilinguals <i>Rey Romero</i>	The perfective aspect in Colonial Valley Zapotec <i>Brook Danielle Lillehaugen</i>	Unaccusativity in Spanish: Testing the Relevance of the Split Intransitivity Hierarchy <i>Aaron Roggia</i>
3-3:30 pm	Bilingual Students and the Spanish Proficiency Exam: Getting to the Root of Competence in Writing <i>Maria Ciriza-Lope</i>	Markers in contact: The negotiation of discourse markers in Chicana/o Spanish <i>Ana Sánchez-Muñoz</i>		P-Stranding Under Sluicing in Puerto Rican Spanish <i>Melvin González-Rivera, John E. Rueda Chávez & Ramón E. Padilla Reyes</i>
3:30-3:45 pm	BREAK			
	LANGUAGE MAINTENANCE & SHIFT Moderator: Holly R. Cashman	LINGUISTIC POLITENESS Moderator: Noor Islam	PANEL: TRANSITIVITY AND ERGATIVITY Moderator: Eva Nuñez	STRUCTURE OF CONVERSATION & PERFORMANCE Moderator: Ana Sánchez-Muñoz
3:45-4:15 pm	¡Caball!: Reflections on language and identity of Second Generation Salvadorans in Oregon <i>Michael Woods</i>	Two Parts Disculpar and a Dash of Lo siento: Pragmatic Performance of Apologies among Speakers of Spanish <i>Leah Houle, Rebeca Martínez Gómez, and Sandra Cano</i>	Aplicación lingüística-comparativa del CD y CI del español y del albanés <i>Ona Aliaj</i>	Idiomaticity in Evaluative Fragments <i>Joshua Mee</i>
4:15-4:45 pm	“The Spanish language is a big part of my...”: Attitudes toward maintenance among first and fourth semester Spanish as a Heritage Language students <i>Damián Vergara Wilson</i>		Fundamentos de ergatividad morfológica <i>Eva Nuñez</i>	Is there an inverse relationship between the frequency of the word “like” in conversation and the subject’s ability to recognize and define more complex vocabulary words? <i>Joyce Mangelsdorf</i>
4:45-5 pm	BREAK			
5-6 pm	PRESIDENTIAL ADDRESS—Blue Marlin María Irene Moyna, Texas A&M University "Linguistic research and why it matters: An example and some personal reflections"			
6-7 pm	Presidential Reception—Oceanfront Patio			

SUNDAY, OCTOBER 2

	White Marlin	Sailfish
	PANEL: EL ESPAÑOL EN MASSACHUSETTS: HISTORIA, VIGENCIA Y ACTUALIDAD Moderator: Patricia Gubitosi	BILINGUAL PROFICIENCY & ASSESSMENT Moderator: Sheila Dooley
9-9:30 am	El español como lengua pública en Massachusetts. Historia y actualidad <i>Patricia Gubitosi</i>	Linguistic Features of Generation 1.5 Hispanic Students on the Texas/Mexico Border <i>John Foreman and M. Therese Gallegos</i>
9:30-10 am	Actitudes lingüísticas en estudiantes hispanos universitarios de Massachusetts <i>Elena García-Frazier</i>	The Bilingual Language Profile: A Tool for Assessing Bilingual Language Dominance <i>Libby M. Gertken, Mark Amengual and David. P. Birdsong</i>
10-10:30 am	Estudio cuantitativo de la expresión de futuro en el español puertorriqueño en Massachusetts <i>Judy de Oliveira</i>	The bilingual mental lexicon and segmental production accuracy in Spanish <i>Mark Amengual</i>

Linguistic Association of the Southwest
LASSO XL
hosted by
The University of Texas at Brownsville
September 29-October 2, 2011

Abstract Booklet

LASSO PLENARY ADDRESS

Carmen Fought

Unchecking the Boxes: The Role of Contact Varieties in Constructing Identities

The sociolinguistic tradition began with the mapping of linguistic variables to social categories. In the early variationist studies, speakers were assigned to boxes: “male” or “female”, “black” or “white”, social class 1, 2, 3, 4, 5... And even in more recent studies, there has often been little concern for how these boxes intersect and overlap. But the New Wave of sociolinguistic research seeks to go beyond the checking off of labels. It encompasses people and societies in all their ambiguities: individuals at the edges of categories, multiplex identities, and multiple, overlapping, or even conflicting communities of practice, including what Gloria Anzaldúa aptly calls “the Borderlands”.

In terms of ethnicity, specifically, assigning a label such as “Latino” can blur and obscure intra-ethnic differences of critical importance. Furthermore, as the population of multiracial individuals in the United States and other places grows, the negotiation of ethnicity becomes even more complex. And our methods of conducting meaningful sociolinguistic research must become more complex in response. So must the questions we ask in our research.

In this talk, I present some research that has been done on how language reflects and constructs ethnic identities. In particular, and in keeping with the theme of the conference, I look at how contact varieties provide a unique and exciting linguistic window into the process of “doing” ethnicity. I suggest an expansion of what can be included under the label of “contact variety”. And I challenge a new generation of sociolinguists to uncheck the boxes and uncover the richness of variation that falls under the theme of language and ethnicity.

LASSO PRESIDENTIAL ADDRESS

María Irene Moyna

Linguistic Research and Why It Matters: An Example and Some Personal Reflections

In this presidential address, I will first focus quite narrowly on data and results from quantitative research on the semantic interpretation of Spanish compound words. Later, I will reexamine these cold data to show that they are in fact vivid reflections of the world in which they were created. Using this ‘paper-within-a-paper’ approach, I hope to underscore the fact that all of our research, regardless of how theoretical it may seem, reflects its circumstances, is responsive to its communities, and connects in important ways to society at large.

I begin by presenting some background on the topic of Spanish compounding, focusing on patterns with two nominals ([N+N]_N). I show that, in spite of their common surface structure, these compounds have various interpretations, including head-initial (*hombre lobo* ‘werewolf,’ lit. ‘man-wolf,’ head-final (*vitaminoterapia* ‘vitamin therapy’), and concatenative, where both constituents are heads (*actor-director*). Among the latter, two main semantic patterns are discernible. Identificational compounds are intersective and refer to an individual that belongs simultaneously to two sets defined by the two constituents (*actor-director*, *panadería-confitería* ‘bakery-pastry shop’). Hybrid compounds blend semantic features of the two constituents into a single denotation (*gallipavo* ‘American turkey,’ lit. ‘rooster-turkey,’ *sureste* ‘south-east’). However, it is not clear whether native speakers converge on a given interpretation when presented with the same [N+N]_N compound. The purpose of the study is to test to what extent this is true. Additionally, by comparing the responses of Spanish-dominant and early Spanish-English bilinguals, the paper addresses whether early bilingualism makes a difference in these interpretations.

Data were collected from 94 Spanish-speakers residing in Texas, using a questionnaire that included demographic questions aimed at establishing language dominance. This was followed by a multiple choice section where respondents were asked to choose the best meaning out of four options (head-initial, head-final, identificational, and hybrid interpretations), and to state their level of confidence in their answers. To analyze the responses, participants were divided into two groups, according to the circumstances under which they had acquired Spanish (Group 1: late bilinguals; Group 2: early bilinguals; control: Spanish-dominant speakers from outside the US).

I found that Group 1 respondents were consistently more confident in their answers than those in Group 2. Moreover, Group 2 respondents were more likely to give non-canonical answers, i.e., to choose interpretations that did not agree with those of the control group (or Group 1). In particular, they were more likely to give [N+N]_N compounds a head-final interpretation, which can be hypothesized to be an effect of transfer from English, where [N+N]_N compounds are head-final rather than head-initial (e.g. *boathouse* is a house, not a boat). Moreover, Group 1 respondents also exhibited higher levels of agreement on a given interpretation than Group 2 respondents; this was especially true of head-initial and identificational compounds. The differences between the two groups were sometimes quite large in value, although they were hardly ever statistically significant. These tentative findings are in agreement with other studies about the Spanish proficiency of early bilinguals. As exposure to Spanish decreases, so does the capacity of these speakers to give the same interpretations as Spanish-dominant speakers. Finally, I found a clear difference among compound types in the degree of agreement for speakers of both groups and controls. Whereas there was a high level of agreement in the case of head-initial and identificational compounds, hybrid compounds were semantically ambiguous, complex, and unstable. In fact, very few of these compounds were given the same semantic interpretation by 50+% of respondents.

The preliminary research I will present matters because it addresses an issue with implications for understanding the linguistic proficiency of heritage speakers and the structure of the lexicon. Yet, I would like to argue that quite aside from its intrinsic value, our research matters because it is intertwined with its social context. Using this specific study as an example, I will show that the way our research is conceived and carried out, its connections with the work of others in a variety of fields, and its positive effects on our departments and universities turns linguistics into a field that punches above its weight. I will invite the audience to think how we can work collaboratively to continue to achieve more in a time of less.

PANEL: Bilingual Youth in Texas: Examining Emergent Social Identities and Linguistic Practices

This panel addresses sociolinguistic issues of cultural identity in the context of education and globalization. All three presentations examine the relationship between discourse and power in Spanish-English bilingual contexts in the state of Texas. Dr. Claudia Holguin's urban ethnographic research, situated in the U.S.-Mexico border cities of Ciudad Juarez, Mexico, and El Paso, Texas, examines issues of power, difference, culture, and language use in the stylistic variants employed by these cities' youth. Her analysis succeeds in identifying and interpreting how microsocial, face-to-face interactions co-construct the macrosocial, plural identities brought about by globalization. Newly emergent local and national identities are also the topic of Dr. Marco Shappeck's qualitative research with Mexican-American university students in Dallas. Noting a consistent transformation of conceptualizations of self from high school to college, Dr. Shappeck discusses some of the major themes that divide and unite Chicano/a students in high school- and the university-settings. Finally, Dr. Maria Ciriza-Lope's study of the Spanish proficiency exam administered by the state of Texas for bilingual teacher certification challenges the deficit views that are frequently utilized to explain student's test scores on the written portion of the exams. Her work clarifies the complex relationship Spanish-speaking parents maintain with language use in the work place, home, and school. Together these research projects hope to increase our understanding of the dynamic and protean nature of linguistic ideologies, language performance, and cultural identity.

Holguin, Claudia

Language, Gender, and Identity Construction: Sociolinguistic Dynamics in the Borderlands

This paper analyzes the construction of an emergent upper class identity through language in a particular social network of bilingual Mexican youths on the U.S.-Mexico border of Ciudad Juarez, Mexico, and El Paso, Texas. This ethnographic research explores conversations within a network of 28 people (14 women and 16 men). My results show stylistic variation through the use of specific intonation patterns, particular uses of discourse markers in both Spanish (i.e. *así, como que*) and English (i.e. *I guess, like*), English non-adapted borrowings, and code-switching. These linguistic variants are utilized by these young people as indexes of social meaning and reproduce emergent plural identities that reflect regional, national and transnational ideologies, specifically racialized, gendered, and sexual hierarchies. In this way my results bring to the foreground how stylistic variation through language use is intimately bound to social distinctiveness at the individual level while at the same time linked to specific social networks that depend not only on local but global ideologies as well. The formation of these identities shows how current stereotypes in linguistic communities are expressed through their language use. The analysis of the data also follows Santa Ana and Parodi's (1998) model of nested fields. This model aids in showing the "access" speakers have to different varieties of Spanish along the socioeconomic value continuum. These realizations indicate that these are not discrete identities, but instead are produced as part of a plural identity that is gendered and conforms to post-colonial parameters of race and ethnicity in Mexico. My study also uncovers how these plural gendered ethnic identities are recreated by speakers through language within a particular ideological bilingual border setting that should no longer be seen as a periphery at the margins of two countries where locals "betray" their national identities, but rather as a socioeconomic and political center within neoliberalism and globalization.

Shappeck, Marco

The Socio-Cultural Transformation from High School to College for Mexican-American Students in Dallas

Despite the general categorization of Mexican-Americans or Chicanos/as¹ as a homogeneous group with a common culture, language, and trajectories of social mobility, a look inside Dallas area high schools reveal Chicano/a students have developed several pluralist identities and socio-cultural practices. One social variable that marks Chicano/a high school group formation is language choice between Spanish and English, a practice that is generally aligned with place of birth, that is, whether the student was born in the U.S. or abroad, and age of immigration if the latter. Language choice and place of birth are in a sense only cover terms for other sociolinguistic practices that position a student in particular high school social networks. Although preferably conceptualized as a continuum, the distinction lies precisely between claims of Mexican authenticity and (mainstream) American cultural capital. Rather than understand this socialization process as particular to the American Southwest's education systems, it is quite clear that these assessments are mere reflections of a socio-historical pattern of exclusion that indelibly fails to give Chicano/a youth the voice and space to develop identities different from mainstream values without rendering themselves "inauthentic" Mexican-Americans.

In this study, I conduct semi-formal interviews with six bilingual students at an urban university in Dallas, three of whom were born in the United States and three who emigrated from Mexico during their teenage years. I

¹ "Chicano" or "Chicana" refers to American residents of Mexican origin either born in the United States or Mexico.

examine the power relationship during their high school years, focusing on the division between U.S.- and foreign-born students who were challenged with issues of cultural and linguistic assimilation as well as maintenance of their Mexican heritage. In documenting their adjustment to higher education, the informants who contributed to this study introspect on the transformation and negotiation of their own socio-cultural identities from high school to college. The results from this study support Cummin's (1996) conclusion which privileges L1 literacy and academic achievement as the two main factors in promoting a healthier Chicano/a social identity. In addition to L1 literacy and academic achievement, I argue that empowerment is also instilled when students articulate the dialectical relationship between the impacting macrosocial category of Chicano/Mexican-American and the microsocial, interactional identity that is constructed through their own agency. Together L1 literacy, academic achievement, and guided introspection work toward dispelling the discursive practices within the Mexican-American community that divide high school students based on similar discriminatory criteria that is used by mainstream America to marginalize the Chicano/a immigrant class.

Ciriza-Lope, Maria

Bilingual Students and the Spanish Proficiency Exam: Getting to the Root of Competence in Writing

This pilot study examines the linguistic attitudes of heritage speakers towards written Spanish in the context of a university course that prepares them to take the Bilingual Target Language Proficiency Test (BTLPT), the Texas state exam required for all prospective elementary and secondary teachers. Research on pre-service bilingual teachers has focused on how to evaluate different samples of teachers' oral and written Spanish when "fluency" contrasts with the state's criterion for "proficiency." An unambiguous gap exists between conversational competence, in which the student communicates interpersonally with another interlocutor, and academic language competence, where writing and abstract thinking is required. In examining the typical errors in the BTLPT by Mexican Heritage students, language contact features such as English borrowing and calques do not seem to be an impediment as much as orthography, written accent marks, and overly informal/formulaic language use. While identifying these patterns in non-standard Spanish language use is helpful pedagogically in order to prepare students for the exam when they are finishing their teacher education program at the university, understanding the heritage speakers' relationship to standard written forms of Spanish in the United States will help educators promote full biliteracy at an earlier age.

For this presentation, I report on three inter-related studies that I conducted with 5 bilingual university students. They successfully completed: a questionnaire that allowed them to describe their linguistic confidence in different domains and modes of communication; an activity that asked them to assess samples of written Spanish from anonymous student essays; and a semi-structured interview about their exposure to written texts in school, at home, in the city, and among peers. The results produced several important themes relevant to biliteracy in Texas.

- The university is the first place where they become conscientious that how they speak is considered not "right" or "incorrect."
- For many Mexican-American students, studying for a Spanish proficiency exam is the first time they briefly considered themselves "de-ethnicized" in the sense the Spanish language has always defined them as Mexican.
- Parents of U.S.-born students did not feel encouraged by teachers and American society to emphasize biliteracy in addition to their use of oral Spanish.
- Students noted that there were very limited resources available in order to maintain Spanish literacy (magazines for children and youth, newspapers in Spanish that interested them, books or novels that easily accessible).

Earlier research might have explained student failure of written Spanish proficiency exams in a way that reinforces social inequality. The goal of this project is to encourage the construction of new identities that challenge the forces that seem to promote student failure. Language socialization practices for Mexican-American families have been centered on subtractive bilingual education programs, but now we are given an opportunity to co-construct collaborative power relations with teachers, students, school districts, libraries, and local governments to promote biliterate citizens in Dallas as well as in other American cities. Understanding how biliteracy can be cultivated at many different institutions will in turn increase the value that is bestowed upon the practice of using Spanish in all modes of communication.

PANEL: El español en Massachusetts: historia, vigencia y actualidad

De acuerdo al último censo de los Estados Unidos, los latinos alcanzan el 9,8 % del total de la población, lo que representa un aumento del 46,4% respecto del censo anterior del año 2000. Este fuerte crecimiento demográfico ha impactado notoriamente en la percepción del espacio público como lugar de contacto entre ambos sistemas lingüísticos. Sin embargo, a pesar del apreciable aumento de la población hispana ocurrida durante las últimas décadas, la presencia del español en el área se remonta a mediados del siglo XIX tal como lo atestiguan fuentes documentales. La histórica presencia de la lengua española en el estado de Massachusetts así como el importante crecimiento demográfico ocurrido en los últimos años ameritan un pormenorizado estudio sobre los orígenes de la comunidad en la región, el cambio actitudinal de los hablantes respecto de su lengua, y cómo estas actitudes inciden en la variedad lingüística del español utilizado por los hablantes.

Gubitosi, Patricia

El español como lengua pública en Massachusetts. Historia y actualidad

Aunque no hay datos oficiales sobre la presencia hispana en el estado de Massachusetts sino hasta el censo de 1940, esta comunidad ha sido partícipe de la vida de la región desde mucho tiempo atrás. De la misma manera, el español y el inglés han estado en contacto en este estado desde mediados del siglo XIX tal como lo demuestra la aparición semanal del periódico *La Aurora* “dedicado a política y literatura...en Español and English” publicado en Boston en 1845. En dicho semanario se justifica la supresión “de la parte del idioma francés” en beneficio del español, demostrando la difusión que esta lengua alcanzaba en la región en la fecha mencionada. Este periódico se constituye, además, en el primer testimonio no sólo de contacto lingüístico entre el español y el inglés en Massachusetts, sino también de alternancia de código al incorporar palabras de una lengua dentro de un texto producido en la otra, iniciando una práctica lingüística que actualmente siguen todas las publicaciones destinadas a la audiencia hispana en el estado.

El presente trabajo examina el uso del español en la esfera pública en el estado de Massachusetts desde la publicación del primer periódico bilingüe español-inglés hasta la actualidad, teniendo en cuenta la ideología asociada con ambas lenguas y el prestigio asignado a cada una de ellas. El corpus utilizado está basado en el análisis de artículos periodísticos, datos del censo y entrevistas orales que dan cuenta de la fuerte conciencia de grupo existente en la comunidad, y el estrecho vínculo que une a sus miembros.

García-Frazier, Elena

Actitudes lingüísticas en estudiantes hispanos universitarios de Massachusetts

Este estudio se enfoca en las actitudes hacia la lengua y la cultura de estudiantes hispanos matriculados en una universidad en el oeste de Massachusetts. Los datos se basan en un cuestionario sociolingüístico de 51 estudiantes provenientes de 24 diferentes regiones dentro del estado de Massachusetts.

En esta investigación se comparan las percepciones lingüísticas de 23 estudiantes hispanos de primera generación y 28 estudiantes hispanos de segunda generación cuyas especializaciones no están relacionadas con el idioma español.

Las respuestas de los participantes fueron clasificadas siguiendo las dimensiones comunicativa, instrumental, sentimental y de valor (Hoffman 1977). Entre las correlaciones relevantes se encuentran dominios de uso de la lengua, historial lingüístico, viajes a países hispanos y habilidad lingüística.

Los resultados muestran una conexión entre la habilidad en el uso del inglés y su asociación con el éxito. La razón por la que algunos de los estudiantes de segunda generación consideran importante aprender español es por la percepción de la relevancia de este idioma en el mercado de trabajo del país y no por su valor cultural. De notable importancia fueron las experiencias de los estudiantes de primera generación al reconocer en ellos mismos un acento que en diferentes casos influencia de manera negativa o positiva su identidad hispana o estadounidense.

Los resultados observados confirman investigaciones previas. La preferencia lingüística parece tener un impacto directo con la asociación de grupo, enlaces culturales, el uso y deseo de mantener la lengua. Además, la interacción con la cultura y la gente del país de origen al igual que el número de clases tomadas en español en Estados Unidos motivan al estudiante a continuar estudiando español y fortalecer su identidad hispana.

De Oliveira, Judy

Estudio cuantitativo de la expresión de futuro en el español puertorriqueño en Massachusetts.

Dentro del paradigma temporal del futuro de indicativo, existen varias formas para expresar este tiempo en español. En este estudio concentramos nuestro análisis en el uso temporal de las dos formas más empleadas: el futuro morfológico (FM) y el futuro perifrástico (FP); las cuales son semánticamente equivalentes en ciertos contextos.

A través de un análisis cuantitativo de veinte conversaciones grabadas, este trabajo examina la distribución de estas dos formas en el español de hablantes puertorriqueños que viven en el estado de Massachusetts desde hace más de cinco años. El objetivo del trabajo trata de explicar por qué los hablantes prefieren usar una forma más que la otra considerando varios factores lingüísticos y sociales. La alta densidad de población puertorriqueña en algunas ciudades del estado de Massachusetts y la carencia de estudios realizados sobre las formas de futuro utilizada por los puertorriqueños constituyen las razones más importantes para realizar este estudio.

El corpus proviene de veinte entrevistas grabadas de alrededor de una hora de duración cada una, a hombres y mujeres nativos de Puerto Rico cuyas edades oscilan entre los diecinueve y sesenta y cuatro años de edad. Las variables lingüísticas consideradas son a) persona/número del verbo; b) semántica del verbo; c) tipo de sujeto; d) tipo de cláusula; e) polaridad; f) distancia temporal; y g) número de sílabas de la forma verbal. En cuanto a las variables sociales se han considerado género, edad, permanencia en EE.UU y localidad geográfica.

El análisis cuantitativo realizado con el programa estadístico Goldvarb muestra como estadísticamente significativas las siguientes variables: la semántica del verbo, el tipo de cláusula, el género de los participantes, y la localidad geográfica.

PANEL: Spanish in Houston

This panel presents an overview on the status of Spanish in the city of Houston, and three studies on the topics of focalization in spoken Spanish, Spanish Heritage Learners' writing abilities, and preparation in the fields of translation and interpreting into Spanish. The main purpose is to present a status view of the Spanish language utilized in the city, as well as present current data on demographic trends affecting language maintenance and use.

Vivas, Nora

Focalización en estructuras hendidas en el habla de Houston

En situaciones de lenguas en contacto se producen determinados fenómenos lingüísticos tales como la convergencia, simplificación y hasta pérdida de ciertos elementos de mayor complejidad (Silva-Corvalán, 2001). Sin embargo, la densidad y proporción de hablantes del español y el constante flujo de nuevos inmigrantes de países hispanoparlantes, favorecen el mantenimiento de una lengua (Hudson Hernández-Chávez y Bills, 1995). La variedad del español hablado en Houston, una de las ciudades con mayor concentración de hispanohablantes en Estados Unidos, es propicia para examinar el uso de las estructuras hendidas, pseudohendidas y pseudohendidas inversas en el continuo de la competencia bilingüe.

En este trabajo se examina y evalúa el uso de este tipo de estructuras como recursos sintácticos de focalización, también conocidas como escindidas o perífrasis de relativo, en las que se escinde o separa un elemento nominal y se lo sustituye en la oración por un relativo, siendo el verbo 'ser' el que une ésta a aquél (Porto Dapena, 1986). Así, la hendida *Es Alejandro el que toma café*, la pseudohendida *El que toma café es Alejandro* y la pseudohendida inversa *Alejandro es el que toma café*, son las tres posibles estructuras de alternación sintáctica y frente a cada posibilidad se esperan distintos significados, por lo que se predice que cada una de las estructuras sirve a distintos objetivos comunicativos.

Para este análisis se utiliza una metodología funcional que comprende un conjunto de descriptores sintácticos, semánticos y pragmáticos, los cuales se aplican a un corpus de 100 entrevistas orales semi-dirigidas, obtenidas de hablantes bilingües de Houston que pertenecen a tres generaciones de ascendencia mexicana y con diversos dominios del idioma. El procedimiento de análisis se aplica a las estructuras encontradas deduciendo rasgos que las relacionan y distinguen, así como también condicionamientos y comportamientos pragma-gramaticales.

Los resultados de nuestro análisis muestran que en el español oral de Houston estas tres variantes están condicionadas por el contexto discursivo. Se observa condicionamiento también en el uso de "que" galicado y también en la elección del elemento focalizado. Finalmente, se determina que existe un patrón de simplificación o pérdida de estas construcciones a medida se incrementa la generación.

Bermejo, Encarna & Flavia Belpoliti

Advancing Writing Proficiency: Insight from a Spanish Heritage Speakers' Placement Exam

Heritage Languages has raised great interest among scholars for the last two decades, thus providing a fruitful ground for the development of the Heritage Languages field. In the Houston area, the number of native and heritage speakers of Spanish accounts for 49% of the population ("American Community Survey 2005-2009", Census Bureau, 2009), and it is one of the city where Spanish as a Heritage Language has become an important focus for teaching and research.

Placement and assessment of heritage speakers is currently one of the main topics in the field; as Fairclough (2005), Webb and Miller (2000), Valdez (2006), Graff, G. & Birkenstein, C. (2006), Kagan and Dillon (2008), Horwitz, E. (2008) have argued, more research is needed to accurately measure heritage learners' abilities in all linguistic domains. This study discusses one of the least investigated areas, assessment of the progress in student's writing abilities when completing college level courses, measured through a Spanish Heritage Learners' Placement Exam (SHLPE). It aims to present the comparative results of the writing section of the SHLPE from two learning levels, and to provide a multi-approach analysis to measure heritage learners' writing skills. At the same time, it shows the writing proficiency advancement after two semesters of formal college Spanish, in four relevant areas: lexical knowledge, sentence complexity, verbal morphology and textual cohesion strategies.

The two groups of heritage speakers are currently enroll in the Spanish for Heritage Learners Program at a large university in the Houston area. The first group is made up of 20 students placed at the entry level, while the second group includes 20 students who have already completed two semesters of Spanish in the Program. The data utilized for this study was collected during the Spring semester of 2011. The preliminary results clearly indicate differences among heritage learners in the four analyzed areas: lexical knowledge, sentence complexity, verbal morphology and textual cohesion strategies, and provides some insights into the advancing proficiency in the writing of Spanish heritage students in the Houston area.

Plascencia-Vela, Amira

Translation and Interpretation Coursework in Universities on the Houston Area

Translation from English into Spanish is a growing field in the country, especially in the Commercial and Marketing fields. In 2002, the U.S. Economic Census reported a total of 1,573,464 registered firms owned by Hispanics, and the growth projection for 2012 is 55%, or 3.2 million of registered businesses in the country (source: Houston Hispanic Chamber of Commerce). Houston —one of the U.S. cities that has a rapidly growing Hispanic population and it is also a business Mecca— is registering a big demand for bilingual professionals, and not only for Marketing or Commercial purposes, but also for the Medical, Legal and Social Services fields. Watching this trend, and in order to have more possibilities in the actual workforce, college students are asking for courses beyond the Basic Spanish instruction (2 or 2 1/2 years) to increase their bilingual abilities. As a result, courses as Advanced Grammar and Writing in Spanish are available more frequently in different universities and colleges of the city. Nevertheless, there are not enough courses to prepare students in the translation and interpretation fields. Language professionals are urgently needed in the Houstonian workforce, and excellent skills in translation and interpretation are required, but these kinds of courses are not always available in our colleges and universities. Therefore, this paper aims at showing a general survey of what different Universities and Colleges offer in the city to prepare their undergraduate students in the mentioned fields. It will also show if institutions other than Higher Education ones, offer this type of preparation, what the proficiency level they offer is, and for whom this preparation is intended. Finally, this paper will open a discussion about the new trends in the Houstonian workforce and its current needs.

Alfandre, Danielle

False Belief Revisited

Around the age of four, children have the ability to attribute thoughts and beliefs to other people, otherwise known as Theory of Mind (Wimmer and Perner, 1983; Baron-Cohen, Leslie & Frith, 1985). Researchers determine this by using the now common false belief task, an example of which is the Sally-Ann task. However, Alfandre (2010) presented 49 first graders (age M = 6;6) with the Sally Ann task of which only 26% passed. These children should have performed better as their mean age was much higher than that of Wimmer and Perner (1983), but results indicated that they performed significantly worse.

The Sally-Ann task asks participants to notice that Sally puts a ball into a basket and then leaves the room. While she is away, Ann removes the ball from the basket and places it into a box. The participant is asked where Sally will look for the ball upon her return. When the participant responds that Sally will look in the basket, he or

she is said to have passed the false belief task. The ability to know that Sally is unaware of Ann's actions because she was not in the room, even though the participant is fully aware, is Theory of Mind.

The current study closely analyzes the procedure of both Wimmer and Perner (1983) and Alfandre (2010), finding only one slight difference between the two. Wimmer and Perner (1983) employ a *Stop and Think Displacement* condition which asks the participant to "stop and think" about where Sally put the ball just before the experimenter asks the question. Alfandre (2010) administered the Sally-Ann task without this addition.

Two versions of the false belief task, one with and one without the *Stop and Think Displacement* condition were administered to 50 kindergarten and first grade students. Preliminary analysis of the results with the *Stop and Think Displacement* condition supports the results of Wimmer and Perner (1983), and the results without it seem to support Alfandre (2010). This indicates that the *Stop and Think Displacement* condition primes the participant to respond with an answer indicating that someone else may have false belief, or Theory of Mind. These results allow for the possibility that either Theory of Mind is not acquired as early as expected, or the false belief task is not a valid representation of Theory of Mind. In either case, the current results impact a multitude of linguistic studies, including those regarding the acquisition of complex concepts.

Aliaj, Ona

Aplicación lingüística-comparativa del CD y CI del español y del albanés

El propósito de esta investigación es comparar de forma descriptiva la funcionalidad casuística de los complementos directo e indirecto en dos idiomas muy diferentes pero que mantienen algunas similitudes morfo-sintácticas. Por la utilización de cinco casos de la gramática del albanés y por la herencia latina de la casuística de los pronombres de tercera persona del español, estos dos idiomas se han acercado lingüísticamente. Se demuestra comparativamente que se puede encontrar un paralelismo morfológico y aplicaciones correlativas entre estos dos casos tanto en albanés como en español. Como consecuencia, el análisis de los casos acusativo y dativo ha servido para descubrir similitudes y diferencias entre lenguas de dos grupos lingüísticos independientes pero con una misma raíz indoeuropea.

Amengual, Mark

The Bilingual Mental Lexicon and Segmental Production Accuracy in Spanish

The present study investigates voice onset times (VOTs) to determine if cognate lexical items enhance the cross-language phonetic influences in the speech production of a range of Spanish-English bilinguals: Spanish heritage speakers, English heritage speakers, advanced L2 Spanish learners, advanced L2 English learners, and a Spanish-Catalan bilingual group as a control.

In the experiment, lexical items with considerable phonological, semantic, and orthographic overlap (cognates) and lexical items with no phonological overlap with their English translation equivalents (non-cognates) were examined. Target items were embedded in carrier phrases, and vowel height, syllable length, syllable stress, and rate of speech were controlled. The analysis included a total of 20 word-initial unstressed /t/ x 4 repetitions x 49 subjects, for a total of 4920 VOT measurements, (1960 cognate items and 1960 non-cognate items).

The results of the experiment indicate that there is a significant effect of cognate status in the Spanish production of VOT by the four Spanish-English bilingual groups examined. A "by-subjects" repeated measures ANOVA with cognate as a within-subjects factor, group as a between-subjects factor and subject as the random term was fit to the data. The model revealed significant effects of cognate condition ($F_{1,44} = 109.2, p < .001$) and a significant interaction between group and cognate condition ($F_{4,44} = 12.34, p < .001$). However, no effects of group were found ($F_{4,44} = 0.84, p < .5$). Cognate effects were found for the English L1/ Spanish L2 group (diff. = 2.56, $t[9] = 5.32, p < 0.001$), the Spanish L1/ English L2 group (diff. = 1.55, $t[9] = 5.32, p < 0.01$), the English heritage group (diff. = 1.13, $t[8] = 2.48, p < 0.05$), and the Spanish heritage group (diff. = 4.02, $t[9] = 8.15, p < 0.001$), but there was not a significant cognate effect found for the Spanish/Catalan group (diff. = 0.28, $t[9] = 1.32, p < 0.2$).

The findings of this study provide evidence that cross-language phonetic interference occurs in the production of bilingual speakers, and importantly, that these phonetic alterations are enhanced by cognate effects. These findings indicate: (i) that there are no significant differences in the Spanish VOT values between early and late learners of Spanish and English when the production data is elicited entirely in monolingual Spanish mode. (ii) There is a significant effect of cognate status in the production of VOT by Spanish-English bilinguals such that the bilinguals produced /t/ with longer VOT values (more English-like) in the Spanish words with English cognates in comparison to the non-cognate words. Statistical analyses found significant differences in the production of word-initial unstressed /t/ in cognate vs. non-cognate words by the Spanish heritage speakers, English heritage speakers, Spanish

L1/English L2 and English L1/Spanish L2 speaker groups, and no cognate effect was found in the production of the Catalan-Spanish bilingual group. Finally, (iii) this study proposes that the exemplar model of lexical representation (Bybee 2001, Pierrehumbert, 2001) can be extended to include bilingual lexical connections through which cognates facilitate phonetic interference in the bilingual mental lexicon resulting in alterations in the phonetic output.

Anderson-Mejías, Pamela

Online Language Class: Strengths, Weaknesses & Tips

Teaching languages online continues to grow at an amazing rate as noted in the literature; administrations see online instruction as cost efficient, students likewise believe they save money on gas, baby sitting and other concerns, and some faculty see online delivery as a means to live in one location while working elsewhere. Yet, is the online environment equivalent to face-to-face classes? How do online courses maintain similar or even stronger learning experiences? What training is necessary for successful online teaching of language? Why do some students excel in the online environment while others languish?

This paper presents student evaluation information, anonymously and confidentially collected from statistical data at one university over several years, for online classes in English and in Spanish language training. From the data, information such as which types of students are more likely to be successful language learners online, what types of activities tend to lead to greater efficiency in language acquisition, and what pitfalls were found by students are summarized and compared to similar information elicited from instructors who voluntarily evaluated their online language teaching experiences. The results are presented as analyzed for strengths and weaknesses of the delivery medium. Tips for teaching language online are summarized from the data and experiences of these English and Spanish language learners and their instructors online.

Ba, Ibrahim

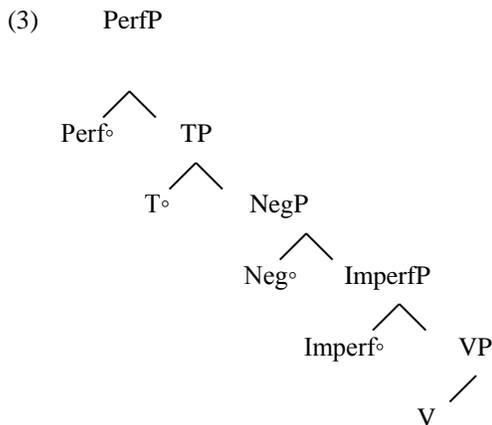
The Syntax of Perfective and Imperfective Clauses in Pulaar

In this talk, I analyze the structure of Pulaar perfective and imperfective clauses. I argue that data from Pulaar provides strong evidence for the hierarchy of functional heads presented in Cinque (1999). Pulaar is a head initial Atlantic language spoken in Senegal. I present data from the Toore dialect which is spoken in Kabaabaa region in southern Senegal. I focus on clauses like those in (1)-(2):

- (1) Mi yah-noo -m PERFECTIVE
 I go - Past -Perf
 'I had gone'

- (2) Mi yah -at -no IMPERFECTIVE
 I go -Imperf -Past
 'I would go'

In (1), past tense occurs before aspect (-m) while in (2) aspect (-at) precedes past. Thus, to account for the data in (1) and (2), I argue that the structure of Pulaar clause is as the following:



I argue that perfective and imperfective morphemes in Pulaar occupy distinct positions in the syntax. The perfective is higher than T while the imperfective is lower than T (*-noo*).

The structure in (3) predicts the ordering in (1) and (2) by virtue of verbal head movement. If (3) is correct, we predict past should precede Perf, as in (1). Further, the tree in (3) predicts that imperf should precede past, as in (2). Support for the order in (3) comes from the fact that Perf and Imperf can co-occur in the order Imperf > (Past) > Perf; which is predicted in (3):

- (4) Mi yah –at –noo –m
I go -Imperf –Past -Perf
'I used to go' or 'I would go (habitual)'

In addition, the tree in (3) provides support for Cinque (1999) who argues that a clause may contain multiple aspectual heads, with Perf being higher than Imperf. this is shown explicitly in (4).

Further evidence for the analysis in (3) comes from negation:

- (5) a. Mi yah –at –aa –no.
I go -Imperf –Neg –Past
'I would not go'

The analysis in (3) predicts that Imperf should precede negation and that negation should precede tense (unfortunately, Perf does not co-occur with Neg). this prediction is borne out, as (5) shows.

Briones, Jody A.

Spanish, English, and Hip-Hop in Contact: Spanglish as a Third Space Location, Practice, and Cultural Experience within Reggaetón and Tejano Music

In this presentation, I will analyze how the contact of the Spanish and English languages, in addition to the musical genre of hip-hop, has created a third space Spanglish (Spanish + English) location, practice, and cultural experience within reggaetón and Tejano music. The practice of Spanglish as a language is a liberating action that serves to transcend validation ideologies and appeal to a multicultural dialogic. By enacting a multicultural dialogic, a linguistic third space is created. The linguistic third space of the Spanglish language creates a Spanglish location. A third space Spanglish location is a Spanish/English borderland of shared ideologies, experiences, and poetics. To understand the differential consciousness within a Spanglish culture, however, one must uncover the histories that create this culture. Using Chicana historian Emma Perez's views of Michel Foucault's archaeology, the historical narratives of those who make up that culture are brought to the surface through Spanglish, uncovering Latinas/os' historically subaltern subjectivity, identity, and agency, and validating Spanglish as a language of a colonized people. As a third space linguistic practice, Spanglish allows Latinas/os to weave through both languages as a form of differential consciousness and resistance for those oppressed by Spanish and English sociolinguistic hegemonies. Furthermore, the incorporation of hip-hop's linguistic poetics within reggaetón and Tejano music facilitates this Spanglish location, practice, and cultural experience.

Brock, Stephanie

¿Cómo que no ha cambiao nada? Un análisis variacionista de la /-d-/ en dos corpus

El presente estudio examina los niveles de elisión de la /d/ intervocálica. Se comparan dos variedades distintas del español con el fin de, no sólo determinar cuál grupo elide la /d/ más, sino también para acertar qué contextos y cuáles factores contribuyen a la variación fonológica. Aunque la mayoría de los estudios anteriores de la elisión de /-d-/ ocurren o en España o en Sud América, esta investigación se preocupa por contrastar un dialecto centroamericano (San Sebastián, El Salvador) con uno mexicano (Reynosa, México). Las ocurrencias de los dos corpus fueron obtenidas de entrevistas sociolingüísticas semidirigidas en las cuales los informantes de ambas comunidades de habla, quienes varían según los factores externos. Las variables internas consideradas en esta investigación incluyen: la clasificación de la palabra, número de sílabas, los segmentos anterior y posterior, la frecuencia, el estilo, la acentuación y el rango morfemático; mientras que las externas son: los niveles educativo y socioeconómico y la edad. Los datos fueron analizados estadísticamente con el uso de GoldVarb (2001), interpretados y finalmente, comparados. Los resultados, aunque en parte son congruentes con estudios previos relacionados a la elisión de /d/, produjeron información única e importante. En primer lugar, el Corpus San

Sebastián (CSS), en términos generales, tuvo un 40% nivel de elisión mientras que el Corpus Reynosa (CR) sólo un 28% lo cual prueba que, contrariamente a la creencia popular, la elisión sí ocurre en Centroamérica y en México. Segundo, aunque CSS probó utilizar el tiempo perfectivo más, resulta que la /d/ en el CR tiene una mayor probabilidad de variación y además, fue la única comunidad de habla en que los factores externos fueron significativos. Finalmente, este estudio ha probado que la elisión de la /-d-/, un fenómeno lingüístico que se extiende por siglos, es mucho más difundido de lo que se cree.

Bullock, Barbara E. & Almeida Jacqueline Toribio

Why Heritage Speakers May be Perfect Learners: Establishing a Baseline for US Spanish

The literature on language contact and change is replete with references to *imperfect learning* among speakers undergoing language shift, where imperfect learning refers to the incomplete acquisition (Polinsky & Kagan 2007) or learning failure (Thomason 2010) of the target or baseline grammar. It is not surprising, then, that scholars of US Spanish have characterized some heritage speakers (HS) as incomplete acquirers, who fail to attain a full grammar of Spanish (Montrul 2008). However, the nature of the baseline grammar for US Spanish has yet to be established, and it is repeatedly assumed to be that of upper-middle class, well-educated, monolinguals, real or hypothesized. Setting aside the issue of whether HS should be compared to monolinguals (Ortega 2010), we contend that absent appropriate monolingual controls, we cannot know whether HS experience any learning failure. What is required is a comparative group of monolinguals who, like HS, acquire Spanish aurally in the context of decreased literacy and normative pressures.

We present data from a monolingual population of Spanish speakers of low literacy, with few opportunities or demands to acquire an educated norm, and for whom no long-term (in)direct contact with English can be imputed (cf. Matus-Mendoza 2002,2004). The data is drawn from sociolinguistic interviews with 120 adults and children in rural regions of the Dominican Republic. These Dominicans behave much like HS with respect to simplification and regularization of nominal and verbal morphology. In addition, they frequently demonstrate features attributed to English influence in US Spanish: restructuring of experiencer predicates (1), elimination of differential object makers (2), high rates of expressed subject pronouns (3), and a preference for preverbal subjects with unaccusatives (4), among others.

1. Los niños les gustan cantar. (<gusta) ‘Children like to sing.’
2. El lobo atacó niños. (<a niños) ‘The wolf attacked children.’
3. Cuando Juan llegó, él encontró que él tenía visita. ‘When Juan arrived he found he had company.’
4. Muchas personas vinieron. (SV<VS). ‘Many people arrived.’

It would be inconceivable to posit that these monolinguals are imperfect learners who possess incomplete grammars or are undergoing shift with attendant contact-induced changes. Rather, their grammars reflect normal transmission and the outcomes of incremental language change in a particular sociolinguistic context where the ambient language is markedly different from any baseline determined by speakers of educated, urban backgrounds who have attained more normative varieties. We maintain that the same holds true for HS, whose input is often restricted to local vernaculars, presenting limited styles and registers (Valdés 2005) and community norms that may show effects of dialect/language contact (Otheguy et al. 2007).

In our view, the current literature incorrectly characterizes the linguistic competence of HS as ‘incomplete’ vis-à-vis monolinguals; at best, extant findings may speak to structural differences in the languages of the populations sampled. No conclusions can be drawn about heritage speakers’ competence deficits until a fuller understanding of *their* target grammar is achieved. In this presentation, we also outline how this goal may be reached, based on an on-going corpus study of the diversity of Spanish in Texas.

Cashman, Holly R.

Talking fútbol femenino: Constructing Gender and Nationality in Televised Women’s Soccer Coverage

A small body of literature examining sports discourse argues that sport is a legitimate object of linguistic analysis and should be seen “as *constructed* and *constructing* identities, cultures, and related practices” (Mean & Halone 2010: 254). Furthermore, Mean & Halone point out that the mediation of sport through language (as in sports broadcasting) is an important site for constructing identities and communities, such as imagined national communities or gender identities.

Women have traditionally been seen as less interested in or capable than men at participating in sports, either as players or spectators, and organized, professional sports have been recognized as a hypermasculine social organization. FIFA (Fédération Internationale de Football Association), the Zurich-based governing body of

international soccer founded in 1904, lists the following mission with regards to 'women's football' that recognizes the interconnectedness of organized sport and social status:

FIFA promotes the development of women's football and pledges to support women's football financially and to give women players, coaches, referees and officials the opportunity to become actively involved in football. FIFA is helping to popularise the game by increasing public awareness and conducting information campaigns as well as overcoming social and cultural obstacles for women with the ultimate aim of improving women's standing in society.

(<http://www.fifa.com/aboutfifa/developing/women/womenmissions.html>)

FIFA's support for women's opportunities in football/soccer is perhaps best exemplified by the Women's World Cup, an international competition held quadriennially since 1991. In June and July 2011, two decades after the first competition, the Women's World Cup was contested by 16 national soccer teams in stadia around Germany. Both Mexico and the U.S. were among the teams competing for the trophy eventually captured by Japan. This paper analyzes the U.S. Spanish-language broadcast discourse, specifically related to the construction of gender and national identity of Mexico's three group play (first round) matches. Specifically, the paper analyzes how co-hosts Andrea Roderbaugh, a member of Mexico's 1999 World Cup team, and Jorge Pérez-Navarro, a sports broadcaster from the Univisión program Contacto Deportivo, differently frame the athletes, i.e. construct them as legitimate athletes vs. infantilize and objectify them, through a varieties of strategies from terms of address to a hierarchy of naming.

Cerrón Palomino, Álvaro

To Go PRO or Not to Go PRO: A Look at Subject Expression in Limeño Spanish.

The Spanish of Lima, the capital of Peru, has been regarded as a conservative variety due to its low rate of aspiration and even lower rate of deletion of /s/, its resistance to the lenition of the velar phoneme /x/, and the absence of neutralization of /l/ and /r/, or /f/ and /x/ (Caravedo, 1990).

However, not many studies of morphosyntactic variation have been attested for the Limeño variety. In order to determine the factors involving subject pronominal expression in this variety, a variationist study of the speech of 14 educated speakers of the Limeño variety (7 male and 7 female) was conducted. The results show that, compared to other varieties accounted for, Limeño Spanish appears to have the lowest rate of subject pronouns: only 14% of the total number of subjects were pronominal in Lima, which is a percentage even smaller than NY Mexicans' 19% (Otheguy, Zentella and Livert, 2007) and Madrid's 21% (Enríquez, 1984), and contrasts significantly with Puerto Rico (Cameron, 1992), and Cali (Travis, 2007), with a subject pronoun frequency of 45% and 48%, respectively.

Although some of the results obtained by using Goldvarb X followed the trends attested in other Spanish varieties' studies, these were few compared with the diverging ones. Regarding internal factors, switch reference proved to be a statistically significant conditioning factor, in accordance with most studies on subject pronominal expression. However, the probabilistic weight of ambiguous verbs like the ones in (1) was very close to that of subjects with switched referents. Also, in the verb type category (Silva-Corvalán, 1994), although psychological verbs favored in a statistically significant way the occurrence of pronominal subjects, the weights of verba dicendi like (2) and copulas like (3) were even greater, and the range of this factor group was the greatest of all. With regard to the only social factor included in this study, gender, men consistently used more expressed pronominal subjects than women, patterning with the findings of Bentivoglio (1987) for Caracas Spanish.

(1) En el primer año, yo andaba mucho con G, una amiga que hice por... cuando yo tenía quince años.
In my first year, I hung out a lot with G, a friend I made for... when I was 15.

(2) Sí, en realidad... como nunca me he mudado a La Punta, tenemos -yo digo "tenemos" porque en realidad toda La Punta piensan, creo, así- tenemos un especial concepto de lo que es La Punta.
Yes, really... since I have never moved to La Punta, we have -I say "we have" because actually everyone in La Punta thinks, I think, that way- we have a special concept of what La Punta is.

(3) ¿Lo que recuerdo de mi niñez? Aaaah. O.k. Cuando yo era chica, pasábamos mucho tiempo en la casa de mis abuelos.
What do I remember from my childhood? When I was little, we used to spend a lot of time with my grandparents.

This study shows that pronominal subject expression in Limeño Spanish behaves differently from other varieties in two respects: the dramatically low rate of overt subject pronouns and the different linguistic constraints that favor its occurrence.

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Clegg, Jens

English Influence in the Spanish of the Southwest

The Spanish of the Southwest is primarily Spanish with some English influence. This influence is mostly seen in individual words and simple phrases that are borrowed for use in Spanish. Researchers of U.S. Spanish, and specifically Spanish of the Southwest, have for years compiled lists of English-origin words (Espinosa 1914-15, Kercheville 1934, Bowen 1952, Cobos 1983, Galván and Teschner, 1989, etc). Nouns occur most frequently but there are lists of verbs and other parts of speech as well. Looking at the long lists and dictionaries one would assume that English has had a profound affect on the lexicon of Southwest Spanish. However, it is unclear just how much Southwest Spanish, and specifically its lexicon, has been influenced. Clegg (2010) estimated that only 10% of the nominal lexicon in his corpus was of English origin and Clegg (2010, 2009) further found that verbs of English origin play a minimal role in Spanish of the Southwest. This paper is an analysis of all words or phrases that may be influenced by English in a corpus of Southwest Spanish compiled by Lope Blanch (1990). Each of the 6,977 unique words will be analyzed and words of English origin that are used in otherwise Spanish dialog will be extracted, categorized, and analyzed. The results will show what percentage of the words used in the corpus are of English origin or influence and indicate the degree of that influence. The results will also indicate what parts of speech are borrowed most frequently and in what proportions. If English has profoundly affected the Spanish of the Southwest then it should be assumed that a significant percentage of the words will be of English-origin, if not, it will show that the effect of English on the lexicon of Southwest Spanish is minimal at best.

Coughlin, Samantha

Origins and Development of the Written Accentuation System in Spanish

The current study focuses on the evolution of the written accentuation system throughout the evolution of Spanish from Latin. Although the tonic accentuation system has remained fairly stable and most Spanish words have retained the tonic accent of Latin (Penny 1991: 33), in some cases phonological processes that resulted in changes in syllable structure promoted the need for a written accentuation system. Such a system was unnecessary in Latin because the tonic accent depended on syllable weight. Phonological changes that made a system of written accentuation necessary were the loss of long vowels, syncope, the elimination of word final /-e/, the loss of vowel hiatus and the formation of yod, the loss of consonantal case endings, and changes in the inventory of diphthongs between Latin and Spanish. Surprisingly little has been written about this topic. Douglass (1964; 1988) traces the early evolution of written accentuation from Quintilian through the *Diccionario de autoridades* (1726). However, a review of the *Diccionario de autoridades* (1726), the *Diccionario de la academia Española* (1826), the *Diccionario de la lengua castellana* (1884), *La Ortographia Española* (1741), and *La Ortografía de la lengua Castellana* (1823), all by the *Real Academia Española*, show that until 1884 there was a great deal of variation both in orthography and in the system of written accentuation. Although there have been proposed changes as recently as 2010 (La "i griega" se llamará "ye"; <http://www.elpais.com/articulo/cultura/i/griega/llamara/ye/elpepucul/20101105elpepucul_9/Tes>), there have been few major modifications since 1884. The instability in the written accentuation system is apparent even in the prefaces

and the content of the above sources. For example, in 1726 we see written accentuation on words that today are accounted for by exceptionless rules of tonic accentuation (e.g.: *autór, necesidad, sabemos, yá*):

En la Léngua Castellana el circunflexo, que se forma assi ^, no tiene uso alguno, y si tal vez se halla usado por algun Autór, es sin necesidad, porque no sabemos yá el tono que los Romanos usaban y explicaban con este acento. (Real Academia Española 1726: LXIV)

The *Ortographia* of 1741 continues to show inconsistencies especially in the case of hiatus between high vowels and following vowels, and words accented on the third to last syllable (e.g.: *hariamós, imponiendonos*):

Si hubiessemos de usar de esta nota [el acento agudo] en todas las palabras hariamos trabajosa la escritura, imponiendonos una dura ley: por esto ha discurrido la Academia fixar reglas de Orthographía, que excusando la multiplicidad de los acentos, se establezcan solo en las voces, que los necesiten. (Real Academia Española 1741: 246)

All the sources cited above provide additional evidence of the evolution of the written accentuation system well into the 19th century. Indeed, until 1844 when the Spanish Government promoted the publication of the *Prontuario de ortografía de la lengua castellana*, we continue to see significant discrepancies between earlier written accentuation systems and the one that is generally accepted today across all varieties of Spanish.

Crawford, Alyssa, Rebecca Lyons & Nancy Sullivan

A Critical Examination of a South Texas University's Linguistic Landscape

A rich and growing area of linguistic research is the examination of the public dimensions of languages, i.e. the linguistic markers in public environments. Studies have shown how linguistic landscapes impact children's construction of discourses (see Dagenais, Moore, Sabatier, Lamarre, & Armand, 2006, for a review), influence social and linguistic identity (Ben-Rafael, Shohamy, Amara, & Trumper-Hecht, 2006; Cenoz & Gorter, 2006), and raise the awareness of other social groups and languages (Backhaus, 2006; Cenoz & Gorter, 2006; Huebner, 2006). As these studies indicate, language choice(s) on linguistic markers reflects the power and status of a language and affects how languages are perceived, and even used, by the community. This paper presents a study of the linguistic landscape of a Hispanic serving institution of higher education in south Texas, located in a city two hours north of the Mexico border. Student researchers visited the major buildings on campus and photographed public signs (both official and unofficial) and other written materials. Given the geographic location, the demographics of the city (approximately 60% Hispanic), and the status of the university as a Hispanic serving institution, the student researchers were surprised to find that here was little support for linguistic diversity in general and the Spanish language in particular; for example, in the administration building where students and families get information on enrollment, registration, financial aid, housing, scholarships, and other student related services, there were no materials available in Spanish. We will describe the study and the findings and report on whether the university's stated goals to "Prepare students for lifelong learning and responsible citizenship in a global community," to promote diversity, and to close educational gaps within the Hispanic community were reflected in the linguistic landscape of the campus. Finally, we will describe our critical follow-up action plans.

Dubey, Namrata

Rhyming in Hindi Verse

Nursery rhymes refer to rhymes intended solely for young children and form an important part of various cultures. Originally, most of such rhymes were meant for adults and not for children but with time the term "nursery rhyme" got associated only with children attending kindergarten. (Hanna, Lindner and Dufter, 2002). This study focuses on the rhyming patterns in Hindi nursery rhymes. Hindi is an Indo- Aryan language spoken mainly in the Indian sub-continent and more than 400 million people speak Hindi as their mother tongue (Census, 2001). In terms of number of speakers, it ranks amongst the top five languages in the world. These figures mark one of the significance of this study since there is no previous work done on Hindi nursery rhymes and Hindi seems to be one of the major world's languages and important enough to be explored further. Burling (1966) states that nursery rhymes are more similar in nature across languages than any other poetic forms and this study will try to investigate whether Hindi exhibits any different patterns from the other languages. The two research questions I attempt to answer are – What role does consonantal similarity play in rhyming? And is there any interaction between rhyming pattern and beat structure in Hindi?

The data used for this study comprises of 29 nursery rhymes with a total of 208 lines. The nursery rhymes were taken from Verma (2010) and from YouTube. All the rhymes were transcribed into IPA for the purpose of this study. One of the important findings is that not only dissimilar consonants and vowels rhyme but also words with

different number of syllables rhyme. For example, in the lines below, [k^hate] rhymes with [g^həbrate] wherein the first word has two syllables and the second word has three syllables.

- (1) peɾ se h pət̪e k^hate “They eat leaves with their feet”
 nəh kɪ si se wo g^həbrate “They are not afraid of anyone”

It was also found that a beat either falls on both the rhyming syllables or on none of them. Some alliteration patterns are found to reflect in majority of the data and form a part of this study.

DuBord, Elise

Theorizing Language Contact: Examining the Boundaries of Inter/Intra-cultural Encounters

Research on intercultural communication has predominantly focused on interactions between two or more easily definable social groups, often focusing on race/ethnicity or ethnolinguistic group membership to define static boundaries between social categories for use in analysis. (e.g. Cargile et al. 1995, Bailey 2000, Patrick 2007). This paper contests traditional definitions of these boundaries between social categories through the analysis of the overlapping identities that are constructed and continually revised through face-to-face social interaction. Drawing on a year of qualitative ethnographic research with immigrant day laborers from Mexico and Central America in interaction with other workers and their employers at a day labor center in Tucson, Arizona, I propose a model for the study of intercultural communication where the performance of ethnolinguistic identity interacts with the performances of bilingualism or monolingualism, notions of citizenship and 'illegality', and individuals' efforts to either maintain or contest social boundaries.

I argue that just as language is used to erect walls between or around social groups—such as when out-groups perceive distinct social groups with some shared characteristics to be homogeneous (e.g. the erroneous lumping together of Mexicans and Mexican-Americans or lack of recognition of in-group heterogeneity within either one of these groups as discussed by Bejerano [2005] and Mendoza-Denton [2008])—language is also used to overcome perceived differences in effort to establish rapport or negotiate the boundaries of shared in-group membership. Linguistic practices of convergence and divergence rely on interlocutors' perceived notions of layers of similarity and difference; in this paper these processes are examined in everyday interactions between Latin American immigrants, Mexican-Americans, and Anglos observed in this qualitative study.

The model I propose draws on Vélez-Ibañez's (1996) concept of cultural “bumping” that has occurred in the context of the geographical and social convergence of the U.S.-Mexico border region. The messy process of intercultural contact seems to be most often defined by the imposition of one group over another, yet assimilation and accommodation are seemingly inevitable byproducts of contact. I propose that the practices that inform identity construction can best be characterized as a multi-tiered process of interpersonal “bumping”; individuals negotiate their identities within what they perceive as the confines of in-groups boundaries and also in interaction with perceived out-group boundaries.

Yet these boundaries are layered, as if forming concentric circles around the individual, in the definition of his or her identity. Layers of identity are defined internally and externally as they shift in definitional centrality. Each ring represents identity markers such as language, race, nationality, gender, class, education, among other salient forms of identification. Individuals perceive and define the boundaries of their own and others' identities as they come into contact with other individuals who likewise define identity based on said contact. Using examples from ethnographic participant observation of the interpersonal interactions between the diverse members of the community of practice found at a day labor center, I suggest a dynamic model for the analysis of intercultural communication that depends on the situational perceptions of social distance between passive and active interlocutors.

Dumitrescu, Domnita

The Representation of Regional Spanish Speech in Literary Dialogues

Starting with the ancient times, writers have used the representation of oral language as a means of sociolinguistically identifying their characters. Since the Golden Age times, literature written in Spanish has had a long tradition of representing foreign accents and dialectal speech by means of quasi-phonetic spelling and other devices, and plays by Sor Juan Inés de la Cruz contain the first testimony of the bozal speech of Black slaves in Latin America.

In this paper, I intend to show that, in the same tradition, prose and drama written by several writers in different parts of the Spanish speaking world in the past century, are, in fact, excellent representations of real or imaginary dialectal speech, as it is perceived or conceived of by these authors. In certain cases, these writers, in their attempts to faithfully represent a linguistic reality, go as far as recurring to what scholars call “eye dialect”, that is a technique consisting in the use of certain orthographic conventions in order to reproduce phonetic regional features. To illustrate the “eye dialect” technique, I have chosen two works that incorporate, each, a well known language variety of Spanish: Afro-Cuban Spanish in the play *El travieso Jimmy* (1959) by the Cuban writer Carlos Felipe, and Buenos-Aires (i.e. “porteño”) Spanish, in the play *Mateo* (1923) by the Argentinian playwright Armando Discépolo.

At the surface, the language mixture produces a comical effect, but it also has a deeper and sadder meaning. As Milton Azevedo noted, “Cocoliche was widely used by playwright Armando Discépolo to highlight the plight of unassimilated immigrants who find the linguistic hybridization that brands their speech as impossible to overcome as the social alienation of their subaltern position.” Indeed, as this author claims, “as a stylistic device, literary dialect operates primarily on the contrast between nonstandard varieties and the standard language in which most mainstream literature is written. The interest [of such stylistic device] – he continues-- derives from what the interplay of prestigious and non prestigious speech discloses about relationships between language and power, marginalization and social exclusion, and the role of language variation in the formation and maintenance of social hierarchies and cultural ideologies (“Considerations on Literary Dialect in Spanish and Portuguese” *Hispania* 85.3 (2002): 505-514.505). And, since there has been a recent surge in interest in the literary representation of language contact phenomena such as code-mixing and/or different forms of lexical, semantic and syntactic loans in the speech of bilinguals (I am thinking, for instance, about work by Yvette Bürki on US literature written in Spanglish), I have also chosen to briefly analyze the representation of the so-called Mexican-American caló in the novel *Peregrinos de Aztlán* (1975) by the Chicano writer Miguel Méndez.

Finally, I have decided to address a situation in which, unlike in the previous ones described above, the author does not represent “to the best of his ability,” so to speak, the speech of the real people on whom he models his characters, but rather re-invents, based on a multiplicity of sources, a form of speech that is in fact a synthesis of several other speeches that he has known. In this way, his dialogues become, so to speak, a sort of representation raised to the second power, insofar as they reproduce a form of speech that is in itself a representation of other forms of speech.

Such is the case with the pan-Hispanic language mixture that the Spanish writer Ramón del Valle-Inclán uses in his famous novel *Tirano Banderas* (1926), which is set in an imaginary Latin American country, la República de Santa Trinidad de Tierra Firme, whose geography the author had to invent, as he explained in letter to Alfonso Reyes, in order to be able to achieve his literary design of creating a language that is “una suma de modismos americanos de todos los países de lengua española, desde el modo lépero al modo gaucho.” Or, as Estrella Montolio Durán called it, “una lengua sin barreras, un supraespañol...que transgrede y demistifica las convenciones oficiales y pone en solfa todas las divisiones canónicas entre dialectos y registros” (Gramática en la caracterización de Valle-Inclán, Barcelona, 1992, pág. 113).

To conclude, this paper has shown that literary dialects reflect authentic, but also imaginary speech varieties - in this case, from the Hispanic world, but this claim can be easily extended to literary dialogues written in other languages - contributing thereby to the representation of the reality filtered through the artists’ eyes and ears. But this reality is also symbolic or emblematic, insofar as it emphasizes the ‘alterity’ of the divergent speech, with all the implications of socio-cultural prestige or lack of it, and the consequently unequal balance of powers. To quote one more time Azevedo, “Literary dialect does not seek to replicate speech, but rather to emulate it through a strategy of foregrounding specific features, mimetically generating a heteroglossic discourse to evoke orality, thus actualizing a bakhtinian view of the fiction text as a medium for bringing together a plurality of socio-ideological voices. Furthermore, as it uses socially stigmatized speech and subverts not only grammatical norm but also proper usage, literary dialect implicitly questions the purism that lies at the foundation of linguistic normativism, and in doing so it provides a voice for socially marginal characters, while creating the kind of parodic effect Bakhtin labeled “carnavalesque” (pág.510).

Duncan, Philip

Indefinite Pronouns in Malinaltepec Me’phaa: Morphological Derivation and Syntactic Distribution

In this talk I discuss the morphology and syntax of indefinite pronouns in Malinaltepec Me’phaa from Iliatenco (henceforth “MM”), an area of the grammar not discussed in previous literature on the Me’phaa language genus (formerly “Tlapanec”). I show that MM possesses a typologically rare system of indefinite formation, one which is

Durán Urrea, Evelyn

Bilingual Usage and Linguistic Attitudes in a Community in Northern New Mexico

The study of attitudes towards various aspects of bilingualism has been the focus of much research. Some research has centered its analysis on bilinguals' assessments of the future of the minority language, while other research has analyzed the social status languages have in particular bilingual communities (e.g., Fishman 1971; Poplack 1980; Silva-Corvalán 1994; Valdés 1981; Zentella 1997).

In bilingual communities where one language is the subordinate and minority language and the majority language carries the status of the defacto official language (as is the case in the United States, where the Constitution does not impose an official language), speakers often have certain attitudes towards bilingualism and its status in the community. The feelings or emotions that speakers display about bilingual behavior can be difficult to assess, and can result in subjective generalizations if not properly documented. In particular, the methods used to elicit information about language usage and attitudes can result in problematic data. One problem with eliciting data with regard to bilinguals' attitudes and usage is the inaccuracy of the answers given by the speakers when they are asked to provide self-reports about their language use.

From the spontaneous conversations that constitute my corpus data, I extracted every overt remark that could be interpreted as reflecting the use of language and attitudes toward bilingualism, and also remarks on topics related to ethnic identity and cultural practice. Then, I conducted a content analysis, based on the comments found in the recordings of 16 speakers, and grouped relevant remarks into broader categories about language use and attitudes. I created a 'virtual' questionnaire based on the content analysis of these overt remarks. This method has the advantage of showing the speakers' genuine and unbiased 'views' about language (Poplack et al. 2006).

Patterns regarding the bilinguals' language acquisition and the use according to domain and interlocutor were observed. The issue of ethnic identity culled from the conversations with the bilinguals participating in this study, reveals that bilinguals in this community identified themselves as New Mexicans through the practice of speaking the native language. Ethnic identity also included ideas about community membership that is defined through a shared language. And, the bilinguals' negative experiences include reasons why they have chosen either to maintain the mother tongue or shift to English.

Regarding the speakers' attitudes towards language, the majority of the attitudes towards NM Spanish were positive, while attitudes towards Mexican Spanish, which has had a significant impact on NM Spanish for more than half a century, were also mostly positive. Finally, the imminent loss of NM Spanish was a common topic that surfaced in the interviews. The speakers commented on the fate of the dialect and expressed their deep regret about its loss in the younger generations.

Faingold, Eduardo D.

Language Rights in the Treaty of Guadalupe Hidalgo

As a result of the Mexican-American War (1846 – 1848), Mexico lost more than half of its territory to the US through the Treaty of Guadalupe Hidalgo (1848). The consensus among scholars of the Treaty is that the language rights of Mexican speakers of Spanish in the Southwest are protected by it, especially by Article IX (e.g. Flores & Murillo 2001; Martinez-Brawley & Zorita 2001; San Miguel & Valencia 1998). However, a close reading of the Treaty reveals that neither Article IX nor any other article is designed to protect the linguistic rights of Mexicans in the annexed territories, since the text of the treaty, as ratified by both the US and Mexican governments, makes no mention of civil rights, let alone language and culture rights. However, this does not mean that the Mexican population living in the annexed territories, or its descendants, absorbed by the US, lost the right to use Spanish in public. I argue that the Treaty of Guadalupe Hidalgo does not seem to be the right legal instrument to argue in favor of linguistic rights for Hispanics in the US. Rather, sounder arguments can be made under the Freedom of Speech Clause of the 1st Amendment and the Equal Protection Clause of the 14th Amendment of the US Constitution as well as more modern legislation such as Titles VI and VII of the Civil Rights Act of 1964 (Faingold 2011).

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Foreman, John & M. Therese Gallegos

Linguistic Features of Generation 1.5 Hispanic Students on the Texas/Mexico Border

It has been suggested (Valdés, 1992; Bunch et al., 2010) that Generation 1.5 students—"U.S.-educated English language learners" (Harklau, 2003)—represent a population distinct from both monolingual English speakers and adult ESL learners. As such, they may need unique interventions to succeed in college. Certainly, it is important to understand the relationship between their linguistic competence and academic success, especially at an institution like the University of Texas at Brownsville/Texas Southmost College (UTB/TSC) where approximately two-thirds of incoming freshmen report Spanish as their first language and where graduation and retention rates are low (e.g., the six-year graduation rate for full-time bachelor's-seeking students in the 2003 cohort was 17.4% and the one-year persistence rate for the 2007 cohort of first-time freshmen was only 53%; UTB/TSC, 2011).

In this paper, we present the initial findings of our study concerned primarily with identifying the linguistic features of Generation 1.5 students at UTB/TSC. We show how their writing can be distinguished from that of native English speakers while sharing many of the characteristics of ESL students' writing. In some cases, only by considering additional information (e.g., education surveys), can we distinguish U.S.-educated Generation 1.5 students from students raised and educated in Mexico.

Data were collected from the second-tier diagnostic tests of approximately 120 UTB/TSC students enrolled in Writing Skills I or II between the years 2000 and 2011. The tests included a dictation of 10 sentences, a short personal essay, and an education survey. Five sections were selected at random from among approximately 40 sections; the diagnostics of all students in selected sections will be included.

So far we have compiled information from 53 of the students in this sample and have found that 22% of them can be classified as Generation 1.5 while 30% fit more conventional ESL profiles having completed most or all of their K-12 education in Mexico. Strikingly, all but one Generation 1.5 student reported attending their entire K-12 education in the U.S.

The Generation 1.5 students did have fewer errors than the ESL students. In comparing specific categories of errors, we found that the two groups were essentially the same with respect to subject-verb agreement errors, idiomaticity/selection errors, and missing subjects (most commonly an omitted dummy *it*). The ESL students performed somewhat more poorly in using the appropriate near-homophones (e.g., *this* vs. *these*) and were also more likely to omit contracted auxiliary verbs. The area where the Generation 1.5 students most clearly outperformed the ESL speakers was in preposition use. Surprisingly, however, the Generation 1.5 students actually performed more poorly in using the *-ed* suffix on verbs.

The initial purpose of this study is to describe the linguistic features of Generation 1.5 students so that we can reliably identify them and track their academic progress relative to that of other populations. Ultimately, we hope it will enable us to better serve these students and perhaps understand the causes of this linguistic phenomenon.

Foster, Ann Michelle

Ergativity and Passive Voice in Q'anjob'al

Understudied languages often offer data that challenge existing analyses of linguistic phenomena, expanding our knowledge of the possible variety of the world's languages. The Mayan language Q'anjob'al (ISO code: kjb) presents data challenging the claim of various authors (including Hale 1970, Dixon 1979, and Spencer 1995) that passive voice is rare in ergative languages, and that productive antipassive constructions are typical.

Q'anjob'al is a member of the Q'anjob'alan subfamily spoken in Guatemala (Lewis 2009). It features VSO word order and ergative case marking realized in non-third person pronouns and verbal agreement. The data in this paper were generously provided by Alejandra Francisco, a native speaker of Q'anjob'al, in connection with the Winter and Spring 2011 UCLA Field Methods course (Bervoets et al. 2011). There are two passive suffixes in Q'anjob'al, *-lay* and *-chaj*; and two antipassives, *-waj* and the incorporating *-wi* (Mateo Toledo 2008). The data below illustrate these alternations, compared to the basic transitive in (1).

- (1) X-ib't-e-j no' miman tx'i' naq unin.[1]
 COM-scare-VZR-TV CL.AN big dog CL.M boy
 "The big dog scared the boy."
- (2) X-ib't-i-lay naq unin y-uj no' miman tx'i'.
 COM-scare-*i[2]*-PSV CL.M boy 3A-by CL.AN big dog
 "The boy was scared by the big dog."
- (3) Ay jun maktxel x-il-chaj wonit w-uj.
 exist one who COM-see-PSV hat 1S.A-by
 "Someone's hat was seen by me." / "Someone's hat was found by me."
- (4) No' kaxhlan ch-loq-waj (no') (y-in w-aqan).
CL.AN chicken INC-peck-AP CL.AN 3A-at 1S.A-foot
 "The chicken pecks (my foot)."
- (5) A naq unin x-tayne-wi na.
 FOC CL.M boy COM-take.care-API house
 "The boy takes care of the house." (adapted from Mateo Toledo 2008:79, 76c)

In Bervoets et al. (2011), sentences with *-lay* are frequent and often preferred to their active counterparts, particularly when the patient is more animate than the agent. *-chaj* appears only in derived verbs with lexicalized meanings, as illustrated in (3). Antipassives are very rare and never volunteered. *-lay* may be less marked than other valency-reducing morphemes discussed above for a number of reasons; namely preservation of the structural position and case of the internal argument, canonical alignment of the patient argument with absolutive case, no restrictions on the transitive verbs on which they appear, and no unpredictable lexicalized meanings.

I propose that non-canonical alignment of the transitive agent with absolutive case is dispreferred in Q'anjob'al, accounting for its rarity. Assigning a structurally superior argument position (i.e. ergative case assigned by v° in Coon & Pedro Mateo 2011) to an argument with lower animacy than the internal argument is also marked, resulting in the preference for passive structures in such cases.

Galant, Michael

The Morphosyntax of San Andrés Yaá Zapotec Conditionals

In this paper, I describe the morphosyntax of San Andrés Yaá Zapotec (SAYZ) conditionals such as (1) and (2):

- (1) Xeka' no g-aata' lo mes=i u-la'a=n
 if who irr-lie on table=dem irr-break=3inan
 'If someone lies on this table, it will break.'
- (2) Xeka' Beed=a' dzhe'e=be' yo'o, ba=dgha dee=be'
 if Pedro=dem neut.sit=3inf house already=probably neut.lie=3inf

 lo kwarant chee=be'
 in room of=3inf
 'If Pedro is at home, he is probably lying down in his room.'

I will not only look at open/real conditions such as in (1) and (2) but also contrafactuals/unreal conditions such as (3) and (4):

- (3) Xenaakle zoo-neen=a' x:i'in=a', w-xaagh-neen-gaaka=be'.
 if neut.stand-with=1s poss.child=1s irr-speak-with-pl=3inf
 'If I were with my children, I would speak with them.'

- (4) Xenaakle l-biis mes=a' ka be-zhinn=a',
 if neut-get.wet table=dem when perf-arrive=1s
 be-chezh:o-ga'=a=n
 perf-dry-probably=1s=3anin
 'If the table had been wet when I arrived, I would have dried it.'

The primary means for differentiating real vs. unreal conditions in SAYZ is the choice of subordinating conjunction for the protasis: *xeka'* introduces a hypothesis that describes a possible situation (in the past, present, or future), whereas *xenaakle* introduces a hypothesis that describes a situation that either was untrue in the past or the present. Unlike some languages, there is no distinction in SAYZ between likely future events and unlikely future events in terms of the choice of subordinator introducing the protasis or the verbs forms, hence the two interpretations of (5):

- (5) Xeka' g-auw=a' laate' we-yeeb=gh=a'.
 if irr-eat=1s a.little irr-vomit=probably=1s
 'If I eat something, I will throw up.' OR 'If I ate something, I would throw up.'

Unlike some languages that use particular tenses and/or moods to distinguish between real and unreal conditions, SAYZ uses the same set aspectual verb prefixes in conditions, both real and unreal, as it does in general in the language. For example, whether an event was actually completed or might only hypothetically have been completed, the verb in question is found in the perfective aspect. Similarly, the irrealis aspect is used for verbs that describe events that will, may, or only hypothetically could occur at some point. Lastly, the neutral aspect is used to describe states, and the habitual aspect describes some states, some ongoing events, and some habitual events, whether the states and events are hypothetical or not.

**García, Mary Ellen &
 Gardner Flores, H. Lisa**

Promoting Positive Ethnolinguistic Identity Through Dialect Awareness in the Heritage Language Classroom

This study examines Dialect Awareness (DA) in Spanish Heritage Language classes at a university located on the U.S.-Mexico border. Bidialectalism is applied as a theoretical perspective, recognizing the important role that U.S. Border Spanish plays in constructing ethnolinguistic identity for U.S./Mexico border residents. When employing a bidialectal approach, the instructor promotes the maintenance of the dialect vital to a community of speakers while encouraging students to develop a prestige language variety. Dialect Awareness in this study included three components: sociolinguistic content, Panhispanic cultural content, and social-political content. Sociolinguistic content incorporated such topics as language contact, language variability, registers and regional dialects. Panhispanic cultural content comprised an overview of Hispanophone literature, fine arts, and film. It also incorporated regional and local popular culture known to HL learners. Socio-political content spanned a critical perspective, discussing the historical context in which language variety occurs, addressing issues of power, prestige and stigma. This applied linguistics study examined the three DA components as a holistic HL instructional methodology to determine if student attitudes toward learning Spanish and ethnolinguistic identity changed throughout the learning process.

Three classes entitled *Problems in Teaching Spanish* participated in the study from 2007 to 2009. The professor who taught the three classes had already applied Dialect Awareness when teaching Spanish Heritage Language learners and was willing to add specific exercises that were DA content. The majority of the forty-nine students had self-identified as either pre-service Spanish or bilingual teachers in training who would soon be part of the educational workforce. Since they had the potential of impacting many future bilingual students, it was important to examine their attitudes toward Spanish language varieties and toward the bidialectal instructional approach.

The guiding research questions stated:

Does Dialect Awareness increase HL student confidence in learning a prestige language variety?

Does Dialect Awareness treatment impact student attitudes toward Spanish vernacular varieties?

To examine these questions, a mixed-methods approach was used that incorporated data from a pre-post survey instrument, focus group interviews, and 30 hours of classroom observations. Formative assessment documents, which included homework and reflective writing assignments, were also analyzed for attitudinal content. Survey questions and classroom observations were analyzed through interpretive description and content analysis. Discourse analysis was employed to examine the discursive practices of the DA classroom. This triangulation

process made it possible to examine students' attitudes toward language varieties and their opinions of the DA instructional practice from various perspectives.

Findings, which will be discussed in the presentation, showed that significant changes occurred in student attitudes toward bilingualism in general and toward the specific vernacular variety, U.S. Border Spanish. The author proposes an agenda for future application of Dialect Awareness in Spanish Heritage Language classrooms.

Gaytán, Eddy

The Semantics and Pragmatics of the Spanish Verb *entender* 'to Understand'

The verb *entender* 'understand' belongs to the THINKING type of verbs that can take a sentential complement as direct object. The verb of this sentential complement can be conjugated in the indicative (indic) or the subjunctive (sbjv), with differences in meaning:

- (1) a. ENTENDER + [que[S[NP][VP[Vindic]]]]
b. ENTENDER + [que [S[NP][VP[Vsbjv]]]]
c. NO ENTENDER + [que [S[NP][VP[Vsbjv]]]]

Based on examples from digital sources, I explore the semantics and pragmatics of each construction in (1), using the following theoretical model.

I. The meaning of (1a) can be paraphrased as "intellectual perception (ie., "understand") of a proposition P or not-P, assessed as true":

- (2) Por lo menos creo que he conseguido entender porqué hizo lo que hizo, ahora entiendo que se sacrificó por mí.

In (2) the subject of *entender* 'understand' claims to understand that the subject of *sacrificar* 'sacrifice' (her mother) sacrificed herself for her.

II. The meaning of (1b) can be paraphrased as "there is a set of reasons {a,b,c, ...}, pragmatically determined in the discourse, which allow the subject of *entender* 'understand' to intellectually perceive P or not-P as true". There are two other semantic components involved in this meaning: a) A highlighted contrast between the circumstances/actions of the subject of *entender* 'understand', and those of the subject of the sentential complement, and b), a potential relation of "empathy" from the subject of *entender* 'understand' towards the circumstances/actions of the subject of the sentential complement:

- (3) El gesto de estupefacción y rabia de la gente que estaba siendo apaleada por los muy machotes mossos d'esquadra tuvo la facultad de soltarme las lágrimas. Unidas a la mala hostia. Y entiendes que los que están hartos del estado de las cosas, en vez de poner la otra mejilla, vayan armados.

In (3) the subject of *entender* 'understand' claims to understand the action of *ir armados* 'bear arms' by the subject of the sentential complement, based on the reasons previously stated. The relation of 'empathy' is also activated in this case.

III. The meaning of (1c) can be paraphrased as the "information available to the subject of *entender* 'understand' does not allow him to intellectually perceive P or not-P as true". There is also a strong implication that there is no reason for P or not-P to be true:

- (4) Cuidar vacas y trabajar el campo. He crecido viendo la tenacidad de mis padres y no entiendo que se menosprecie a los que somos de pueblo. Ese aprendizaje es fundamental y en la ciudad no lo tienen.

In (4) the subject of *entender* 'understand' asserts not to understand why the subject (impersonal) of *menospreciar* 'despise' despises the people from the countryside, implying that there is no reason for it, given the information provided. These three uses are based on the particular meaning of *entender* 'understand' ("intellectual perception"), but they have important semantic differences.

Gertken, Libby M., Mark Amengual & David. P. Birdsong

The Bilingual Language Profile: A Tool for Assessing Bilingual Language Dominance

In many areas of education, commerce, and public policy, there is a need to understand the functional language abilities of individuals in bilingual populations. Researchers, educators, and administrators have used the construct of language dominance for many years to determine the language in which tests of academic, cognitive, or linguistic ability should be carried out (e.g., Fishman & Cooper, 1969; Lambert et al., 1958; Langdon et al., 2005), also serving as a classification tool for bilingual education planning (e.g., Zirkel, 1974). Recently, there is increased interest among the scientific community in the dynamics of bilingual language dominance, particularly in the

domains of second language acquisition, first language attrition, and heritage learner contexts (e.g., Birdsong, 2006; Hyltenstam et al., 2009).

The need to quantify language use patterns, language proficiency, and language dominance in bilinguals is of special importance in the context of the growing bilingual population in the U.S Southwest and in the United States in general, with around 45 million Hispanics who speak Spanish as a first or second language. Though a variety of *ad hoc* techniques have been employed to assess bilingual language dominance, there exist few reliable, valid, and easily accessible instruments.

This talk will introduce the Bilingual Dominance Profile, an open-source, self-report questionnaire that can quantify language history, language use patterns, language proficiency, and language attitudes among bilinguals. These dimensions are measurable in absolute terms (as scores) and in relative terms (as proportional scores in the two languages). By virtue of its modular design, it can be adapted to specific needs by selection of appropriate subtests. Additionally, the questionnaire takes less than 10 minutes to complete and is available online as a template in Google Docs.

As a test of the validity of the questionnaire, we examined the correspondence between questionnaire scores and reaction times on A Quick Test of Cognitive Speed (AQT), a psycholinguistic picture-naming task (Wiig et al., 2002). The AQT has been used in the bilingual context as a way to classify bilinguals into language-dominance groups (Langdon et al., 2005), and as it addresses working memory capacity, executive attention, and cognitive speed, naming time differences in a participant's two languages were taken to indicate relative psycholinguistic dominance. Preliminary findings suggest a correlation between proficiency components of the questionnaire and naming times. Our results illustrate the validity of using self-report measures to understand the functional language abilities of individuals in bilingual populations.

Ultimately, this instrument addresses various dominance configurations not only for a narrowly-defined group but for a variety of bilingual contexts (e.g., heritage, attrition, immigrant, *in situ*) and language pairs (i.e., English-French/Spanish/Arabic, Spanish-Catalan). Another value of the project is the readily interpretable quantitative data that is generated automatically in Excel spreadsheets linked to the online questionnaire. A guide to interpretation of results enables teachers, administrators, policy makers, and researchers to understand the language-functional profiles of individuals and groups of testees. Finally, both a raw proficiency score and relative dominance on a continuum can be obtained, allowing for generation of nuanced profiles of bilingual participants.

Gharib, Hiba

Transitivity Alternations in Sorani Kurdish

Guerssel et al. propose Lexical Conceptual Structures to account for the syntactic properties of verbs in different languages. The Lexical Conceptual Structures reference a universal set of semantic components to predict the syntactic features of verbs. They neglect the fact that verbs in different languages often lack direct translations in other languages and may also have different syntactic properties as well.

In this study, I explore the semantic components and the syntactic alternations of a group of verbs in Kurdish. I concentrate mainly on *cut* and *break* verbs. I argue that there is no clear semantic line between the *cut* and *break* verbs. Those two verbs are considered (at least by some linguists) to represent two distinct semantic classes of verbs. Guerssel et al. (1985) assume that the syntactic behavior of a verb can be explained in light of its semantic representation. I show that Guerssel et al. did not consider all the semantic and pragmatic contexts that lead to change in verb meaning and syntax. In my project I investigate the Kurdish verbs and I use them in different syntactic and semantic contexts. I choose contexts in which the verbs indicate real actions as well as metaphorical actions. The meaning components of verbs change according to the contexts they are used in.

The semantic components and the syntactic alternations that verbs in different languages undergo vary from language to language and it is not easy, if to create a universal semantic and syntactic framework that can be applied to them.

Gómez, Lorena

Acceptance, Adaptation and Use of Lexical Borrowings as a Result of the Bloggers and Journalists' Attitudes toward Borrowings in the Colombian Online Newspaper *El Tiempo*

The introduction of new lexical borrowings in the Colombian online newspaper *El Tiempo* is a fact. It seems that the way speakers accept, adapt and use these loanwords depends on the journalists and bloggers attitude toward borrowings.

Particularly, in this paper, I will examine some data coming from two levels of discourse which are: (1) articles written by journalists in the Colombian mass media, *El Tiempo*, in a period of 20 years, 1990-2010 and (2)

blogs from the same source. I will compare some data coming from these sources in order to determine if bloggers use more the original borrowing in contrast to journalists who may use both the translation and the original borrowing.

The hypothesis mentioned is based on the idea that as articles are written by professional writers who are usually careful about the language, they can lead us closer to the usage of Colombian speakers. Thus, this may reveal some elements of both the prescriptive and descriptive points of view. In contrast, blogs can give us access to an even closer view of Colombians' usage of the Spanish language and they can also be a door for the introduction of contemporary borrowings.

Thurlow (2007), Rowe and Wyss (2009), Rowe et al. (2009) comment that blogs and spoken language are related as blogs may accommodate various events, such as an approximation of the speaker's pronunciation, or they might register samples of nonstandard language. Therefore, blogs may be a good source of contemporary borrowings. This paper will discuss data collected for the doctoral dissertation "*Lexical borrowings in the Colombian online newspaper El Tiempo from 1990 to 2010.*"

González, Patricia G.

The Interpretation of N+N and V+N Compounds by Spanish Heritage Speakers

This study investigates how heritage language speakers interpret compound words in Spanish. These speakers never completely acquired, or possibly lost, aspects of Spanish as their first language, as English became the dominant language sometime in childhood (Montrul, 2002, 2004, 2005, 2008; Polinsky, 2004, 2007; Silva-Corvalán 1994, 2003; Valdés 1995).

The study is based on the interpretation of two specific nominal patterns of Spanish compounding: [N+N]_N (e.g., *hombre rana* "frogman," lit. "man frog") and [V+N]_N (e.g., *rompenueces* "nutcracker," lit. "crack nuts"), which have been studied extensively in child language acquisition research. Through the use of a sociolinguistic survey participants were classified according to their age of L1/L2 acquisition. This was followed by an interpretation task in which the participants selected the correct definition for 20 compound words in Spanish. The set consists of 10 endocentric [N+N]_N compounds, i.e., compounds in which one can identify a head constituent within the compounds themselves (e.g., *hombre rana* "frogman," lit. "man frog") while the remaining 10 are exocentric [V+N]_N compounds, in which the head is not one of the constituents and must be inferred (e.g., *rompenueces* "nutcracker," lit. "crack nuts").

Two hundred and forty four Mexican-Americans university students that speak a border dialect of Spanish and live in Laredo, Texas, participated in this study. Group A (30 late sequential bilinguals) includes L2 learners who acquired Spanish monolingually in Mexico and learned English after age 12 when they emigrated to the United States. Group B (60 early sequential bilinguals) includes speakers who acquired Spanish monolingually in Mexico or in the home but came into contact with English at approximately age 6 when they started school. Group C (154 simultaneous bilinguals) includes speakers who acquired Spanish and English simultaneously at home and for whom English has always been the language of instruction and the dominant language in most social contexts. The control group (Group D) consists of 30 native monolingual Spanish speakers living in Mexico.

The findings show that years of contact with English influence the speaker's interpretation of these two Spanish compound types in terms of their headedness. Results show advantages for late bilinguals, the group with fewer years of contact with English. The earlier speakers came in contact with English and the longer they have maintained contact with it, the more difficulties they encountered to correctly interpret the head that represents the core meaning of the compound. All groups of heritage language speakers interpreted [V+N]_N more accurately than [N+N]_N compounds regardless of their degree of English-dominance. I discuss the significance of these findings for heritage language reacquisition and development.

González-Rivera, Melvin, John E. Rueda Chávez & Ramón E. Padilla Reyes

P-Stranding Under Sluicing in Puerto Rican Spanish

Preposition stranding is a well-known and documented phenomenon in English and the Scandinavian languages. However, this syntactic operation seems to be disallowed in other languages -ie, the possibility of P-stranding is subject to crosslinguistic variation (Abels 2003). Moreover, in languages that allow P-stranding the licensing of such construction differs drastically: while in some languages P-stranding is attested under A'-movement, in others it is allowed to strand a preposition both in A'- and in A-environments. Romance languages in general tend to lack P-stranding. Nevertheless, P-stranding under sluicing is possible in some Romance languages (Merchant 2001; Vicente 2006; Almeida and Yoshida 2007; and Rodrigues, Nevins and Vicente 2009). Sluicing is

an elliptical construction in which all of a constituent question goes missing except for the *wh*-word (Toosarvandani 2008).

Whereas in Spanish P-stranding is not possible, P-stranding under sluicing is still an open debate in some Spanish dialects -ie, some speakers of Spanish find P-stranding under sluicing acceptable. This posits a challenge to Merchant's (2001) generalization: *a language L will allow preposition stranding under sluicing iff L allows preposition stranding under regular wh-movement* (pp. 92, 107). Almeida & Yoshida (2007) challenges also this claim based on linguistic data from Brazilian Portuguese (BP) -ie, BP is a non-P-stranding language that allows P-stranding under sluicing (cf. Stjepanovic 2007 & Rodrigues, Nevins & Vicente 2009 for related discussions).

In this presentation we examine P-stranding under sluicing in Puerto Rican Spanish (PRSp). Through a preference task, 40 participants of PRSp are asked to judge if sentences containing P-stranding under sluicing in both D-linked and non D-linked contexts are horrible, awkward, ok or perfect. As far as we know, an empirical study of this kind has not been carried out up till now. Our main goal is to examine whether Pstranding under sluicing in PRSp may be favored in D-linked contexts, as proposed by Vicente (2006). A D-linked phrase implies the existence of a set of contextually determined entities from which the speaker is asking for a choice, while non D-linked phrases do not carry such implication (Frazier & Clifton Jr. 2002). Thus, P-stranding under sluicing in Spanish is not necessarily an issue of the *wh*-phrase involved, but of the discourse properties of the sentence under consideration.

The data analyzed so far indicate that PRSp speakers find P-stranding under sluicing acceptable in both D-linked (37.5%) and non D-linked (41.3%) contexts. PRSp is also compared to Colombian Spanish (CSp): in CSp P-stranding under sluicing in non d-linked contexts is considered akward in 50% of the occurrences. Thus, we may conclude that in PRSp (1) P-stranding under sluicing is acceptable in both D-linked and non D-linked contexts, and (2) the discourse properties of the phrase involved do not necessarily seem to play a fundamental role in the licensing of P-stranding under sluicing, contra Vicente (2006). However, there may be microparametric variation with respect to other Spanish dialects (cf. CSp). Further consequences of this construction and its relation to Merchant's generalization are analyzed.

Gregory, George Ann

Linguistic Elaboration in 3 Languages and Its Importance to Language Revitalization

This paper begins with the premise that linguistic elaboration and multiple genres are necessary to language maintenance and revitalization and suggests constructions that might constitute linguistic elaboration in three indigenous languages: Māori, Navajo, and Oklahoma Choctaw. If threatened languages are to survive, they must have speaker with fluency in many genres that contain linguistic elaboration. Many language revitalization programs have focused on rebuilding their languages through teaching conversational skills. While conversation is a necessary and important place to begin the process of reviving languages, speakers need to move beyond conversation into other genres where more linguistic elaboration exists. The English language has several large corpora that have been used to define linguistic elaboration for this language. However, most indigenous languages lack the same documentation, and little research has been done with indigenous languages to assess types of genre and what constitutes linguistic elaboration.

Although linguistic elaboration is generally associated with written uses of language in literate cultures, Akinnaso has argued that comparable linguistic elaboration exists in complex ceremonies. Two groups, the Māori and the Navajo, still have ceremonial uses while Christianity has replaced ceremonies for the Oklahoma Choctaw. Additionally, all three groups of speakers are surrounded by English speakers and are involved in teaching their languages often as second languages. In fact, the Oklahoma Choctaw currently have no immersion schools and children are not growing up as Choctaw speakers. All three languages are assessed for examples of genre and linguistic elaboration that can be taught to second language learners. The analysis reveals areas of strength that can be used to extend language use beyond conversation.

Guglani, Laura

“Se está perdiendo casi el español en nuestra iglesia”:

Language Use and Conflict in a Spanish-speaking Church

In the United States, immigrant churches have played a positive role in minority language maintenance (Haugen 1953; Demos 1988; Moelleken 1996). However, at the same time, language usage has often become a major source of intergenerational conflict in these churches (Chafetz & Ebaugh 2000; Chai 1998; Mullins 1987). While first-generation immigrants typically prefer to worship in their native language, second- and subsequent generation

immigrants tend to favor an English language church. This paper examines the intergenerational language conflict and its implications for Spanish language maintenance in one particular religious community.

It is based on the findings of a recent study conducted by the author in 'Iglesia hispana de Cristo' (a pseudonym), a Hispanic church community in Western New York. Data come from ethnographic interviews conducted with 48 subjects aged 13 to 80 years together with interviews of church leaders and from participant observation. The investigation examines attitudes toward Spanish and English language usage in the 'Iglesia' and the debate that is taking place regarding which language(s) should be used in the church.

Findings indicate that older subjects, who are predominately first-generation immigrants, prefer to maintain a Spanish-only church, while younger subjects, who tend to be second- or subsequent-generation immigrants, prefer a bilingual church where Spanish is used alongside English.

'Iglesia hispana de Cristo' has chosen to resolve the issue by maintaining a Spanish-only worship service, while providing simultaneous English translation through the use of headsets to those who request the service. In addition, translation and/or English-only sessions are offered for the Bible School and all other church activities. However, neither group (pro-Spanish or pro-bilingual) is entirely satisfied with this solution and an ongoing language debate continues, as each side attempts to push the church in its desired direction.

Gustovich, Nianna E.

El uso del Imperfecto y Pretérito dentro de la acción complicante de la narrativa personal oral entre tres generaciones de hispanohablantes en Houston

Este estudio se concentra en los cambios aspectuales de perfectividad e imperfectividad en el uso del Pretérito (Pret) y el Imperfecto (Imp) a través tres generaciones de hispanohablantes en Houston. Se enfoca específicamente en la forma narrativa espontánea femenina y su acción complicante que fue generada en entrevistas orales entre adultos. La entrevista oral que conduce a la narración de pasado provee un método de acumular datos acerca del uso verbal y los procesos de simplificación que ocurren a través las diferentes generaciones debido a la falta de contacto directo con el idioma del país/lugar de origen y de otros factores sociales como el bilingüismo intenso (c.f. Carmen Silva-Corvalán, 1995). Este estudio incluye nueve entrevistas con hispanohablantes adultos de Houston, tres de primera generación, tres de segunda generación, y tres de tercera generación. Entre las narrativas de pasado obtenidas, se examinó la frecuencia de verbos estativos y dinámicos en los tiempos del Imp y del Pret. Se esperaba un mantenimiento en el uso de verbos en el pretérito y un número más significativo en el uso de verbos dinámicos. Los resultados en cuanto al uso de verbos dinámicos no fueron significantes. Al contrario, los resultados de este estudio en cuanto al uso del imperfecto en lugar del pretérito en la acción complicante de la estructura narrativa demostraron un aumento gradual (casi 9%) por generación. Estos resultados sugieren o una reestructuración interna del discurso de pasado o una pérdida del pretérito para la cuarta y subsecuentes generaciones de hispanohablantes en Houston, TX.

Healey, Aubrey

Tú, vos, or usted: Who are You?

This study addresses the variation in second person singular (2sg) address forms in spontaneous conversational Spanish spoken in Cali, Colombia. In this variety, speakers switch between three different forms: tú, vos, and usted, including within one conversation and to the same addressee. This variability can be seen in the following examples, where Ángela addresses her husband in the tú, vos, and usted forms, respectively:

- (1) Ángela: tú no te acuerdas?
'you (tú) don't remember?'
- (2) Ángela: te acordás que yo quería comprar un [congelador]?
'Do you (vos) remember that I wanted to buy a [freezer]?'
- (3) Ángela: .. Cómase una arepa también, oyó?
'Eat an arepa too, you (usted) hear?'

Much previous research on 2sg address forms has appealed to social factors to explain the variation in use of these forms (e.g. Brown and Gilman, 1960; Uber, 1980, 2000; Solé, 1978, inter alia) in particular reference to the speaker's perception of the dynamics of power and solidarity between themselves and the addressee. The tú and vos forms are generally seen as less formal and more intimate (marking solidarity) than the usted form, which is considered to be more 'polite' (marking a power differential) (Brown and Gilman, 1960; Uber, 1985; 2005). However, while most varieties make use of just one so-called 'informal' or 'intimate' form, how might this apply in this variety which makes use of two such forms?

In this paper I present an analysis of approximately 500 verbs with 2sg subjects, drawn from a corpus of

spontaneous conversation recorded in Cali, Colombia (Corpus of Conversational Colombian Spanish, Travis, 2005). In terms of overall distribution, *usted* is the preferred form, accounting for 54% of the data, followed by *vos*, which accounts for 18%, *tú* at 8%, and forms that are indistinguishable between *vos* and *tú* (such as unexpressed subjects with past tense forms, e.g. *ibas* ‘you (*vos/tú*) went’) at 20%.

In this work I focus on two key results that have received little attention in the 2sg literature to date. The first is the existence of a priming, or structural repetition effect, whereby speakers tend to repeat the same form of a preceding 2sg form, be that by the same speaker or by another speaker. That is, a speaker is more likely to choose *usted* over *tú* or *vos* when the preceding 2sg subject is also produced in this form (either expressed or unexpressed). This mirrors findings for 1sg subject expression (e.g. Travis, 2007), but has not been investigated for 2sg form. The second major finding I discuss is the existence of lexicalized constructions, or prefabs (cf. Bybee, 2006) that exhibit little variation, if any, in the 2sg form they take; examples include *mirá vos* (‘look’), *fíjate tú* (‘check this out’) and *oyó* (‘you hear’) as in example (3) above.

These findings indicate that the distribution of these forms for Spanish spoken in Cali, Colombia is not driven solely by social considerations, but that it exhibits strong linguistic conditioning as well, in particular, in terms of priming and prefabricated constructions.

Hernández, José Esteban

Variación diacrónica de Pretérito Perfecto y Pretérito en el discurso narrativo

En este estudio, la variación entre Pret y PP en escritos coloniales, que forman parte del proyecto de los *Documentos Lingüísticos de la Nueva España* (DLNE) (Company Company 1994), nos permite explorar procesos de cambio en el discurso narrativo. Nos interesa la variación de pasado porque el PP en los datos coloniales muestra usos que denominamos como innovadores en etapas coloniales tempranas, pero no en las tardías. Nos concentraremos específicamente en ocurrencias como las siguientes:

1. Y no se acuerda si estas exhalaciones fueron antes o despues del sahumero, ni si las bendiciones y cruces que hizo al niño fueron al principio, medio o fin de la cura, pero está cierta en averle visto hazer anbas cosas. Y hecho todo esto, vistieron y abrigaron a la criatura y la pusieron en una hamaca. Y entonzes esta declarante prosiguió a su casa, y en breve rato rebolvio (sic) al mismo puesto de la ventana. Y preguntando a la doña Marianna: ¿qué **ha hecho** ese embustero? o ¿qué embustes o bruxerías **ha hecho** ésse? —y por aver ya tantos años no se acuerda de las que formalmente dixo (DLNE 1618, 80.242)

Vemos que el PP en el ejemplo (1) ha incurrido en la narración, como en *¿qué ha hecho ese embustero?* y *¿qué embustes o bruxerías ha hecho ésse?*. Este uso del PP en (1) es muy similar al que se verifica en variedades americanas actuales (Cf. Hernández 2008a, 2008b; Howe y Schwenter 2003; Klee 1996), pero no en la mexicana y demuestran claramente que este valor del PP formaba parte de las prácticas literarias coloniales y muy posiblemente de las modalidades orales.

Como propósito general, nos proponemos aportar a la discusión sobre la gramaticalización del PP (forma verbal de pasado). Esperamos elucidar sobre la manera en que el PP se introduce en la narración, pues si bien hay algunos trabajos que han mencionado o que se han interesado por la incursión del PP en la narración, no sabemos de ninguno que le haya dedicado un análisis cualitativo y cuantitativo detallado al asunto. Parte fundamental de nuestro trabajo busca demostrar que el PP en los datos coloniales experimentó cambios de naturaleza sintáctica, temporal y aspectual que pueden comprobarse a través del análisis diacrónico. Empleamos una aproximación comparativa variacionista, para determinar las variables lingüísticas y sociales que rigen la variación del PP y Pret en la narración. Finalmente, nos concentramos en el papel que guarda la distancia subjetiva y las valorizaciones del narrador en el evento en la incursión del PP a la narración.

Hernández, José Esteban & Rubén Maldonado

“¡Chales güey! ¡Si somos mexicanos cabrones!”: Transmigrantes salvadoreños en el sur de Texas

En el siguiente trabajo exploramos el debilitamiento de /s/ final de sílaba en el habla de transmigrantes salvadoreños en la ciudad de Brownsville, Texas. Entendemos por transmigrante toda persona que está de paso en una región receptora (e.g. Brownsville) antes de partir hacia otro destino final (e.g. el interior de los Estados Unidos). Estudios previos sugieren que los salvadoreños en contacto con mexicanos en los Estados Unidos modifican sus patrones de habla, para parecer más como éstos lingüísticamente (cf. Hernández 2009). Se propone que el contacto suscita un incremento en el grado de inseguridad lingüística entre las comunidades salvadoreñas, lo que a la vez promueve

actitudes desfavorables hacia su propia variedad. Por lo tanto, en el siguiente trabajo analizamos el grado en que el cruce por México agudiza las actitudes lingüísticas de los transmigrantes que acaban de entrar a los Estados Unidos y la medida en que el cruce permea los patrones lingüísticos. Lo primero lo medimos de manera cualitativa y lo segundo de manera cuantitativa a través de la comparación de frecuencias relativas del debilitamiento de /s/ final de sílaba. El análisis variable preliminar mostró una estratificación de los patrones de debilitamiento. Los transmigrantes salvadoreños produjeron frecuencias de debilitamiento menores que sus compatriotas en El Salvador; sin embargo, los mismos transmigrantes produjeron frecuencias de debilitamiento mayores que otros inmigrantes salvadoreños en Houston.

Hickey, Conchita C.

Language Attitudes towards the Use of Spanish in Laredo, Texas: 1860-1930

I will present partial data regarding language attitudes from a larger qualitative study of Spanish language use and attitude in Laredo, Texas and surrounding area from 1860 to 1930. The analysis focuses on attitudes in both public and private domains based on direct evidence found in newspapers and personal correspondence.

In the public domain, Spanish and English language newspapers published in Laredo were used to gather evidence regarding prevailing attitudes towards the use of Spanish from both the Hispanic and Anglo perspective. Spanish newspapers included 15 newspapers published between 1880 and 1930. These newspapers were located using multiple sources: electronic newspaper databases, extant copies archived at the Briscoe Center of American History (BCAH) and the Nettie Lee Benson Latin American Collection (BLAC) of the University of Texas, microfilm collections and Webb County court records from the Special Collections of the Killam Library at Texas A&M International University (TAMIU).

The private domain sources used are three major collections of correspondence and other private papers: 1) John Z. Leyendecker Collection consisting of 37 letters written between 1858 and 1867 to him by members of the prominent Benavides family of Laredo into which he married. These are archived in the BCAH, 2) the Idar Family Collection of letters and other documents. The Idar family, which owned a successful Spanish newspaper, *La Crónica*, were political and social activists who lived in Laredo and organized labor unions not only there but in other parts of South Texas. This collection is located at the BLAC, and 3) Miguel San Miguel private collection composed of 111 love letters written in Spanish by Josefina T. Benavides to Rafael San Miguel, Zapata, Texas residents. This collection also contains over 50 letters written to Mr. San Miguel, in English and Spanish, by members of his family, friends, and other girlfriends, some of who were from Laredo. The multiple authors in this collection come from low to middle income families and from varied educational and linguistic backgrounds, thus contributing to the value of this study. These letters were provided to me by Laredoan Irma Flores, a descendant of the authors, after she read my newspaper ad asking for letters in Spanish for purposes of this study.

Topics covered include 1) language confidence expressed by the authors regarding their ability to use Spanish and/or English depending on whether they were monolingual Spanish or English speakers or bilinguals, 2) language loyalty and the impact of this attitude on Spanish maintenance and English acquisition, 3) positive and negative attitudes regarding the teaching of Spanish in the schools and the use of Spanish and 4) attitudes towards the Mexican culture in general.

Findings include a strong support for Spanish language use and teaching/learning of the Spanish language, varied levels of language confidence, some evidence of language shift, negative attitudes regarding class and lack of education rather than ethnicity, and mixed attitudes about the strong presence of the Mexican culture in Laredo.

Houle, Leah, Rebeca Martínez Gómez & Sandra Cano

Two Parts Disculpar and a Dash of Lo siento:

Pragmatic Performance of Apologies among Speakers of Spanish

Recent research has sought to define the apology cross-culturally (Blum-Kulka & Olshtain, 1984; Maeshiba et al, 1995; Ogiermann, 2009); more specifically, some studies focus on apologies in Spanish and English among native speakers (Márquez Reiter, 2001) and in English between native English and Spanish speakers (García, 1989; Cordella, 1991; Mir, 1992). However, little has been done looking at Spanish apologies by non-native speakers; furthermore, Heritage learners of Spanish have not been studied as a distinct group in regard to this speech act. Therefore, the current research project compares apology performance in Spanish by native Spanish speakers, native English speakers, and Heritage speakers of Spanish. The study involved 21 participants (age 19-30; 12 female, 8 male) and three instruments: a roleplay scenario to garner production data, a perception questionnaire, and a retrospective interview to address metapragmatic processing. In previous studies, roleplay data from different

speech acts enabled the researcher to collect more detailed and natural data (specifically in an institutional setting such as the one employed here), while allowing for more situational control and focus on the research questions than allowed by non-elicited data (Felix-Brasdefer, 2007; Kasper and Rose, 2002). The questionnaire and interview supplemented the potential for analysis, interpreted through Brown and Levinson's (1997) politeness framework and Blum-Kulka et al's 1989 taxonomy of strategies. Conclusions are supported by an analysis of strategies including mitigation, orientation, and proposition selection, and demonstrate interesting trends in diverse components of the apology; non-native speakers are more face-saving to the hearer, while native speakers are more face-saving to the speaker, and Heritage speakers patterned in between the two groups.

Jara, Margarita

Ideologías lingüísticas sobre el español de Iquitos

Los comentarios metalingüísticos y metapragmáticos son recursos para entender las ideologías lingüísticas que subyacen en el uso lingüístico y forman y son formadas a través de él y de otras prácticas sociales (Ahearn, 2001; Woolard & Schieffelin, 1994). Estas ideologías lingüísticas son cruciales para entender el cambio lingüístico y las identidades (Silverstein, 2003; Kiesling 2006, entre otros). El presente estudio explora la historia sociolingüística de Iquitos adoptando la noción de indexicalidades de Silverstein (2003). A través de entrevistas sociolingüísticas se examina el discurso metalingüístico y metapragmático de hablantes del español amazónico peruano de la región Loreto. Asimismo, se estudia el proceso de formación de registros (*enregisterment*) (Agha, 2005; Johnstone, Andrus, & Danielson, 2006), el modo en que este proceso es percibido por los participantes en el estudio y cómo afecta el uso de la lengua.

Los datos analizados consisten de 38 entrevistas sociolingüísticas llevadas a cabo en el año 2007 en la ciudad de Iquitos. Los participantes tienen nivel de educación superior y han sido divididos por sexo y edad. Con el propósito de ilustrar nuestro análisis, se han seleccionado las opiniones de los participantes con respecto al rol de la variedad amazónica como contenido y lengua de instrucción.

Los resultados preliminares muestran un conflicto de lealtades de los hablantes con respecto al uso de su propia variedad en la educación, que emerge de las nociones de lo estándar y lo no estándar en la lengua. Además, este trabajo permite identificar rasgos dialectales más aceptables que otros dentro del ámbito educativo. Así, el léxico es tratado como un conocimiento que se debe preservar en la escuela como un símbolo de identidad y cultura.

La ponencia se organiza de la siguiente manera: primero presenta una introducción sobre el contexto social, histórico, geográfico y lingüístico de la Amazonía peruana; luego introduce las nociones teóricas sobre las que se apoya el análisis; después señala la metodología empleada en este trabajo, analiza y discute los datos, y finalmente presenta las conclusiones.

King, Jeremy

Structuring Conversation: Discourse Markers in Early Modern Spanish Theater

Due to the recent shift in the linguistic pragmatics literature from the analysis of isolated speech acts to the focus on phenomena which affect the global meaning of a message, discourse markers (DMs) have become a frequent research topic. It has been noted that the study of the development of DMs from an historical perspective is key to a thorough understanding of the uses of these elements in contemporary discourse; however, studies of this type are relatively sparse in the literature (Garcés Gómez 2006; Porcar Miralles 2006; Visconti 2009).

In the present study I analyze one class of DMs known as *information structurers* (Martín Zorraquino and Portolés Lázaro 1999; Portolés 1998) in Early Modern Spanish through an examination of a set of short farces, or *entremeses*, published in the early seventeenth century. The primary factor behind the selection of these short farces for the present investigation is the colloquial, quotidian nature of the characters' speech. Numerous studies on the *teatro breve* of this period have argued that the language employed in the *entremeses* of the Early Modern period is the closest available approximation of the popular speech of the lower and middle social classes of the time (Cotarelo y Mori 1911; King 2009; Marín 2001; Mujica 1991; Sánchez-Romeralo and Ibarra 1972).

My research focus in this study is threefold: I begin by identifying which DMs of this class appear in the *entremeses*; second, I offer a description of the employment of these forms in comparison with their uses reported in investigations on modern Spanish; and finally, given that many studies, most notably the Real Academia's *Gramática descriptiva de la lengua española* (Martín Zorraquino and Portolés Lázaro 1999) frequently make reference to the „typical“ employment of each marker in oral and/or written discourse, I consider the issue of the register to which the corpus works belong based on their inclusion and/or exclusion of specific markers. Information

structuring DMs were chosen for analysis specifically due to the fact that this category contains a roughly even number of markers that are noted as characteristic of speech and those said to be found primarily in written texts.

The data from the study reveal that, by the early seventeenth century, structuring DMs had moved beyond their typical pragmatic uses of the medieval period and more closely resembled the meanings and contextual employment in modern varieties of the language. This finding provides a crucial link which furthers our understanding of the process of change in the pragmatics of spoken Spanish. The frequency of occurrence of markers such as *pues* and *por cierto*, both of which occur in high frequency in contemporary speech, and the relatively low number of tokens of ordering markers such as *primero*, *después* and *finalmente* suggest that the argument of much modern scholarship that these *entremeses* are most appropriately classified as approximations of oral varieties of the language of their time is indeed accurate.

Kraft, Bettina & Ronald Geluykens—CANCELED

The American Mexican George Lopez. A Linguistic Analysis of GL's Humor and His View of US American Culture

In this paper we analyze George Lopez' 2007 HBO Special 'America's Mexican' in terms of how humor and a sense of identity are created through his focus on the ethnic relations between white Anglo-Saxon Americans and Americans of Hispanic origins.

The analysis is based on a semantic and pragmatic approach, with the General Theory of Verbal Humor (GTVH, Attardo and Raskin 1991) and the social constructivist paradigm as basic theoretical frameworks. We explore the flow of the narrative in GL's standup comedy in terms of narrative strands, punch line, jab line, and script opposition, identifying recurring patterns and motifs that constitute GL's distinctive humor. Furthermore we define a set of narrative strategies employed systematically by GL, which include narrative, reported and direct speech, and role playing in various personae. In this respect the skillful use of several language varieties is one of the most prominent features of GL's comedy. Standard American English is used for various personae GL labels 'white', whereas Spanglish, Chicano English, and Spanish are used for personae of Hispanic origin, labeled 'Latino' by GL. Here, GL deftly uses phonological patterns and lexical items, as well as code switching, but also extra-linguistic features, such as facial expressions and gestures, to create an image of the person he is trying to depict.

Generally GL's comedy can be regarded as a social commentary on immigration and multi-culturalism in the US. Recurring topics revolve around problems between 'the white man' and the 'latino', covering a wide range of cultural aspects, such as food, music, cars, sexual intercourse, gender roles, education, success, to name but a few. GL's unique narrative style enables the construction of identity and a feeling of in-group belonging, as his comedy is predominantly geared at an audience of Hispanic origin.

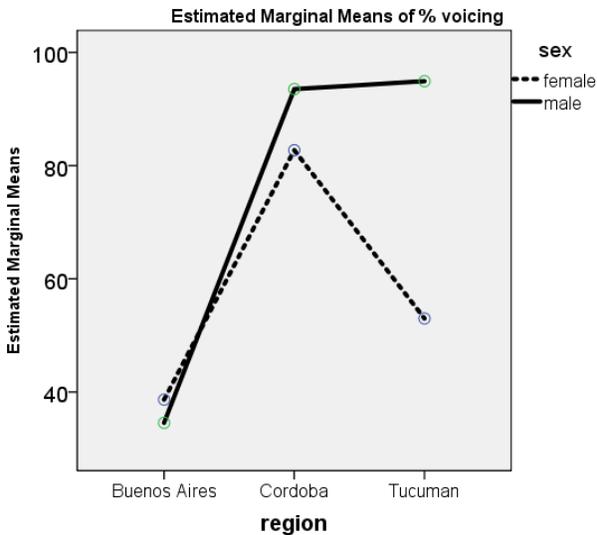
Lang, Jennifer

Žeísmo in Interior Argentina: (De)voicing of the Alveopalatal Fricative in Córdoba and Tucumán.

As is well known, Argentine Spanish demonstrates žeísmo, i.e., the voiced palatal phoneme /j/, standard for most Spanish dialects, is realized as a voiced alveopalatal fricative [ʝ] or its voiceless counterpart [j̥]. The variation of [ʝ] and [j̥] is has been shown to be conditioned by social factors such as sex, age, and social class (Wolf & Jimenez 1977; Fontanella de Weinberg 1978), and the devoicing has been described as a change in progress, led by younger, middle class, female speakers, and spreading to other groups in the populations studied (Wolf 1984; Chang 2008; Rohena-Madrados 2008, for Buenos Aires). The present study builds upon previous sociolinguistic analyses of žeísmo, and takes a step towards a more comprehensive view of Argentine Spanish by investigating the allophonic variation in two lesser studied regional dialects of Argentina - Córdoba and Tucumán - as well as Buenos Aires. These data present the first recorded phonetic data for Tucuman, belonging to the northwest dialectal zone, and data for Córdoba, which has been the subject of only one previous publication with respect to this phenomenon (cf. Colantoni 2005). Additionally, the present study provides an acoustic analysis which considers the gradient nature of devoicing and quantifies the productivity of voicing among speakers from diverse populations. Six speakers, balanced male and female, of each of these three regional dialects participated in a role-play type questionnaire, administered and recorded on site by the author. Words containing orthographic 'y' and 'll' were extracted from the spontaneous responses. These tokens (n=419) were uploaded to Praat to measure the degree of voicing indicated by a measurable F0 and expressed as a continuous variable, using a methodology proposed by Erker and Rohena-Madrado (2010) for Buenos Aires Spanish. One-way and two-way ANOVAS tested four independent variables for the percent voicing: region, sex, position in word (word-initial (i.e. 'yo') vs. word-medial (i.e. 'ayer')), as well as the

within group variation that is inherent in this linguistic feature. Results present significant differences when speakers are grouped by region, with an effect size of 24% (partial eta squared .24). Gender is also a significant variable for Córdoba ($p < .05$) and Tucumán ($p < .01$), with females producing higher rates of devoicing. Additionally, females differ from one another on a regional level as female speakers from Córdoba have the highest mean percent voicing of all the female groups (83% voiced vs. 53% and 39% respectively for Tucumán and Buenos Aires females, Figure 1). These patterns for female devoicing confirm, via careful acoustic measurement, their role in leading the change in progress put forward in previous studies. Results suggest that voicing, with its gradient realization, could serve as a marker with which speakers from Córdoba and Tucumán can distinguish themselves and be distinguished from those from Buenos Aires.

Figure 1. Means of % voicing by region and sex.



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Lillehaugen, Brook Danielle

The Perfective Aspect in Colonial Valley Zapotec

Colonial Valley Zapotec (CVZ) differs from modern Valley Zapotec (Otomanguean) in significant ways, across all areas of the grammar. One difference is in verbal morphology, including aspect prefixes. This paper examines the form and function of the perfective aspect in CVZ and relates these to both modern Valley Zapotec (e.g. San Lucas Quiaviní Zapotec (SLQZ); Munro and Lopez, et al. 1999) and to Kaufman's Zapotec verb classes (e.g. 1987). My CVZ data comes from a corpus of documents written in Zapotec by native speakers using the roman alphabet, from the mid 16th century through the early 18th century.

The perfective aspect has two morphological realizations in CVZ: *co-* (and allomorphs thereof) as in (1)a and (1)b and *pi-* (and allomorphs thereof) as in (2)a and (2)b.

- (1) a. **niacanij co-lo** firma xi-tene=a lao quichi nitij (Zi565; 20-21)
 thus PERF-put signature POSS-GEN=1s face paper this
 'thus I have put my signature on this paper'
- b. ticha ni **co-naa-roa** yobi beni ... (Te618b;11)
 word rel perf-say-mouth noble person
 'the words that the noble ... person has emphatically said'
- (2) a. **toui cue-yho-villachi ni pe-too** quetao
 pedro andres (Tl67bb; 25-26)
 one field-house-sown.area REL PERF-sell late Pedro Andrés
 'one field and solar that the late Pedro Andrés sold'
- b. yobi quie ... **pi-chaca** pizaa Pedro Gomes (Ti642; 14-15)
 same rock ... PERF-meet border.marker Pedro Gomez
 'the same rock ... meets the border marker of Pedro Gomez'

While modern Valley Zapotec has reflexes of both of these perfective prefixes, the perfective prefix used in CVZ is not necessarily the same one used in modern Valley Zapotec. For example, the perfective form of 'put' in SLQZ is *bliu'uh*, with the *b-* prefix (Munro and Lopez, et al. 1999), cf (1)a. I examine to what extent the choice of perfective aspect marker is predictable from other factors, such as stress or semantic class of verb.

While in most cases, the perfective aspect is used to express a completed event, as in modern Valley Zapotec, there are cases where the meaning is less clear. One such example is the description of land boundaries, as in (2)b. Here the verb 'meet' is in the perfective form *pichaca*, yet there is no indication that the 'meeting' of the rock and the border marker (often a tall pile of rocks) is a completed event. Rather it seems to be an ongoing state. (A possible explanation of this might be that the completed event expressed is either the placing of the rock or the boundary marker, or the walking of the boundaries and declaring them to exist as such.) Expressing land boundaries by using the perfective form of the verb 'meet' is the standard way to do so in the CVZ corpus.

Lindstrom, Amy

Dropped out: An Analysis of Unexpressed Subjects in Conversational English

It is generally assumed that unexpressed (or null) subjects don't occur in English (e.g. Dixon 2005, Quirk et al. 1985), yet in conversation, instances do indeed occur, as in (1):

- (1) MILES: (H) But it was like I went [to] Bahia,
 JAMIE: [What's] --
 MILES: ... last Sunday,
 → (H) ... Ø got there at eight,
 → (Hx) .. Ø left a te=n,
 ... Ø dropped this person off at home,
 in Foster City,
 → and Ø came back, (SBCSAE 02/854)

The patterning of subject expression has been described in detail for well-known pro-drop languages such as Spanish (e.g. Travis 2007, Silva-Corvalán 2001) and Portuguese (e.g. Paredes Silva 1993), but little attention has been given to English. The few studies that have been done (e.g. Leroux and Jarmasz 2006, Cote 1998, Harvie

1998) have identified subject continuity as one context where unexpressed subjects occur, as seen in (1), but 30% of these data show unexpressed subjects occurring in non-coreferential contexts, as in (2):

2) JAMIE: <X That'll X> be weird when you're fifty.

→ ... @(Hx) ... Ø Wonder what you'll look like. (SBCAE, 02/1414)

The purpose of this study is to contribute to the gap in quantitative research on unexpressed subjects in English by identifying factors that affect subject expression in American English conversation, based on data from the Santa Barbara Corpus of American English (Dubois et.al 2000). I extracted 200 tokens of zero anaphora which resulted in a standardized token frequency of 26/10,000 words. These tokens were coded for both grammatical and discourse variables. My findings indicate very strong person effects; specifically, 3rd *sg* unexpressed subjects occurred most frequently, followed by 1 *sg*, largely due to narrative and conversational strategies in discourse discussed in Oh (2005-6), Fox (1987b), and Clancy (1980). 2 *sg* rarely occurred, and the 'super' category of 3rd person patterned differently depending on animacy and referentiality. Unexpressed subjects in my data strongly favor both subject continuity and low degrees of distance, a finding that is supported by both cross-linguistic research, including the research on Spanish and Portuguese cited above (cf. also Givon 1983). Unexpressed subjects are recognized by English grammars within the context of conjoined environments (Quirk et.al 1985); however, my data show a higher rate of unexpression in non-conjoined contexts (56%). That the majority of unexpressed subjects in these data exist contrary to the "rules" of grammar indicate that other interactional factors are at work here. In her analysis, Harvie (1998) suggests further research on whether discourse factors apply to conjoined sentences to the same degree as non-conjoined. My analysis attempts to uncover factors, in particular person effects and coreferentiality, which indeed distinguish the two.

This study ultimately suggests that subject omission in English warrants attention as a deliberate strategic device in conversation, where grammatical and discourse factors combine to challenge the assumption that subject expression in English is obligatory.

Loureiro-Rodríguez, Verónica

Attitudes in Bilingual Galicia: Using the Matched-Guise Test among High School Students

Galician, a minority Romance language spoken in the region of Galicia, in northwestern Spain, has traditionally been regarded as a variety spoken by the rural, low-income, uneducated population. In 1978, after almost four decades of dictatorship, the newly established democracy recognized Galician as the language of Galicia and gave it official standing with Spanish within this region. As a consequence of this formal acknowledgement, language policies were designed to promote public and formal uses of Galician, to create a standard variety, to implement a bilingual (Spanish/Galician) education system and, ultimately, to raise its prestige and increase the number of speakers. Recent research shows that, although certain deep-seated stigmas still persist, attitudes towards Galician are increasingly more positive. However, Galician is losing speakers among the younger speakers, those who have gone through bilingual education. In fact, in the 16-25 age group, 28% claim to have Galician as their first language, and only 23% claim to use it more than Spanish. This paper aims to shed light on attitudes towards Galician and Spanish among adolescents. More specifically, I examine high school students' attitudes towards standard Galician, non-standard Galician, and (Castilian) Spanish using a matched-guise test.

Participants for this study were 288 high school students with ages ranging from 14 to 18 years old, from a rural and an urban location in Galicia. For the matched-guise test, two males and two females, all bilingual speakers (two Galician-dominant, and two Spanish-dominant), read and recorded a 30-second text on an entertainment topic in two of the following linguistic varieties (i.e. two guises per speaker): standard Galician, non-standard (local) Galician, and (Castilian) Spanish. Participants were told they would listen to eight speakers, and were asked to evaluate each speaker on twenty-five personal attributes on a multi-point scale. Attributes were grouped into four sets of traits using factor analysis: capability, personal appeal, progressiveness, and social correctness. Participants also completed a sociolinguistic background questionnaire.

Results of statistical analysis show that speakers of standard Galician and Spanish are considered more socially correct, capable and progressive than those speaking non-standard Galician. The variable <rural/urban> proved highly significant in the interpretation of results. For example, standard Galician is more highly valued among students in the urban location, where Spanish is the everyday language.

Results further suggest that the traditional Spanish/Galician diglossia is being replaced by a new high/low dichotomy in which the more prestigious variety is standard Galician. I argue that the formal instruction and use of Galician has elevated the status of the standard variety to the detriment of the local non-standard Galician, which is the variety learnt and spoken at home. This research shows that standardization and the institutionalization of

bilingualism play an important role in adolescents' attitudes towards minority languages, but also prove to be a double-edged sword.

MacGregor-Mendoza, Patricia

Lengua y migración: Historia de las relaciones políticas y económicas entre EEUU y México y su impacto sobre el español en los EEUU

Por parte de la migración de personas de países hispanoparlantes, las comunidades de habla hispana dentro de los EEUU se expanden (Gutierrez 2007, Jenkins 2009) y se revitalizan lingüísticamente (Leone y Cisneros 1983, Veltman 1988, Bills, Wherit y González 1989, Hernández Chávez y Hudson 1995). La decisión de emigrar de un país a otro se debe a condiciones tanto dentro del país de origen como a factores dentro del país destino (Borjas 1994, Durand, Massey y Zenteno 2001, MacKenzie y Rapoport 2006, Mendoza Cota 2006, Orrenius, Zavodny y Lukens 2008). La historia de la migración entre México y EEUU estrecha más de 100 años y comprende una serie compleja de factores políticos y económicos (Durand 2001, Gomberg Muñoz 2009); lo cual, en último término, ha forjado lazos culturales, lingüísticos y económicos interdependientes entre ambos países.

El presente trabajo traza esta historia y señala diversas condiciones que han influido en los patrones de asentamiento de inmigrantes mexicanos dentro de los EEUU y por ende, la difusión del español en el interior del territorio estadounidense. Asimismo apuntamos a las circunstancias políticas y económicas actuales que pueden ejercer influencia tanto sobre el volumen y la composición del flujo migratorio mexicano como sobre la vitalidad del español dentro de los EEUU.

Mangelsdorf, Joyce

Is There an Inverse Relationship between the Frequency of the Word “Like” in Conversation and the Subject’s Ability to Recognize and Define More Complex Vocabulary Words?

The purpose of this research is to explore whether or not there is an inverse relationship between the frequency of the word “like” in conversation and the subject’s ability to recognize and define more complex vocabulary words. No other current data or study addressing this particular link was discoverable at this time; although studies addressing particular aspect of this study are available; most articles uncovered were purely anecdotal. The first phase of the project involved interviewing and recording subjects for approximately twenty minutes. The conversations were not scripted however many questions were more intense than normally used in casual conversation (e.g. views on abortion, religion and politics) in an effort to force the subject into more natural speech patterns. After completing the interview a sixty word vocabulary test was administered. Usage of the word “like” when used as a quotative or discourse word, not as a preposition, was tallied as were the correct answers on the vocabulary test. Results were then graphed in two different manners to discover obvious trends, first in subject/sex order (...B1,B2, B3...) and then by word usage. Except for expected outliers, results were remarkably consistent and show a definite correlation between a high usage of the word “like” and a lowered ability to recognize and define more complex vocabulary words and vice versa. An unexpected outcome of this study was the discovery that males use the word “like” less than females, however, I believe the ratio of vocabulary vs. “like” to be approximately the same. The hypothesis has been proven satisfactorily for this study group although a larger group with more precise boundaries may give varying results. The findings in this study may prove useful in discovering new ways to enhance students’ vocabularies and learning abilities.

Mata, R.

Simplification of Subjunctive in the Spanish of the San Diego-Tijuana Border Area

In a language-contact situation, it has been documented that second-generation heritage speakers of Spanish exhibit a loss or simplification of the subjunctive mood to varying degrees. Previous investigations into simplification of the subjunctive among Spanish speakers in the U.S. have focused on the present subjunctive and imperfect subjunctive progression of simplification (Silva-Corvalán 1994) and on the retention and loss of subjunctive in contexts where an alternation with indicative is allowed (Ocampo 1990, Silva-Corvalán 2001). I explore the simplification and loss of the subjunctive mood taking into account not only the present subjunctive/imperfect subjunctive simplification progression but also the indicative/subjunctive alternation that certain contexts facilitate.

The subjunctive mood is an irrealis modal, one where an action is not known to have happened. In Spanish, some contexts necessitate the subjunctive (1) whereas others allow for a variation between subjunctive and

indicative depending on speaker intent (2-3):

(1) Esperamos que ya cambie todo eso

We hope that all of that would change-SUBJ already

(2) No sé si hay necesidad de hacer eso

I don't know if there is-IND a need to do that

(3) No sé si haya necesidad de hacer eso

I don't know if there is-SUBJ a need to do that

In analyzing interviews with approximately twenty families in the San Diego and Tijuana areas, where a family is defined as a parent and a child who must be at least 18 years of age, I find that:

- Second-generation San Diego speakers display a reduction in the use of subjunctive imperfect when compared to their parents as well as a reduction in the use of present subjunctive in contexts where indicative is also an option.
- First-generation San Diego speakers show a greater tendency to choose indicative over subjunctive in contexts that allow both when compared to first-generation Tijuana speakers.

I argue that a previously-unexplored geographical variable is an important factor in the simplification of subjunctive in speakers of Spanish in the San Diego area. Whereas language change has often been attributed to language attrition as an intergenerational factor, language contact with English and immigration may also condition these changes.

Mee, Joshua

Idiomatcity in Evaluative Fragments

The traditional model of complementation that complex clauses may contain other clauses in the place of object arguments has been greatly challenged by recent functional models of discourse syntax. One explicit statement rejecting the traditional explanation of complementation is presented in Thompson (2002). She argues that the most frequent manifestations of 'main clauses' in spoken discourse are actually short fragments and typically only indicate epistemic or evaluative stance, while the 'complement' clauses bear the semantic weight of the proposition as in (1) and (2).

(1) it's funny that um we're talking about this (SWBC 2124)

(2) ... I was so glad that he opened up on this disclosure bit. (SBCSAE 11:42)

The 'main' clauses shown in bold only serve to evaluate the proposition. This understanding of discourse structure has been echoed by other scholars since. Most pertinent to my analysis is the evaluative fragment *it's/that's X* (2) presented by Couper-Kuhlen and Thompson (2008). They argue that the use of this conversational pattern has led to the development of constructions, specifically, the clausal construction as seen in and (2). However, whether or not the open X-slot develops into unique constructions with different adjectives is not addressed.

The motivation for this study is to demonstrate that unique idiomatic constructions have developed for different adjectives that fill the schematic slots in evaluative patterns. In order to do this, I indiscriminately extracted 65 tokens of each of four English adjectives, interesting, funny, sure and glad, which frequently occur in either *I'm X* (2) or *it's/that's X* (1) evaluative fragments from the Santa Barbra Corpus of Spoken English (DuBois, 2000,2003,2004,2005) and the Switchboard corpus (Goodwin 1992). Each token was coded for subject, tense/aspect, prosodic independence, kind of complementation, syntactic position and presence qualitative adverbial (e.g. so in (2)). I indicate the frequency of each adjective occurring in an evaluative pattern relative to other adjectival usages and identify features that distinguish each of them as unique whole fragments in assessing contexts.

I argue that schematic patterning for the evaluative fragments *I'm X* and *it's/that's X* has idiomatized in different ways for different adjectives that fill the X-slot. Interesting, funny, sure, and glad all have identifiable structural preferences, but to differing degrees which correspond to their relative frequency in evaluative fragments. Evidence shows that interesting has the lowest relative frequency as an evaluative marker, and it has the greatest variation for person, tense and types of qualitative marker. Glad has the highest relative frequency in an evaluative fragment and shows the highest degree of formal fixedness and low variation. Thus my data supports and furthers the claim of Couper-Kuhlen and Thompson (2008) that the grammaticalization of constructions is driven by frequent patterns in conversation.

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Mejías, Hugo A.

Why Spanish?

What Happened to the Vitality of the Indigenous Languages of the New World?

Based upon initial analyses of factors indicating language vitality (Giles et al 1977), we should expect that indigenous languages such as Nahuatl in Central America and Quechua in Latin America, both of which met numerous criteria of status, demography and even much institutional support, would have dominated Spanish in the new world. This obviously was not the case. Lapesa (nd) states that until recently the Hispanic/Latin American lexicographers have paid particular attention to the influence of the indigenous languages into Spanish (minimal at best), but that now they have become more careful to consider the real influences among the languages.

Presently there exist more than 420 languages and at least 522 indigenous groups within 21 countries from Mexico to Argentina with various degrees of bilingualism with Spanish. When the Spaniards came to the New World, however, the linguistic reality was significantly more complex than today; in the intervening centuries numerous languages, peoples and places have disappeared. Considering the superior civilizations encountered by a small number of mercenaries for a throne far away and with little status, distribution, numbers or institutional support in the New World, the dominance of Spanish is amazing and the factors for that dominance, as well as the loss of vitality and even death of the New World languages, should be explored in greater depth than heretofore. Studies like Giles et al (2006), Malvido (2006), Castañeda (1993), Cook (1998), Colombes (1991) among others allow us to begin understanding a little bit better reality that has often been shrouded by myths and legends due to the lack of previous, serious research.

This is precisely the purpose of this paper: to study the factors since the discovery of the New World that did not allow the indigenous languages to share the same status as the Spanish language. Certain demographic factors must be considered to understand the real influence of the indigenous languages into Spanish.

Mondada, Joke

The Expression of Feelings in Susana Chávez-Silverman's Mini Barrio Norte Crónica

The present paper is a discourse analysis of "Mini Barrio Norte Crónica" from "Killer Crónicas, Bilingual Memories" written by Susana Chávez-Silverman, an author who has lived in various countries and who is also a world-traveler. Chávez fascinates her readers and auditors because of her use of language. She is a true bilingual author who moves from English to Spanish and back to English without any hesitation. Her chronicles are an expression of her observations and meditations experienced in the different cultures in which she spent some time of her life.

I chose "Mini Barrio Norte Crónica" for my analysis because of the expression of Chávez' deep feelings for Argentina and her amusing criticism of certain habits. The author lived in Buenos Aires for 13 month after receiving a scholarship.

I first analyzed the narrative text from a Labovian point of view. Each of the six elements that Labov (1972) proposes for the division of a narrative - abstract, orientation, complicating actions, evaluation, result, and coda - are present. Then I took into consideration the hybrid language of the narrative: the different types of code-switching and loanwords (Stavans 2003); and also dialectal differences with Standard Spanish, such as the Argentine pronunciation of "sh" for "ll" and "y" (Lipski 2006). Finally, I discussed the use of speech in the narrative.

Most of the six narrative elements include expressions of feelings. In the orientation already Chavez involves her readers in her thoughts about leaving Buenos Aires:

...walking en Buenos Aires a un mes de mi despedida. De mi despedida **también de mí mismo y no quiero: I am in denial. Creo que no podré survive esta (desped)ida...**

Descriptions of amusing (but also irritating) experiences in a boutique in Buenos Aires are evident in the complicating actions:

Y las salesgirls porteñas **una bola de snobs** and I know I'll have to take a size 3 (can you imagine a country donde the largest size is a THREE????) ...

The complicating actions also include a criticism of the manner in which Argentines sometimes correct people:

Y entonces les pregunto... sobre la chaqueta color vino... y me dicen ah, bleating all lamby-like, la campEEra BORDEAU.

Evaluative elements that explain why the story was told permeate the narrative. At different intervals the author asks herself: How can I love it here so much? In the coda which brings the reader back to the beginning Chávez repeats what she explained at the beginning of this chronicle: ...que no me quiero ir de esta ciudad.

Montgomery-Anderson, Brad

Distinguishing Event-Oriented and Participant-Oriented Adjuncts in Oklahoma Cherokee

This paper is a description of secondary predication in Oklahoma Cherokee, a polysynthetic Iroquoian language with around 10,000 speakers. Cherokee has both depictive and resultative constructions that are marked using a variety of ways, including periphrastically and through the previously undescribed use of a *ga-* prepronominal prefix. Deverbal forms are especially prominent in these constructions. The purpose of this paper is two-fold. First, it describes the general features of secondary predication in Cherokee. Second, it examines to what degree deverbal forms participate in these constructions. Secondary predication is a phenomenon where a single clause contains two predicates that share an argument. The secondary predicate expresses information about this argument without being a modifier of it. In English, for example, *He ate the raw meat* and *He ate the meat raw* can be distinguished on syntactic grounds as well as meaning. In the first sentence the attributive adjective plays a modifying or restrictive role, whereas in the second construction the depictive use of *raw* emphasizes a state (being raw) that exists simultaneously as the event of eating occurs. This depictive use of *raw* is not a necessary component of the clause (i.e. it is an adjunct) and, unlike adverbial adjuncts, it is oriented toward a participant rather than an event. These types of constructions have been receiving more interest in the literature as they are often problematic for current semantic and syntactic theories. The most significant recent works on this issue are an anthology that discusses European, Australian, Asian, and African languages (Himmelman and Schultze-Berndt 2004) as well as a volume dedicated to Mesoamerican languages (Zavala and Aissen 2010). There are no in-depth studies of secondary predication for an indigenous language of North America. The data in the study is based on field work with a native Cherokee speaker in Tahlequah, Oklahoma. This first section of this paper establishes language-internal criteria for describing the morphosyntactic characteristics of Cherokee secondary predication by defining differences between adjectives and adverbs as well as between attributive and predicative adjectives. The description of depictive constructions applies Himmelman and Schultze-Berndt's general typological framework by examining the parameters they outline for these constructions. These parameters include the semantic roles available for secondary predication as well as the parts of speech that participate in such constructions. The second portion of this paper examines the different types of deverbal forms (agentive, locative and what has been described as adverbial) and describes the types of depictive constructions they form. This preliminary study concludes with suggestions for future research, in particular to what extent Cherokee deverbal forms are distinguishable from depictives and to what degree formally depictive constructions intrude on adverbial semantic space.

Morin, Regina

Strategies for the Translation of Attested Denominal Neologisms in *Don Quixote*

Based on Anula (2006) the current study analyzes the treatment of attested denominal neologisms in English translations of *Don Quixote* by Shelton (1612, 1620), Jervas (or Jarvis) (1742), Smollet (1755), Ormsby (1885), Putnam (1949), Cohen (1950), Starkie (1957), Raffel (1995), Rutherford (2000), Grossman (2003), and Lathrop (2005). Anula examines neologisms in *Don Quixote* of the form [root noun] + [noun-forming suffix], most coined by Cervantes himself (e.g. *berenjenero* 'a person from Toledo'), with the productive Golden Age noun-forming suffixes *-ada*, *-ado*, *-al*, *-azo*, *-ería*, *-ero*, *-era*, *-fo* and *-ista*. Golden Age neologisms pose a creative challenge for translators and fall within the purview of textual questions that translators should, but do not always, pay attention to. Some of these neologisms are no longer listed in modern dictionaries, some appear cross listed with modern-day

Spanish words that have replaced them, and others are now used with a meaning that differs from the one in *Don Quixote*.

A number of translation strategies, ranked in descending order of frequency, were applied in the translation of the denominal neologisms in *Don Quixote*: Loan translations, translation shifts (using a different structure in the target language, for example, an adverbial phrase instead of a nominal), direct loans (not translating the neologism in question), creation of target language neologism not attested in the *Oxford English Dictionary* (2010), the Corpus of Contemporary American English (Davies 2008), or the Corpus of Historical American English (Davies 2010) (e.g. *casserolers*, *diecutter*), repetition of a target language neologism appearing in an earlier translation, a partial omission with no loss of meaning, a calque (ascribing a new meaning to an already existing English word), translation of a source language neologism with a less concise superordinate term in the target language (e.g.: *knifemaker* for *puñalero* ‘a maker of daggers’). In a few cases an explanatory note accompanies one of the above strategies. Because so many strategies are used, unless the translators indicate so, it is impossible to know if they are aware of the innovative status in Spanish of the attested neologisms. There is a single indication of such awareness in all the data, which appears in (1):

(1) *candilazo* (I, XVII)

(Rico 2004: 645) “—*Sin duda, señor, que éste es el moro encantado, y debe de guardar el tesoro para otros, y para nosotros sólo guarda las puñadas y los candilazos.*”

Jervas (1724/ 1891: 102): “Surely,” quoth Sancho Panza, “this must be the enchanted Moor; and he reserves the treasure for others, and for us only fisticuffs and **lamp-shots**. *

*In the original, *Candilazos*, a new-coined word”.

Shelton and Ormsby appear to be the most attentive to the lexical creativity of the original. Shelton creates a target language neologism in 9 instances (31%), and Ormsby does so 7 times (24%). There is no significant use of this strategy in any of the other translations, perhaps indicating a lack of awareness regarding the innovative linguistic status of the Spanish neologisms in question.

Munro, Pamela

Extending the Mesoamerican Typology: New Syntactic Similarities?

Cambell, Kaufman, and Smith-Stark (1986; henceforth CKSS) proposed a number of criterial traits for identifying “a particularly strong linguistic area” in Mesoamerica, showing that diverse languages from a number of different language families share enough morphological, syntactic, and lexical features to be legitimately considered a Sprachbund. In this paper, I will describe two additional syntactic processes characteristic of languages in the region, and suggest that these may justify including another Central American language explicitly excluded from CKSS's list, the Arawak language Garifuna, in this typological grouping.

Garifuna shares four of the five most criterial features of the Mesoamerican languages (MAL) considered by CKSS: nominal possession in which the possessed noun overtly agrees with its possessor, “relational nouns”, a vigesimal number system, and non-verb-final word order, lacking only the various semantic calques that CKSS list for MAL (and indeed, it is doubtful that all MAL possess all five traits listed). I'll exemplify the structures to be considered with data from Q'anjob'al (Mayan) and Garifuna, whose simple transitive patterns (both VSO, another typical MAL trait) are exemplified in

(1) Q'ANJOB'AL Ch-y-uk' ix ix a a'ej.
inc-3A-drink C.f woman C.liq water
'The woman drinks the water'

(2) GARIFUNA Guwá t-umu-ti hinyáru dúna.
drink1 P3f-trans-T3m woman water[m]
'The woman drinks the water'

The first additional syntactic trait observed in both Mayan and Garifuna (as well as, Norcliffe 2009 argues, the Otomanguan language Mixtec), is the use of a special construction — traditionally termed “agent focus” in Mayan — for transitive subject question, focus, and relative clauses, as in

(3) Q'ANJOB'AL Maxtxel ch-__uk'-on a a'ej? 'Who drinks water?'
who inc-__-drink-AF C.liq water

(4) GARIFUNA *Ká sa ___-átu-ba-ni dúna?* 'Who drinks water?'
 who Q ___-drink2-ba-N3m water[m]

Here, the pronominal subject marking boldfaced in (1)-(2) (which Norcliffe argues persuasively is not merely agreement) is absent or, in Norcliffe's terms, gapped. (Norcliffe would identify both these languages as "verb-alternating" due to the appearance of Q'anjob'al –on and various changes between simple transitive and focus forms for Garifuna, of which 'drink1' and 'drink2' represent an extreme case.)

An additional feature to be considered is a wh question construction termed "Pied-Piping with Inversion" (first noted by Smith Stark 1988; cf. also Broadwell 2006, Munro 2007), which occurs, at least, in the Otomanguan and Mayan MAL groups, as well as in Garifuna. Oblique questions thus begin with the wh word followed by the preposition, as in

(5) Q'ANJOB'AL *Maktxel y-etoq ch-y-uk' ix ix a a'ej?*
 who 3A-with inc-3A-drink C.f woman C.liq water
 'Who does the woman drink water with?'

(6) GARIFUNA *Ká sa úma t-áte-i hinyáru dúna?*
 who Q with P3f-drink2-R3m woman water[m]
 'Who does the woman drink water with?'

Consideration of these and other traits suggests that a reconsideration of the Mesoamerican area is timely and appropriate. If Garifuna should not be included in greater Mesoamerica, perhaps additional spheres of Mesoamerican influence should be recognized.

Nuñez, Eva

Fundamentos de ergatividad morfológica

El propósito de este trabajo reside en clarificar lo más posible el concepto de ergatividad morfológica, inexistente en el grupo de lenguas romances herederas del latín. Dada la complejidad de este funcionamiento lingüístico se partirá explicando el término *ergatividad* y lo que es una lengua ergativa frente a una acusativa como el latín; a continuación se darán ejemplos de lenguas ergativas como el ibérico, el vasco y otras lenguas autóctonas de Australia, América y África. El análisis general parte de la base morfológica y casuística que marca este rasgo gramatical, no tanto de su alcance sintáctico aunque sí resulta esencial saber distinguir las funciones sintácticas del sujeto, del objeto directo y del agente en estructuras transitivas e intransitivas para entender la ergatividad. Palabras clave: ergatividad, lenguas ergativas, agente, sujeto, objeto directo, transitividad e intransitividad.

Parra-Guinaldo, Víctor & John Ryan

From Diminutivization to Relexification:

The Nature of Spanish Diminutives as a Resource for New Word Creation

Research on diminutives in Spanish has focused on the various possible meanings that can be attributed to the suffix. Such work has led to a basic typology of diminutive use which ranges from more traditional categorizations such as smallness (e.g., *casita* 'little house'), endearment (e.g., *abuelita* 'grandmom'), or political correctness (e.g., *gordito* 'chubby')(Lázaro Mora, 1999) to more newly observed uses such as politeness (e.g., *¿Gusta un cafecito?* 'Would you care for a coffee?') (Mendoza, 2005; Placencia, 2009). Other work examines specific regional use of the diminutive such as the prosodic analysis of Sonoran Mexican Spanish (Crowhurst, 1992) or ethnopragmatics in Colombian Spanish (Travis, 2004). Scarce investigative attention, however, has been paid to the role of the diminutive in the creation of new words whereby the original semantic value of the diminutive has become lost and reanalyzed as part of the root to which it attaches. Playing a significant role in the creation of new words, this process is a classic example of semantic shift which is not unique to Spanish. It was also employed long before in Latin (e.g., AURIS + -CULA = *oreja* 'ear'). The two-step process begins before relexification, when Spanish diminutives initially possess a "diminutive" meaning and are arguably stored in the lexicon as separate derivational affixes from the words to which they adjoin. Later, when the suffix loses its diminutive meaning it becomes attached to the root of the word which it combines with and is no longer stored as a separate item.

This two-part study takes a recent prose text in modern Peninsular Spanish, namely, Fernando Savater's *La*

hermandad de la buena suerte (2008) and analyzes it in terms of the extent of productivity of relexification of the following range of diminutives as specified in Lázaro Mora (1999): *-ito/a*, *-ico/a*, *-illo/a*, *-ete/a*, *-ín/a*, *-ejo/a*, and *-uelo/a*. The second part of the study examines the entirety of relexified diminutives as found in Boaque and Pérez's *Diccionario inverso de la lengua española* (1987) to determine general patterns between diminutive type and adjoined word root. Findings include: 1) the postulation of a diminutivization-relexification continuum that illustrates an inverse relationship in terms of productivity (e.g., *-ito/a* was found to be the most common diminutive suffix and at the same time the least common relexified suffix in the data, while the opposite trend was found for *-ín/a*, *-ejo/a*, and *-uelo/a*); and 2) the suggestion of derivational patterns between diminutive type and adjoined word root.

The current study serves as a springboard for future research which includes varieties of Spanish other than Peninsular, other Romance languages, as well as languages outside the Romance family. Such work will contribute to a better understanding of how diminutives function in pragmatic and lexical terms both within and between languages.

Ramos Pellicia, Michelle

Language Ideologies and Language Use: How to Negotiate the Different "Latin@" Linguistic Identities

The new Census data demonstrate that Latin@ communities are increasing in every region of the United States, particularly in the South and the Midwest, with some regions nearly doubling its Latin@ population (Census 2011). Just as this population grows, so does its diversity. The need for each group within the Latino community to construct and negotiate their own and distinctive identity is seen in their language use (Ghosh-Johnson 2005, Otheguy et al 2005, Rivera-Mills 2000, Zentella 1990). The need is particularly important if "other" Spanish-speaking groups are considered to have a different status.

Puerto Ricans and Mexican Americans are considered to be members of the same linguistic group. They have interacted for over six decades in the Midwestern town of Lorain, Ohio. In this presentation, I analyze the groups' negotiation of a distinctive identity in the United States as seen in language. I consider in the analyses three different types of evidence: (1) the metalinguistic comments from Puerto Ricans and Mexican Americans who are members of the same community, (2) the ideologies promoted by intellectuals (e.g. Gili Gaya 1965, Granda 1972, Salinas 1944, Tió 1954) around the time Puerto Ricans migrated to the United States and (3) divergence in language use by each Spanish-speaking group.

The oral commentaries describe earlier tensions between the two groups and evaluations of Mexican American Spanish similar to the ideologies promoted by intellectuals who have described the development of the Spanish of Puerto Rico as a divergence from the "Standard". Their linguistic divergence is another way to mark boundaries between their identities and group affiliation.

Each groups' linguistic behavior has a different meaning in the construction and negotiation of a distinctive Latin@ identity. The speakers' attitudes contextualize the linguistic behavior of each variety. Extralinguistic forces have conspired to maintain the two Spanish dialects separate within the community, despite the length of time and the intensity of interactions both groups have experienced in the last sixty years. Within this community, language ideologies and attitudes have a more powerful influence than their linguistic interactions in the negotiation of their identities. Language use plays a specific role in the negotiations, a symbol of identity to represent different social meanings within their own Latino community. Puerto Ricans use different linguistic resources from their Spanish/English repertoire and use the same ideologies promoted by the institutions from their own home country. The ideologies are recycled and reused for purposes different from the ones originally intended in Puerto Rico. In this community, language ideologies, attitudes and the lack of accommodation are used in an effort to show resistance to the idea that there is only one Latino community. Each group has an identity different from community members who speak another Spanish variety.

Raymond, Chase W.

Internal and External Devaluation: Language Ideologies Surrounding Spanish in the United States

It is now well established in various academic disciplines that users of language can be quite opinionated about the language(s) they speak. Speakers often have preconceived notions, not only about their own language/dialect, but about that/those of others as well. They can then apply these biases in their daily lives by assigning predetermined identities to the individuals with whom they come into contact in the world. These constructed identities can go far beyond simple presumptions of geographical origin (e.g. "He's Peruvian."), and can include assumptions as to the

Speaker's socioeconomic class, ethnicity, level of education, sexuality, personality, etc. This has been widely attested to in the literature in a variety of speech communities (Silverstein (1996) and Milroy (2000) for English language contexts; Briggs (1998) for the Warao; Kroskrity (1998) for the Arizona Tewa; Hill (1985) and Messing (2007) for indigenous Mexican communities; etc.).

The present (ongoing) study makes use of an on-line, internationally circulated, two-part survey which elicits from informants their opinions about the various dialects of Spanish that exist in the world. The first part of the survey asks the informant's opinions about whether or not there exists something that could be called the "best" or "worst" Spanish (if so, What? Where?), as well as which dialect(s) the informant particularly (dis)likes, and why. Then, in the second part of the survey, several different Spanish dialects are demonstrated with audio samples from naturalistic speech, and the informant is asked his/her opinions both of the dialect and of the speaker. One of these audio samples was produced by a native Spanish-English bilingual speaker of "Chicano Spanish," born and raised in Los Angeles, California. Additionally, numerous respondents to the survey fit the same description: native Sp-Eng bilinguals, born and raised in the southwestern United States.

The results obtained from informants thus far show an extreme devaluation of the Spanish spoken in the United States, throughout both parts of the survey. Crucially, this devaluation comes not only from informants residing in various Spanish-speaking countries (=EXTERNAL devaluation of the 'Other'); but, in addition, U.S.-born Spanish speakers *voluntarily* devalue their *own* dialect in favor of other varieties (=INTERNAL devaluation of the Self). This second point is especially striking as U.S. Spanish speakers seem to be the only group of informants that do not valorize their own speech in at least some respect. In other words, while a Mexican informant may express that he thinks Peninsular Spanish is the "best," or that Colombians speak "more properly," he will also claim that his *own* (Mexican) dialect is a good/legitimate one in its own right. This is the case for all of the dialects represented by informants *except* amongst bilingual Spanish-English speakers in the United States who only value *other* dialects and devalue their own "anglicized"/ "English-based" speech.

Where, exactly, this devaluation comes from is surely a complex issue; however, I demonstrate how educational and political discourses in the United States may be contributing to U.S. Spanish speakers' negative linguistic self-evaluations.

Ríos, Arlene

La acomodación léxica en el español de puertorriqueños en San Antonio, Tejas

El enfoque del siguiente estudio es sobre el léxico español usado por los hablantes puertorriqueños residentes en San Antonio, Texas. Durante los meses de marzo/abril de 2011, a veinticuatro personas de origen puertorriqueño que residen en la ciudad de San Antonio se les administró una encuesta por el internet para determinar si hacían modificaciones en el idioma español. La encuesta se hizo en español. Era de particular interés indagar si estos hablantes hacían cambios en el idioma cuando hablaban español con otros hispanos y cual idioma usaban más en situaciones sociales. También se les preguntó si cambiaban una palabra del dialecto puertorriqueño por una del dialecto mexicanoamericano. Más que un estudio sobre el discurso o actitudes sociolingüísticas, el enfoque aquí era el léxico usado por el hablante puertorriqueño al momento de hablar español con otros hispanos.

Durante el estudio, a los participantes se les preguntó en la encuesta primero si a consciencia hacían modificaciones en el idioma cuando hablaban con otros hispanos. Luego se les preguntó si usaban cinco palabras propias del dialecto puertorriqueño con puertorriqueños solamente o con otros hispanos. Se les presentó una tabla con unos vocablos del dialecto puertorriqueño y su contraparte en el dialecto mexicanoamericano. Se les preguntó en esta parte que marcaran si usaban la palabra del dialecto puertorriqueño o la palabra del dialecto mexicanoamericano. Según la teoría de la acomodación lingüística, uno trata de hablar más como la gente con quien quisiera identificar. Se suponía que iba a haber un índice llamativo de acomodación lingüística para este grupo.

Los resultados se dieron en porcentajes, como medida del grado de acomodación al dialecto tejano en cuyo ambiente se estaba viviendo. Lo más sorprendente fue que no hubo tanta acomodación a este dialecto como había pensado.

En mi charla hablaré de las palabras que más resistencia mostraban. El resultado más significativo que se encontró fue el de hacer un cambio consciente de las palabras "naranja" por "china" y "agarrar" por coger." Como se podrá apreciar en las tablas que usaré en mi charla, algunos hablantes sí hacen otros cambios pero no son significativos comparados con estos dos términos.

Se les preguntó en esta parte que marcaran si usaban la palabra del dialecto puertorriqueño o la palabra del dialecto mexicanoamericano. Los resultados obtenidos presentan la necesidad que se hagan más estudios lingüísticos del dialecto puertorriqueño fuera de las áreas de Nueva York, Chicago o la isla y que se enfoque en Texas como zona lingüística para este dialecto debido a que la cantidad de residentes de origen puertorriqueño en Texas aumenta cada año.

Rivas, Javier

Me encanta la historia vs. a mí me encanta la historia: Variable Expression of Indirect Objects in Spanish

In Spanish full pronominal forms in indirect object function (e.g., a mí in a mí me encanta la historia 'I love history') are obligatorily cross-referenced on the verb by means of a dative clitic such as me (*a mí encanta la historia). Since the dative clitic carries person and number marking, the full pronominal form is redundant and may, therefore, be omitted. As a result, constructions with the full pronominal form (a mí me encanta la historia) and without the full pronominal form (me encanta la historia) are in syntactic variation. The purpose of this paper is to account for the conditioning factors of this variation. To this aim, we conduct a quantitative analysis of conversational Peninsular Spanish using Corpus de Referencia de la Lengua Española Contemporánea. We restrict our analysis to first person singular forms (a mí and me) in contexts in which they are the indirect objects of *gustar*-type verbs. We choose *gustar*-type verbs because the percentage of full pronominal forms in indirect object function with verbs of this type (68%) is significantly higher than with ditransitive verbs such as *dar* 'give' (25%). We choose first person singular forms because they account for 92% of all the examples of full pronominal forms.

Following previous studies on the variable expression of first person singular subject pronoun *yo* (Morales 1980, Bentivoglio 1987, Travis 2005, Torres Cacoullos and Travis 2010), each token is analyzed according to the following factors: semantic class of verb, position in turn, contrast, switch reference, and perseveration. Previous studies (e.g., Campos 1999, Givón 2000) have shown that indirect objects in *gustar*-type verb constructions display subject properties. Therefore, we predict that the use of full pronominal forms in indirect object function will be conditioned by the same factors as pronominal subject expression. We then submit our data to a quantitative analysis using Varbrul in order to determine which of the above-mentioned factors contribute to the presence of the full pronominal form *a mí*. Varbrul results select the following factors as significant: perseveration, semantic class of verb, and contrast. These results tie in with the ones found in previous studies regarding pronominal subject expression.

Roggia, Aaron

Unaccusativity in Spanish: Testing the Relevance of the Split Intransitivity Hierarchy

The word order of intransitive predicates has recently received much attention. Researchers have used both variationist approaches (e.g. Mayoral Hernández 2006, Ocampo 2005, Rivas 2008) and structuralist approaches (e.g. Hertel 2003, Lozano 2006, Montrul 2006) to study the subject-verb or verb-subject word order of unaccusative verbs (e.g. *llegar* 'to arrive') and unergative verbs (e.g. *cantar* 'to sing'). Although several factors are reported to constrain the word order of intransitive predicates, other relevant factors, such as the 'Split Intransitivity Hierarchy' (Sorace 2000, 2004; Sorace & Shomura, 2001), have received little attention. Sorace's hierarchy categorizes verbs from the most agentive and least telic unergative verbs to the least agentive and most telic unaccusative verbs and predicts increased variation between the two extremes. Some studies have applied this hierarchy to Spanish (Hinch Nava 2007; Montrul 2005, 2006), but the results sometimes contradict the predictions of the hierarchy, and more studies are needed. In addition, the diagnostics previously used to test unaccusativity in Spanish have yet to be compared to explain how Spanish divides unaccusativity from unergativity in relation to other languages. The present study further investigates the relevance of the Split Intransitivity Hierarchy for Spanish by testing its ability to account for word order with intransitive predicates.

To investigate the word orders for verbs along this hierarchy, an oral production task was administered to native speakers of Mexican Spanish residing near Irapuato, Mexico. Participants listened to stories and then answered questions designed to elicit utterances with four verbs for each of six verb categories of the hierarchy in broad and narrow focus contexts. The focus contexts allowed for a test of the traditional idea that unaccusative verbs tend to present new entities to the discourse. The oral responses were recorded and 1225 tokens from 29 participants were retained for analysis with SPSS. Repeated measures ANOVAs show that the Split Intransitivity Hierarchy is a significant factor for explaining the word orders observed. Post hoc tests reveal significant word order differences between and within the verb categories, placing the unaccusative/unergative cutoff point almost midway along the hierarchy. Logistic regression analyses show that core unaccusative verbs pattern as predicted, but that the more unergative verb categories could be reordered. Standard deviations also reveal greater inter-speaker variation in the non-core categories of the hierarchy as expected.

This research makes several important contributions to studies of word order and unaccusativity in Spanish. We find that the 'Split Intransitivity Hierarchy' can account for word order in Spanish and that it does have cross-linguistic application. By comparing these results with those from unaccusative diagnostics reported in other studies,

we identify an unaccusative/unergative cutoff point along the hierarchy to situate Spanish crosslinguistically as being similar to Italian and trending in the direction of Dutch or French. The results also indicate a need to revise the idea that unaccusative verbs are more ‘presentational’ in nature than other verbs when considering the Split Intransitivity Hierarchy and focus contexts.

Romero, Rey

Tres wug(e)s: Variation in Plural Morphemes in Spanish-English Bilinguals

The general pattern in Spanish morphology stipulates two allomorphs for plural formation, *-s* for nouns/adjectives that end in unstressed vowels (*casa > casas*), and *-es*, for words that end in consonants and stressed vowels (*árbol > árboles; jabalí > jabalíes*). The allomorph *-es* occurs in order to avoid a final complex coda (two consonants at the end of the word) and a stressed word marker. After noticing some variation in plural allomorphs among heritage speakers of Spanish in the classroom, I conducted a brief experiment revisiting Berko’s (1958) study on the acquisition of English plural morphemes. Forty heritage speakers of Spanish, ages 21 to 48, were asked to count lexical items from a list. The list contained 40 lexical items, including common Spanish words (*casa, árbol, mamá*), specialized Spanish words (*zar, ajonjolí, ámbar*), and Spanish words that resemble English words (*récord, estándar, cráter*). Following the methodology of Berko (1958), the list also contained fictitious, nonsensical words (similar to Berko’s *wug*), that I contrived (*idál, mélet, lomén*). The 40 lexical items contained different endings such the unstressed vowels *-o* and *-a*, stressed vowels *-á,-é,* and *-í,* and the final codas *-p, -ps, -d, -t, -k, -n, -l, -r,* and *-rd*. When counting these lexical items, students produced corresponding plural forms (*dos casas, tres casas,* etc). However, not all students produced the expected allomorphs. Many produced plural forms that allowed for stressed vowels + *-s* (*jabalís, calás*) and also for final complex codas (*zars, loméns*). Some even produced a third allomorph as *-Ø*, a zero allomorph in the plural form (*dos sarád*). Variation in plural allomorphs in heritage speakers of Spanish may be due to several social and linguistic factors. Languages in shift suffer morphological changes by eliminating allomorphs as obligatory rules fail to apply. Heritage Spanish speakers have simplified their system by choosing only the *-s* allomorph. Languages in shift also imitate the morphology of the dominant language. Since English allows for complex final codas, Spanish-English bilinguals may also be following an English-like pattern. I considered social factors such as age, gender, and number of years in contact with English, and linguistic factors such as type of lexical item (common Spanish, specialized Spanish, Spanish-English cognates, and fictitious Spanish words), final coda, and stress. Statistical tests on a preliminary sample of half the data suggest that both the level of bilingualism (measured in years in contact with English) and the consonant in the final coda play an important role in determining the *-s, -es,* or *-Ø* allomorphs.

Sams, Christopher, Lindsey Antonini, Diana Ariciaga, & Cameron Rothluebber

Acquisition of Spanish Pronominal Forms of Address by Native English Speakers

This presentation examines the acquisition of the Spanish forms of address (*tú* and *Usted*) by native English speakers in the Southwestern US. The goal is to determine how speakers of English deal with situations in which they have to take into account competing factors in selecting which pronoun to use (e.g., when addressing their Spanish professor who prefers to be called by their first name) and determine if the speaker’s native dialect of English plays a role in the pronoun-selection process. Drawing on the literature on forms of address and previous studies done in various languages, a survey is being conducted in which participants are given a situation in English and then asked to select whether they would employ the *tú* or the *Usted* form in that situation. The situations focus on relationships of power, socioeconomic status, gender, age, and prior knowledge of the person(s) and/or their relatives. The participants are also given the opportunity to comment on each situation if they feel it is necessary (e.g., if they feel either pronoun could be used in Spanish or if they feel that it is better to address the person with a title and last name). In order to better interpret the results, participants are being classified by amount of formal Spanish study, age group, gender, and geographical location.

Sánchez Naranjo, Jeanette

Desafío del significado: integración del conocimiento lingüístico en la adquisición de las cláusulas condicionales en español como L2

Una de las problemáticas fundamentales en los estudios de adquisición de lenguas segundas (L2) en los últimos años está relacionada con la forma en la cual los aprendices logran integrar el conocimiento de los diferentes componente

de su interlengua. Esto ha fomentado el desarrollo de propuestas nuevas como la hipótesis de la interface (Sorace&Filiaci, 2006; Tsimpli & Sorace, 2006) y nuevos debates en los que se busca establecer cuál es componente de la gramática (si, en efecto hay alguno) más susceptible de evidenciar problemas en el conocimiento avanzado de una L2 (e.g., Lardiere, 2000; Slabakova, 2006). Relacionado con este último aspecto, este estudio examina cómo se integran los aspectos de la sintaxis y la semántica en el conocimiento de una L2. En particular, este trabajo investiga el conocimiento de estas propiedades asociadas a la producción e interpretación de las cláusulas condicionales en hablantes de inglés aprendices de español como L2.

Para estos aprendices es importante considerar las referencias temporales de los eventos en un contexto específico, luego hipotetizar que ocurrió o pudo haber ocurrido en el pasado o qué puede o podría ocurrir en el futuro. En efecto, las construcciones condicionales implican la posibilidad de contemplar diversas situaciones e inferir consecuencias sobre la base de esas condiciones conocidas o imaginadas. (Montolío, 1999; Haverkate, 2002; Iatridou, 2000; Kaufmann, 2005). Esta interacción de factores unidos a los elementos morfosintácticos específicos de cada lengua ha sido un problema recurrente para los hablantes de segunda lengua. Sin embargo, para el caso específico del español, aquellos factores que afectan su adquisición han sido mínimamente tratados o permanecen sin explorar. Por ello, se examinaron tres grupos: 20 hablantes intermedios, 20 hablantes avanzados cuya L1 es el inglés, y 20 hablantes nativos del español. Con base en dos pruebas: una prueba de producción y otra de preferencia, los participantes mostraron adquisición incompleta y, lo que es más importante, ésta se presentó de manera local, es decir, que algunas estructuras sintácticas se evidenciaron como más vulnerables que otras por su propia complejidad interna, los factores semánticos implicados, y la frecuencia de uso.

Sánchez-Muñoz, Ana

Markers in Contact: The Negotiation of Discourse Markers in Chicana/o Spanish

According to the U.S. Census, Spanish is nowadays the second most spoken language in the U.S. with almost 35 million speakers, many of whom are considered bilingual. The coexistence of Spanish and English in the U.S. has a long history and many researchers have looked at what distinguishes U.S. Spanish, as a contact variety, from other monolingual varieties of Spanish. Among the linguistic phenomena that develop in language-contact situations, the transfer of features from one language into another is a common strategy (Weinreich 1974; Silva-Corvalán 1994; Thomason & Kaufman 1988). The goal of this paper is to examine some of the characteristic features of the Spanish spoken by Chicanas/os (U.S. Latinos of Mexican American origin) in the city of Los Angeles. Specifically, this paper looks at discourse markers and punctors as a linguistic feature that gets negotiated and surfaces differently depending on the speech situation.

This paper analyzes several types of discourse markers and punctors, which have been shown to vary across registers and styles (Biber 1995; Martín Zorraquino and Montolío 1998; Cortés 1998). Some researchers point out that the choice of these particles may be conditional on stylistic factors; for example, depending on the formality of the register. For the purpose of studying the use of discourse markers, spoken samples from bilinguals were recorded and analyzed. These data were collected in three different situations of use ranging in a scale from less to more formal.

The results indicate that the Spanish of Chicanos is characterized by transfer from English due to the situation of intense contact at both the individual and societal level. In particular, the results show that the choice of language for certain punctors and markers, their distribution and relative frequency vary across registers. This indicates that Chicana/o speakers constantly negotiate their use of Spanish and English, which is evident in the analysis of different linguistic features and communicative strategies to mark distinct registers. This paper concludes that discourse markers are a feature that creatively reflects the linguistic *hybridity* (Lipski 2008) in the Spanish of Chicanos and mirrors the hybrid identity of the speakers.

Sanz-Sánchez, Israel

Testing the Validity of Dialect Contact Models in Historical Situations – The Case of Colonial New Mexican Spanish

The classical view of the development of new dialects via contact among imported varieties (as presented in Siegel 1985, 2001, Trudgill 1986, Mesthrie 1993) emphasizes the role of demography and grammatical simplicity as the two main factors in determining the outcome of the initial dialect mixture. Some newer approaches (especially Trudgill 2004) defend the deterministic nature of this process, with demography playing a paramount role, while others (Kerswill and Williams 2000, Kerswill 2005) allow for the possibility that social linguistic negotiation may influence the outcome. In general, imperfect language acquisition is not claimed as a factor, although some analyses

(Trudgill 1988, Kerswill 1996) mention the possibility that it may benefit the spread of minority variants, while others (Tuten 2003, Moyna 2009) make a strong argument in favor of the interface between child and adult language acquisition in explaining the direction of change in situations of dialect contact. Diachronic accounts of New World Spanish (NWS) based on dialect contact theory (Fontanella de Weinberg 1992, Granda 1994, Parodi 1995, 2001) have traditionally favored the classical demography + structural (i.e., linguistic) simplicity koinéization approach. Given the considerable degree of refinement undergone by dialect contact theory in the past two decades, it is legitimate to wonder whether this standard historical account of NWS should be revisited.

In this presentation, evidence will be extracted from historical and archival sources to determine the conditions of dialect contact that explain the selection of certain linguistic features in colonial New Mexican Spanish during the late 17th century and the early 18th century. The analysis will be based on a corpus of transcriptions of 137 documents from the Spanish Archives of New Mexico. A qualitative analysis will identify specific features as typical of the different populations that came into contact following the resettlement of New Mexico after 1693 (i.e., native New Mexicans, Spanish-speaking settlers from central Mexico, speakers of Peninsular varieties, and speakers of Spanish as a second language). These data will be interpreted in the light of the available quantitative data on the provenance of the post-1693 settlers. It will be shown that dialect contact eliminated minority variants (/r/ → [ɾ], syncopated future) and created the conditions for the generalization of both conservative features (*haiga*, /x-/ < Lat. /f-/) and innovations (*yeísmo*, analogical imperfects). Although the typical factors of demographic weight and structural simplicity may account for most of these phenomena, other factors—such as the role of acquisition by first- and possibly second-language learners, as well as the importance of non-deterministic negotiation—cannot be ruled out. This research further refines the understanding of dialect contact in colonial New Mexico (Bills and Vigil 2008, Sanz and Villa 2011) and calls for the overall reinterpretation of the available data on dialect contact in NWS according to the recent findings on the directionality of language change in situations of dialect mixture.

Schwartz, Adam

When HL Learners Become a FL Problem: A Case of “Bad” Spanish

With implications for both teachers and researchers in mind, this paper intends to raise awareness of a silenced linguistic and cultural periphery in the Spanish foreign language (SFL) classroom: enrolled students who may be classified as native or near-native speakers. This eminent pedagogical challenge for basic-level SFL educators is hardly new, yet it is rarely articulated in professional literature (related exceptions include Lynch, 2008 and Potowski, 2002). The presence of native English-speaking students of Spanish-speaking heritage challenges the readily criticized yet institutionally implied “good” language learner model (Pomerantz, 2008). Such framework imagines and idealizes students of monolingual privilege to take a socially lateral move via his/her scholarly pursuits, one day “passing for” a monolingual, privileged speaker of the target language (Kramsch, 1997; Valdés, 1998). In contrast, “not-so-native” Spanish speakers, when acknowledged, are readily dismissed as racialized representatives of a local problem: Hispanic bilingualism, marked as linguistically impure and culturally deficient.

Data is taken from a longitudinal study that explored how White, monolingual U.S. college students of basic level Spanish position themselves as linguistic subjects—and, by proxy, negotiate race and culture given marked distances and differences with nativespeaking Others. A focal sampling of 12 classrooms, however, made present the academic and personal struggles of third and fourth generation Latinos on the tail end of inter-generational Spanish language loss. One such student, Aaliyah, lacked the encouragement and confidence in her bilingual abilities to enroll in heritage language coursework, yet performed poorly on exams and writing assignments as compared to her monolingual peers. Interview narratives and field notes from in-class participant observation aim to give authoritative voice to “silent wildcards” like Aaliyah who actively resort to FL curricula to re-learn a Spanish constructed/imagined as foreign, nonlocal and Eurocentric—in effect, a language re-appropriated and “dispossessed” (Aparicio, 2000).

Shappeck, Marco & J. Ryan Sullivan

Tone Alignment in San Juan Quiahije Chatino

San Juan Quiahije Chatino (SJQC) is a variety of the Eastern Chatino language spoken in the municipality of the same name in the Mexican state of Oaxaca, and like other Otomanguean languages features a robust system of lexical tone. SJQC, has been described as having fourteen tone categories, which Cruz (2011) suggests may be formed by sequences of tonal elements (L M H or the super-high 0) and the presence or absence of one of two

floating tones² (Table 1). Cruz's analysis posits an opposition between several unary tones whose pitch gently falls over the course of the syllable and a set of binary tones whose pitches either fall sharply or else rise with or without an elbow.

Table 1: *Some Tone Categories of SJQC (adapted from Cruz 2011)*

Shape	Tone	Comments	Shape	Tone	Comments
Level	[0]	Slight decline	Rising	[H0]	Steep rise
	[H]	Slight decline		[MH]	Steep rise
	[M]	Slight decline		[M^]	Slight rise
	[L]	Breathy		[LM]	Long, with "elbow"
				[L0]	Long, with "elbow"
Falling	[0L]	Sharp fall			
	[HL]	Sharp fall			
	[ML]	Sharp fall			

Production data based on one speaker and impressionistic judgments of the speech of others suggest that the difference between the elbow-less rising tones (H0, MH, M^) and the set of gently falling tones (0, H, M) may be better captured by an analysis which specifies not just the level of the associated tonal element but also the part of the syllable³ to which the tonal element is associated (Table 2).

Table 2: A comparison of the Cruz 2011 Analysis and the Tone Alignment Analysis

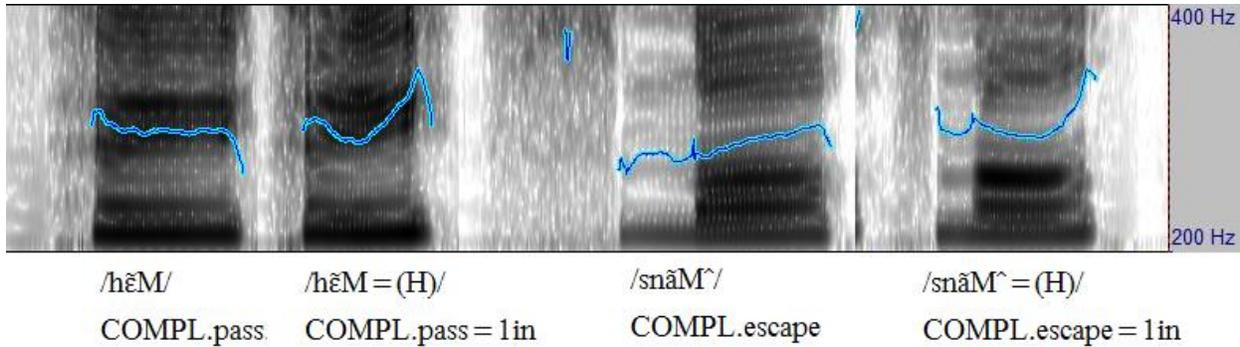
Shape	Cruz 2011	Alignment analysis	Shape	Cruz 2011	Alignment Analysis
Rising	H0	0	Falling	0	0
		TBU			TBU
Rising	M^	M	Falling	H	H
		TBU			TBU
Rising	MH	H	Falling	M	M
		TBU			TBU

There is some phonological evidence that these pairs may be treated as natural groups which behave similarly, which would follow from the Alignment Analysis since the tone categories in each pair contain the same tonal element but differ only in the placement of that tonal element. For example, there is a neutralization of distinction between tone pairs M and M^ and H and MH when serving as hosts to the first-person inclusive clitic =^(H) (Figure 1). A similar merger can be found in the first element of compound words.

Figure 1: The distinction between M and M^ is lost in complex tones.

² To simplify the presentation, the tone categories containing floating tones are not discussed here.

³ The TBU of Eastern Chatino is the stem (Campbell and Woodbury 2010), which due to a process of non-final vowel syncope is coterminous with the syllable in SJQC.



To investigate the verisimilitude of the Alignment Analysis, production studies will induce variation in tonal realizations by varying surrounding pitch contexts and speaking rate. To test the generalizations uncovered by the production studies, perception experiments varying the location and magnitude of f0 peaks will be used to test the hypothesis that varying the alignment of an f0 peak will alter the percept of a word as having either a 'gently falling' (early target) tone or a 'gently rising' (late target) tone.

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Sung, Ko-Yin

Chinese-Character Learning Strategies and Character Learning Performance among American learners of Chinese

Because of the complex nature of the Chinese written language to non-orthographic speakers, whose native language shares few common features with Chinese, recognizing and producing Chinese characters have been identified as some of the most difficult-to-acquire Chinese language skills. While current studies have identified strategies learners used to study Chinese characters, studies which sought to find effective strategies that may have resulted in superior character learning are scarce. Hence, the present study, which attempted to investigate commonly used effective Chinese-character learning strategies, is needed. This study attempted to answer the following research questions: (1) what Chinese-character learning strategies are most frequently used by first-year Chinese language beginners?; (2) what are the factors underlying the most frequently used strategies?; and (3) are there any linear trends between the most frequently used strategies and character learning performance?. The participants were 74 non-Chinese heritage language learners who were true beginners enrolled in the first-year Chinese courses at a university in Utah. Data collection included a character learning strategy inventory and the average grade of learners' quizzes. Factor analysis and multiple regression tests were conducted to help answer the research questions. The present study concluded with three major findings. First, the most frequently used Chinese-character learning strategies by the first-year learners of Chinese were six cognitive and one metacognitive strategies which focused on the memorization of characters' stroke, orthographic, phonetic, and semantics information. The second major finding is derived from the results of the factor analysis, which extracted two factors. The participants used the four strategies in the first factor to acquire stroke and orthographic knowledge of characters while the other three strategies in the second factor are related to acquiring phonological and semantics knowledge. The third major finding is that the learners who more frequently used the stroke-orthographic-knowledge-based strategies scored higher in their orthographical production-based written lesson quizzes. The four strategies emphasize the observation of the structure of characters and the practice of reading and writing characters repeatedly. However, these strategies only accounted for 6.8% of the learners' character learning performance.

Torrence, Harrold, Ivano Caponigro & Carlos Cisneros

Free Relative Clauses in Two Mixtec Languages

We investigate non-interrogative wh-clauses known as *free relative clauses* (FRs) in two Mixtec languages – Nieves Mixtec (N) and Melchor Ocampo Mixtec (MO). FRs are clauses like the bracketed one in *Luca tasted [what Adam*

cooked]. While the literature on Mixtec languages does document interrogative wh-clauses and relative clauses (Bradley 1970, Daly 1973, Alexander 1980, Bradley and Hollenbach 1988b, 1990, 1991, 1992, Macaulay 1996, Eberhardt 1999), we know of no reference to or description of FRs in any Mixtec language. We are not aware of any previous study on N or MO.

N is spoken in and around the village of San Juan Ixpantepec Nieves in the Silacayoapan district of western Oaxaca. Nieves Mixtec belongs to the Western Lowlands subgroup of the Mixteca Baja languages (Josserand 1983, Bradley and Hollenbach 1988a). MO is spoken in the town of Melchor Ocampo in Guerrero state (in the Alcozauca municipality) and belongs to the Guerrero group (Josserand 1983). Although there are no published linguistic materials that specifically deal with either language, there are studies on geographically close Mixtec languages. In particular, there is work on Silacayoapan Mixtec, spoken in the same district as N (North and Shields 1976, 1977, Shields 1988), and a dictionary and grammatical sketch for Xochapa Mixtec, spoken in the closest neighboring village to MO (Stark, Johnson, and Guzmán 2005).

We describe FRs and show that both languages make use of most wh-words found in interrogatives to form them. Both languages exhibit the three kinds of FRs attested cross-linguistically: (i) **definite FRs**, which distribute like definite descriptions (ex. 1-2); (ii) **existential FRs**, which occur in existential constructions (ex. 3-4), and (iii) **-ever FRs**, which occur as arguments or as clausal adjuncts (ex. 5-6).

The data from N and MO we present result from field work conducted with native speakers of Melchor Ocampo Mixtec in Lawrence, Kansas and native speakers of Nieves Mixtec in San Diego, California and Nieves, Oaxaca, Mexico. All elicitations were conducted in Spanish.

This paper contributes to the study of the Mixtec languages by investigating two Mixtec languages that were previously undocumented – N and MO. Further, the paper focuses on a specific kind of wh-clause – FRs – that was previously undocumented within the Mixtec family. Finally, the paper widens the typological picture of wh-clauses and their wh-words cross-linguistically (Haspelmath 1997, Cheng 1997, Caponigro 2003).

Definite FRs

- (1) jua*n* kutoo=ra [**ndyakua** ni kuva'a julieta] *N*
 Juan like.CON=3SG.M what CMP make Julieta
 'Juan likes what Julieta made.'
- (2) kux=i [**ndakuwa** xini=ũ] *MO*
 eat.POT=1SG what see.CMP=2SG
 'I will eat what you saw.'

Existential FRs

- (3) jua*n* koña'a [**ndyaña** kusia'a=ra] *N*
 Juan NEG.exist.CON what eat.POT=3SG.M
 'Juan doesn't have anything to eat.'
- (4) iyo [**ndakuwa** ya kuni=ndo kaxi=ndo] *MO*
 exist.CON what CL.IN can.CON=3PL.HUM eat.POT=3PL.HUM
 'They have something they can/want to eat.'

-ever FRs

- (5) jua*n* koña'a [**ndyaña** kusia'a=ra] *N*
 Juan NEG.exist.CON what eat.POT=3SG.M
 'Juan doesn't have anything to eat.'
- (6) iyo [**ndakuwa** ya kuni=ndo kaxi=ndo] *MO*
 exist.CON what CL.IN can.CON=3PL.HUM eat.POT=3PL.HUM
 'They have something they can/want to eat.'

Triano-López, Manuel

The Lexical Romanization of Caló: Language Engineering Informed by Social Psychology

This paper tests a socio-psychological approach to reversing the decline of Caló, the Romani-Spanish mixture spoken by the Spanish Roma. Documentation dating as far back as the 17th century shows Caló in its early stages as a combination of Romani lexicon with Spanish grammar that was largely unintelligible to monolingual speakers of Spanish. Nowadays, the wholesale adoption of Spanish words has homogenized the mixture to the point where Caló

is on its way to becoming another Spanish dialect. Based on the pertinent literature, a pilot study to be conducted in July of this year will test the strength of the attitude-behavior relationship as applied to Caló. Specifically, the study is expected to determine the extent to which Caló speakers' attitudes towards their language are linked to the growing presence of Spanish lexical items in their speech. A strong relationship would yield telling implications for the future of Caló, because any measures aimed at revitalizing its Romani heritage (standardization, official recognition, etc.) would most likely have to be sanctioned by the community before they could achieve their goal. In other words, a passive speaker commitment to the preservation of Caló would most likely hinder any attempts to wean the language off its increasing dependence on Spanish. This finding would direct language planners to include a persuasive component in their measures so that speakers might change their attitudes towards Caló. A follow-up project could then test whether certain attitude-changing models derived from Social Psychology could be extended to the lexical Romanization of Caló. Participants, Spanish-Caló bilinguals, will be asked to complete a two-part questionnaire. The first part will determine the degree of Castilianization of the participants' speech, whereas the second part will establish (1) their level of commitment to the institutional revitalization of Caló; (2) and their lexical loyalty, i.e., their affinity towards Romani words. A correlational analysis will be used to measure the degree of association between two variables (the participants' linguistic behavior and their attitudes). Values of the correlation coefficient r will be compared against those obtained in the literature on language attitudes for their correct interpretation. Results and implications for language planning in the area will be discussed.

Uber, Diane R.

El cambio del *usted* al *vos* en el español de Buenos Aires

Partiendo del marco teórico de la cortesía verbal, y los conceptos de poder y solidaridad, se presentarán los resultados de un estudio de las fórmulas de tratamiento en los negocios en el español de Buenos Aires, Argentina (ciudad y provincia).

Las formas de tratamiento reflejan los conceptos de respeto y cortesía en los ámbitos laborales. Se demuestra más respeto para dirigirse a interlocutores mayores o a los de rango más alto, expresado mediante el trato de *usted*. También se trata de *usted* con los desconocidos. La investigadora (quien tiene 58 años y es de los Estados Unidos) experimentó con el trato informal de *vos* con algunos empleados menores que ella, pero la mayoría de ellos siguieron tratando de *usted* a ella. Algunos empleados indicaron que son incapaces de emplear el *vos* con interlocutores que merecen respeto. Otros empleados siguieron tratándole de *usted* a la investigadora al principio, pero después de unos minutos, cambiaron al trato de *vos*. Se discutirán ejemplos de los que siguieron empleando el *usted* (una tienda de abrigos de cuero hechos a medida, una joyería, una peluquería, los conserjes de un hotel, y la asistente de presidencia de una empresa), además de ejemplos del cambio del *usted* al *vos* (una carnicería, el restaurante y bar de un hotel, y una terapeuta de masajes).

Las normas de cortesía dictan que el hablante debe acomodarse al interlocutor, lo cual puede manifestarse con el uso del *usted* respetuoso. Por otro lado, la cortesía puede manifestarse mediante el empleo del *vos* informal dirigido hacia los que comparten un estatus social semejante, o bien para demostrar confianza y solidaridad hacia el consumidor. Se presentarán ejemplos de marketing y publicidad para ilustrar estos tratamientos hacia diferentes públicos. Por ejemplo, las tarjetas del subte usan el *usted* para indicar que el pasajero debe conservar la tarjeta. Sin embargo, las propagandas que aparecen en la tarjeta (para una cadena de cines, una empresa de teléfonos móviles, una tarjeta de crédito, y una agencia de viajes) tratan de *vos* al consumidor, con quien el negocio desea establecer un reconocimiento grupal. Los individuales de papel de restaurantes informales que tratan de *vos* al cliente, mientras que se usa el *usted* en el individual de un restaurante que atrae a clientes mayores.

Sugiero que el *vos* de Buenos Aires expresa una especie de prestigio cubierto que comparten los hablantes del español porteño. Aunque algunos dicen que "el *vos* es malo", me felicitaron a mí cuando demostré que podía manejarlo con sus formas verbales. Es un marcador que representa la identidad porteña.

El cambio de tratamiento es otra manera de expresar la cortesía negativa y la cortesía positiva. El trato de *usted* se dirige a los clientes distinguidos, o al público en general, para indicar la cortesía negativa. El cambio al *vos* en el mismo documento de un negocio representa la cortesía positiva, dirigida hacia los hablantes porteños para indicar la unidad grupal.

Vergara Wilson, Damián

“The Spanish Language is a Big Part of My...”:

Attitudes toward Maintenance among First and Fourth Semester Spanish as a Heritage Language Students

This study examines the correlation between attitudinal dimensions of Spanish maintenance and social factors such as identity labels, gender, region and course level among a mixed group of both beginning (1st semester, N=166) and intermediate (4th semester, N=137) Heritage Language Learners (HLLs) at a large southwestern university. Utilizing a questionnaire based on the ones used by Mejías, Anderson-Mejías, & Carlson (2003) and Mejías & Anderson (1988), participants were asked to rate 12 items on a 5-point Likert scale. These items are proposed to index attitudes toward the value of Spanish maintenance and revitalization along extrinsic (instrumentalism and communication) and intrinsic (sentimental and language loyalty) dimensions. One of the main contributions of this study is the comparison between incoming students in the SHL program and students in their last semester. One of the chief findings is that there is a fundamental difference in the overall ratings of the different dimensions: 1st semester HLLs ascribed the highest aggregate ratings to the instrumental dimension of Spanish (4.1) whereas 4th semester students rated the language loyalty dimension as highest (4.4) and had the highest mean ratings across all 12 items together (4 vs. 3.6). This provides evidence that higher levels of proficiency correspond to a perception of Spanish as symbol of loyalty to the HLLs’ speech communities. One possibility is that, as students expand their bilingual range, they experience a development in the way they perceive their position in relation to the heritage language. At the same time, the two groups showed similarity by rating the sentimental dimension as third, and the communicative dimension as fourth in the overall averages. In order to reveal more fine-grained differences between the groups, an ordinal logistic regression was performed on the data which revealed that: a) there was no specific identity label in either group that had significant correlations with more than one attitudinal tendency, b) gender correlated with more attitudinal dimensions (instrumental, language loyalty, & communicative) among beginning students, whereas, c) the number of identity labels correlated with the most attitudinal dimensions among intermediate HLLs (sentimental, language loyalty, communicative). Beyond simply providing insight into the different ways that different levels of HLLs conceptualize Spanish, this paper also examines the implications that these findings have for SHL program considerations.

Vigil, Donny

A Constraint-Based Analysis of [b], [β], and [v] in New Mexico Spanish

In monolingual academic Spanish the voiced labio-dental fricative [v] occurs in very limited circumstances, however, in the New Mexico variety of Spanish in contact with English it occurs more frequently. In Spanish the voiced bilabial stop [b] and the voiced bilabial fricative [β] are allophones of the phoneme /b/, which is represented orthographically as *b* or *v*. In English the graphemes *b* and *v* are phonetically realized as a voiced bilabial stop [b] and as a voiced labio-dental fricative [v] respectively. Also, bilingual speakers of Spanish and English may have access to three different realizations of the grapheme *v*—two from Spanish [b] and [β], and one from English [v]. The language contact circumstances in a bilingual speaker may lead to the transference of the English phoneme /v/ to Spanish in place of either of the allophones, [b] or [β].

Cacoullous and Ferreira (2000) sought to determine if the variation of [v] in New Mexico was the result of archaism, language contact with English or hypercorrection. As part of their study they elicited data, using a list of 48 words based on word frequency, cognate status, and orthography from 18 speakers ranging in age from 18 to 60+. Framed within Optimality Theory and using the phonetic realizations of the 48 words from Cacoullous and Ferreira (2000), the present study offers a constraint-based analysis of the presence of [b], [β], and [v] in New Mexico Spanish. Attention is given to how OT may account for variation (Kager 1999, McCarthy 2002, Colina 2008, Colina 2009) and tableau are used to show constraint rankings, inputs and outputs.

Villa, Daniel J.

A Rose by Any Other Name...: Southern New Mexico Spanish

Bills and Vigil’s *The Spanish language of New Mexico and Southern Colorado: A linguistic atlas* represents a centrally important milestone in the study of New Mexican Spanish (NMS), unarguably the longest studied variety of U.S. Spanish. The authors establish the fact there are two principal dialects of NMS; one they label “Traditional Spanish” and the other “Border Spanish”. They express reservations about this terminology, but for the purposes of the *Atlas* adopt these labels. In the context of the volume, “Traditional Spanish” clearly delimits the variety spoken principally in the northern regions of the state and Colorado; the phrase “Traditional New Mexican Spanish”

(TNMS) is widely employed in publications in which such a context is not as clearly established. This usage appears to be unproblematic.

The phrase “Border Spanish” is another matter. The border between New Mexico and Mexico is a relatively recent creation, a result of the 1848 *Tratado de Guadalupe Hidalgo* and the 1853 Gadsden Purchase. As is the case with the greater region, Spanish speakers populated this area long before the current political boundary was established; as a popular phrase goes, “we didn’t cross the border, the border crossed us!” This presentation, then, offers an initial descriptive analysis of syntactic, morphological and semantic features of the Spanish spoken in Southern New Mexico during the 19th century during the period when the current border appeared and began its southern migration. The analysis is based on documents contained in the Amador Family Papers, part of the Río Grande Historical Collections at New Mexico State University. A central goal of this research is to establish the fact Southern New Mexico Spanish had emerged and was in place before there was a border between New Mexico and Mexico, and thus is not “border” Spanish.

Wemhaner, David

Morphological and Periphrastic Causatives in Q'anjob'al (Maya)

Q'anjob'al is a Mayan language spoken in Guatemala and by significant expatriate communities in Mexico and the United States. Q'anjob'al is an ergative/absolutive language with VSO word order. There are discrete sets of ergative and absolutive agreement clitics that mark the verb. There is no inflectional noun morphology, so case must be determined from these agreement clitics.

There are two grammatical ways to derive causative structures in Q'anjob'al: through periphrasis with a verb 'a' 'make, give' and morphologically with a causative suffix that derives a transitive verb with the verbal suffix *-tzej*.

x-w-a' b'ey naq
inc-1.sg.a-make walk 3.cl.m
'I made him walk'

x-in b'ey-tzej naq
inc-1.sg.a walk-caus 3.cl.m
'I made him walk'

The presence of both of these structures with comparable meanings in the same language affords an opportunity to compare the argument structures of each formation directly. The periphrastic construction has been analyzed in detail in previous work (Mateo Toledo 2008). My analysis confirms this previous work, and builds on it by investigating the morphological construction. I find that there are significant position and structural restrictions with regard to the morphological construction, while the periphrastic construction occurs virtually without limit.

The typical verbal clitic group template in Q'anjob'al is [Asp-Abs-Erg-V-X] (where X indicates a variety of other verbal suffixes). One example of the differences found between the two constructions is that the periphrastic construction can act as a single verb, with nothing intervening between V1 and V2, or with each verb taking its own agreement markers (although aspect is exceptionlessly only marked on V1). However, the morphological causative only allows one agreement clitic to precede--always the ergative marker, unless there is no ergative marker, as can occur in the third person, in which case the absolutive marker precedes the verb. If blocked, the absolutive marker follows the verb, but in its clitic allomorph, not the stress-taking standalone form, which is required with all normal verbs in situations when pronouns follow the verb.

All the data for my study was elicited from a native speaker of Q'anjob'al. These new data confirm previous findings with regard to the periphrastic causative construction. My elicitations show that the morphological causative is somewhat more restricted in the types of verbs it can take. The causative constructions are asymmetrically recursive, that is, a morphological causative can be the second verb in a periphrastic construction but not vice versa. Finally, any of the verbs in these constructions can be made passive, affecting that verb's semantic agent, regardless of its syntactic role. All of these effects, combined with the position and type of agreement morphemes described above, allow for a detail analysis and comparison of the argument structure of these constructions.

Woods, Michael

¡Cabal!: Reflections on Language and Identity of Second Generation Salvadorans in Oregon

This pilot study looks at the diverse experiences of 2nd generation Salvadorans in Oregon within a situation of dialects in contact, in this case, Salvadoran and Mexican-American Spanish. Hernández (2002, 2009), Lipski (1988, 1989, 2008), Parodi (2003, 2004), Raymond (forthcoming), and Woods & Rivera-Mills (2010, forthcoming) have conducted similar studies, but a research lacuna exists regarding 2nd generation Salvadorans in the Northwestern Region of the United States. Using a social-networking approach with semi-structured sociolinguistic interviews coupled with ethnographic observations, the experiences of 2nd generation US born Salvadoran (*testimonios del parto*) and 2nd generation Salvadoran born (*testimonios de cruce*) are compared and contrasted. In addition, this study explores attitudes surrounding notions of Salvadoran identity and language as well as towards learning Spanish in a classroom setting, which often reflects linguistic features and ideologies of the established Mexican-American community. Initial findings point to a strong maintenance of Salvadoran lexicon, but with an acquired linguistic pool of Mexican-American lexical items given the sociolinguistic profile of the established Latina/o profile in Oregon.