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# Abstract booklet

**Danielle Alfandre (Arizona State U – Lake Havasu)**  
***Enhancing English with Linguistics***

As students enter a university, they are generally placed into English 101, a composition class. Upon completion of 101, students progress to English 102 which concentrates more on critical reading and writing. There are some students, however, who have ACT or SAT scores that indicate they will not succeed in English 101. As they are admitted to Arizona State University Colleges at Lake Havasu, students with an English ACT score of less than 19 and a verbal SAT score of less than 470 are placed into an additional class, Enhanced English. This two-credit class is intended as a supplement to English 101.

In Fall 2012, Enhanced English had a total of 8 students. The students were both male and female, between 17 and 20 years old, and all but one were native English speakers. For two hours a week, the course consisted of general linguistic concepts. They did not do grammar drills; they learned how English works. For example, the students worked with words, determining the roles of each part of speech and how they interact with each other. For example, the prescriptive *don't end a sentence with a preposition* makes sense when it is clear that prepositions are followed by noun phrases. They, then, moved on to sentences. In English, they were told, basic sentences are subject, verb, object. After some practice with this, they now had the tools to determine where coordinating conjunctions should be placed, to identify fragments and run-ons, and to properly punctuate their sentences.

Each of the 8 students successfully completed both English 101 and Enhanced English with a C or better. All of them progressed to English 102 in the Spring 2013 semester where they were no longer separated from those who took English 101 without the enhancement. All but one of those eight students earned a C or better in English 102. Incidentally, two of the enhanced students were the top two students in their English 102 class.

These results are a strong indication of something that linguists already know. Understanding the concepts of linguistics is essential for everyone, but especially important for students who struggle with the translation of their everyday speech into an academically appropriate expression of their thoughts



**Pamela Anderson-Mejías (U of Texas – Pan American)**  
***Using Student Responses to Improve Online SLA***

In the late 90s use of the online delivery systems for second language acquisition and language teaching/learning considered networking as potentially the greatest strength of the online environment (Swaffar et al). In the late 2000s the focus moved to computer mediated communication for online L2 learning and expanded "networking" to telecollaboration (Dooly

2008). As theorists more recently have deconstruct SLA, recent notions of cognitive vs. social learning have begun to move toward a unified system recently called Practice Theory by Young & Astarita in the Language Learning supplement (March 2013). How might this connection of theories and online second language teaching/learning interact? This paper presents data from student evaluation of second language courses which were taught using two types of online mediated learning and a variety of modes of presentation for second language learning in English or Spanish. The data were collected anonymously and confidentially from 46 different courses where language was the focus at one university. Approximately one half of the courses were hybrid and the other half entirely online in delivery. The types of activities which led to greatest learning, as perceived by the students, are described and placed within the theoretical frameworks of excellence in online education as well as of SLA praxis particularly with reference to a more unified model of language acquisition/learning.



**Alba Arias Álvarez (U of Massachusetts)**

***El paradigma nominal: la concordancia de género en la comunidad hispanohablante de Nueva Inglaterra***

En muchas comunidades bilingües, la supervivencia de las lenguas minoritarias acarrea cambios en el propio sistema lingüístico. Éste es el caso de los Estados Unidos, donde las investigaciones sobre la situación del español revelan una serie de modificaciones debidas a la fuerza que impone el inglés, la lengua dominante (Anderson, 1999:389). Uno de los aspectos afectados es la concordancia en el sintagma nominal. Sus efectos en la transferencia lingüística de las comunidades bilingües ha sido estudiada ampliamente (Chaston, 1996; García, 1998; Foote, 2006) bajo dos perspectivas distintas: la adquisición de segundas lenguas (Anderson, 1999), o la simplificación gramatical y léxica que conlleva una situación de contacto (SilvaCorvalán, 2000).

Los latinos suponen el 10% de la población de Massachusetts. El estudio de su dialecto es crucial para contribuir a la discusión general del español utilizado por inmigrantes y hablantes de herencia en EE.UU. De este modo, este proyecto tiene como fin aportar conclusiones sobre el uso de la concordancia de género en las combinaciones de artículo, adjetivo y nombre entre esta comunidad hispanohablante. A partir de análisis estadísticos, pues, se describen y analizan las influencias morfosintácticas y sociolingüísticas que condicionan la concordancia. La variable dependiente la constituye la dicotomía concordancia/discordancia y las independientes las conforman el dominio, el género, el tipo de sustantivo, el tipo de artículo y la terminación ortográfica-fonémica del nombre. Para el estudio se analizan 8 grabaciones (4 de hablantes de herencia y 4 de inmigrantes) de una media de 45 min. cada una, que se documentan en The New England Corpus of Heritage and Second Language Speakers. Se predice que los hablantes inmigrantes son más precisos en cuanto a la concordancia de género que los de herencia, ya que

como demuestran trabajos previos, el grado de desgaste suele ser directamente proporcional a la edad de comienzo del bilingüismo y de la exposición continuada a la lengua dominante de la sociedad (Montrul, 2008).

Los resultados revelan que, en efecto, los hablantes de herencia cometen muchos más errores que los inmigrantes. Frente a lo que se esperaba, no se documentan más errores de concordancia con el artículo definido, sino con el indefinido. Asimismo, en ambos casos, las discordancias son más frecuentes entre sustantivos y artículos que entre sustantivos y adjetivos u otro tipo de cuantificadores. Además, se encuentran más confusiones con sustantivos femeninos, así como con sustantivos animados. Finalmente, lo general es que los hablantes de herencia tengan problemas con sustantivos que no siguen la terminación prototípica. Por tanto, este estudio evidencia que la concordancia en el sintagma nominal se ve afectada entre la comunidad hispanohablante de Massachusetts y que la motivación del cambio no ocurre de manera azarosa, sino que existen factores específicos, lingüísticos y sociolingüísticos, que lo explican.



**Jennifer Barajas (Ohio State U)**

***Internal and external factors on unstressed vowel raising in Michoacán Spanish***

This paper presents new data that allows for a thorough analysis of unstressed mid vowel raising in rural Michoacán, Mexico. This process refers to the realization of /e,o/ as [i,u], respectively, in unstressed post tonic positions, such as in *hace /ási/*. Previous studies briefly mention this phenomenon (e.g. Moreno de Alba 1994, Parodi and Santa Ana 1997), but do not explore the contexts that influence raising. I present an acoustic analysis of these mid vowels to analyze the linguistic and external factors that condition variable raising in Michoacán Spanish.

Most studies on vowel raising in Spanish focus on Puerto Rico. Navarro Tomás (1948) found that high tonic vowels and preceding palatal consonants favored raising in this variety. However, Holmquist (1998, 2005) and Oliver (2008) more recently found additional linguistic and external factors, such as type of stress, grammatical category, occupation, and mobility of the speakers, to be significant. Previous studies on Mexican Spanish mainly focus on unstressed vowel reduction (UVR). This is the reduction of duration or voicing of unstressed vowels, which is a distinct process from raising. Canellada and Zamora (1960) found that UVR is most common next to voiceless consonants, especially /s/. Delforge (2008) analyzed UVR in Peru, where the weakening process was equally likely to occur in contact with any voiceless consonant. Closed syllables with /s/ and word final position also favored UVR. In the current project, I view unstressed vowel raising, alongside UVR, as an instance of vocalic weakening. Examining vowel raising within the weakening framework allows me to make several hypotheses: I expect to find more vowel raising in closed syllables and in longer words.

The present study examines the correlation of raising with linguistic and external factors by performing an auditory and acoustic analysis of the unstressed mid vowels from spontaneous speech. For the auditory analysis, I categorized every vowel token as either raised or non-raised, and for the acoustic analysis, I measured the first two formants for each target vowel. I considered the following linguistic factors: frontness of the vowel, previous stressed vowel, open vs. closed syllable, and number of syllables in the word. The external factors, gender, occupation and mobility, were used to create open and dense networks.

Preliminary results suggest that the front mid vowel, /e/, is significantly more likely to be raised than the back mid vowel, /o/. The opposite is true for Puerto Rico. A preceding high tonic vowel also favors raising, which suggests that the palatal nature of the stressed vowel influences the articulation of the mid vowel. Closed syllables favor raising, which is also a position where UVR is more likely in Andean Spanish, supporting my weakening analysis. Furthermore, there is an effect of the number of syllables in the word, which additionally supports the idea of viewing vowel raising as a weakening process. As for the external factors, raising is more prevalent in speakers from open networks. In summary, this study shows that there are specific linguistic and external factors that condition vowel raising in Michoacán.



**Flavia Belpoliti, María Pérez (U of Houston)**

***Pragmatic Content in a Medical Spanish Course: Challenges, Needs and Answers***

A review of medical Spanish textbooks yields an abundance of dictionaries and phrase books headed with the words ‘Quick!’ or ‘Easy!’ It is therefore not surprising that Spanish learners coming from the health professions expect ‘learning Spanish’ to be a simple task they can complete after only a few weeks of study. However, it is clear that a Medical Spanish course that focuses solely on lexical items and fixed phrases neglects fundamental factors for effective communication: knowledge and understanding of the culture in the context of health and disease; traditional and alternative medicine practices; variation in communicative patterns according to country of origin and socioeconomic group; and subjective interpretations of disease beyond concrete symptomatology. It also falls short on the finer nuances of language which constructs formal and polite forms of address and sets the tone of the interaction.

This presentation will describe the development of an advanced course of Medical Spanish implementing cultural content and pragmatics as core elements, moving beyond what textbooks offer and providing students with a deeper understanding of Spanish language use in the context of the health field. In addition, this presentation will show the results of a short written activity designed to analyze learners’ management of the ‘giving advice’ speech act and its linguistic realizations (Locher, 2006; Fuentes Rodríguez, 2009). The activity was presented as part of a general assessment where 50 students provided different grammatical structures in

order to complete the task. The students' answers to this activity clearly indicate the need for a stronger pragmatic approach that highlights the situational and sociocultural variation encountered in health care settings. This approach also emphasizes the role of critical reflection and increases language competence beyond professional terminology and fixed expressions, centering the learning process on the complex interactions between patient and health care provider.



**Encarna Bermejo (Houston Baptist U)**  
*A Medical Spanish Course at a Southwestern University*

Over the past few decades the Spanish speaking population has grown tremendously and healthcare providers in many areas of the country are challenged to communicate with this expanding patient population. Published literature supports concerns about how “language barriers in health care constitute a significant problem both for the health status of minority language communities and for the health care system itself” (Martinez, 2011) Consequently, higher education institutions in the United States are struggling with whether or how they should teach specialized Spanish courses to enhance communication between providers and patients (Greek, 2006; Shin, 2003; Wilson, 2005). This paper presents the context, rationale, curriculum, and evaluation of a Medical Spanish course at a large university in the Southwest.

In 2012, I conducted a needs survey, soliciting input from faculty, biology, and nursing students. The survey found that students were strongly interested in maintaining previously acquired Spanish proficiency skills while learning Medical Spanish. The course targeted intermediate/advanced Spanish speakers; and was designed to provide the students with the specific vocabulary, structure and cultural awareness to effectively communicate with the growing Spanish-speaking patients in an international medical setting. The knowledge and skills developed in this course will benefit future health care majors and minors by preparing them to adequately convey, produce, evaluate, and mediate oral and written health messages in Spanish.

The main goal of this course was to introduce Medical Spanish language skills in the classroom and to implement the use of these skills with native Spanish speakers in an immersion setting. Curriculum included didactic coursework, simulated patients, socio-cultural talks, clinical skills rotations at sites serving Latinos, and a service-learning activity. Fifteen students complete one semester of medical Spanish organized around 75-minute sessions conducted twice weekly by a Spanish instructor (PhD). Emphasis was placed on realistic situations and specialized vocabulary that a health professional requires on a day-to-day basis to effectively communicate with patients. The instructor led clinical role-playing scenarios, which highlighted patients' anatomy, chief complaint, present illness, past medical history, review of

systems, social and family history. Furthermore, a cultural component to the course was included and discussed during the semester. All students completed five hours of service learning activities at a local hospital.

During the semester formal and informal assessment were utilized. Assessment involved an oral presentation about a communicable disease or an environmental health issue for Hispanics, a word recognition instrument, translations from Spanish to English and vice versa, interpretation, vocabulary quizzes and a short research paper on an aspect of the healthcare needs of Hispanics in the US.

This paper contributes to our understanding of the level of Spanish fluency required for competent language-concordant clinical care; and to understand if target learners benefit from this course.



**Sheryl Lynn Bernardo-Hinesley (U of Massachusetts)**  
***Cavite Chabacano Anaphors***

According to Givón, discourse consists of thematic units (1983: 7). A thematic unit is a series of clauses and within it, it is most common for a participant or participants, the grammatical subject, to be recurrent and continuous (Givón 1983: 8). In turn, the recurring participant can be coded as the primary topic. Accordingly, cohesive markers are utilized to build cohesion within discourse.

The primary focus of the study is the anaphoric forms used to maintain the continuity of a topic in Caviteño. Despite having been studied considerably in different languages (Bentivoglio 1983, Brown 1983, Hinds 1983, Nagaya 2006a, 2006b), topic continuity in Caviteño discourse has never been analyzed. Caviteño is one of the six varieties of Chabacano which is the Spanish-based Creole spoken in the Philippines. According to the 1995 Philippine National Census, there are only 34,215 people who speak the dialect as their first language, which leaves the impression that this variety is in danger of extinction (Ogiwara 2002). Its remaining speakers currently reside in the Manila Bay zone, in particular, in Cavite City in the province of Cavite. Using two of the three discursive measurements formulated by Givón (1983: 12), referential distance and potential interference, I will argue that in Caviteño, the greatest continuity is achieved by ellipsis when there is only one animate or inanimate referent and that pronominalization is employed when there are two or more animate or inanimate referents. The data analyzed are based on two transcribed conversations between two native speakers of Caviteño.

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### **Shayra Burgos García (Tulane U)**

#### ***Is this the right image? Integrating multimodal signs in bilingual language processing***

A large sum of studies in neorolinguistics has been focused on variables on time and spatial location of semantic and syntactic processes. This research is focused on the online semantic processing of noun phrases in bilingual speakers. A multimodal semantic-anomaly paradigm time-locked experiment, where the incongruous condition was presented by a non-matching image following the linguistics stimulus (noun phrase), was designed to measure the reaction time while measuring the electrical activity on the scalp with with a 128-electrodes net.

The purpose of this study is to compare the processing of the phrases in the first and second language, and to observe the difference in the reaction to the semantic anomaly in both languages. Other variables to be considered in the analysis of the data will be the age of the

second language learning and the levels of proficiency. The results will be considered in terms of the behavioral results, on the time of response and accuracy of the answers, and the analysis of the brain activity collected. The event-related potentials (ERP) method will be used to analyze the data collected in the form of electroencephalography (EEG). An ERP is a small change in the electrical activity of the brain recorded from the scalp and elicited by some internal or external event. A particular language-related ERP, the N400, will be analyzed. The N400 is an increased negativity that spike on the signal around the 400 milliseconds after the onset, and is said to be related with lexical-semantic processes and integration of meaningful contexts. The purpose of the ERP analysis is to observe if an N400 effect can be elicited by multimodal semantic integration when a text is associated with an image, in the tradition of the association of the signifier and signified. In general, if there is an observable change in the signal when presented by a phrase like ‘el carro azul’ followed by an image of a blue car versus when it is followed by an image of a green house, either in the speakers first or second language. The languages used for this test were English and Spanish.

The developing of neurolinguistic research in the studies of bilingualism is crucial in the understanding of the nature of language processing and production. The more information we gather on the bilingual brain the better improvements can be achieved in many fields, like education and the treatment of neurological language-related conditions.



**Munia Cabal-Jiménez (Western Illinois U)**

***“Handá, vete, quitate de aquí, que tengo que hablar en secreto con Manuela y no combiene (sic) que vos lo oigás.” A historical perspective on the variation of second person singular pronouns: evidence from Costa Rican Spanish.***

The variation in the use of the address forms in Spanish has been, recently, the subject of various synchronic studies (Newall, 2012; Michnowicz & Place, 2010; Millán, 2010; Thomas, 2008; González Vega, 2005; and also Castro Mitchell, 1991.). Very little attention has been given to the variation from a diachronic perspective, giving the impression that the alternation on the use of the second person singular pronouns is only a recent phenomenon (for recent studies on diachronic variation see King, 2006; Cabal-Jiménez, 2013).

This presentation will offer a historical perspective on the subject to demonstrate that variation on the use of these forms has been present in Spanish and it has been part of the linguistic competence of speakers of certain varieties of Spanish for a couple of centuries: examples of Costa Rican colonial Spanish are offered to illustrate this point . The examples are taken from a small corpus of letters and excerpts from manuscripts from the 17th to the 19th centuries.

The analysis is of qualitative nature, it employs internal variables such as subject, verb, and direct and indirect objects and also three external variables (gender, generation and century). Of particular interest is the analysis focused on generation and gender and the face of the participants in the communicative exchanges. Factors such as the type of relationship, the type of interaction (what are they doing when the variation occurs) and the notion of the identity of the interlocutor and face are analyzed as the factors that prompt (and explain) the alternate use of the forms (Brown and Levinson, 1978-1987; Spencer-Oatey, 2007).



**Laura Callahan (City U of New York)**

***Humor or racist discourse? Mock Spanish and what it means for second language learners and users of Spanish***

Mock Spanish is a register in which Spanish words or phrases are used in otherwise English language texts or utterances to evoke humor, often indexing an unflattering image of Spanish speakers. This paper examines the occurrence of Mock Spanish in mass media, of interest in part because its use there cannot be mitigated so much as is possible in private speech by factors such as the speaker's or writer's intentions or relationships with addressees. Participants in previous studies have cited these factors as potential attenuators of Mock Spanish's offensiveness. Mass media is also of interest for its role in the reproduction of elite discourses.

Examples of the phenomenon of Mock Spanish will be shown, organized into the subcategories of semantic derogation, euphemism, affixation of Spanish suffixes, bold mispronunciation and hyper-anglicization. The data come from newspaper, television, and film, with a couple of supplementary items from ordinary citizens' blog entries. With the exception of a few tokens from as early as 1996 and subsequent years, most of the tokens were collected within the past twelve months.

Concepts that are essential both to understanding the notion of Mock Spanish as well as to the very existence of this phenomenon will be discussed. Such concepts include race and ethnicity, racialization and ethnicization, racism and racist speech, stereotypes and indexicalization, and finally, humor: its mechanics, symbolic violence, mocking, ethnic humor, offensiveness, and intent versus effect.

The objective of this presentation is to further engage the question of Mock Spanish as a form of racist discourse, and to examine the implications for those who are users of Spanish as a second language or are in the business of training second language users of Spanish. For those students and administrators who can be convinced of the value of learning a language other than English, the conclusions of this presentation underline both the ultimate rewards of learning a language well, and the dangers of allotting too little time to this endeavor. In other words, a little

may not be better than none at all, and for those who persevere, the compensation may be increased respect for oneself and others.



**Rebeka Campos-Astorkiza (Ohio State U)**

***Exploring variability in Spanish sibilant voicing assimilation***

This study experimentally analyzes sibilant voicing assimilation in Spanish, i.e., the assimilation in voicing of /s/ before a voiced consonant ([rázgo] vs. [rásko]). We argue that it is only by exploring the effects of both prosodic and segmental material, and their interplay, that the nature of this assimilation can be understood. We show that the variable degree of sibilant voicing is dependent upon a series of factors including the location of stress, the manner of articulation of the triggering consonant, and the presence/absence of prosodic boundaries. Based on our results, this assimilatory process is modeled as the result of blending of the glottal gestures for the adjacent voiceless and voiced sounds, and for this reason, the degree of voicing is influenced by segmental and suprasegmental information.

Some earlier studies on the phenomenon show the variable character of this process (Romero 1999, Schmidt & Willis 2010), although the precise conditionings have not been thoroughly explored. Here, we adopt the theory of Articulatory Phonology (AP) to guide our methodology and formally frame our results. Assimilation within AP derives from increased gestural overlap among adjacent gestures due to changes in gestural magnitude and timing (Browman & Goldstein 1989). This conceptualization makes certain predictions about what factors might be relevant in voicing assimilation. We explore the role of stress and prosodic boundaries, which influence the duration and magnitude of gestures, and the manner of articulation of the consonant initiating the assimilation, which has been shown to influence the degree of voicing blending (Recasens & Mira 2012).

Two experiments were designed in order to obtain production data from 10 speakers of northern Peninsular Spanish. The stimuli consisted of a series of sentences, which included the target /s/ and triggering consonants in different environments: pre-tonic, tonic or post-tonic; within word, across words or across an intonational phrase boundary (see some sample stimuli in [1]). In addition, the triggering consonant could be an obstruent, a nasal or a lateral. Three acoustic cues to voicing were measured: preceding vowel and fricative duration, and voicing during frication. The percentage of voicing during frication was used to categorize each token as unvoiced, partially voiced or fully voiced. The results show that the three factors under study, stress, manner of articulation and prosodic boundaries, influence the degree of /s/ voicing. Let us focus on the results for stress.

Previous studies on the effect of stress on other (de)voicing phenomena in Spanish failed to get any results using a binary stressed vs. unstressed distinction (Gonzalez 2002, Torreira & Ernestus 2011). In the current study, different stress configurations are analyzed (see [1]), allowing us to distinguish between different patterns and explore stress effects in more detail. Within words, where /s/ can be in the tonic or pre-tonic syllable, there are no effects of this factor. However, across words, where /s/ in post-tonic positions can also be analyzed, stress shows a significant effect on the degree of voicing. /s/ in post-tonic positions, i.e., with a preceding stressed syllable and a following unstressed syllable (e.g. *tápas durítas*), shows the highest amount of voicing, significantly more than all other stress configurations. We argue that this is the case because post-tonic positions are the weakest positions, with correspondingly shorter gestures, and are more prone to greater overlap from adjacent gestures (cf. Cole et al. 1999). Our results are evidence that in Spanish, the relevant position to see any effects of stress on segmental material is a truly post-tonic location, right after a stress and without a following one.

(1) Sample stimuli

*Across words*

<i>Target /s/</i>	<i>Trigger consonant</i>	<i>Stimuli</i>	<i>/s/ location with respect to stress</i>
stressed	stressed	papás duros	tonic & pre-tonic
	unstressed	papás durítos	tonic
unstressed	stressed	tápas duras	post-tonic & pre-tonic
	unstressed	tápas durítas	post-tonic

*Within words*

<i>Target /s/</i>	<i>Trigger consonant</i>	<i>Stimuli</i>	<i>/s/ location with respect to stress</i>
stressed	unstressed	rásgo	tonic
unstressed	stressed	rasgué	pre-tonic

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**Holly Cashman (U of New Hampshire)**

***Intersecting communities, interwoven identities: Spanish, English and forging a queer latinidad in the US Southwest***

Queer individuals exist in every facet of our society; we come in every race, class, and gender, and are of all ages and abilities. However, the dominant queer rights movement, which marks its beginnings with the catalytic Stonewall riots of 1969, still exhibits many racist and sexist traits. Because the queer movement has historically been so heavily focused, led, and defined by white individuals (usually cisgender male-identified), white queerness has infiltrated subaltern communities and altered the experiences of queer people of color. One of the most visible examples of this white male influence is the notion of “coming out of the closet,” or the public announcement of one’s queerness. Because of the unequal transmission of patterns and norms, from white Euro-American culture to non-white cultures, coming out has become an “essential” step in being queer, even when it conflicts with cultural expectations. Queer Chicanas/Latinas still face a unique set of challenges when navigating the racist, heterosexist, patriarchal, and generally oppressive systems in the U.S., even within social justice movements who claim to work in their favor.

Scholars such as Gloria Anzaldúa, Cherríe Moraga, Chela Sandoval, and Emma Pérez, among others, spearheaded the first wave of queer Chicana/Latina literature, which challenged white queer homogeneity. Their work has continued to form the foundation for queer Chicana/Latina scholarship, but even now, nearly thirty years after the most widely recognized large-scale publications by queer women of color, there is little recognition, visibility, or acceptance within both the queer and Chicana/o communities for queer Latinas/Chicanas.

This paper will provide a collection of coming out narratives that challenge the dominant notion and experience of “coming out.” The practice of *testimonio*, or critical reflection of uncensored personal narratives, has been an important part of the Chicana feminist movement and will form the central method of this study. It will explore the rhetoric around the importance and history of coming out as well as the power in challenging these narratives in an effort to promote social justice. By documenting the coming out stories of queer Latinas/Chicanas and analyzing them with a critical and social justice lens, we may begin to deconstruct the obstacles which currently complicate diverse experiences of being and feeling queer.



**Juan Colomina (U Texas – Austin)**

***Scope and Partitivity of Plural Indefinite Noun Phrases in Spanish***

Some recent analysis about the semantic and syntactic properties of ESpanish plural indefinites noun phrases (such as those that include bare plurals and *unos*) claim that they do not discriminate between partitive and non-partitive scenarios. The reason that critics assert the claim is that, unlike *algunos*, the scope of bare plurals and *unos* include always a totality of things denoted (Gutiérrez-Reixach 2001, Martí 2008). Hence, the truth-value of these kinds of sentences is invariant because they always refer to an "all-things" factor. Differently, according to critics, plural indefinite noun phrases that include *algunos* induce a partitive effect. (This can be extended to BPortuguese *alguns* and *uns*).

I disagree. I will defend that, as *algunos*, the scope of bare plurals and *unos* also induces partitivity. Borrowing from contemporary philosophy of language, this paper analyzes these types of words as including unarticulated constituents (Perry 1986). An unarticulated constituent is a term implicit in the sentence that complete the truth-value of the proposition uttered. In other words, they implicitly suppose the scope that the speaker is talking about, in this case, the partitive effect that bare plurals and *unos* refer to. According to this view, then, plural indefinite noun phrases that include bare plurals and *unos* solely refer to the things that the speaker has the intention to refer. Consequently, truth-value of these kinds of sentences is relative to the centred-world that the speaker is talking about. That is, they are context-sensitive more than semantically embedded because their scope can change across worlds.

To demonstrate the argument, the paper will attend to some controversial sentences. According to the semantic view that I argue against, sentences such as

- (1) La mafia soborna a los políticos (the Mafia bribes to the politicians)
- (2) La mafia soborna a unos políticos (the Mafia bribes to UNOS politicians)

induce a non-partitive effect because the bare plural "políticos" and *unos* refer to all the politicians on the face of the Earth.

Differently, a sentence such as

(3) La mafia soborna a algunos políticos (the Mafia bribes to ALGUNOS politicians)

induces a partitive implicature because *algunos* refer to some politicians, but do not refer to others.

According to my pragmatic context-sensitive view, bare plurals and *unos* are unarticulated constituents. They should be analyzed as referring to the particular, relevant part of individuals that the speaker has the intention to refer. Sentences such as (1) and (2), therefore, presuppose a partitive effect that just refers to the politicians that are really bribed by the mafia. The conclusion, therefore, is that these kinds of words behave as quantifiers, and they should be analyzed differently relative to the context in which the speaker is involved. An analysis of the notion of Speaker Point of View (a parameter that specifies the relevant centred-world and completes the truth-value of the sentence that includes some of these modal terms) is required, and completes the basis of the paper's arguments.

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**Angelo Constanzo (Bloomsburg U)**

***On an alternative view of Romance verbal classification***

Nearly all descriptions of the verbal morphology of any Romance language include the traditional, standard view of the conjugational class system – three or four large classes whose differentiation nearly completely depends on a distinctive theme vowel present in some forms (e.g., Spanish *hablar* ‘speak’, *comer* ‘eat’, *mentir* ‘lie’), along with a handful of “irregular” verbs either pushed to the

peripheries of one of the classes (e.g., Spanish *venir* ‘come’ is often referred to as “an irregular verb of the –ir conjugation”) or of the system as a whole.

Despite the prevalence of such descriptions, a close examination of the details of the verbal conjugation of any Romance language shows them to be deeply flawed. Clearly, all Romance languages have many more distinct conjugational patterns than three or four, which under the view described above, requires the establishment of sub-classes within the traditional conjugational classes.

An examination of these subclasses (as well as cases of language change over time) calls the assumption that the theme vowel is primary in verb classification into doubt. For example, the Spanish verbs *tener* ‘have’ and *venir* ‘come’ would be considered to be of different classes due to their different theme vowels. However, despite the difference in theme vowel, these two verbs share several other features of conjugation (e.g., a diphthongized root vowel in some forms, a non-etymological velar consonant in some forms, etc.) that are not found throughout the system. If we assume that theme vowel is the primary determinant of Spanish verbal classification, then these other similarities are essentially ignored. Evidence from analogical change shows that speakers clearly do not ignore such similarities, and if speakers do not ignore them, neither should the linguists aiming to accurately account for the phenomena present in their language.

In this paper, I present an alternative model of Romance conjugational classes influenced by work on similar issues in morphological categorization (e.g., Dressler 2003), on unrelated linguistic issues (e.g., Gross 1979), as well as on non-linguistic issues (e.g., Wittgenstein 1967). This model allows for similarity to be judged on a variety of features simultaneously, and for different conjugational patterns to be clustered around features they share. Data from non-standard Spanish, Catalan and Balkan Romance dialects demonstrate the ability of this model to avoid the incorrect predictions of traditional accounts. These data not only show this model’s ability to acknowledge all of the data in question, but inter- and intra-speaker variation and the effects of analogical change over time as well.

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Melissa Crocker (Oregon State U)

*Leaving the Closet: Coming out Narratives of Queer Chicanas/Latinas in The United States*

*“Mi amor, soy tu tia anita, te deceo lo mejor en todo loq hasas, te respeto, te amo, y estoy muy orgullosa de ti. De niño te cuide, de adolescente te perdi la pista, pero hoy de corazon te digo qt felicito por luchar x loq quieres en la vida. Buscame mi amor. Y muchas felicidades!! Estas guapisima.”*

The above message of support posted on the social media site Facebook on the page of a contestant in the Miss Phoenix Gay Pride 2013 pageant, a competition of drag queens vying to represent the LGBTQ community in what is perhaps the community’s most visible event of the year, the Gay Pride Parade and Festival. The contestant, who came to the U.S. from Mexico at a young age and is bilingual in Spanish and English, represents a gay, Latino organization founded by two Mexican immigrants. The message, written in Spanish by a relative, underscores the strong familial bonds that many times survive a family member’s coming out (i.e. publically affirming a gay or lesbian identity), and it highlights how people may move in and out of communities and social networks as they migrate and/or assert new identities (“te perdi la pista”). It also exemplifies how individuals may discursively construct their identities and relationships, such as, in this case, reaffirming social network ties (“soy tu tia”, “de niño te cuide”, “Buscame mi amor”) and doing tolerance/acceptance (“todo loq hasas”, “te respeto, te amo, y estoy muy orgullosa de ti”, “te felicito por luchar x loq quieres en la vida”, “Estas guapisima.”) While the Latino community in the U.S. has often been portrayed as more homophobic or less tolerant than the general population, this has recently been called into question with polling that finds more acceptance of marriage equality among Hispanics than the population at large (see Dutwin 2012, for example). Similarly, the gay community, traditionally perceived as predominantly male, White, Anglophone, and intolerant of ethnic and racial diversity, is more and more creating alliances with groups representing racial and ethnic minority groups, recognizing common struggles for civil/human rights.

This paper explores the bridges and the chasms between the Mexican/Latino community and the queer or LGBTQ community in a major urban metropolitan area of the U.S. Southwest – Phoenix, Arizona – as it is experienced in the lives of queer Chican@s/Latin@s in the city. Particular attention is paid to the role of language in coming out, in creating community and in negotiating identity in a language contact zone. The analysis is based on an eclectic corpus comprised of sociolinguistic interviews with 34 participants, questionnaires, recordings of spontaneous interaction (from family dinners to public events), and extended participant observation. To date, there is scant sociolinguistic research on gay and lesbian bilinguals although their lived experiences and language practices have the potential to shed light on the interaction of language and identity, on the contact – and at times conflict – between the Anglo and Hispanic communities, and serious question of inclusion and exclusion at a time of heightened political tension and rapid social change for Chican@s/Latin@s and queer people in the U.S.

**Margaret Cychosz (Indiana U)**

***Spanish on Twitter: Pragmatic variation by gender in the diminutive***

The goal of the current study is to analyze the variation in the use of the diminutive as a mitigating device in Spanish across genders on the social media network Twitter. This research is important for two reasons: first, while prevalent in languages such as English (Holmes 1997; Mills 2003), there is a lack of empirical analyses of pragmatic variation according to gender in most languages, including the Spanish language (García Mouton 2000; Nissen 2000; Roca 2005). As a consequence, the scarcity of study research into the relationship between gender and language in Spanish has permitted stereotypes to arise that have not been empirically tested. Specifically and pertinent to this study, the common stereotype that the diminutive in Spanish is characteristic of female Computer-Mediated Discourse (CMD) is an example of this tendency. Thus, the present work proposes a variationist analysis of the diminutive, at the formal level of pragmatic variation, utilizing CMD theory and methodology, with the aim at empirically examining the aforementioned stereotype. A corpus of 523 Tweets by more than 1,000 Twitter users and interlocutors was collected by searching seven lexemes containing the diminutive: *cosita*, *ayudita*, *consejito*, *errorcito*, *favorcito*, *asuntillo*, and *preguntita*. Tokens were included in the study only if the gender of the speaker and their interlocutor could be clearly identified. Interactions were measured as they varied across both speech act type and function and results proved statistically significant. More specifically, individual users in interaction were analyzed to view how the diminutive varies not simply by user gender, but also how men and women utilize the diminutive differently; that is, whether they are tweeting to other men, women, or a general audience. Results indicate that although women on the social network Twitter use the diminutive more, it is not necessarily characteristic of female CMD in Spanish. Rather, the interlocutor on Twitter significantly conditions diminutive usage by women and men as men, for example, use the diminutive more when addressing women than when addressing other men. A simple analysis of user gender is not sufficient in the context of Twitter to explain certain aspects of language use, in this case the diminutive. Instead, interlocutors must also be taken into account in this CMD genre. Thus, this study is able to empirically test the validity of the stereotype that the diminutive is characteristic of female CMD and results suggest that such a stereotype is unfounded in the CMD genre of Twitter.



**Berenice Darwich (City U of New York)**

***Acallo cuando hablo. ¿Dónde está la expresión de sujeto?***

Los resultados de numerosos estudios sociolingüísticos sobre la expresión del sujeto reportan que en contextos de co-referencia, es decir, en una secuencia de dos cláusulas adyacentes con el

mismo sujeto, es más común encontrar instancias como la presentada en (a), con una ausencia de expresión de sujeto en la segunda cláusula.

a) *cuando mi suegro **vivía** pues les **Ø** dio todo a sus hijos*

Sin embargo, es posible encontrar también el patrón menos favorecido, o sea que es posible encontrar expresiones inesperadas de sujeto en la segunda cláusula de la secuencia co-referente, tal y como en los ejemplos presentados en (b).

(b)

1. ***Ø** tengo seis hermanas y cuando yo **estaba** más chico...*

2. *Mi madre siempre **se sintió** ofendida con la gente de Aguas Calientes porque ella **buscaba** afanosamente frijol negro*

*En este trabajo se estudian las motivaciones que influyen la presencia de la expresión de sujeto en contextos de co-referencia. Al analizar entrevistas del corpus de PRESEEA-México se encontró que la manera en que se codifica el sujeto está relacionada con rasgos sintácticos y semánticos de los participantes de la primera cláusula, tales como transitividad, agentividad y definitud, influyen en la selección de la forma de expresión de sujeto de la segunda cláusula de la secuencia co-referente. Finalmente, se propone que la razón por la ocurrencia de la expresión inesperada de sujeto en la segunda cláusula se debe a la necesidad de reafianzar el tema discursivo y contrarrestar un cambio de referencia.*



**Justin Davidson (U of Illinois)**

*Perception and Attitudes Underpinning Sociophonetic Variation in Spanish in Contact with Catalan*

This study explores the roles that perception and attitudes can have in the process of language change, in the context of phonetic variation in a situation of language contact. Our investigation focuses on the Spanish of the diverse community of bilingual speakers of Catalan and Spanish in Catalonia, Spain. We examine two phonetic features traditionally ascribed to first-language transfer from Catalan (characteristic of a ‘Catalanized variety of Spanish’, cf. Sinner 2002; Vann 2001; Wesch 1997; Badia i Margarit 1981), namely the velarization of the voiced alveolar lateral [l] to velarized [ɫ] (e.g. al parque [al.pár.ke] > [aɫ.pár.ke] ‘to the park’) and the intervocalic voicing of the voiceless alveolar fricative /s/ to [z] (e.g. los años [lo.sá.ɲos] > [lo.zá.ɲos] ‘the years’).

Contrary to earlier belief, the results of a recent empirical study (Author 2013; 2012) on the Spanish spoken in the Barcelona metropolitan area suggest that neither feature remains restricted

to the speech of Catalan-dominant speakers; both may in fact be gaining ground among youth of diverse linguistic backgrounds, albeit to different degrees. In order to propose an account of differences in their diffusion patterns, we present here the results of perception and attitudes studies of [t̪] and [z] with the same population of speakers.

Covert attitudinal and perception data were collected using a matched-guise technique (cf. Campbell-Kibler 2006; Lambert 1967) in which select audio recordings were played to participants, who then filled out a questionnaire that asked subjective questions about the speaker in the recordings regarding his/her (un)scaled degree of solidarity (e.g. friendliness) and power (e.g. education level) attributes, as well as linguistic background. Audio stimuli were digitally manipulated to vary precisely and exclusively in the usage of either [l]~[t̪] or [s]~[z], such that the covert data collected reflect each variant separately (i.e., attitudes/perception of [t̪] vs. [z]). Overt metalinguistic data (i.e., explicit opinions regarding [t̪], [z], and ‘Catalanized Spanish’) were collected through casual exit-interviews. Participants consisted of 140 Catalan-Spanish bilinguals from the Barcelonan province, stratified by gender, age (18-75), and language dominance. Twenty-five monolingual speakers of Madrid Spanish were additionally tested in order to facilitate comparisons of [t̪] and [z] as linguistic markers of Catalanian Spanish within and outside of Catalonia.

Preliminary findings (using ANOVA and Chi-Squared techniques) reveal that listeners (Catalonians and Madridians) more frequently attributed [t̪] with the Spanish speech of speakers of Catalan than [z], which often went unnoticed. Though [t̪] usage was associated with rurality and an inability to speak “well”, it was also commonly associated with positive attributes of solidarity such as niceness and friendliness. Moreover, overt opinions toward ‘Catalanized Spanish’ speech were generally positive, linked to a feeling of closeness to the speaker and pride in a shared Catalan identity. We discuss the findings in the context of the differences in diffusion patterns between [t̪] and [z] found in our prior studies, and the possible emergence of linguistic identity markers.



**Fiona Dixon (U of Massachusetts)**

***Donkeys and Elephants: Presuppositions and Implicatures in Political Discourse***

It is no secret that presuppositions and implicatures are powerful persuasive recourses. Furthermore, Loftus (1975) shows that presuppositions have a potentially dangerous persuasive power, in that their intended audience has a tendency to accept them regardless of whether or not they are factual, and, in the case of his study, are even able to manipulate the audience’s construct of reality. The use of such persuasive tools increases within polemic contexts.

The present study investigates the use of presuppositions and implicatures as persuasive tool within one such context—a political election. However, conversations are naturally rife with presuppositions and implicatures, without deliberate use by speakers, and regardless of persuasive intent, because they are necessary to maintain continuous conversation without excessive repetition. As such is case, for the purposes of the current study the rules proposed by Bekalu (2006) are used to select presuppositions, whose use can be considered deliberate or abnormal, and Grice’s maxims will be used as a criterion for selecting relevant implicatures.

The primary objective of this analysis is to answer the following questions: what are the motivations behind the use of persuasive presuppositions and implicatures that can be found in the news articles published during this period, and how does audience perceptions affect the way in which these presuppositions are made. The strength of the presupposed and implied information is the major variable tested. Opinion strength is based on the truth-value of the presented. Audience perceptions, or believed audience perceptions, are determined through traditional geographic political affiliations. The chosen articles come from republican and democratic states, as well as from states with large and small populations of Hispanic people (Massachusetts, California, Texas, and Oklahoma).

Preliminary results suggest that the two major motivations behind the relevant presuppositions and implicatures found are the sale of newspapers and the dissemination of political opinion. The study also found that the presupposed and implied information ranges from weak to very strong (invented information), and that the strength of the aforementioned information is impacted by its target audience.



**Fiona Dixon, Covadonga Sánchez (U of Massachusetts)**  
***U Shaped Learning: A Study on Word Order Processing***

Word order has the potential to create processing difficulties in second language learners, especially those whose native language has rigid order and who are learning a language with variable order. This has led to many studies that attempt to determine exactly how L2 learners process such structures, and what strategies they employ to do so (VanPatten, 1984; Lee, 1987; Houston, 1997; Houston and Van Patten, 1997; Malovrh, 2006; Lee and Malovrh, 2009). Malovrh (2006) manipulated both morpho-syntactic and pragmatic cues in unfamiliar word orders, and found morpho-syntactic cues to be more influential.

The current study hypothesizes that extra sentential pragmatic knowledge will have a greater influence on the processing of OVS structures for non-native speakers of Spanish, especially with early learners. Although we are of the opinion that morphological cues will be influential in L2 processing of varying word order, we also believe that pragmatic and semantic cues will have a stronger effect. The study is a self-paced reading exercise, which implements

cross-sectional data collection methods to determine the way in which processing strategies develop as the learners become more familiar with OVS structures. This is done by comparing reading times and rates of accuracy among OVS structures that include morpho-syntactic cues (subject-verb agreement morphology) and structures that contain pragmatic cues (animate vs inanimate subjects, etc.)—Ex 1 .

Our results show that L1 English speakers learning Spanish face difficulties when processing structures in a reversed order, because they tend to follow the pattern laid out in Bever’s (1970) First Noun Principle. Unlike Malovrh’s 2006 findings, our results show that semantic cues far outweigh morpho-syntactic cues in aiding early learners to process unfamiliar sentence structures. We also saw that lower-intermediate learners are able to consider morphological and semantic cues in order to obtain a more accurate interpretation of OVS sentences, although semantic cues did not have as strong of an effect. Overall, our results suggest that there is a U or J shaped learning curve in the acquisition of variable L2 word order. Low proficiency L1 speakers seem unable to process unfamiliar structures, and are wholly dependent upon semantic and pragmatic cues. On the other hand, low-intermediate speakers move away from pragmatic approaches and begin to use morpho-syntactic cues to decipher the sentences, which often results in grammatical errors, as they are still not fully syntactically competent.

Ej. A su hijo lo besó Juan  
 ‘his son *clitic* kissed Juan’ “Juan Kissed his son”



A



B



**Elise DuBord, Elizabeth Kimball (Drew U)**

***Partners in Difference: Community-Based Learning in a Cross-Language Setting***

This research examines how university students in community-based learning (CBL) courses develop more nuanced attitudes toward both minority/majority language issues and collaborative learning through the process of “doing together” in an oral history project that complemented

students' work as English for Speakers of Other Languages (ESOL) tutors with Spanish-speaking immigrants from Central and South America. The university students in this study were enrolled in one of two CBL courses at a liberal arts college in northern New Jersey, one taught in Spanish and one taught in English. The university students had diverse language backgrounds including: English monolinguals, advanced L2 learners of Spanish, heritage and native speakers of Spanish, and bilinguals who spoke other languages. We examine the cross-language issues that emerged, such as English monolinguals conducting oral interviews with Spanish monolinguals, bilingual university students acting as translators between English and Spanish monolinguals, L2 learners speaking Spanish in a 'real-life' local context, and university students' overestimation of how much English they could teach or ESOL students could learn in a semester. We argue that if university students move beyond a one-way service model in CBL courses and place themselves in the role of the learner – as they did with the oral history project – they can approach an equal partnership model of language difference. Ultimately, we demonstrate how participants can encounter and unpack the mainstream language ideologies they may have harbored unconsciously, and revise or replace them with more complicated and humane understandings of difference.



**Vanessa Elias (Indiana U)**

***Complaint Strategies by Southwest Spanish Speakers***

Complaints, characterized by LaForest (2002), are expressions “of dissatisfaction addressed by an individual A to an individual B concerning behavior on the part of B that A feels is unsatisfactory,” (p. 1596) have been studied in the language of English speakers since the 1980’s (Boxer, 1993a; 1993b; 1996; House & Kasper, 1981; Murphy & Neu, 1996; Trenchs, 1995; Vázquez, 2011; Wolfe & Powell, 2006). However, only a few studies on Spanish-language complaints have been carried out (Bolívar, 2002a; Márquez Reiter, 2005; Pinto & Raschio, 2008).

Due to the lack of studies analyzing complaints among second generation MexicanAmerican Spanish-English bilinguals in the United States, role-plays were collected from 21 participants, ten males and eleven females, who interacted with a female interlocutor. The data was analyzed using Spencer-Oatey's (2005) Rapport Management in order to gain a better understanding of this population's politeness strategies used in complaining both in Spanish and English. In addition to acting out the role-plays, the participants were asked to fill out a Language Experience and Proficiency Questionnaire (LEAP-Q), in order to assess language proficiency. Upon completion of the role-plays, the participants completed a post role-play questionnaire, which evaluated their impressions of the interactions. The strategies used in the complaints included, but were not limited to: complaining/accusing, reason/explanation/justification, threatening, suggesting/requesting/commanding, and providing information. The results showed that for the

Spanish complaints the participants preferred the use of reason/explanation/justification, while they preferred suggesting/requesting/commanding in the English complaints. In addition, in both situations the participants chose to respect the association principle, however, this result was not statistically significant. With respect to face sensitivities, the participants chose to enhance the interlocutor's identity face in both the English and Spanish. It is concluded that these participants do not demonstrate a transfer of strategies from one language to another. Furthermore, no significant gender differences were observed. Moreover, the participants show a tendency toward positive politeness, which falls in line with other Hispanic cultures such as Cubans, Spaniards, Argentineans, Uruguayans, Peruvians, and Venezuelans. Although this study adds to the literature of Spanish in the U.S. pragmatics, further study of this population is needed.



**Jabier Elorrieta (New York U)**

***Spanish Linguistics Courses Online: What Is Gained and Lost***

This presentation deals with the expertise developed in teaching three undergraduate Spanish linguistics courses online: introductory linguistics, advanced grammar and syntax. The courses were required for a popular Linguistics track major in Spanish at a large university and have been offered over several semesters.

The Grammar and Syntax courses are of a hybrid nature combining textbook-oriented topics (with answer keys complemented by teacher input) with topics found online about the structure of the language, where the input from the teacher was absolutely necessary and central to the learning experience.

The Introductory linguistics course is delivered through a course management system, encompassing six basic topics: the discipline of linguistics, history of the language, syntax and morphology, phonetics and phonology. This presentation will highlight the structure provided via well-planned and announced weekly assignments, the value of very concrete instructions and deadlines, the need for online lectures to deliver content, how to foster teacher-student connections through continuous communication and feedback, the timing of online exams, and the different experiments with discussion boards.

In addition, among the issues raised by the experience were how to maintain academic standards and promote academic integrity. Guidelines for avoiding instances of cheating were developed after experience showed flagrant cases often motivated by students' wishes to show they "could find the information". Test types also had to be modified to eliminate some types of questions (as fill-in the blank) and favor other more complex types.

Teaching the courses posed many challenges such as time management but was also very successful. Students gained a sense of control over their own learning, while optimal satisfaction was provided when communication with the teacher was both offered and sought.

**Eduardo Faingold (U of Tulsa)**

***Prolegomena to the establishment of a devolution scheme in the Southwest of the U.S.***

As result of a devolution scheme which transferred powers from the central government of the UK to the regional government of Wales, the Welsh people has regained access to bilingual services, bilingual education as well as protections against official English hitherto denied by the UK. This paper argues that under a similar scheme parts of the Southwest of the US could be subject to devolved language rights, especially in states, counties and cities where minority language speakers are in the majority or where portions of minorities increase and become bilingual. There are striking similarities between the Hispanic and Welsh historical experiences, i.e. both peoples are ethnic minority groups who suffered conquest through armed struggle by a powerful neighbor, followed by social and economic displacement, while, at the same time, maintaining significantly distinct cultural values and identities, including their own language. Lessons learned from the study of diverse political systems may help to produce a language scheme more conducive to protecting the language rights of Hispanics in the U.S. (e.g. Canada, Spain, Switzerland, the UK). This paper demonstrates that a comparison of the Welsh and Hispanic experience may be of heuristic value for drawing up a road map to create a devolution scheme for the Southwest and perhaps other areas of the United States as well.



**John Foreman (U of Texas – PanAm), Brook Danielle Lillehaugen (Haverford College)**  
***The development of the positional verb system from colonial to modern Valley Zapotec***

Zapotec languages (Otomanguean) utilize positional verbs in basic locative and existential clauses. Prototypical positional verbs have locative meanings, such as 'stand' and 'sit' and exhibit a number of distinct syntactic and morphological characteristics. This paper traces the development of the positional verb system from Colonial Valley Zapotec (CVZ) to modern Valley Zapotec. Evidence of modern Valley Zapotec comes from the authors' fieldwork as well as published sources. Evidence of CVZ comes from archival documents written in Valley Zapotec during the Mexican Colonial period.

While many characteristics of the modern Valley positional verb system were present 500 years ago, there have been significant developments since then, especially in three areas. (i) The inventory of positional verbs has changed, with some verbs shifting meaning and others being replaced in certain modern varieties. For example *naa* 'is lying' in CVZ (1) appears to be cognate to a more general locative copula *nàa* 'is (located)' (2) in San Lucas Quiaviní Zapotec (SLQZ), a modern Valley Zapotec variety (iso code [zab] (Lewis et al. 2013)).

Related to this is (ii) the neutralizing of post-root adverbials, as in *nàa'tga'ah* 'is lying' (3) in SLQZ. *Nàa'tga'ah* appears to have two post-root adverbial modifiers, =*t*, likely related to *gue'et*

'down' and =*ga'ab* 'exactly', but the meaning of these are bleached here, with *nàa'tga'ah* being a neutral way to say 'is lying'.

Finally, (iii) there are changes within the aspectual paradigms of positional verbs, particularly with respect to the realization of stative forms. Positional verbs in most modern Zapotec languages generally lack the usual *n(a)*-stative prefix (Lillehaugen and Sonnenschein 2012, Foreman and Lillehaugen 2013), e.g. *zuu* 'is standing' (4). The occurrence of the stative prefix on positional verbs is more frequent in CVZ, with some verbs occurring in both marked and unmarked forms in the corpus (5).

The changes in all three of these areas may ultimately be driven by the common crosslinguistic tendency of grammaticalizing human posture verbs (cf. Kuteva 1999). This paper then will further enhance our knowledge about this common pattern in addition to contributing to our understanding of the development of the modern Valley Zapotec locative system and the (complex) dialectology of the modern Valley. Moreover, the paper contributes compelling historical data to the broader discussion of language and space in Mesoamerica (e.g. Lillehaugen and Sonnenschein 2012, Bohnemeyer et al. 2011) and beyond (e.g. Levinson 2003).

- |                            |                |  |
|----------------------------|----------------|--|
| 1. n-aa<br>ST-lie          | 'is lying'     | CVZ  |
| 2. n-àa<br>ST-COP?         | 'is (located)' | SLQZ<br>(Munro 2012; Munro and Lopez, et al. 1999:171) |
| 3. n-àa'.t.ga'ah<br>ST-lie | 'is lying'     | SLQZ<br>(Munro and Lopez, et al. 1999:173)             |
| 4. zuu<br>ST.stand         | 'is standing'  | SLQZ<br>(Munro and Lopez, et al. 1999:375)             |
| 5. (na-)so<br>(ST-)stand   | 'is standing'  | CVZ  |



**Angela George (Kennesaw State U)**

***Study abroad and task effect: The development of the Castilian theta***

Tarone's Variability Model of Interlanguage (1983, 1988) suggests that different types of tasks will lead to different types of learner language. For example, a reading task might elicit more monitored, controlled speech whereas an interview might elicit more informal vernacular speech,

which might be less monitored as the learner is paying more attention to meaning than form. In addition, "no single method of data collection can provide a complete picture of language acquisition and its use" (Geeslin, 2010, p. 514). While previous studies have shown that theta, or the interdental fricative ([θ]), a salient dialectal feature in Northern-Central Spain, was produced more in read speech than in spontaneous speech (e.g., Knouse 2013; Ringer-Hilfinger 2012), none have used more than 2 tasks to elicit this feature, with two studies in particular only using one task (Geeslin & Gudmestad, 2008; Willis, Geeslin, & Henriksen, 2009). Geeslin & Gudmestad utilized semi-spontaneous speech, while Willis, Geeslin, & Henriksen, 2009 used contextualized read speech. Typically, in line with a variationist SLA approach, informal speech has been known to demonstrate underlying patterns of variation more than formal speech (e.g., Labov, 1972, 1984; Tagliamonte, 2006). Due to an orthographic effect, or the fact that [θ] is employed in specific graphemic contexts ('z', and 'c' before 'i' and 'e'), learners may be more likely to employ this geographic dialectal feature first in read speech and later in spontaneous speech.

In the current study, 24 English-speaking university students studying abroad in North-Central Spain, majoring or minoring in Spanish, completed each task at the beginning, middle, and end of the 13-week semester. At each point in time, the one-way ANOVA resulted in an effect of task, with [θ] produced the most in the word list (formal speech), second most in the reading passage (less formal speech), and least in spontaneous speech (least formal speech). When all tasks were combined, there was no significant change in the use of [θ] throughout the semester. The current study shows correlations between use of [θ] in certain tasks with individual and social variables, such as previous travel to Spain (measured in weeks), contact with local speakers of this dialect, and awareness of the Castilian Spanish accent.

Utilizing only one task to elicit linguistic features may result in a skewed impression of what is actually occurring with the acquisition of the features. This study affirms that, even though students used [θ] overall rather infrequently throughout the semester, they used [θ] significantly more in read speech than in spontaneous speech, or a conversation with a native speaker of the target dialect at the beginning, middle, and end of the semester. This variability in production based on the task utilized demonstrates variable use of this feature along with the importance of eliciting data using a variety of methods to ascertain a more complete picture of the L2 development of this geographically variable feature.

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**Angela George (Kennesaw State U), Anne Hoffman-González (U of Wisconsin – Madison)**

***The development of geographically indexed features: Implications from two study abroad programs***

Research has shown how a dialect in a first language emerges (Siegal, 2010), but less is known about how a dialect in a second language develops. Previous studies have shown that most learners increase their use of dialectal features as a result of studying abroad (e.g., Salgado-Robles, 2011; Willis, Geeslin, & Henriksen, 2009). Knouse (2013) found a tendency for learners with more positive attitudes toward pronunciation to produce the interdental fricative ([θ]) more during 6-weeks abroad in North-Central Spain. IsabelliGarcia (2006) found that participants with more positive language attitudes and stronger social networks increased their overall Spanish language proficiency. The current study addresses how language attitudes and identities of Spanish learners studying abroad affect the use of salient geographically indexed features: the interdental fricative ([θ]) in Spain and the palatal fricative ([ʝ]) in Buenos Aires.

Eight advanced university students studying Spanish in Buenos Aires and Central Spain participated in the current study. All were native speakers of English. A variety of tasks, including conversation, a reading passage, and a word list, elicited salient geographically indexed features, with the current study focusing on the reading passage. In addition, interviews and questionnaires ascertained information regarding attitudes toward and contact with the target dialects.

The results varied depending on the learner. The four participants studying in Spain were chosen as representative of a larger group of 25 students and representative of three groups: those that produced [θ] above 10% of the time, those that produced only a few instances of [θ], and those that never produced [θ]. Of the four participants in Spain, the participant who used [θ] the most, had previously travelled to Spain, maintained a positive attitude toward Castilian Spanish, and significant contact with Castilian Spanish speakers. The participants who rarely or never used [θ] were not as familiar with the target dialect, had less contact with speakers of this dialect, and varying attitudes about Castilian Spanish (some positive and some negative). The four participants studying in Buenos Aires, Argentina all produced [ʃ] categorically or nearly categorically by the end of the semester in the reading passage. These four participants expressed a range of attitudes towards the Spanish of Buenos Aires ranging from mildly negative to extremely positive and had varying language contact with locals ranging from mid to high.

The higher production rate in the Buenos Aires group may be due to more native speaker contact reported by all four participants, and the easier pronunciation of [ʃ] versus [θ] given that [θ] represents the splitting of one previously learned phoneme into two whereas [ʃ] is an additional pronunciation of a single phoneme. This study has implications for those students desiring to study abroad. It demonstrates that the acquisition of geographically indexed variants depends on the feature as well as the attitudes and contact with target dialect speakers.

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**Lorena Gómez (Tennessee Wesleyan College)**

***Políticas Lingüísticas del periódico colombiano en línea El Tiempo y su influencia en la escogencia de léxico realizada por periodistas y bloggers en las secciones tecnológicas.***

Garvin (1959) y Trudgill (1999) discutieron el problema de definir el idioma estándar. Trudgill citó una de sus obras (Trudgill, 1992), donde él "definió estandarización como un proceso de determinación, codificación y estabilización del lenguaje" (p. 1). Trudgill explicó estos tres procesos refiriéndose a la variedad del lenguaje elegido, el reconocimiento público y la aceptación en los diccionarios y libros de gramática, y por último, el establecimiento de una variedad determinada.

Igualmente importante, Myhill (2004) se refirió a la corrección lingüística, la textual, la basada en el prestigio y la corrección prescriptiva. Además de discutir estos cuatro tipos de corrección de Myhill y de elaborar sobre los anteriores argumentos sobre lengua estándar, presentaré algunos de los resultados de mi investigación sobre los préstamos léxicos encontrados en la sección tecnológica del periódico colombiano en línea El Tiempo. Mi estudio incluyó el análisis del proceso de adaptación, uso y establecimiento de estos préstamos lexicales según el uso de bloggers y periodistas en el medio mencionado.

En una primera fase de mi investigación, una de mis hipótesis fue que la sección tecnológica iba a ser una buena fuente de préstamos lexicales. Además, pensé que iba a encontrar más préstamos lexicales en los blogs que en los artículos. Con el fin de buscar información acerca de mis preguntas iniciales, entrevisté a periodistas y bloggers y, analicé un corpus tomado de blogs y artículos tecnológicos publicados en un período de 22 años (1990 a 2012). Los resultados fueron sorprendentes. La investigación encontró que había una tendencia prescriptiva entre los periodistas y bloggers por igual por buscar la corrección lingüística y que sus decisiones lingüísticas estaban altamente influenciadas por las directrices de la Real Academia de la Lengua (RAE).

Al rastrear y analizar las distintas opciones léxicas y sus frecuencias de uso en la redacción de estos dos grupos, no surgió ningún patrón definido, sólo tendencias débiles. Por otra parte, la investigación concluyó que, independientemente de que los préstamos lingüísticos hubieran sido introducidos temprana o tardíamente, había una tendencia entre los dos grupos de escritores por utilizar además del préstamo lexical, la traducción al español del mismo.

**Patricia Gubitosi (U of Massachusetts)**

***Periphrastic passive form vs. passive se in Southwest Spanish***

This paper investigates the use of linguistic forms to express Spanish passive voice in Hispanic newspapers published in California, New Mexico and Texas between 1855 and 1950 with a historical sociolinguistics perspective. The main goal is to establish the social and linguistics factors influencing the choice in using the periphrastic passive form (ser + participio pasivo) or the passive se form (pasiva con se). The central hypothesis of this work is the change that is occurring in the Spanish language from the use of the periphrastic passive form towards the use of the passive se. The second hypothesis is that this change is accelerated in the Spanish in the United States by English influence. The third hypothesis states that increasing agent's presence heading by the preposition por in the passive se structure is directly related with that change. In order to examine these hypotheses this paper also examines several newspapers from Mexico City published in the same period.

The results of this investigation do not show the change in the Spanish expression of passive voice in the monolingual context, although this change was verified in some dialects of Spanish in the United States. The contact between the English and Spanish languages affects the uses of passive expressions influencing the use of the periphrastic passive form and the passive se. Results also show three different dialectal areas in the passive use in Spanish in the United States: California, New Mexico and Texas. Finally, the last hypothesis regarding the incidence of the agent's presence in the passive se structures in the increase usage of this form was also proved in this investigation.



**Javier Gutiérrez-Rexach (Ohio State U), Melvin González-Rivera (U of Puerto Rico – Mayagüez)**

***La alternancia más nada/nada más en el español puertorriqueño***

En el español actual, ciertas palabras negativas (e.g., *nada*, *nadie*, *nunca* y *ninguno*) pueden aparecer modificadas por expresiones de grado, sobre todo el adverbio *más*, el cual suele posponerse a tales expresiones negativas. Tenemos así las secuencias *nada más*, *nadie más*, *nunca más* y *ninguno más*. Sin embargo, en ciertas áreas de España (Andalucía y Canarias), y Latinoamérica, especialmente el Caribe, la colocación de la expresión de grado es inversa a la documentada en el resto del español peninsular, i.e., el elemento negativo puede aparecer pospuesto. Se obtienen pues las secuencias siguientes: *más nada*, *más nadie*, *más nunca* y *más ninguno* (inter alia, Álvarez Nazario 1992; Bello 1847; García Cornejo 2008; Gutiérrez-Rexach 2011; Gutiérrez-Rexach y González Rivera 2011; Henríquez Ureña 1940; Kany 1966; Lipski 2005; Navarro Tomás 1966; Pato 2011; Real Academia Española 2005), muy comunes también en gallego, portugués y leonés.

En el dialecto puertorriqueño, por ejemplo, la anteposición del adverbio de cantidad *más* se registra por campos y pueblos en toda la isla, encontrando secuencias como *No quiero nada más* vs. *No quiero más nada*. Cabe preguntarse entonces si el fenómeno de la anteposición o posposición del delimitador de grado *más* ejemplifica un caso de variación libre o mera opcionalidad sintáctica, si la expresión negativa y la de grado forman una combinación lexicalizada, o si es un fenómeno genuino de combinatoria sintáctica. Si fuera este el caso, surge entonces otra pregunta asociada a este problema: ¿qué restricciones de tipo sintáctico y semántico diferencian el uso antepuesto y pospuesto de la expresión de grado en los dialectos en los que dicha posibilidad existe?

El objetivo de este trabajo es responder a estas preguntas sobre la alternancia *nada más/más nada* en el español puertorriqueño, lo que a su vez nos permitirá avanzar en la explicación de este problema de sintaxis comparativa y en la de las asimetrías asociadas. Las tres hipótesis examinadas son las siguientes: (1) esta alternancia constituye un fenómeno de variación libre; (2) estamos antes un cambio en proceso; o (3) la existencia de tal alternancia no es arbitraria y constituye la expresión de propiedades semánticas diferenciales sintetizadas mediante operaciones sintácticas disponibles en el sistema. Como veremos, la tercera opción es la más plausible. La primera posibilidad no se sostiene ya que existen diferencias de contenido e interpretación entre ambas formas. La segunda posibilidad también debe ser descartada porque no existe prueba de la existencia de un proceso de gramaticalización consistente en la generalización de la forma prepuesta. La tercera opción es pues la más razonable y la que además nos ofrece mayor interés de cara al estudio de la imbricación entre gramática teórica y variación sintáctica. En otras palabras, la existencia de distintas opciones gramaticales está restringida por lo que hace posible el sistema gramatical, también denominado sistema computacional en las tendencias más recientes en sintaxis formal. Estas opciones tienen un impacto en el ámbito interpretativo, i.e., se asocian con propiedades semánticas y pragmáticas claramente diferenciables.



**Anne Hoffman-González (U of Wisconsin – Madison)**

***The Use of Dialectal Features in Spanish as an Additional Language: Marija's Story***

Acquisition of dialectal features by Study Abroad students who are learning Spanish as a second language has only recently begun to receive scholarly attention. However, all studies published thus far look at acquisition of dialectal features by L2 learners who were native speakers of English. This case study examines the acquisition of dialectal features of the River Plate dialect by a student learning Spanish as an additional language. The features analyzed using qualitative methods include: the pronunciation feature [j], the use of *voseo*, both in pronominal form and accompanying verbal morphology, and the use of lexical tokens common in the River Plate region.

Marija is an advanced student of Spanish and is native speaker of a non-Romance Indo-European language as well as a fluent, advanced speaker of English. At the time of this study she had reached a proficiency level in Spanish that allowed her to participate in a direct enroll program in Argentina but she had only studied Spanish for two years. Given her unique situation, her data is presented as a case study. The data presented in this study is derived from semi-structured qualitative interviews, reflective diary entries, and a reading task.

Marija showed extensive use of the [j] pronunciation, *voseo*, both in the pronominal form and the accompanying verbal morphology, and lexical tokens common in the River Plate region. Although Marija was enrolled in her Study Abroad program via the US university where she is a student, she felt that her skills in English deteriorated quite rapidly and were replaced by facility in Spanish.

Marija's extensive use of dialectal features may be influenced by several factors including her own motivation to learn Spanish, a facility with language in general, her extensive social contact with native Spanish speakers, and less contact with speakers of her native language than an English speaking student might encounter.

This case study is a chance to learn more about a student who is unique by US standards, but one whose story may be more representative of others coming to the study of Spanish from a multilingual background.



### **Claudia Holguín (U of Oregon)**

#### ***Prosodic Variation as a Function of Audience Design in Mexico City Spanish***

Within sociolinguistics, studies have begun to document how speakers tailor their use of intonation contours indexing specific social meanings as a function of their audience during interaction. To date, such investigations have typically focused on European languages whose prosodic repertoires are well documented. Mexican Spanish prosody, in contrast, has received less attention and investigation of the social meanings indexed by prosodic variation is scant, at best. The current study aims to fill this gap through an examination of speakers' variable use of final syllable lengthening in a "circumflex tone" known to index ethnic minority, masculine, working-class social meanings.

Three working-class, and three upper-middle class male speakers from Mexico City, were recruited by the author. After 30-60 minutes of casual conversation, speakers were recorded performing a role-play in which they asked vendors for products. The fourteen target words produced were taken from word lists in elicitation materials designed for intonation studies. Final syllables were isolated using visual and auditory landmarks and their durations were measured relative to overall word duration, yielding percentages allowing for inter-speaker comparisons.

These relative durations indicate that the three working-class speakers moderate their degree of final syllable lengthening as a function of their specific goals in the interaction and their degree of familiarity with the interviewer. The speaker who produced the longest final syllables (S1,  $M= 38.85\%$ ) was the most active participant in the role-play and, having also previously worked in markets, appeared to use the interaction to perform stereotypical masculine working-class speech. Only one other speaker produced final syllables remotely comparable in length (S2,  $M= 34.98\%$ ), a 40 year-old restaurant owner whose use of non-standard lexical items indicated a degree of comfort with the interviewer. The third speaker, a 20 year-old waiter, appeared nervous, punctuating his productions with giggles. He appeared aware of the stigmatization associated with final syllable lengthening and, as such, produced final syllables comparable in length to the upper-middle class speakers (S3,  $M = 25.65\%$ ). The latter speakers, students at the Colegio de México in their 20s, all produced relatively short final syllables throughout (S4:  $M= 26.53\%$ , S5:  $M= 32.63\%$ , S6:  $M= 29.16\%$ ).

These variable final syllable durations suggest that these speakers utilize of their prosodic repertoires to achieve specific goals in interaction, a basic, but often understudied property of tonal meaning.



**Devin Jenkins (U of Colorado - Denver)**

***En cada rincón: Spanish language growth and maintenance in the United States***

The United States has seen extraordinary growth in Spanish-speaking communities over the past twenty years; this growth has come not only in numbers of overall Spanish speakers and increased Spanish-speaking densities in traditional Spanish-speaking areas, but the growth has also been geographical—in effect, an expansion of what has traditionally been known as the Spanish-speaking Southwest. The Mexican population, while strongest in the Southwest, makes up a robust majority of Hispanics in the country and the increase in this group has been the driving force of the growth throughout the nation. Mexicans now represent the majority Hispanic group in 40 of the 50 states, including every state outside of the Eastern Time Zone, other than Hawaii, and every southern state outside of Florida (itself boasting the sixth-largest Mexican population). States with the most dramatic growth are not the border states of the Southwest, but rather southeastern and northwestern states such as North Carolina, Georgia, Washington and Oregon.

One apparent effect of this growth is a change in the social situation of Latinos throughout the country. As the largest minority group in the country, Hispanics are encountering less of the negative societal impacts associated with speaking Spanish. Using 2010 Census data, a re-examination of the relationship between Spanish language maintenance and social factors in the U.S. shows that strong correlations that once existed are weakening or are now nonexistent. Education shows no negative correlation with Spanish-language density and loyalty, when a

generation ago educational measurements showed that language maintenance came at a very steep price. Other social factors such as income, poverty and unemployment also show dramatically decreased correlations. While in some cases still significant, in most cases these correlations are weak. The cost of language loyalty appears to be diminishing as the Spanish-speaking population grows and expands throughout the country.



**Juan Pablo Jiménez-Caicedo (Columbia U), María Eugenia Lozano (Barnard College),  
Ricardo Gómez Yepes (U de Antioquia)**  
*Analyzing Students' Perspectives about Using Web Logs in Developing Spanish  
Language and Digital Literacies*

The purpose of this chapter is to analyze students' attitudes, beliefs, and motivation related to the use of weblogs (blogs) for enhancing the foreign language content-and-task-based curriculum, as well as to discuss the impact this tool has on students' foreign language learning, communication and cultural awareness. The research questions this chapter will address are: (a) what are students' perspectives about the use of the blog for the development of their Spanish academic literacy and cultural awareness? and (b) how are these students using the literacy-based tasks (reading and writing) of the blog to expand their knowledge of Spanish language and culture?

Within Web 2.0 applications, educational blogs (also known as edblogs) are highly interactive and content-rich websites that allow visitors to leave comments to its author, or to other users of the same blog on a given topic. The online environment of blogs allow language instructors to design multimodal, content-based thematic units for exposing students to authentic and appropriate language and cultural materials, while allowing them to express themselves in their target language in a foreign-language course.

This is a mixed-method qualitative study whose goal is to provide a holistic understanding of the literacy practices in which four beginning Spanish classes (n=54) engaged through their interaction, participation and negotiation of meaning with multiple media embedded in a course blog. Data collection included samples of students' writing in the form of blog posts, interviews and surveys.

The analysis of the L2 literacy practices enacted by participants in the study included triangulation of data, as well as an analysis of participants' perspectives about the use of the blog for development of their Spanish academic literacy and cultural awareness using Q methodology (Brown 1980; Stephenson 1953). Following the conventions of Q methodology, participants were presented with a set of statements related to opinions or perceptions about the use of web 2.0 applications in the language classroom. They were then asked to rank-order the statements and the results were correlated and factor-analyzed.

The findings of this study reveal that most of the students have a positive attitude towards the blog activities. Similarly, students believe the blog is an important tool for motivating real language use among them for social and academic interaction; which also helped developing a strong sense of community within the course. While most of the students believe the blog was a place to freely interact and explore with the target language rather than a place to expect grammar corrections from instructor, it was also perceived as a very useful tool to practice vocabulary and new expressions (Gebhard, et al. 2011; Lee, 2010; Sykes, Oskos & Thorne, 2008). We conclude the chapter with a discussion of practical implications regarding the utilization of these web 2.0 tools for enhancing second language and digital literacies.



**Keith Johnson (California State U – Fresno)**  
***In California, is it all “Portuguese for Spanish Speakers”?***

Portuguese courses designed for students fluent in Spanish have contributed to allowing these students to learn Portuguese at an accelerated rate in comparison to “traditional” courses. However, in California relatively few institutions have the resources to offer such specialized courses, despite the high percentage of Spanish-speaking students at these schools. At the same time, many students who take Portuguese, including heritage speakers of Portuguese, have taken some Spanish in high school or college prior to enrolling in Portuguese. An analysis of production patterns in different written tasks reveals that even students with very low Spanish proficiency, acquired through limited high school or college Spanish, nevertheless transfer many structures from Spanish in their Portuguese production. These results suggest that a comparative treatment in class similar to that provided in Portuguese for Spanish Speakers courses can be beneficial in “traditional” Portuguese classes, given the number of students with prior exposure to Spanish.



**Carmen King de Ramírez (Arizona State U)**  
***Students’ expectations for online courses and instructors: Spanish for Health Care online***

While online Spanish courses have become an ideal platform from which such students may acquire language skills that will make them more competitive in their current and future career choices, the digital environment presents challenges that can leave the instructor and the students with negative sentiments regarding the online learning experience.

While many frustrations with online courses stem from limits in access and experience in digital pedagogy, as well as difficulties in securing materials (Lear, 2006), disparities between expectations of what an online class “should be”, and the reality of what the online course entails, further complicate the virtual teaching environment. The bulk of expectation disparities could be attributed to the misconception that 21st century students are digital natives who can effortlessly navigate online learning environments. Despite this notion, experienced online instructors are painfully aware that a class of “digital natives” is not inherently a class of digital students- while they know how to play in digital spaces they do not know how to work in these environments (Cowan, 2011).

This study will provide evidence as to how instructor/student perceptions and expectations of online learning environments differ. This evidence is derived from the findings of a survey administered to three online Spanish for Health Care classes (approximately 60 students) at Arizona State University. The survey provides feedback regarding the technological expertise possessed by students, student expectations for online courses, and the effectiveness of an online LSP language course as compared to in-person language classes. The discussion of the survey findings will be followed by suggestions regarding how to help instructors create online-environments that satisfy both professor and student expectations.



### **Amalia Llombart (California State Polytechnic U - Pomona)**

#### ***Aspects of the development of spelling in Heritage Language Learners***

Anyone who has taught Spanish to Heritage Language Learners knows that spelling is one of the areas in which students produce a great number of errors, mainly due to lack of early schooling in Spanish. However, learning/acquisition of spelling has not received much attention in the research of heritage language acquisition, compared to other areas such as the acquisition (or re-acquisition) of grammatical features and the development of a formal register. On the other hand, research on acquisition of literacy typically deals with monolingual and bilingual children, adults with dyslexia, and non-literate adults.

This study is an attempt to bring the findings in literacy acquisition research into the field of Heritage Language Learning/Development, in order to see how they apply to adults/young adults who are bilingual and literate but have not received literacy in L1 at the normal literacy acquisition age.

The study has been designed around the following two crucial aspects of research on spelling acquisition:

1) Lexical (word match) vs. decoding (phonetics) mode for reading and spelling. Several tests have been conducted to show the effect of L2 to L1 transfer and analogy on spelling accuracy and error pattern in Spanish by college-level Heritage Language Learners.

2) The role of morphological awareness /sensitivity on spelling. Several tests were conducted to show the level of morphosyntactic awareness in Heritage Language learners, as well as its correlation with spelling accuracy.

The importance of this study is twofold. On the one hand, its findings can be used to inform instructional practices for the teaching of spelling in the Heritage Language classroom, practices that take into consideration the effect of age, age, lack of early schooling in Spanish and bilingualism. On the other hand, research on literacy acquisition also has a purely linguistic interest: spelling is a window that allows us to see the way in which phonological, morphological and syntactical information about the language is stored in the learner's minds.



**Leila Lomashvili (Shawnee State U)**

***Some Notes on Pronominal Argument Parameter***

Jelinek's (1984, 2006) Pronominal Argument Hypothesis (PAH) attempts to define the macroparameter that explains the distinct morpho-syntactic features of so called Pronominal Argument (PA) languages. This paper presents the evidence that the macroparametric approach to these languages is not tenable. Following LeSourd (2006), Austin and Bresnan (1996) and others, the paper proposes that the microparametric account for the mapping between the syntax and morphophonology, information structure, and quantifier system in Georgian is more tenable than the macroparametric one. The main research questions it attempts to answer are: 1) To what extent the PA languages exhibit distinct morpho-syntactic properties from LA (Lexical Argument) languages? Do pronominal arguments play any role in the adjunct status of the corresponding DPs and its consequences in such languages?

The paper argues that with the Multiple Agreement attested between the verbal arguments and the pronominal markers on certain unaccusative verbs it is impossible to state isomorphic relation between the interface of morphology and syntax. This is a good reason to argue that PAs cannot be responsible for the adjunct status of DPs. For example:

- |   |   |  |
|---|---|--|
| (6) a. da-v-rbi-v-ar<br>PREV-I-run-I-be<br>'I am running' | b. da-v-brunbul-v-ar<br>PREV-I-return-I-be<br>'I have returned' | c. v-c'ux-v-ar<br>I-worry-I-be<br>'I am worried' |
|---|---|--|

The paper argues that the Agree is two-step process: first part established in Syntax and the second, in post-syntactic component where the agreed  $\varphi$ -features of functional heads are copied

on DPs. In syntax, since one DP (1) agrees with the features of two functional heads in the same cycle and post-syntactically, only one set of markers is inserted both in the main verb and the Auxiliary BE templates because of this one argument.

Another argument of the PA Parameter is that PAs incorporated in the verb always represent old information and are unstressed. This paper argues that the actual DPs may also be unstressed not due to the presence of the corresponding PAs on verbs but their position in a sentence. Thus, information status of PAs cannot depend on that of DPs in any way:

- (1) a. me SHEN g-iq'ureb.                      b. me g-iq'ureb shen.'  
       I    you  2-watching                      I    2-watching you  
       'I am watching YOU (stressed).'        'I am watching you'.

The third claim of the PA parameter that determiner quantification is not present in PA languages due to the adjoined positions of DPs in such languages (Jelinek 1995) is not verified either. Quantifiers such as *every*, *all*, *everybody*, *nobody* are present and they take variable scope with respect to nouns they modify:

- (3) q'vavilebi      q'vela      tetri-a.  
       flowers        all        white.is  
       a. 'All the flowers (as a group) are white.' (Collective)  
       b. 'Every flower (in a certain group) is white.' (Distributive)

'Qvela' all can have collective and distributive interpretations since it agrees with the verb in singular (like 'every' *q'oveli*). It is not interpreted as adverbial *completely* since the adverbial quantifiers *sul*, *mtlianad* corresponding to 'completely' are also present.

As a result of this evidence, the paper proposes to change the macroparametric approach into microparametric one. Particularly, strict correspondence between agreement markers and arguments is not necessary.



**Patricia MacGregor-Mendoza (New Mexico State U)**

*Using online self and peer assessments to improve writing in a sociolinguistics class*

Peer assessment and self-assessment have documented formative benefits by providing a means of developing analytical and metacognitive skills and a sense of accountability for students' own writing (Cho, Schunn and Wilson 2006, Andrade and Valtcheva 2009). When used as formative tools, peer and self-assessment further aid students in developing a sense of self-regulation with

reference to their learning, and support the development writing skills (Cho, Schunn and Wilson 2006, Nicol and Macfarlane-Dick 2006, Wen and Tsai 2006). An online system of peer and self-assessment are also noted to facilitate these processes by allowing students to perform both types of assessments in their own time and space, allowing authors to more readily access peer comments. Online peer assessments in particular may also minimize the impulse to wish to appear pleasant to one's classmates and thus reduce criticism (Tsai et al. 2001). The efficiency of online peer and self-assessment is noted, however the effectiveness of such a system involves training and practice to ensure objectivity and fairness (Andrade and Valtcheva 2009, Topping 2009).

The present study examines a pilot project including peer and self-assessments of writing assignments in an online sociolinguistics class. The assessments were reviewed for the consistency between self and peer reviewers, the number and type of comments made in self and peer assessments, and the number and type of changes made from the draft to the final version to determine the impact of these procedures. The study points to factors which help make online self and peer assessments successful and recommendations for improving the quality and utility of feedback.



**Jelena Marković (West Chester U)**

***Explicit Instruction of Formulaic Sequences in ESL writing: How does it benefit the writers?***

Recently, there has been a growing interest in the integration of vocabulary instruction in the teaching of ESL writing. Researchers (e.g., Cox & Byrd, 2007; Folse, 2008) have argued for the explicit instruction of vocabulary, in particular, the direct instruction of formulaic sequences (e.g., in contrast to, it has been suggested that, in terms of, etc.) in ESL writing. However, relatively little attention has been paid to investigations of whether this type of instruction helps ESL students produce better quality of writing.

The present study investigated the effects of the explicit teaching of formulaic sequences on the students' abilities to produce essays of better quality as measured by trained raters' judgments. The study results showed no statistically significant difference between the quality of the essays produced by the treatment and those produced by the experimental group. However, the descriptive statistics showed that the experimental group outperformed the control group after the treatment. Also the mean scores on the overall quality of writing of the low-performing and high-performing students by group revealed that the low-performing writers in the experimental group made greater gains than their counterparts in the control group.

The results of the study suggest that explicit instruction of formulaic sequences may be helpful for the students' learning of formulaic writing for the purposes of writing, but that the

instructional intervention may be particularly valuable to the low-performing writers to produce better quality prose.

The study also attempted to glean insights into the approaches ESL writers use for the production of the target formulaic sequences in their writing. The data were collected through post-treatment interviews with a selected group of students. The qualitative data analysis revealed that the strategies between more and less successful ESL learners differed.

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**Glenn Martínez (Ohio State U)**

### ***Lexical pathways to the acquisition of a professional register among heritage learners***

The development of academic discourse has been a central aim of Spanish heritage language education since its inception in the 1970s. Recent research has suggested a pedagogical approach focused on the acquisition of grammatical features characteristic of this discourse (Colombi 2002; Bowles 2011; Montrul and Perpiñán 2011; Rothman 2007). This paper suggests a lexical pathway to the acquisition of these grammatical features. Based on data from a medical Spanish program for heritage learners, I argue that direct instruction of a professional vocabulary may trigger the development of grammatical features characteristic of the discourses where that vocabulary is found. Through these data, I seek to show how heritage language instruction for the professions contributes substantially to the overall goals of heritage language education.



**Rebeca Martínez Gómez (U of New Mexico)**

### ***"Cuidado países del primer mundo, aquí venimos los mexicanos, una sociedad dividida entre nacos y fresas." Análisis del estereotipo sociolingüístico del fresa en Internet***

El presente trabajo explora el estereotipo sociolingüístico en páginas de internet sobre el estilo utilizado por un grupo social mexicano conocido como *fresas*. Este estilo ha sido típicamente asociado a jóvenes urbanos de clase media, predominantemente de ascendencia europea (Mendoza-Denton 2008). Según Labov (1973), los estereotipos sociolingüísticos son formas marcadas socialmente que comentan miembros de una comunidad. En el caso del estilo fresa, no se trata de una variable específica sino de diversas características lingüísticas que en conjunto han formado un estereotipo. A pesar de que éste ha existido por más de tres décadas en México, y la lingüística popular ha reportado sobre estilos similares en otros lugares hispanos (e.g. “pijo” en España, v. Vigara Tauste 2002), nunca se ha realizado una investigación sobre él. Por eso, el objetivo del presente estudio es describir este estereotipo sociolingüístico, además de explicar cómo las actitudes hacia él se relacionan con las percepciones hacia el grupo social.

Utilizando la metodología de la etnología virtual (Hine 2000) y el análisis del discurso (Herring 2004) este trabajo analiza las características lingüísticas relacionadas con el estilo *fresa* y cómo las actitudes hacia él provienen de las asociaciones entre la lengua y el resto de los comportamientos del grupo. Para la recolección de datos, se realizaron dos búsquedas en Google México: “los fresas” y “cómo hablan los fresas”. Los primeros 50 resultados de la primera búsqueda se categorizaron según el formato de la página web (e.g. ‘blog’) y su objetivo (e.g. ‘entretenimiento’). Después, se analizó el texto de cada página de acuerdo a los diversos temas que surgieron (e.g. clase social, vestimenta, etc.). En la segunda búsqueda, 14 páginas web fueron analizadas. Estos datos se integraron con los resultados en relación al estilo lingüístico de la primera búsqueda. Todos los datos fueron categorizados según los diferentes niveles o funciones lingüísticas que emergieron (e.g. fonética, marcadores discursivos, etc.).

El análisis llevado a cabo muestra que usuarios de internet en México promueven de formas distintas el estereotipo del grupo social, como a través de wikis, blogs, entre otros. Los principales temas que emergieron en cuanto al estereotipo en general fueron su oposición al grupo llamado *navos*, las actitudes de los fresas y las reacciones hacia su comportamiento por parte de los que no son miembros del grupo, clase social y su estilo lingüístico. En cuanto a este último tópico, los comentarios más frecuentes fueron el uso de palabras en inglés (i.e. cambio de código), características fonéticas (e.g. entonación), ciertas frases prefabricadas (e.g. “nada que ver”) y el excesivo uso de marcadores discursivos tales como o sea, entre otros. Además, el estilo recibe calificativos como desesperante, fingido o ridículo. Así, los resultados muestran que las actitudes hacia el estilo lingüístico y las percepciones sobre el grupo están relacionadas. Esto se explica a través del modelo de los ejemplares (Bybee 2010) donde lengua y factores sociales interactúan.



**Francisco Martínez Ibarra (Towson U)**

***Why would I speak Valencian? Understanding the motivations for not speaking a language***

According to recent surveys, young generations in the Autonomous Community of Valencia (ACV) appear to have the ability of speaking and writing the Valencian variety of Catalan (henceforth Valencian) with a superior competency than their older counterparts. However, the levels of use reported by the same age group of young adults (18-30 years old) are significantly lower than the use of Valencian by older generations. The situation is particularly worrisome in the southern territories of the region, where two of the most populated cities are located (i.e. Elche and Alicante). Why is it that a significant amount of speakers are able to speak both Valencian and Spanish but only choose to speak Spanish? In what circumstances do certain speakers reject speaking Valencian? What sociopolitical factors, if any, may reinforce the rejection of Valencian as a language for daily interaction?

In my presentation I attempt to provide answers to such questions by presenting evidence acquired from ethnographic techniques such as personal interviews and written questionnaires. The fieldwork consisted of three main phases – conducted during the months of June and July, 2010: a first phase of observation and field note taking; a second phase of personal interviews; and a third phase in which I designed and distributed a written questionnaire. Fourteen interviews were conducted and 188 questionnaires were collected for the study. Additional data are provided by the work of Montoya-Abat and Mas i Miralles (2013) as well as by the national and regional statistics agencies.

Among the results of my investigation, the lack of instrumental value, political relation with Catalonia, and the fact that Valencian is often perceived as an imposition seem to be the most recurrent arguments to reject the use of Valencian in the ACV. In line with previous research (c.f. Casasnoves 2010), my results also suggest that the role of Valencian, the historic language, as a group symbol is in decline, while the position of Spanish as identity language appears to be increasing.



**María Isabel Martínez-Mira (U of Mary Washington)**

***Ethnicity, identity labels and Spanish fluency: A study in Albuquerque, NM***

Research on language and ethnic identity has been a popular field of study throughout the years. As a result, there is a significant number of studies accounting for the relationship between language and ethnicity (e.g. Giles and Johnson 1981; Gumperz 1982; Eastman 1985; Rampton 1995; Walton 2004, among others). Likewise, there is an extensive body of work with regards to ethnic identity issues within the Hispanic population in the US in general and the Southwest in

particular (González 1973, 1975; Floyd 1978; Merino 1983; Rivera-Mills 2001; Martínez Mira 2006). More specifically, the topic of ethnic identity among Hispanics has been analyzed in terms of ethnic labels as historical and ideological constructs (e.g. González 1997). However, studies of heritage language and fluency (e.g. Kim and Chao 2009) seem to indicate a link between heritage language fluency and ethnic identity for second-generation Mexican adolescents; moreover, “fluency in Spanish (for reading and writing only) [and] ethnic identity was also important for the school effort of second-generation youth group” (2009:36). Therefore, this presentation will study the relationship between context of language maintenance, generational status, heritage language fluency and ethnic identity in a specific group of Spanish speakers: college Hispanic students enrolled in Spanish as a heritage language classes in Albuquerque, NM. More specifically, the goal of this study is to determine whether the relationship between language fluency and ethnic identity is in fact plausible in this group of Hispanics.

In order to test this, participants completed several questionnaires. The first one, an adaptation of Escamilla (1982) and Rivera- Mills (2000) and sociodemographic in nature, was intended to find out participants’ generational status. In the second questionnaire, adapted from Rivera-Mill (2000) and from Phinney’s (1992) Multigroup Ethnic Identity Measure Test, participants self-evaluated their language ability answering multiple-choice questions; they also used a Liekert scale to voice their opinion on statements regarding their level of acculturation, their ethnic/identity perception, and whether they thought there was a correlation between the latter and their fluency in Spanish. Last but not least, some subjects volunteered to participate in a semi-guided interview, where they were asked to elaborate on some of the topics mentioned in the second questionnaire.

The data from Albuquerque, NM, is currently being analyzed; results will hopefully shed some light on the correlation (if any) of language fluency and ethnic identity within Hispanics, and whether there is any connection between these two elements and the participants’ choice of labels such as ‘Hispanic,’ ‘Mexican-American’ or ‘Spanish-American’ to define their ethnic/identity status.



**Crystal Marull (Rutgers U)**  
***The Role of Syntax in Cross-linguistic Activation***

Within the framework of the non-selective access theory, the ability to negotiate crosslinguistic competition may come from language cues that reliably signal the L1 or L2 (e.g., Kroll, Bobb, & Wodniecka, 2006) in conjunction with an inhibitory control mechanism (e.g., Green, 1998; Abutalebi & Green, 2007). This study investigates whether language-specific syntax – the syntactic positioning of a target word in a determiner phrase (DP) – can act as a language cue to

modulate cross-linguistic activation in bilingual sentence comprehension and if competition for production is mediated by an inhibitory control mechanism.

To examine cross-linguistic activation Spanish native speakers with advanced English proficiency ( $n=23$ ) completed a cross-modal priming paradigm (Task 1) that presented English sentences containing a target word embedded in the DP which was marked with genitive or dative case. In English, these constructions have two acceptable presentations; one which is linearly congruent with Spanish syntax (see examples 1 and 3) and one which is linearly incongruent (see examples 2 and 4).

1) Congruent Dative (canonical dative construction):

*The man gave some water to the donkey in the lot. (target: burro)*

2) Incongruent Dative (dative double object construction):

*The worker in the street gave the dog a little space. (target: perro)*

3) Congruent Genitive (of-genitive):

*The teacher drew the top of the tree with a marker. (target: árbol)*

4) Incongruent Genitive ('s-genitive):

*The young girl wanted to paint the chair's bottom bright green. (target: silla)*

Each stimulus sentence was followed by a lexical decision task on the Spanish translation equivalent of the target word or on a control word. Response times (RT's) were recorded in milliseconds from the onset of the lexical decision task to the button press. To examine inhibitory control (Task 2) the participants performed the same activity as in Task 1, except they were prompted to repeat the stimulus sentence out loud prior to the lexical decision task. Again, RT's were recorded in milliseconds.

The results of Task 1 revealed that the RT's in the congruent condition (Canonical Dative and *of*-Genitive constructions) were significantly faster ( $p = .001^*$ ) than RT's in the incongruent conditions (Dative Double Object and 's-Genitive constructions) suggesting that linearly congruent syntax increases cross-linguistic activation and language-specific syntax (linearly incongruent) reduces such activation. The results of Task 2 also showed that the Congruent condition was significantly faster than the Incongruent condition ( $p = .02^*$ ). However, in comparison to Task 1, the difference between the two conditions had decreased indicating that the highly activated translation-equivalent competitor had been inhibited to allow for target production. Overcoming such inhibition to complete the lexical decision task incurred an RT cost that reduced the advantage of the Congruent condition. This finding is in line with the asymmetrical language-switch costs reported by Meuter and Allport (1999).

These results support the language non-selective access theory and provide evidence that language-specific syntax can be a language cue that modulates cross-linguistic activation and they suggest that cross-linguistic competition may be resolved by an inhibitory control mechanism in speech production.

## Monica Mills (Indiana U)

### *Modifiers in YouTube: An Investigation on the Commentary of a Language Instructional Video*

The current study investigates variation in modifiers found in directive statements at the actional level of pragmatic analysis in a Computer-Mediated Communication (CMC) medium found in the commentary of YouTube community concerning videos related to language learning. Specifically, the frequency and the use of different types of internal and external modifiers of directives will be examined in terms of five independent variables: the type of directive (question, request or suggestion); the video genre (vocabulary, grammar and pronunciation); the expressed opinion of the poster toward the video (like, dislike or no mention); the topic of the commentary (the video in general, the poster, the channel, a specific point in the video, or combinations of the aforementioned); and language of the post (English, Spanish or both). The commentary analyzed comes from three videos, one from each previously mentioned genre, found on the instructional YouTube channel 123 Inglés, whose main purpose is to help native Spanish speakers learn English. Approximately 300 tokens were coded based on Searle (1976), Blum-Kulka (1989), and Merrison et al. (2012) classifications of modifiers. Social factors were not considered due to the frequent choice of YouTube users to remain anonymous throughout the site. Results analyzed using SPSS indicate that mitigation factors are conditioned by all of the previously mentioned factors. Most interestingly, the presence or absence of a modifier was influenced by the expressed like or dislike of the video; that is, the expressed like of a video showed a greater tendency for using modifiers. Presumably, this may be to soften or lessen the force of the directive given by the comment's poster (Blum-Kulka 1989). Results also indicate that each genre favors a separate directive type and that the chosen language to express the directive also varies according to genre. Modifiers also have a unique expression across genres as well, and the presence or absence of modifiers depend on whether or not the commentator expresses a like or dislike of the video considered.

This investigation provides a fresh perspective into modifiers and CMC for several reasons. Firstly, the investigation of how modifiers are shown to vary according to genre in a CMC setting has not been studied to date. More specifically, the present investigation demonstrates how modifiers are used according to genre in a learner CMC setting. Secondly, it offers a approach to suggestions in CMC that is different than the study done on Yahoo!Respuestas by Placencia (2008). Thirdly, variation across commentary in YouTube video genres has not yet been investigated to date. Fourthly, neither directives nor modifiers have been widely studied in a CMC setting outside of email.



Christina Mirisis (U of Minnesota)

*VeneRican intonation patterns: a comparison of heritage and native speakers' intonation patterns in a situation of dialect contact*

While heritage Spanish speakers' morphology and syntax (Martínez-Gibson, 2011; Montrul, 2004; 2009; 2010; 2011; 2012; Obregon, 2011; among others) have been studied quite extensively, phonology has not received as much attention. Amengual (2012) is one of few studies that focuses explicitly on a phonological feature of heritage Spanish speakers' speech, voice onset time, as it pertains to their production of /t/ in Spanish and English. Given how understudied their language is at a segmental level, it is not surprising that even less is known about suprasegmentals, such as intonation.

The present study aims to begin to bridge this gap in the literature by investigating adult heritage Spanish speakers' intonation patterns in a situation of dialect contact in which their parents are native speakers of Caribbean dialects of Spanish, Puerto Rican and Venezuelan. Couched within the autosegmental-metrical model of intonational phonology, the present study compares heritage Spanish speakers' intonation patterns to their native speaker parents' intonation patterns of broad focus declaratives and absolute interrogatives. The participants read a series of lexically and grammatically identical pairs of declaratives and absolute interrogatives, preceded by a context, half of which contained three stressed words (e.g. *El ladrón robó el dinero.* & *¿El ladrón robó el dinero?*) and the other half two stressed words. Praat was used to analyze the data and placement of pitch accents in each contour was noted.

The results of this study show that the heritage speakers' patterns show aspects of each parent's contours, and in some cases the heritage speakers' patterns were more similar to their mother's, while in other cases they were more similar to their father's. Both heritage speakers and their parents showed a preference for utterance-initial rising pitch movements and a fall or low plateau in nuclear position in declaratives with both two and three stressed words. The female native speaker consistently produced prenuclear rising movements in absolute interrogatives with both two and three stressed words, while the female heritage speaker only consistently produced prenuclear rising movements in absolute interrogatives with two stressed words. Similar to his mother but different from his father who consistently produced low plateaus, the male heritage speaker almost exclusively produced prenuclear rising movements in absolute interrogatives with both two and three stressed words.

Furthermore, in many cases the heritage speakers' entire contours were the same as one or both of their parents'. For example, the male heritage speaker consistently produced utterance-initial L+>H\*, prenuclear and nuclear L\* and L% in declaratives with three stressed words, which was found in both of his parents' data. Finally, the heritage speakers occasionally produced the circumflex movement in absolute interrogatives, characteristic of Puerto Rican Spanish, the variety spoken by their mother. In conclusion, the current study constitutes an initial step in examining the intonation patterns of adult heritage speakers from a bi-dialectal household by comparing their contours to their parents' and found that one parent's dialect did not appear to

have a more prominent effect on their intonation patterns, as they showed aspects of each parent's contours.



**Joke Mondada, Juan Gabaldón (U of New Orleans)**

***Intergenerational Spanish language loyalty among Hondurans in the New Orleans area***

The purpose of the present study is to examine the attitudes toward Spanish language usage among different generations of Hondurans in the New Orleans Metropolitan Area in order to gain insights into language loyalty within this population group.

Previous researchers, such as Lutz (2008) found that family values were the reason for maintaining Spanish at home among Mexican immigrants in Dallas. Lopez (1982) suggested that a shift of about 50% occurred between first and second generations of Mexican-Americans in Texas and the Southwest. Ortman and Stevens (2008) argued that less than 10% of the second generation of Hispanic Americans showed a shift from Spanish to English.

This study is motivated by an interest in Spanish speakers of Honduran descent because of their significant presence in several parishes of Metropolitan New Orleans: 25% of the Hispanic population of Orleans Parish and 21% of the Hispanic population of Jefferson Parish is Honduran. Their presence in New Orleans began in the late fifties when employees of the United Fruit Company in Honduras came to the city to send their children to college. In 1962, Hondurans were already recognized as the largest Hispanic population in New Orleans. Since the eighties a constant influx has occurred and several Honduran neighborhoods have formed.

Most of the participants in the present study are residents of Honduran descent in two specific areas of Metropolitan New Orleans, the first a suburb with a high population of Hondurans and other Hispanics, the second a more upscale neighborhood nearer the city. Data were obtained by soliciting answers to a questionnaire about family background, Spanish language usage with different family members and friends, and language usage with members of the community in different circumstances. Included also were queries about preferences for Spanish versus English and feelings of identity in relation to language usage. The total number of participants interviewed was 96.

Our study concludes that the "typical" language shift between first and second generation Hispanics often mentioned in other studies does not occur among the Honduran population of Metropolitan New Orleans. On the contrary, as evidenced by our data, a high language loyalty exists among Hondurans and this is directly related to the very high value placed on daily Spanish language usage within the family.

**Eder Mondragón Quiroz (Oregon State U)**

***Retomando nuestras voces: Academic Advancement and Support of Latin@ University Students Through Written Narratives***

The increased enrollment of Latin@ students into universities often overlooks the disproportionate number of them who face greater educational disparities during college because of limited academic support and resources. The present study gathered information on the effects of a narrative-writing activity and how they could be used to promote the academic success of Latin@ students in higher education. Participants were recruited from an existing native speaker Spanish course and engaged in a narrative-writing activity for ten weeks within the classroom. The activity guided participants in the creation of a personal narrative that delineated a specific moment in their lives. It included a series of reflections, drafts, and edits of their works through in-class discussions, peer-review and instructor feedback. Before participants began the narrative writing-activity, a pre-interview was conducted at the beginning of the term to assess their experiences with storytelling and identify some of their purposes for sharing their stories. A post-interview was conducted at the end of the term to gain an understanding of the participant's overall experience with creating their narratives. It was hypothesized that the process of writing, drafting and sharing narratives in the classroom would provide students with an opportunity to explore their own identities, recognize their resiliency by reflecting on prior experiences (both direct or indirect), reevaluate their motivation to continue their academic education and establish closer bonds with other students in the course. Results demonstrated the positive impact of the narrative-writing activity on participants and the importance of continually developing resources that can help Latin@ students move forward in their academic education.



**Maralisa Morales Ortiz (Oregon State U)**

***Balanceando el aula virtual con la experiencia en comunidad: Ecampus en contacto con el español local***

En la universidad Estatal de Oregon el español es un vínculo entre comunidades, el puente que conecta a los estudiantes no latinos, con las comunidades locales latinas. El currículo intenta ser un medio para llevar a los estudiantes a entender el español como un medio para la justicia social, el lazo que necesitamos para integrarnos socialmente, y no un medio para aprender la lengua como herramienta de comunicación únicamente. En las clases presenciales logramos esto a través del involucramiento con la comunidad local, estatal. Sin embargo, en el aula virtual, muchos estudiantes se encuentran con factores que limitan su interacción con el mundo exterior, con la comunidad. Entonces, al tener estudiantes no convencionales que no hacen parte de nuestra comunidad inmediata universitaria nos preguntamos ¿cómo integrar el concepto de

“comunidad” parte del proyecto educativo de lenguas de las 5 C,<sup>1</sup> en el aula de español virtual? Esta presentación muestra cómo se ha hecho la integración de los estudiantes con su comunidad local a través de las experiencias de diferentes clases: el primer año de español, y las clases tercer año, haciendo un énfasis especial en la clase de escritura y la de gramática avanzada. Los estudiantes, a través de diferentes medios como los encuentros comunitarios, las entrevistas, y la investigación de organizaciones no gubernamentales que proveen servicios a la comunidad, han encontrado puntos de convergencia entre su clase de español virtual y la comunidad a la que pertenecen. Y así, cumplen con el objetivo de conectarse con el español para verlo como algo local, y también así cumplir nuestro objetivo de la sexta “C”, concientización, que viene del objetivo de ver al español como herramienta para la justicia social.



**Regina Morin (The College of New Jersey)**

***¡Qué bien suena! ¡Qué mal suena! Native speaker commentary on computer related lexical borrowing from English into Spanish***

The introduction and transmission of certain borrowings is due to subgroups within the community, for example, the subgroup imbued with the world of science and technology (Poplack, Sankoff, and Miller, 1988:48). An earlier longitudinal study of Spanish language blogs showed that, among this subgroup of native Spanish speakers, there was ample use of borrowing with evidence of phonological and morphological integration of loanwords in online posts, and consistent use of a restricted group of very productive verbal, nominal, and adjectival suffixes.

Unexpectedly, of the over 1,200 tokens of linguistic borrowing collected, roughly one third were found to include some form of folk metalinguistic commentary. Such metalinguistic commentary can be:

1) Internally motivated (based on awareness of a difference between one’s own language use and that of some others):

*Hoy hice una recorrida blogueril -si me permiten la palabra- que me gusto mucho.*  
<http://www.mirocanrol.com.ar/blog/index.php/recorrida-blogueril/>

2) Externally motivated (motivated by institutionalized or conventionalized regulations):

*No es un modismo la palabra Googlear. Es un neologismo, y como tal con toda su hermosura de recién nacido se merece mucho respeto y lugar para crecer dentro de nuestra lengua.*

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<sup>1</sup> 5 C’s, communication, cultures, connections, comparisons, communities, and our 6<sup>th</sup> C: consciousness.

<http://archives.postgresql.org/pgsql-es-ayuda/2007-05/msg00398.php>

or a combination of both.

This kind of data reveals attitudes not necessarily towards a particular group of speakers, but towards language change. Attitudes range from the positive:

*Sólo me queda invitarlos a unirse a esta red y dejarse llevar por la nueva adicción! A Feisbuckear se ha dicho! (incluyan éste (sic) nuevo verbo a su lenguaje por que es cada vez más común su uso).*

<http://disenotecnia.com/me-llamo-patatina-y-soy-adicta-al-facebook/>

to the negative:

*tiorojo Says: Julio 11th, 2006 at 8:55*

*Suena asqueroso. "To google" en inglés no suena como así de garbimba como gugliar.*

<http://www.otexto.net/?p=519>

Web-based folk linguistic commentary regarding computer fueled linguistic borrowing is a rich source of data that is not elicited, and so the language is closer to the “vernacular”, thus solving the problem of the “observer’s paradox”. In addition, it argues against a dichotomous relationship between speech and writing, and supports the use of written language to get at language attitudes. Niedzielski and Preston (2003) eloquently argue for the study of folklinguistics as a key to examining language change itself: “folk linguistic beliefs may help determine the shape of language itself. It would be unusual to discover that what nonlinguists believe about language has nothing to do with linguistic change”.



**María Irene Moyna (Texas A&M U)**

***A Lab for Curricular Innovation: Spanish for the Sciences***

In spite of the increasing need for Spanish proficiency in the United States, the traditional Spanish major’s emphasis on the humanities can be a hard sell among undergraduates with practical and professional objectives. In that context, there is growing interest for courses in Spanish for special purposes, such as business and medical Spanish (Coira-Sánchez 2007, Bowles 2012, Grosse 2007, Lafford 2012, Lear 2012, Long & Uscinski 2012, O’Sullivan 2012). This presentation describes a curricular innovation, Spanish for the Sciences, which capitalized on interest for STEM (i.e., science, technology, engineering, mathematics) in a large land grant university in the US Southwest. It summarizes the course learning objectives, content topics, and

challenges of implementation, and proposes steps to create and share materials for specialty curricula.

The student population for the first iteration of this advanced course came from a range of scientific disciplines, including biology, pre-med, pre-vet, meteorology, engineering, and even the social sciences. The course developed the four skills and focused on discipline specific vocabulary, structures, and discourse functions (e.g., defining, quantifying, hypothesizing). The broad thematic units included mathematics, physics, chemistry, and biology. Oral input was provided by authentic informational videos, available through Youtube, while the written input came from matching written materials. For example, a video on annual fishes was supplemented with brochures and articles on ichthyology. Students practiced oral skills in class through pair and group activities and presentations, and out of class through interviews with Spanish-speaking scientists from the academic community. Written skills were developed through different assignments including dissemination brochures, scientific papers, and a final group poster. A noteworthy feature of the course was that it incorporated experiential learning through mini-fieldtrips to labs and other campus facilities, where they met with professors who use Spanish to carry out their research (e.g., to study parrots in the Peruvian forest).

As any new course, this one had the drawback of requiring a large time investment in preparation of materials, in particular given the absence of a textbook. However, this was also an advantage, since content could be adapted to the needs and interests of the students. It was also challenging to set up meetings with researchers in other units, both for the class visits and for individual student interviews. Yet, the impact of these visits was worth the effort. Student interest was and remained high for the entire semester, as evinced by high rates of attendance and quality of student output.

The ultimate purpose of showcasing this example is to provide a template to develop other content courses in Spanish (politics, media). Finally, given that these specialty courses are very unlikely to attract publisher interest in the near future, I will propose ways in which materials and teaching tools can be shared across institutions.



**Ramón E. Padilla-Reyes (Ohio State U)**

***Corrió, Corrió y Corrió: pluractionals in Puerto Rican Spanish***

In this presentation I will argue that unlike other dialects of Spanish in Puerto Rican Spanish (PRSp) *bien*, *super* and *más* behave as quantifiers of extreme degree and these quantifiers modify the degree that gradable adjectives would hold under normal circumstances, like in (1).<sup>2</sup> Gradable

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<sup>2</sup> In these constructions and any other, the extreme operator *más* is acceptable only with a certain prosodic intensification. It cannot work with normal prosody.

adjectives are subject to a scale structure and the structure depends whether the gradable adjective has a maximal and/or a minimal element that is lexically determined in the scale. Verbs like *full* have a top, or a maximal element, like in (2a). Since these extreme degree operators take the degree beyond the scale, they should not combine with adjectives with a maximal element. Nevertheless, the case is that they do as we can see in (2b). I will show that since extreme degree operators take the degree beyond the scale, then these gradable adjectives with tops must be subject to the same contextual constraints as the gradable adjectives without tops. This gives evidence in favor of the idea that there is no real distinction between adjectives with or without a maximal element and that they are subject to contextual specification (for the standard of comparison and the considered scale). Nevertheless unlike *bien* and *super*, *más* not only can it modify adjectives but also verbs as in (3). Where (3) can be viewed as (i) an extreme action or event, (ii) an action that is iterated an extreme amount of times, or (iii) prolonged for an extreme amount of time. I will argue that *más* behaves as a pluractional, but unlike any other pluractional documented it is an extreme degree pluractional. Verbs are usually not taken to be carriers of degrees, but I will show that since degrees use *dimensions* to determine the scale, *más* in the first reading does introduce degrees into the verbs by introducing a *dimension* (like velocity, altitude, etc.). These reading in turn are determined by the context but are restricted to the lexical and grammatical aspect of the eventuality.

(1) Michelle es **bien/super/más** alta.

Michelle is **well/super/more** tall  
 ‘Michelle is extremely tall’

(2) a. El vaso está lleno.

The glass is full

b. El vaso está **bien/super/más** lleno.

The glass is **well/super/more** full  
 ‘The glass is extremely full’

(3) Michelle corrió **más**.

Michelle ran **more**

- (i) ‘Michelle ran extremely fast’
- (ii) ‘Michelle ran an extreme amount of times’
- (iii) ‘Michelle ran for an extreme amount of time’



**Eirini Panagiotidou (West Chester U)**

***“Ethereal Clouds of Energy”: Poetry, Painting, and the art of Literary Linguistics***

Ekphrasis in poetry has been defined as “the verbal representation of a real or fictitious text composed in a non-verbal sign system” (Clüver, 1997: 26, orig. emphasis). The origins of this poetic sub-genre can be traced back to the masterful description of Achilles’ shield in the Iliad, and since then, poets have used ekphrasis as a tool to approach philosophical issues, such as aesthetics and the nature of artistic and poetic representation.

Ekphrastic criticism has addressed the previous topics extensively (Cheeke 2010; Hollander 1995; Kennedy 2012), but has not provided systematic discussions of the ways readers respond to ekphrastic poems. This paper will draw on literary linguistic methodologies in order to examine how painting and poetry are fused into one in W.D. Snodgrass’ poem “Matisse: The red studio” and how readers may reconstruct Matisse’s painting in their mind. I will show how particular cognitive mechanisms, such as spatial perception, figure-ground relations, and attention influence the reading of the poem and the reader’s perception of the work of art. Specific reference will be made the way colors, forms and textures become available for processing into objects, and how the painting comes to life through three different layers of representation stemming from the painter, the poetic persona, and the reader.

Moreover, focusing on two major themes of ekphrastic poetry, permanence and movement, I will show how literary linguistic tools can be combined with cognitive poetic ones to describe the contrast between stasis and kinesis. The analysis will demonstrate how verbs and verb forms denoting motion are coupled with negational expressions to blur agency and the boundaries between presence and absence, emphasizing the permanence of the work of art and questioning the prominence of its creator. The paper concludes with a discussion of the striking metaphorical images of the final lines that leave the reader and the text vibrating with (creative) energy. While attempting to answer Snodgrass’ multilayered questions concerning the nature of art and its relation to reality, this paper will also illustrate literary linguistics’ ability to provide discussions of ekphrasis that complement and expand on trends in linguistics and literary criticism.



**Innhwa Park (West Chester U)**

***The use of conjunction “or” in student questions***

Analyzing video recordings of one-on-one university-level writing conferences (30 sessions) from a conversation analytic perspective, this study identifies interactional practices through which participants negotiate and achieve pedagogy. In particular, this study focuses on the students’ use of conjunction “or” in turn-initial, mid-turn, and turn-final positions when asking questions. By

examining the use of “or” in various positions, the study also contributes to our knowledge of the interactional functions of discourse markers.

In both traditional and discourse-based grammar texts, the English word “or” is usually described as a coordinating conjunction (Givón, 1993; Quirk, Greenbaum, Leech, & Svartvik, 1985; Schiffrin, 1987; among others). Generally, “or” has been shown to mark an option (e.g., *a or b*) for the hearer and can be used exclusively by forcing a choice or inclusively by indicating both are legitimate choices. In my data, expectedly, students most commonly use “or” in mid-turn position as a central element in posing an alternative question that proffers two or more differentiated propositions from which teachers are asked to choose (e.g., *It’s due on Friday or Thursday?*). Secondly, it has been identified that students use “or” in turn-initial position to display an orientation to the correctness of their previously stated candidate understanding (e.g., *Or am I wrong?*). Finally, students use turn-final “or” to mark the question problematic in some way (e.g., *Do I have to give reason for that or?*). Based on the analysis of “or” in different positions, it is argued that students use “or” in their questions to achieve various functions in discourse; not only do students use “or” to propose equally alternative options, they also use “or” to make a correction, push for an agenda, etc.

Such functions commonly indicate that students tend to put a narrow focus on the here-and-now issue, asking for a quick fix in their writing. On the other hand, teachers avoid answering the students’ questions directly. They seem to be more concerned with providing a generalizable lesson that is applicable in larger contexts. The study shows how the divergent perspectives between teachers and students get manifested in talk-in interaction, in particular, the students’ use of conjunction “or” in their questions and the teachers’ responses to them. It has implications for research on discourse markers, educational discourse, and conversation analysis work on turn design.



**Seulkee Park (Kyung Hee U), Nam-Geun Lee (Chosun U), Jong-Bok Kim (Kyung Hee U)**

***English As-parenthetical Construction: Interactions between the Lexicon and Constructions***

The *as*-parenthetical clause (APC) illustrated by the COCA (Corpus of Contemporary American English) example (1a) displays a significant resemblance to the nonrestrictive relative clause (NRC) given in (1b), but has unique internal and external distributional properties distinct from the NRC:

- (1) a. They have both been married before, *as we all know*. (COCA: 2005 SPOK CNN Event)

- b. It's hard to get a movie made, *which we all know*. (COCA: 1999 SPOK CNN King)

In this paper, we claim that the interaction between the lexicon (in particular, the lexical properties of *as*) and constructional constraints are responsible for the APC's distinctive grammatical properties. As noted by Huddleston and Pullum (2002), Potts (2002), Lee-Goldman (2012), among others, the APC and the NRC behave much alike. They both have the function words *as* and *which* in the initial position, and contain an obligatory syntactic gap (*\*as/which we all know it*) which observes the island constraints as seen in *\*Nina quickly bought two durians, exactly as we met a chef who did\_\_*. Except for these commonalities, the two constructions are quite different in many respects. The first difference comes from the property of the gap in the internal syntax. The gap in the APC is not nominal, but verbal as seen from the following contrast (Potts 2002):

- (2) a. He is doing fine, as I'm sure you are aware (\*of).  
b. He is doing fine, which I'm sure you are aware \*(of).

Given that the adjectival predicate *aware* requires a sentential complement or the PP [*of*], the contrast here shows that the gap in (2a) is a CP while the one in (2b) is an NP. The two constructions are also quite different in terms of external syntax. The NRC is restricted to the postmodifier position, but the APC behaves just like sentential adverbs, appearing in sentence initial, medial, or final. In terms of meaning, the gap in the APC must be supplied by a constituent in the most appropriate domain and does not fall within the scope of negation (cf. Huddleston and Pullum 2002):

- (3) a. The fact that Mimi read the map carefully probably meant that she stayed on the trails, as did Chuck.  
b. He didn't report the matter to the police, as you'd predicted.

In (3a), the antecedent of the gap in the APC cannot be the remote embedded clause, but must be the adjacent clause. In (3b), the negation cannot scope over the APC, conveying that you have not predicted. A semantic and pragmatic difference also exists. As pointed out by Potts (2002), the APC does not contribute to the semantic content of the sentence involved, but its sole contribution is a conventional implicature, whereas the NRC presents information it expresses as separate from the antecedent.

- (4) a. Tito paid to visit the moon, as you know.  
b. Tito paid to visit the moon, which you know.

The semantic content of (4a) does not contain the meaning of *as you know*, but just conventionally implicates that the clause *you know that Tito paid to visit the moon* is true.

In dealing with such similarities and differences, several different approaches have been taken. Potts (2002) takes the APC as a type of parenthetical PP, while Lee-Goldman (2012)

assumes the APC just as a type of the NRC. Both approaches are appealing, but appear to be not satisfactory enough in reflecting the mixed properties of the APC. Our approach starts from the lexical specification that the functor *as* in the APC selects as its argument an incomplete sentence with a verbal gap. This lexical element, similar to *which* in the NRC, functions as the functor in the head-functor construction. This constructional constraint tells us that *as* combines with a sentence containing a verbal gap. The resulting sentential element has no gap element, modifies an expression whose index value is identical to the gap. The present analysis thus attributes the properties of the APC to the interaction of head-functor phrase and lexical properties of the degree expressions. This way of interactive treatment between lexicon and constructions brings us several welcoming results. For example, the APC is similar to the NRC in that both are a subtype of a head-filler and head-functor construction. But the APC is unique with respect to the status of the gap and the semantic and pragmatic contribution. Since the construction is a modifier construction, it needs to observe the locality constraint such that it cannot be linked to a remotely embedded clause. The analysis supports the view of Construction Grammar in which language-specific generalizations across constructions are captured via inheritance networks, reflecting commonalities or differences among constructions.

### [Selected References:]

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**Susana Pérez-Castillejo (U of Minnesota)**

***Contornos entonativos básicos del castellano de Galicia***

“El tono, es... digamos, más cantarín” – así describe un joven de La Coruña (Galicia, al noroeste de España) la principal diferencia entre el castellano de Galicia y el de otras partes de España. Pese a la prominencia perceptual de la entonación del castellano de Galicia para los hablantes, los estudios experimentales en este campo son aún escasos. La presente investigación contribuye a remediar esta falta mediante el análisis de un corpus de oraciones interrogativas absolutas y declarativas neutras producidas por 20 castellano hablantes (10 hombres y 10 mujeres)

procedentes de diversas localidades gallegas: Coruña (11), Santiago (2), Orense (3), Lugo (2), Ferrol (1) y Villanueva de Arosa, Pontevedra (1). Los datos se recogieron en dos tareas diseñadas para conseguir estilos de habla diferentes: una tarea de lectura de frases contextualizadas (estilo más formal) y otra tarea de preguntas y descripciones sin guion escrito (estilo más informal). Las oraciones se analizaron acústicamente con Praat y se anotaron prosódicamente según las convenciones del sistema métrico-autosegmental.

En cuanto a las oraciones interrogativas, el análisis revela que, además de los contornos que se consideran característicos del español europeo, los castellanohablantes de Galicia utilizan también patrones que, o bien no se han reportado aún en otras variedades de España, o bien se usan con una función pragmática diferente en otras variedades. Por ejemplo, el uso de tonemas descendentes (H+L\* L%) en lugar de la subida final (L\* H%) que caracteriza las preguntas del castellano del centro de España. En lo que concierne a las oraciones declarativas neutras, de nuevo se observan diferencias como el uso de acentos descendentes (H+L\*) tanto al inicio como al final de la oración, frente a los acentos de subida (L+>H\*) o tonos bajos (L\*) que caracterizan la entonación declarativa del castellano europeo. Estas diferencias, sin embargo, no ocurren de forma categórica, sino que varían de hablante a hablante y entre las dos tareas de las que se extrajeron los datos. Además de las diferencias en cuanto al tipo de contornos que favorecen los hablantes para cada tipo de oración, este estudio también examina la variación en la realización fonética (amplitud del campo tonal y alineamiento temporal de picos y valles) según la estructura de la oración, el tipo de oración, características de los hablantes y la formalidad de la tarea.

Al incluir las características de los hablantes en el análisis, este estudio contribuye a un campo aún muy poco desarrollado dentro de la fonología suprasegmental del castellano: la variación entonativa por factores extralingüísticos. Igualmente, al describir contornos entonativos no reportados anteriormente para otras variedades peninsulares esta investigación extiende nuestro conocimiento de la variación dialectal de la entonación del español.



**Mercedes Pérez Serrano (Columbia U)**

***Más allá de la palabra: los corpus en línea como herramienta didáctica***

El enfrentarnos a preguntas como “¿y por qué esto no es correcto?” forma parte de nuestro día a día, como también lo hace esa sensación de relativa insatisfacción a la hora de responder con afirmaciones del tipo “simplemente, no se dice así”, que quedan lejos de satisfacer la curiosidad del estudiante.

En este sentido, los corpus y los programas de concordancia se erigen ante el aprendiente como una herramienta de un valor inestimable en el proceso de aprendizaje del léxico y la gramática. Pueden ayudar a aclarar muchas dudas lingüísticas que los diccionarios o las gramáticas convencionales no resuelven.

Se propone que el profesor de una segunda lengua introduzca en sus clases esta herramienta y oriente a sus alumnos en el proceso de familiarización con un corpus lingüístico por medio de una metodología de aprendizaje centrada en el alumno que consiste en incitarle a formularse preguntas que podrán satisfacer interactuando con un corpus.

Nuestra propuesta didáctica está centrada en la información que los corpus proporcionan relativa a la combinatoria y a la gramática de las palabras. Su utilización en el aula con este fin redundará en un aprendizaje cualitativo del léxico y en la mejora de la competencia colocacional, pues, «una lectura detallada de los ejemplos, que no son sino el contexto de la palabra, nos permite confirmar una hipótesis sobre si una colocación es correcta o incorrecta y corregir, por tanto, posibles errores» (Higueras, 2006a: 87)<sup>3</sup>.

Los corpus proporcionan ejemplos reales que apoyan las explicaciones y pueden ser una fuente de datos para verificar o refutar las hipótesis sobre una regla gramatical o una posible colocación. Para generar estas hipótesis, se puede ofrecer un input real, o un input manipulado con colocaciones erróneas, que el alumno deberá detectar y comprobar en el corpus. Se trata, en fin, de presentar esta herramienta al aprendiente de LE para mejorar su competencia lingüística y potenciar su autonomía.



**Lisbeth Philip (Loyola U)**

***Instructional methods for an Effective Course in Medical Interpreting***

Effective and good-quality communication in the delivery of healthcare services has become crucial for an increasing Limited English Proficient (LEP) patient population. In the past, family members, often children, or other untrained bilinguals served as interpreters because of the lack of language access services in hospitals and other healthcare settings. As a result, many LEP patients and clients have often received unequal and sometimes erroneous treatment.

Because of the growing awareness of the importance of skilled medical interpreters, many higher education institutions are becoming more active in the development of translation and interpreting programs in the medical profession. However, one of the many challenges involved in the implementation of these programs is finding effective methods of instruction to train bilingual students to become effective interpreters.

Interpreting is the process by which the spoken word in the source language is expressed faithfully and accurately in the target language. Of the various methods of delivering the information from language A to language B and vice versa, the three most common methods that

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<sup>3</sup> Higueras García, Marta (2006a): *Estudio de las colocaciones léxicas y su enseñanza en español como lengua extranjera*. ASELE, Colección Monografías nº. 9, Málaga.

are used in the healthcare setting are: consecutive interpretation, sight translation and simultaneous interpretation.

This presentation will illustrate some of the most effective methods and tools of instruction to increase the quality of interpreter training in terms of message conversion, interpreting modes and protocols, cultural competency, and brokering in the medical setting.



**Ángela Pinilla-Herrera (Georgia Southern U)**

***“My Spanish is not like the one people speak here. A mí me dicen que mi tono es el fresa”. Actitudes y usos lingüísticos de un hablante de herencia de alto estatus socioeconómico en el contexto escolar.***

Considerando el impacto que el capital humano de los padres tiene en la segunda generación de inmigrantes, su transmisión es exitosa o no dependiendo de una serie de circunstancias y estrategias deliberadas. Dicho capital, tangible según Kasinitz et al. (2008) en la solidez económica, educacional y la unidad familiar, tiene rotundo influjo en las actitudes lingüísticas y los índices de retención de la lengua de herencia al interior de las clases privilegiadas (McGregor-Mendoza, 2013), cuyo protagonismo en los estudios del mantenimiento del español como lengua de herencia es casi inexistente.

Con base en observaciones etnográficas y entrevistas sociolingüísticas, este estudio de caso reporta las actitudes y los usos lingüísticos de Iggor, un adulto joven de segunda generación y clase social alta en el contexto de la escuela secundaria. Confirmando lo reportado por Citrin et al. (2007), los resultados de esta investigación indican que tanto el nivel de educación como el nivel de ingresos tienen un efecto en las posibilidades de mantener el uso del español. La elevada competencia de Iggor en español se deriva de un capital humano que rebasa sustancialmente los logros educativos y recursos económicos del promedio de estudiantes que asisten a la escuela escenario de esta pesquisa. La diferencia que marcan los medios económicos se refleja en particularidades como la posibilidad de viajar con extraordinaria frecuencia país hispanohablante, el acceso ilimitado a múltiples recursos tecnológicos e incluso el acceso a tratamientos terapéuticos privados para superar trastornos del habla.



**Kim Potowski (U of Illinois – Chicago), Lourdes Torres (DePaul U), Daniel Vergara (U of Illinois – Chicago)**

***Tense, Aspect, and Mood in Chicago Spanish***

Silva-Corvalán (1994) is a seminal study of Spanish-English language contact. Two chapters of this study focus on the simplification of the tense, aspect, and mood system (TAM) in the Spanish of Mexican-origin first, second, and third generation speakers in Los Angeles, California, demonstrating that change occurs in stages across the proficiency continuum.

Our study takes Silva-Corvalán (1994) as a point of departure to examine TAM in the Spanish of three generations of speakers from three different groups in Chicago, IL: Mexicans, Puerto Ricans, and “MexiRicans” (individuals with one parent from each group). That is, in addition to examining speakers cross-generationally in another large U.S. city with a significant Latino population, we also compare the TAM of three different ethnolinguistic groups who live there.

Our corpus consists of 64 sociolinguistic interviews in Spanish with participants shown in Table 1.

**Table 1, Participants**

<b>Generation</b>	<b>MX</b>	<b>PR</b>	<b>MXPR</b>	<b>Total</b>
<b>G1</b>	8	8	n/a	16
<b>G2</b>	8	8	8	24
<b>G3</b>	8	8	8	24
<b>Total</b>	24	24	16	64

All conjugated verbs were coded for tense, aspect, and mood, resulting in a total of 41,195 tokens. These were analyzed for expected or non-expected usage following Silva-Corvalán (1994). We found a pattern of simplification and loss of tense, mood and aspect in the morphology of the verbal systems of the Spanish spoken by Latino Spanish speakers across generations. Specifically, this is reflected in the loss of the perfective aspects of the verbal forms in the first generation, reduced use of the subjunctive morphology as well as loss of Imperative and Conditional moods and Future tense for the Puerto Ricans and MexiRicans of the second generation, and reduction of the simplex verbal forms in the third generation. This type of loss seems to be more rapid among the Puerto Rican and MexiRican groups. In contrast, the Mexican group seems to be more successfully maintaining Spanish verbal forms across generations. We will also discuss how change in the verbal system of Chicago Spanish compares to change observed in Los Angeles Mexican Spanish (Silva-Corvalán 1994) and in New York Puerto Rican Spanish (Zentella 1997).

**Michelle Ramos Pellicia, Elizabeth Campos, Kevin Mikolich (California State U – San Marcos)**

***The Spanish-es of North County, San Diego***

The interaction of language and the sociolinguistic context can result in differing outcomes between linguistic communities (García 2003; Silva-Corvalán & Lynch 2009; Valdés 2000).

In the past, the southwest has been described as a more or less homogenous community of Mexican American speakers (García 2003; Silva Corvalán & Lynch 2009; Silva Corvalán 1994). This project, however, shows a different state of affairs in North County San Diego: while there are still many Mexican American speakers, the profile of the Spanish speaker is changing. This project documents the phonological variation in Puerto Rican, Mexican American, MexiRican, and Guatemalan Spanish in North County, San Diego as a result of this linguistic diversification.

All the participants completed a questionnaire either in English or in Spanish, read a list of words, a paragraph, and participated in an informal conversation.

The individuals of Mexican descent were first or second generation who maintained Spanish due to the need to communicate with their relatives on the other side of the border. They present evidence of English influence (e.g. “dark-l” in words like “caldo”, stew]). The Puerto Ricans also showed a need to maintain their variety of Spanish; the same need is also observed among the Spanish-speakers of Guatemalan decent. These two groups signaled their linguistic affiliation by the lateralization of “-r” among the Puerto Ricans and the use of the “vos” pronoun by the Guatemalans. However, due to the differing expectations and pressures that Puerto Ricans and Guatemalans experience in the United States, the former group does not hesitate to maintain the sounds that are characteristic of their Spanish variety, while the latter prefers to switch to the use of “tú” instead of “vos”. The MexiRicans, on the other hand, presented several characteristics that were not found in the interviews of the individuals of Mexican descent: tension with members of the community, racism, rejection during their years in school due to their ethnicity and language spoken.

In the data transcribed evidence has been observed of the influence of English in the pronunciation of Spanish. Among the Mexican American participants, the realization of the “dark-l” was evidenced in words like: “caldo” (stew). The word “funcionar” (to function), a cognate in Spanish, was produced with the English pronunciation among the MexiRicans. Language use and linguistic accommodation are related to their social networks.

The results help in putting in perspective the Spanish language use in the North County area of San Diego. The border still plays a crucial role for the Mexican American participants, and encourages language maintenance. MexiRicans, Guatemalans, and Puerto Ricans experience a different outcome for their variety of Spanish. Due to pressures within their community, and the number of English speakers in their networks of family and friends, this group of speakers demonstrates a tendency to prefer the English language. As opposed to previous descriptions about Southwest Spanish, the evidence analyzed shows that, while there are still many Mexican Americans in the region, the face of Spanish in the southwest is becoming more diversified.

**Michelle Ramos Pellicia, Barbara Taylor (California State U – San Marcos)**  
***The role of socioeconomics in student learning while in an online language course***

Our research question in this pilot project is to understand the role that socioeconomic status play in the learning process of students enrolled in an online language course. Research shows that there is indeed an achievement gap in accessing technology, e.g., African American males perform worst in online courses than in face-to-face classes because of issues with adaptability to online courses (Zu, Jagers 2013).

As a Hispanic serving institution, many of the students enrolled in our online, hybrid, and face-to-face classes are first generation, from low-income socioeconomic backgrounds. However, in the last year, we have observed an increase in the number of hybrid and online courses offered in our campus. We, thus, want to answer if all our students have equal access to the resources made available to them and all the requirements expected to be met while enrolled in the class.

We asked students enrolled in the Advanced Spanish for the Medical Profession course to complete a questionnaire that sought answers to questions like: access to the course when the session is online, problems accessing the information online because of the computer used, limited access to a computer or the internet, knowledge of online use, lack of knowledge of how to an online or hybrid class works, frequency of taking online courses.

The answers thus far demonstrate that there is indeed a gap in terms of accessibility. Students prefer an asynchronous language course in which they can practice and correct themselves before uploading the work, some expressed a frustration with the system itself, while others complained that the online course offering is problematic because access to a computer is often limited after hours. Similarly, some students acknowledge that they lack the expertise to work with the resources online.

Overall, the results expand our knowledge of online learning among the specific population of students we serve in our campus. Furthermore, the findings further our understanding of language learning and socioeconomics in an online environment. In turn, we can use the results to educate our experts in technology and education about the need to make technology accessible for our students by having more computers and thru workshops on how to use the different resources available to them so that students in turn can access their online courses.



**Natalie Rangel (Texas A&M U), Verónica Loureiro-Rodríguez (U of Manitoba), María Irene Moyna (Texas A&M U)**  
***Attitudes towards Spanish, English, and Code-Switching in Two Texas Border Towns***

This study investigates language attitudes towards English, Spanish and code-switching in two Texas border cities (Laredo and Edinburg) by means of a matched guise test with three attribute dimensions (solidarity, status, and personal appeal). It was found that there were no significant overall differences between attitudes in the two cities. As anticipated, code-switching received the lowest ratings in all dimensions; English and Spanish were matched for status, and Spanish received the highest scores for solidarity and personal appeal. The main finding was that when the variable of gender was considered (both for raters and speakers), then differences in ratings did emerge, pointing to a complex interplay of the three varieties in mediating gender roles.

Situated 150 miles apart, Laredo and Edinburg share features such as their size, their majority Hispanic ethnic and linguistic composition, and the vicinity to Mexico. However, whereas Laredo was a fully constituted community when the Anglos arrived in the 19th century, and Laredoans succeeded in retaining their lands and their political prestige (Hickey Cavazos, 2012), Edinburg's Hispanic population was made up of dispossessed farm laborers (Alonzo, 1998). This study ascertained whether these historical differences had linguistic consequences. To measure attitudes towards Spanish, English, and Spanish/English code-switching, we employed the matched guise test, developed by Lambert et al. (1960) to unearth covert attitudes towards English and French in Montreal. In this technique, bilingual speakers record several controlled samples in different linguistic varieties and then research subjects are asked to rate each voice they hear (i.e., each guise), unaware that each speaker has spoken more than once.

For our study, we prepared Spanish and English versions of an originally Spanish/English code-switched spontaneous speech. Scripts were checked for grammaticality and then recorded by four bilingual speakers (2M, 2F) of Mexican Spanish. Research subjects (96 bilinguals from Laredo and 91 from Edinburg) answered a demographic questionnaire and then listened and rated each voice based on a list of attributes grouped according to dimensions of status, solidarity, and personal appeal.

It was found that in both cities code-switching received the lowest scores for all rating dimensions. Additionally, English and Spanish exhibited no significant differences in the status dimension, but Spanish was ranked higher than English on solidarity and personal appeal. Differences in the evaluation of the varieties emerged when we considered speaker and rater gender. Thus, female raters from Edinburg rated male speakers who code-switched higher than Laredo female raters. Edinburg male raters scored female English guises higher than those from Laredo. Yet, they rated male English speakers lower than their Laredo counterparts. This pattern suggests that in Edinburg speakers have more tolerance for English and code-switching between genders, but see Spanish as a covert solidarity marker among males.

Our findings confirm the long-term positive evaluation of Spanish on the border (Anderson-Mejías, 2005). Moreover, they show that even in nearby cities with similar language usage, there may be differences in the role languages play in indexing social relations.



**Chase Wesley Raymond (University of California – Los Angeles)**

*The Epistemics of Interaction-Brokering in the Interpreter-Mediated Medical Visit*

This paper outlines the crucial role that knowledge plays in the brokering process of interpreter-mediated interactions. Using data from pediatrics genetics consultations with Spanish-speaking parents, I argue that the current notion of the translator-as-broker can be applied at a micro-interactional level just as it has been shown in the literature to apply at the more macro-level of overarching cultural beliefs and practices. Through their co-participation in and navigation of the ‘territories of knowledge’ (Heritage 2012a,b) involved in the interaction, translators-as-interaction-brokers actively influence the epistemic landscape of the medical visit to facilitate a positive relationship between patients and healthcare professionals.

Prior to Extract (1) below, for example, the participants have been discussing the precise amount of protein in popcorn, this child’s specific genetic disorder requiring a severely restricted protein intake. There has been confusion as to how many grams of popcorn equates to how many grams of protein, as these are two gram-based measurements which refer to different things.

(1)

- 2 NUT: -> ^Weigh i[t out. [You have a scale.
- 3 TRA: [una- [una pesa
- 4 NUT: -> Just weigh out (.) one [y’know (.) twenty eight ounces.
- 5 TRA: -> [Tiene una pesa?
- 6 MOM: Sí,
- 7 TRA: -> Ha pesado::: l[as palomitas?
- 8 MOM: [¿^SÍ¿ L(h)as he pes(h)ado(h).hah hah
- 9 TRA: She’s weighed it.
- 10 NUT: Oh you weighed it:

Despite the fact that weighing food with a scale has already been mentioned earlier in the visit, the translator refuses to adopt the knowledgeable [K+] stance taken by the nutritionist. Instead, she reformulates the nutritionist’s imperative into an interrogative which gives Mom the epistemic high ground in line 5. We thus see not only that there are territories of knowledge at work here, but also that these territories of knowledge have pragmatic implications that must be taken into consideration.

At a more overarching level, I hypothesize that these subtle practices may play a significant role in increasing the level of comfort and overall participation of these otherwise potentially reserved patients, thereby also producing better medical outcomes.

Javier Rivas (U of Colorado – Boulder)

*A Discourse Approach to Spanish Indirect Objects based on the Theory of Preferred Argument Structure*

The Theory of Preferred Argument Structure (Du Bois 1985, 1987, 2003) determines that clauses occurring in connected discourse typically have the following features: i) they generally occur with no or one lexical argument, and ii) they tend to avoid lexical arguments in transitive subject (A) function. These two grammatical tendencies have the following pragmatic correlates: i) avoid more than one new argument per clause and ii) avoid new arguments in A function. These grammatical and discourse preferences have been proved to be cross-linguistically recurrent (Du Bois, Kumpf and Ashby ed. 2003). For Spanish, it has been shown (Ashby and Bentivoglio 1993, 2003) that the direct object (O) is the preferred function for lexical noun phrases and new information, followed by the intransitive subject (S) function. The purpose of this paper is to contribute to this body of research by providing a discourse profile of Spanish indirect objects. In this line, previous studies (Vázquez Rozas 1995, Company Company 2001, Becerra Bascañán 2006, Dufter and Stark 2008) have mainly focused on the grammatical and semantic-pragmatic factors that account for clitic duplication.

To achieve this goal, we conduct a quantitative analysis of spoken Peninsular Spanish using *Corpus de Referencia de la Lengua Española Contemporánea*. We base our analysis on 1043 examples of indirect objects found in 34 conversations (approximately 71,000 words). Each example is coded for the following variables: coding device (clitic, *a* NP, clitic + *a* NP, clitic + *a* pronoun), construction-type (ditransitive vs. intransitive), activation cost (new vs. non-new), and clausal position (pre-verbal vs. post-verbal). In order to compare the rates of lexical and new indirect objects with the rates of lexical and new As, Ss and Os in the corpus, we code 653 transitive and intransitive clauses for the same variables. In line with previous studies, our results show that indirect objects in Spanish are predominantly realized by means of a dative clitic (81% of cases). On the basis of the analysis of the other 19% of examples, we will argue that the grammatical relation of indirect object in Spanish is actually split into two different categories, according to whether it occurs in ditransitive (*dar* 'give'-type) constructions or in intransitive (*gustar* 'like'-type) constructions. Both types of indirect objects display different rates of lexical and new mentions that are statistically significant. Indirect objects in the *dar*-type construction occur lexically more frequently than As but less frequently than Ss. However, the percentage of new indirect objects in this construction is higher than the percentage of new entities found in both A and S functions. In contrast, the percentage of lexical indirect objects in the *gustar*-type constructions is similar to the percentage of lexical As, whereas new indirect objects in this construction are more frequent than new As but less frequent than new Ss. In line with these tendencies, indirect objects occurring with *gustar*-type verbs favor pre-verbal position, whereas indirect objects of the *dar*-type favor postverbal position.



**Susana Rivera-Mills (Oregon State U)**

***Teaching Languages in the 21st Century: Online language courses, challenges and opportunities***

In the 21<sup>st</sup> Century, access to a college degree is no longer limited by the walls of traditional classrooms. Online course offerings by universities responding to the technological revolution, and to the changing needs of diverse adult learners have significantly increased. Traditionally, world language courses have been taught in a face to face (f2f) environment; however, this practice has now transcended classroom walls into cyberspace. Few researchers have taken a careful look at online language teaching (e.g., Blake 2008, Meskill & Anthony 2010) with varying results.

This study analyzes both qualitative and quantitative data about oral proficiency outcomes of students in online language courses and how these compare to f2f courses. Specifically, this study looks at: How do online course outcomes in oral proficiency compare to f2f courses?; What pedagogical approaches and techniques are used in online courses to help students reach proficiency outcomes?; How does language proficiency attained differ within each environment (on campus vs. online)?; and What recommendations can be made in developing language proficiency?

A sample of 300 students of Spanish was surveyed in order to gather information on general demographics, previous experience with language learning, and online courses. Information on course structure, syllabi, and outcomes was gathered from instructors, and a standardized language proficiency exam was purchased and given to participants in order to measure overall oral language proficiency of students enrolled online or in face-to-face courses.

Initial findings show no significant differences in any one skill between on campus students taking f2f courses and students taking online courses. In addition, there were no significant differences found between first year and second year student performance. Initial analyses point to a significant difference between on campus students and off campus students taking online courses.



**Itxaso Rodríguez Ordóñez (U of Illinois)**

***The acquisition and use of ergative among L1 and L2 adult learners of Basque***

Studies on the acquisition of ergative among Basque-Spanish children assume that the input they receive is uniform (Ezeizabarrena 1995, Austin 2007). It has been found that adult native speakers of Basque drop the *-(e)k* ergative marker in spontaneous speech (Rodríguez-Ordóñez 2013). Today, the vast majority of adult Basque speakers are L2 learners, a population that has not been

studied. Therefore, this paper investigates the acquisition of the ergative marker among adult L2 learners of Basque and the patterns of use among L1 speakers.

Ergative *-k* is marked on transitive (1) and unergative subjects (2). Intransitive subjects (3) and transitive objects are marked with absolutive singular *-ø* and plural *-k*. Auxiliary selection will also depend on the valency of the verb and all the arguments will agree with the auxiliary verb (Etxepare 2003). Transitive always select HAVE whereas unergative verbs show more variability explained by Sorace's Auxiliary Selection Hypothesis. Finally, unaccusative verbs select BE.

*Transitive*

(1) Ni-k gozoki-a-k erosi d-it-u-t  
 I-ERG sweet-the-ABS.pl buy ABS.3g-pl-have-ERG.1sg  
 'I have brought sweets'

*Unergative*

(2) Ni-k eskiatu d-u-t  
 I-ERG ski ABS.3g-have-ERG.1sg  
 'I have skied'

*Unaccusative*

(3) Gizon-a-ø etorri da  
 Man-the-ABS arrive ABS.3sg.be  
 'The man has arrived'

There are several theories that explain the acquisition of morphology among adults. The Agentivity bias approach (Pinker 1984) proposes that semantic bootstrapping ([+agent]) is responsible for the acquisition of ergative. The Missing Surface Inflection Hypothesis (MSIH) served to show that lack of morphological form is a reflection of surface morphology problem and not language impairment (Haznedar 2003). An important question to ask is whether the lack of nominal ergativity in Basque is due transfer effects or a matter of problem with the surface morphology whose variability is constrained by phonological properties (Hualde 2003).

In order to evaluate the use and acquisition of ergative case, 30 Basque-Spanish bilinguals responded to a GJT, EPT and participated in a semi-directed interaction. There were a total of 48 target sentences both for the GJT and EPT. Tokens differed in verb type (transitive, unergative, unaccusative) and phonological context of ergative. All participants engaged on a semi-directed interaction with the researcher that covered topics both in the past and the future in order to make them elicit the ergative marker.

Preliminary repeated ANOVA results for GJT show that there was a main effect of grammaticality as Spanish-dominant L1 speakers of Basque and L2 showed greater ratings of grammaticality for ungrammatical sentences. There was no main effect of verb type or context type. Results in the EPT show that L2 learners showed greater errors of omission and over-extensions than natives. Results in the semidirected interaction show that ergative tends to be omitted in before consonants suggesting that ergative is subject to phonological constraints among native speakers.

Non-native speakers showed more variability in terms of auxiliary selection among the unergative verbs supporting the ASH. There was also a tendency for non-native speakers to produce over-extensions errors supporting the agentivity-bias approach.



### Rey Romero (U of Houston-Downtown)

#### *Spanish-Turkish bilingualism and lexical incorporation in Crónica de los Reyes Otomanos (16th c.)*

Although several studies have analyzed the modern contact between Judeo-Spanish and Turkish in Istanbul and Izmir (Gilmer 1986, Varol-Bornes 1996, Altavero 2003, Romero 2008, Romero 2011, Romero 2012), Spanish-Turkish bilingualism has been occurring for several centuries, since the Spanish-speaking Sephardic Jews arrived from the Iberian Peninsula in 1492. Analyzing the early period of Spanish-Turkish contact provides information about the types of phonological and morphological adaptations in lexical items incorporated into Spanish, and highlight those changes that appear in other Spanish contact varieties. In this paper, I analyze about 200 Turkish lexical items incorporated into the Judeo-Spanish literary work *Crónica de los Reyes Otomanos* (1566-1567) by

Rabbi Moshe ben Baruh Almosnino. This is one of the earliest works of secular free prose, written in the vernacular variety of Judeo-Spanish, in order to inform the Sephardim about the Ottoman conquests in Anatolia and Eastern Europe.

Generally, Turkish lexical items appear in concepts proper to the Ottoman court: *mexter* (band member), *seráy* (palace), *olí vizir* (Grand Vizier); and government affairs: *begler begí* (governor), *sandjakado* (province), *surgun* (exiled); and in the military domain: *cháiş* (sergeant), *kadileskejer* (military judge), *azap* (archer); Islamic cultural and religious terms: *bajram* (holiday), *muderix* (Islamic teacher), *shemlí* (turban). Although these lexical items appear as borrowings of necessity as they depict new concepts for the Sephardim, there were also several from daily life: *abái* (wool cloth), *kaík* (boat), *chiftilik* (farm), *taván* (ceiling), *yedek* (horse). These borrowings present phonological and morphological adaptations. Some changes appear to be phonotactically motivated: *arş* → *arší* (announcement), *rifid* → *rifet* (gift); while others reflect phonological changes particular to Spanish in the 16<sup>th</sup> century such as lenition: *karakol* → *karagol* (inspector), *chavush* → *cháiş* (sergeant); consonant cluster reduction: *munzel* → *mazul* (relegated); and palatalization: *kadilasker* → *kadileskejer* (military judge), among others. Morphologically, some changes are linked to gender assignment: *bölük* → *los bolukos* (troops), *hazne* → *la hazná* (treasure), *yenicheri* → *los djenizaros* (janissaries). Most interestingly is the interpretation of Turkish [N + N]<sub>N</sub> compounds as one lexical unit: [*kadi* (judge) + *lasker* (army)]<sub>N</sub> → Judeo-Spanish *kadileskejer*, plural *kadileskejeres* instead of \**kadis leskejer*. Similarly [N + Adj]<sub>N</sub> compounds: [*haznedar* (treasurer) + *bashí* (main)] → Judeo-Spanish *haznadar bashí*, plural *haznadar bashís*, instead of

\**haznadares barbís*. Finally, I compare these data to other lexical incorporation patterns from other contact varieties, especially that of English and Spanish in the United States.



**Covadonga Sánchez (U of Massachusetts)**

***A study from a multiple grammars perspective: the present progressive in the L1 English L2 Spanish grammar***

The Full Transfer/Full Access Hypothesis (FTFA), proposed by Schwartz and Sprouse, states that the initial state of second language acquisition is the final state of the L1 at which all the properties of the L1 are available to the learner (White, 2003). The theory of Multiple Grammars (Amaral and Roeper, 2012), being one of the theories that follow the steps of FTFA, posits that speakers then have access to different “parallel rule-sets” to which different rates of productivity are assigned based on rules available to them. It also claims that rules are not deleted but their productivity might be blocked. Therefore, it is predicted that the productivity of the L1 rules will prevent learners from blocking ungrammatical readings in their target language.

One grammatical aspect that can be considered from a Multiple Grammars perspective is the use of the present progressive. Future readings with present progressive constructions are allowed in English, but not in Spanish (Quirk, 1985; Copley, 2009; RAE, 2009). This study has two goals: (1) examine the acceptability of future readings by L1 English L2 Spanish speakers (see examples 1-2); (2) determine whether these readings are influenced by lexical aspect, by comparing activity (example 3) and accomplishment verbs (example 4). Previous studies (Robinson, 1994; Muñoz and Gilabert, 2011; Gabriele and Canales, 2011) have looked at L1 Spanish L2 English speakers’ production and acceptability of future readings depending on the verb type.

The questions that guide this study are: (1) will native speakers of English learning Spanish block the interpretation of future readings? (2) If there is an extension of future readings with present progressive constructions, will this be more visible with activity or accomplishment verbs? The hypothesis is that learners will allow for future interpretations in a considerable amount of cases and that the future interpretation of activity verbs will be blocked less often than that of accomplishments, due to the tendency of activities to express progressivity. In order to test this hypothesis, an experiment consisting of a picture-matching interpretation task was run with a total of 24 intermediate speakers of Spanish. The answers provided were compared with those of native speakers.

The results obtained show that L2 speakers accept future readings significantly more often than native speakers not only with activity verbs ( $p=0.0007$ ) but also with accomplishments ( $p=0.003$ ). On the other hand, no statistical difference was found in the acceptability rates between activities and accomplishments, being that both were accepted by approximately 70-80%

of the non-native speakers (see figure). This suggests that the rules that are productive in their L1 remain so in their second language. Therefore, speakers at this level of proficiency fail to assess the productivity of the rules governing the use of the present progressive in the target language. In respect to lexical aspect, neither of the two categories considered seem to play any crucial role in this matter, since both favor the acceptability of future readings.



**Israel Sanz-Sánchez (West Chester U)**

***A diachronic perspective on second person forms of address in New Mexican Spanish***

This study is an analysis of the historical evolution of second person forms of address in New Mexican Spanish. Although a large number of diachronic studies on second person forms of address in different Spanish-speaking areas have been published (e.g., Abadía de Quant 1992, Bertolotti and Coll 2001, Fontanella de Weinberg 1989, 1994, Rigatuso 1992), most of these studies focus either on the colonial period or on the 19<sup>th</sup> and/or 20<sup>th</sup> centuries, with little to no elaboration on how the patterns of use of second person forms of address in colonial Spanish gave rise to those characteristic of more recent periods. The literature on traditional varieties of Spanish in the United States is particularly scarce. This study is intended as a contribution to fill in this gap in the literature by analyzing data from an archival corpus of 325 New Mexican letters written between the late 17<sup>th</sup> century and the early 20<sup>th</sup> century.

In this investigation, several patterns of use involving the use of *vuestra merced* *vuestra señoría*, *usted* and *tú*, as well as their plural equivalents and some minority variants were identified. In some respects, the use of these forms in the New Mexican data is parallel to their use in other areas as described in the literature. Thus, a basic difference emerges between the ‘colonial’ system, which favored the use of *vuestra merced* and *vuestra señoría* in the written language, and the ‘post-colonial’ system, where these older forms gave way to *usted* and *tú*. However, ancillary data from court depositions reveal a more complex picture in the colonial period than suggested in previous studies, and they show that *usted* and *tú* were already in full currency in the spoken language at the time. The diachronic distribution of address forms in the corpus is also indicative of changes in the social embedding of communication in New Mexico throughout this period. This connection between language use and social change becomes particularly evident in the distribution of *tú* and *usted* in the 19<sup>th</sup> and 20<sup>th</sup> centuries, when the status of Spanish as a public language starts to be challenged by English. As a result, the distribution of *usted* and *tú* becomes blurred in the last decades covered by the corpus, with *tú* encroaching upon the earlier realm of *usted* in interactions outside of the family and close friendship realms.

Overall, these data confirm that the local use of forms of address in different periods encodes varying degrees of power, solidarity and social distance, and is shaped by the immediate

sociocultural environment of the speakers. The study also confirms the usefulness of a sociohistorical approach to language as a tool to understand social change.



**Adam Schwartz (Oregon State U), Helen Terry (U of South Florida)**  
*Evolving anthropologically in an IRB-free research context*

This paper explores the present development and evolution of a community language research study after an Institutional Review Board (IRB) officially indicated that the project’s methodological “activities do not meet the definition of research under [university] policy.”

With implications for secondary and post-secondary students of Spanish in mind, the study itself is a pilot for a larger national initiative, which aims to disaggregate and celebrate the complexity of Spanish-speaking “Hispanic” identity in the U.S. Narratives and oral histories serve as central, educational tools for both the researcher and researched, by which to understand Spanish-English bilingualism in the U.S. Recorded interviews with four Latin@ college students—and by intergenerational extension, their first generation immigrant parents—elicit thoughts on the use and value of Spanish in community and school contexts. Students and parents talk in and about slang and Spanglish, for instance, and showcase diverse opinions on race, identity, culture and space, among many topics. Audio files, transcriptions, drawings and maps will be digitally archived for public and educational use.

The IRB’s decision implied a revocation of institutional support and protection for the students and parents, citing the study’s expressed lack of “hypothesis... or any plan to analyze the histories in any manner.” What resulted was the IRB’s willingness to exchange “oversight” for the request that researchers simply use “professional and ethical judgments.” Inadvertently, this inspired both researchers and participants to coimplement and co-construct more responsive, anthropologically aware (Zentella, 1994) bilingual research methodologies. In effect, what originated as an IRB-ready interview protocol has evolved into plans to prepare students to become community researchers. As such, we document how these students have grown into: (a) historical and community stakeholders, dialoguing with family members to critically co-negotiate their own plans to “analyze” their “histories”; and, (b) informants and beneficiaries in the transformation of Spanish education as community-responsive, multicultural pedagogy. Interview data as well as reflections from a student-centered ethnographic research workshop will be highlighted and critiqued here.

Oral narrative research in this “liberated” context warrants a critique of existing paradigms of ethics and advocacy (cf. Labov, 1982), linguistic gratuity (cf. Wolfram, 1993), empowerment in language research (Cameron, et al., 1993/1997) and other relationships with the researched as indicative of institutional power. In so doing, we argue how the IRB’s decision yielded the freedom to connect anthropological linguistic theory with calls from multicultural educators for

classrooms across subjects to serve as community-responsive spaces for “affirmation, solidarity and critique” (Nieto, 2010). We suggest that the combination of calls for critical multicultural education reform with debates in sociolinguistic research may inspire dynamic, non-foreign Spanish language education and maintenance for community members and students across the L2/Heritage Learner spectrum.



**Sandro Sessarego (U of Wisconsin – Madison)**  
***On the origin of Chinchano Spanish***

This study considers the linguistic and sociohistorical aspects of Afro-Peruvian Spanish (APS), an Afro-Hispanic language spoken in the province of Chincha (coastal Peru) by the descendants of the slaves taken to this region to work on sugarcane plantations during the colonial period. It attempts to explore the unclear origin of APS and to shed further light on the long-lasting Spanish creole debate (cf. Lipski 2005: ch.9).

According to McWhorter (2000), APS would be a “missing Spanish creole”, a contact variety that did not evolve into a creole, even though the sociohistorical conditions for a creole to emerge were well in place in coastal Peru at the time of its formation: 1) massive African importation; 2) harsh working conditions; 3) big plantation settings; 4) rare manumission; 5) few chances of learning the Spanish language through church indoctrination since “religion was withheld even to the point of denying slaves their last rites” (McWhorter 2000:37).

Given this socioeconomic analysis of coastal Peru, as well as the historical information this author provides for several other regions of Latina America (i.e., Chocó, Colombia; Chota Valley, Ecuador; Veracruz, Mexico; Barlovento, Venezuela), McWhorter claims that the lack of access to the lexifier language could not have been the reason for the development of creoles in the New World, since in all of the above mentioned cases the slaves had little access to Spanish, but yet Spanish creoles are not found in such regions.

McWhorter believes that the American plantation creoles used to be pidgins which were expanded into fully referential languages by either children or adults (McWhorter 1997, 2000). As a result, he does not agree with Chaudeson’s (1979, 1992) and Mufwene’s (1996) accounts, which depict creole languages as transformed varieties of their European lexifiers. According to the latter scholars, the distance between certain creole languages and their lexifiers may be modeled as the result of the cyclical application of language-acquisition phases, where each new wave of slaves would end up targeting a ‘square approximation’ (cf. Chaudeson 2001:132) of the language targeted by the previous generation; thus resulting in a progressive differentiation between the means of communication used in the plantation and the European variety. This model is unacceptable in McWhorter’s view, since it would exclude the pidgin stage by presupposing a gradual drift apart from the lexifier.

On the contrary, in line with his Afrogenesis hypothesis of creole formation, McWhorter claims that since Spanish never pidginized on the West African coasts, the linguistic bases were missing for the establishment of a full-fledged Spanish creole in the Americas, in contrast with what happened for French and English.

The present paper provides new linguistic and sociohistorical data showing that the Peruvian plantation settings were quite different from the picture offered by McWhorter, thus indicating that access to Spanish was not so limited. Most importantly, this study presents a new perspective on the long lasting Spanish creole debate. This work carries out a comparative analysis of slavery in the Americas, showing that Spain not only diverged from other European powers in that it lacked African colonies (as pointed out by McWhorter); rather, one of the most prominent differences between Spain and the other countries involved in the colonization of the Americas had to do with the legal position of the slave. In fact, the juridical figure of the slave had been received by the Spanish legal system in ancient time, from the Roman *Corpus Juris Civilis*; it was gradually developed into the *Siete Partidas* and then further modified in the *Leyes de India*. On the contrary, such a juridical figure followed a significantly dissimilar evolutionary path in the other European codifications, resulting in remarkably different socioeconomic and sociolinguistic outcomes (Watson 1989; Andrés-Gallego 2005). The current forensic account and its sociohistorical implications add a new and original dimension to the existing linguistic debate concerning the genesis and evolution of Afro-Hispanic languages in the Americas.



**Megan Strom (U of Minnesota)**

***The role of translation in the construction of ideology in local Spanish-language newspapers***

For many scholars, translation is a vehicle for the transmission of ideologies (cf. Apter, 2006; Niranjana, 1992; Spivak, 1988, 1993; Venuti, 1998), in particular those that propagate hegemonic structures. On the other hand, scholars have shown that translation may serve to challenge dominant structures, whereby translators replace ideologies of the majority group from the original version with new ideologies that support minoritized groups in their translation (cf. Edwards, 2003; Niranjana, 1992; Venuti, 2005). Previous studies have demonstrated the role of the translator in the perpetuation of majority group ideologies in minoritized languages, for example in translations from French to Arabic (cf. Jacquemond, 1992; Kilito, 2008) and from English to Chinese (cf. Liu, 2004; Xun, 1980). However, few have addressed this phenomenon in translations from English to Spanish (cf. Lomas, 2008), especially in the context of Spanish as a minoritized language, such as the case in the United States. As a result, scholars do not have an understanding of the potential for translators working in this context to challenge the ideologies of the majority group when moving texts from English to Spanish.

In the present study, I consider the translation of ideology from a majority language, English, to a minoritized language, Spanish, in order to determine the potential for these translations to challenge the dominant structure in the United States. To do so, I carried out a critical discourse analysis of ten local Spanish-language articles and their English-language counterparts published between March 2010 and July 2011 by following Norman Fairclough's (2001) and Teun van Dijk's (2008) approaches. The analysis consisted of determining the ways in which personal pronouns, passive constructions, agency, and contextual references indicated ideologies that had been translated, transformed, or omitted across languages.

While the role of the translator vis a vis the construction of ideologies was evident in all of the Spanish-language articles analyzed, two overarching patterns emerged: Spanish-language articles that were published synchronously with their English-language counterparts tended to translate ideologies directly into Spanish from English. However, those that were published asynchronously from their English-language counterparts most frequently transformed or omitted the dominant ideologies found in the English-language originals through several linguistic structures.

Results of this study support the concept of translation as a vehicle for the transmission of majority group ideologies in minoritized texts. Nevertheless, the transformation and omission of ideologies in the Spanish-language articles point to the agency of translators, and the possibility of challenging the perpetuation of majority group ideologies through translation.



**Patricia Swasey Washington (West Chester U), Aquiles Iglesias (Temple U)**  
***Tense-Shifting in Spanish-English Bilingual Child Narratives***

Tense shifting is typically used by speakers to highlight particular discourse functions (e.g., climactic events) (Engel & Ritz, 2000; Levey, 2006; Silva-Corvalan, 1983; Schiffrin, 1981) or to produce stylistic effects (Levey, 2006). However, tense shifting becomes problematic when it is frequent and serves no particular function (Berman & Slobin, 1994). Young monolingual children typically demonstrate frequent tense shifting as part of their narrative development, while older children do not typically tense shift. For older children, inconsistent tense usage could be an indication of overall limited language skills. Clinically, knowing which frequency level of tense shifting is developmentally appropriate would help in differentiating between a language difference and disorder.

Participants were 201 typically developing Spanish-English bilingual kindergarten (53), first (54), second (48), and third grade (46) in transitional bilingual programs in Texas. Each child produced at least one narrative in either English or Spanish. There was a minimum of four utterances per narrative sample. Narratives were digitally recorded and transcribed by trained assistants using the Systematic Analysis of Language Transcripts (SALT) conventions for bilingual

samples. Transcripts were analyzed by SALT providing various language measures (Total Utterances, Mean Length of Utterances, Number of Different Words, Words Per Minute, Narrative Scoring Scheme, and Subordination Index). In addition to grouping by grade, categorization was done based on a cluster analysis in a previous larger cross-sectional study utilizing the language measures (Iglesias, A., Miller, J., Jones, P., Hanlon, A., & Francis, D. (in preparation)).

All utterances were coded for tense type (present or past) and tense shifts (present to past or past to present). English shifts were additionally coded for verb type (regular and irregular). Shifts within utterances (e.g. from a main clause to a subordinate clause, were not included in the shift calculation). Certain utterances not included in the tense calculation were utterances previously marked for exclusion from analysis, quotes (e.g.: “Get out of here”), comments that are not a part of the narrative retell (e.g., “I don’t know how to say this in Spanish”), future tense (“will eat” or “comerâ), utterances without a verb, and utterances missing the auxiliary “is” in obligatory contexts. Utterances with codemixing were included (.e.g., “Se cayó porque (he fell because) he was running)).

Analyses included a paired samples t-test to compare shifting between Spanish and English samples, as well as several analyses of Covariance (ANCOVAs). ANCOVAs for each language were conducted using the relevant score of the other language as covariate (due to the differences in shifting between the two languages). The results were as follows:

1. There was a higher percentage of tense shifting in the English samples as compared to the Spanish samples, with minimal shifting in the Spanish samples.
2. Cluster membership was the significant variable for tense shifting; grade level was not significant.
3. There was a higher frequency of past tense forms in Spanish as compared to English.
4. Both grade and cluster were significant with regard to overall past tense use.



**Peter Sundkvist (U of Stockholm)**

***Pulmonic ingressive speech: Shetland Scots and Tohono O’odham compared***

*Pulmonic ingressive speech* refers to the phenomenon of speaking while drawing one’s breath in, in contrast to the more common practice of speaking while breathing out. Jane H. Hill and Ofelia Zepeda’s keynote address at the 1998 LASSO meeting was devoted to ingressive speech in Tohono O’odham. Over the 15 years that have passed, ingressive speech has attracted increasing attention from researchers, especially in the Nordic countries where it is a common phenomenon, and Hill and Zepeda’s paper has been frequently cited. One fundamental remaining question concerns the cross-linguistic distribution and frequency of the phenomenon. Two main views have emerged. According to the first, it is, with certain exceptions such as O’odham, largely

restricted to a North Atlantic/Baltic region (Clarke & Melchers 2005), which stretches from the Baltic countries, and westwards over the Scandinavian Peninsula and northern continental Europe, Iceland, the Faroe Islands, parts of the British Isles, and finally across the North Atlantic into maritime Canada and coastal New England. Some have also sought to attribute this pattern to contact-based transmission: ingressive speech originated in the Scandinavian Peninsula and was first spread by Vikings and later by British and Irish migrants across the Atlantic. In contrast, a second view (Eklund 2008, 2009) instead suggests that ingressive speech is a ‘neglected universal’, which is underreported and occurs in a wide range of languages across the world, for which a contact-based explanation is not plausible. Unfortunately, however, further crosslinguistic investigation into ingressive speech has been hampered by a lack of data and various challenges involved in data collection; while no doubt firmly supported for some languages, for many others there is an acute lack of objective data, such as audio recordings.

This paper presents a study of pulmonic ingressive speech in the Shetland Isles, the northernmost part of Britain, based on a digitized speech corpus of 40+ hours of interviews with 49 men and 47 women, conducted between 1980 and 1985. Ingressive speech was found throughout the entire archipelago, on discourse particles representing ‘yes’ and ‘no’ responses, such as ‘yeah’, ‘aye’, ‘no’, and ‘mm’; it was attested for 27% of males and 32% of females, although significantly more tokens were contributed by females. The results for Shetland are furthermore compared with those for O’odham. Several similarities are apparent. As in O’odham there is significant variation at the level of the individual. Ingressives may also be used when addressing strangers, which raises doubts on suggestions that ingressive speech presupposes affiliation between speakers (Clarke & Melchers 2005). And as in O’odham, voiced ingressives do not display the ‘croaking’ quality sometimes suggested. Unlike O’odham, however, ingressive speech in Shetland does not seem to be a particularly female trait. However, women display a strong preference for voiced ingressives and men for voiceless ones, and it is discussed whether this may somehow be related to the fact that voiced ingressives in Shetland are associated with a breathy voicing mode as well as a local pitch rise.



**Peter Sundkvist (U of Stockholm), Man Gao (Dalarna U)**

***Tracing syllable structure through time: Durational reflexes of complementary quantity in Shetland Scots***

The Shetland Isles, the northernmost part of the British Isles, were colonized by Vikings from about 800 AD, and belonged to Norway and later Denmark until 1469, when they were ceded to Scotland. A Nordic language, first Old Norse and later Norn, constituted the dominant language for nearly 800 years, and native speakers of Norn could be found as late as the 18<sup>th</sup> or even early 19<sup>th</sup> century. While the modern Shetland dialect constitutes a form of Lowland Scots, the exact

nature and extent of its Scandinavian trace features remain a topic of continuing inquiry. One of the most significant claims concerns its syllable structure. Catford (1957) suggested that stressed monosyllabic words contained either a long vowel followed by a short consonant, or a short vowel followed by a long consonant. This, in his view, constituted a trace of the complementary quantity that probably existed in Norn, and which is still found in Swedish and Norwegian: Sw. *bat* 'hate' V:C vs. *batt* 'hat' VC:.

This suggestion was previously examined on the basis of acoustic measurements (van Leyden 2002). The results indicated that the inverse correlation between vowel and consonant duration in Shetland Scots was weaker than in Norwegian but stronger than in mainland Scotland or the Orkney Isles, which are situated considerably closer to the Scottish mainland. A stronger correlation in Shetland than in Orkney is consistent with the timing of Norn's demise; it survived longer in Shetland.

There is significant linguistic variation within the Shetland Isles (Mather & Speitel, 1986). This is partly attributable to the fact that they constitute an archipelago of over 100 islands, where interisland travel was at times limited. A recent regional survey of Shetland Scots therefore included an investigation of the relationship between vowel and consonant duration. 10 localities from the entire archipelago were included. In each locality 2 men and 2 women between the ages 55-75 were recorded, all of whom were born and had lived most of their lives in the locality in question.

The present study focuses on the vowel system before /t/, as this context facilitates a comparison across regions, has revealed geographic variation previously (van Leyden 2002), and constitutes the primary context of Catford's original claim. Monosyllabic target words (*feet*, *beat*, *bit*, etc.) were produced (2 repetitions) by the informants in a carrier sentence. Vowel and consonant duration was measured, and the relation between the two was assessed on the basis of correlation measures.

The results reveal a clear north-to-south cline in the strength of correlation within the Shetland archipelago: the pattern is strongest in the northern isles, decreases through the Shetland mainland, and becomes weakest in the southern part of the mainland and Fair Isle. This pattern is generally consistent with the timing of Norn's death; Norn is reported to have survived the longest in the northern parts. However alternative interpretations, involving more recent dialect leveling, are also discussed.



**Juan Antonio Trujillo (Oregon State U)**

***We'll Find the Place: Conversations between primos on sexual identity, religion and ethnicity***

The emerging disciplinary specialization of queer linguistics invites a highly interdisciplinary approach that draws on techniques associated with computational models, ethnography, and discourse analysis. This comprehensive style of examination appears to be particularly valuable in the exploration of intersectional identities such as those found within queer Latin@ populations in the US and in research contexts where the goal of using multiple methods is not to triangulate and validate a single “truth” but rather to find the multiplicity of possible stories present in the data.

This largely auto-ethnographic project explores source texts generated through phone conversations and private exchanges over social media in order to present queer Chican@ experiences from a variety of analytical perspectives. It is presented as the beginning of a discussion among researchers interested in intersectional queer identities about how best to tell the stories of these multiply-minoritized and marginalized communities in an academic setting.



**Diane Uber (The College of Wooster)**

***“Addressing” Health, Education, Shopping and Hospitality in Madrid: tú/usted/vosotros/ustedes”***

This paper analyzes forms of address (tú/usted/vosotros/ustedes) used in the professions and in the workplace in Madrid, Spain. Through personal contacts, the author obtained permission to visit facilities to conduct participant observation and listening, and to take notes on usage of second-person (singular and plural) pronouns and the corresponding verb forms.

Medical facilities visited include a hospital, a physician’s office, and an urgent care office. The educational facility was the Universidad Complutense de Madrid. Shopping included food markets, El Rastro, food stores, sporting goods stores, clothing stores, shopping malls, and department stores. Hospitality facilities included hotels, restaurants, bars, cafes, hair salons, and guided tours.

Although Madrid is often described as showing mostly familiar (tú/vosotros) address, the general observation from this investigation is that the respectful form of address (usted/ustedes) is the type used most often by employees with clients. Factors that may favor respectful address (usted/ustedes) with any interlocutor (colleague or client) include:

- higher profession than the speaker

- higher rank than the speaker
- older age than the speaker
- speaking by telephone (until the interlocutor is identified)
- discussion of contracts, quotes, prices.

Factors that may favor a familiar form of address with an interlocutor (tú/vosotros) include:

- same or lower profession than the speaker
- same or lower rank than the speaker
- same age as, or younger age than, the speaker
- being a co-worker
- being a friend or long-standing acquaintance
- discussion of daily affairs or social topics.

A large number of examples will be cited to illustrate usage in specific facilities and situations. Some examples will illustrate switching from respectful to familiar address, along with explanations for the switch. It is hoped that this paper will contribute to a greater understanding of the use of address forms in the workplace.



**Víctor Valdivia (U of New Mexico)**

***"Seguro que no había trabajo, yo creo. Yo no sé". Verbs of cognition in spoken New Mexican Spanish***

In this paper, I examine Spanish verbs of cognition as used by bilingual Spanish-English speakers from New Mexico. The objectives are: 1) to identify emergent structural patterns; 2) to explore what functions these patterns perform; and 3) to explore what nuances these pattern-function pairs convey. Previous research (Weber & Bentivoglio, 1991; Company-Company, 2004; Travis, 2006; Aijón Oliva & Serrano, 2010) have shown that these verbs frequently appear in formulaic phrases, and they often develop semantic and pragmatic nuances associated to the process of subjectification. Nevertheless, there is a lack of studies on how these verbs work in the discourse of bilingual speakers. Thus, this paper seeks to contribute to such research, and to the study of subjectification across languages. Data come from the *New Mexico and Colorado Spanish Survey* (Bills & Vigil, 2008); 640 clauses were examined for morphosyntactic and prosodic features such as subject, tense, argument structure, word order, and prosodic integration. Results show that two verbs *creer* 'to believe' and *saber* 'to know' account for the majority of the data (82%), and that

both of them tend to appear in first person singular, present tense clauses. However, while *creer* occurs in both affirmative and negative clauses, *saber* occurs mostly in negative ones. As well, the study confirms that repetition causes the verb to lose morphosyntactic features, and to become prefabricated constructions and even discourse markers.

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**Wilfredo Valentín-Márquez (Millersville U)**

***La oclusiva glotal en el habla juvenil puertorriqueña de Lancaster, Pennsylvania***

Las condiciones socio-geográficas que distinguen a un grupo nacional en la diáspora de la población en su respectivo país de origen pueden dar cuenta de las diferencias en las prácticas lingüísticas de tales comunidades, como se ha apuntado en el caso de los puertorriqueños en la isla y en los Estados Unidos (Ramos-Pellicia 2009, Valentín-Márquez 2007). El presente trabajo analiza patrones de variación fonética en dos grupos de jóvenes (de entre 20 y 23 años de edad), que representan una y otra clase de hablantes en la ciudad de Lancaster, Pennsylvania, cuya población tiene uno de los porcentajes más altos de residentes de origen puertorriqueño entre las ciudades de Estados Unidos (29.2%, según datos del Censo de 2010). El análisis se enfoca en la distribución de (s) final de palabra en contextos prevocálicos, según se da en el español de: (1) cinco jóvenes recién llegados de Puerto Rico, con escaso dominio del inglés y menos de 2 años de residencia en la ciudad, y (2) cinco jóvenes bilingües de segunda generación de inmigrantes puertorriqueños, que —en promedio— pasan dos semanas de vacaciones en la isla cada dos años.

La variante de interés es la oclusiva glotal, de incorporación reciente en el repertorio fonético puertorriqueño de la isla y atribuida a la influencia del inglés por vía del género musical conocido como reggaetón (Valentín-Márquez 2006). Los datos fueron recogidos mediante entrevistas sociolingüísticas y grabaciones de conversaciones grupales, y fueron sometidos al modelo de ANOVA para determinar la contribución de los factores lingüísticos y sociales relevantes.

Los análisis revelan, entre otros resultados estadísticamente significativos, que el paro glotal es favorecido ante vocales tónicas y ante palabras polisílabas. Por otro lado, aunque la aspiración es la variante favorecida en la muestra, el uso de la oclusiva glotal es más frecuente entre los varones que entre las mujeres, y más entre los jóvenes recién llegados de Puerto Rico que entre los jóvenes criados en Lancaster. Dado que, con base en observaciones informales, la aspiración se destaca como la variante de mayor uso entre los adultos de la comunidad estudiada, los datos sugieren que los jóvenes del primer grupo recurren a la oclusiva glotal como una marca primordial de identidad etaria, mientras que los jóvenes del segundo grupo, al usar más frecuentemente la aspiración, mantienen un modelo de habla más cercano al de sus padres en cuanto a la distribución de (s). Aunque la oclusiva glotal es un fono del inglés, lengua que dominan los jóvenes del segundo grupo (para quienes la incorporación del fono en español no es una práctica desconocida), éstos parecen preferir el uso de otros recursos, como la práctica de alternancia de códigos, para afirmar lingüísticamente su identidad generacional.

Los datos cuantitativos de este trabajo, pionero en el estudio tanto del español puertorriqueño de Lancaster como de la distribución de la oclusiva glotal en una comunidad puertorriqueña de los Estados Unidos, se analizan a la luz de los juicios expresados por los mismos jóvenes acerca de su identidad nacional y generacional.

Jackelyn Van Buren (U of New Mexico)

***The Role of Social Networks in the Retention of Rural Features for Mexican Migrant Workers***

In a Pacific Northwest speech community of Mexican migrant workers (Shin 2013), only some speakers produce stigmatized rural features of Spanish, even though all are from the same town in Mexico and are of the same socioeconomic class. The feature under investigation here is *H realization*, the archaism that retains initial [h] before diphthongs (e.g. *fuera, fuerte, fue* pronounced [hwé<sup>h</sup>era], [hwé<sup>h</sup>erte], [hwe]) (Penny 2000:72)). Most of the speakers in this migrant community have acquired or switched to the prestige variant [f] and the current study looks at which demographic variables correlate with *H realization*. This study approaches linguistic change in stigmatized rural dialects exposed to urban Spanish in the United States from a social network analysis which considers individuals' motivations in the context of their social networks.

Data come from 24 sociolinguistic interviews of adults and children who originated from the same rural area in Mexico, migrate every summer to Montana to pick cherries, and live in different communities in the Pacific Northwest for the remainder of the year (Shin 2013). Of the 24 speakers, 7 exhibit *H realization* and 17 do not. If *H realization* was present for a speaker, it was present categorically. Based qualitatively on information provided in the interviews, I argue that speakers are more likely to retain *H realization* if they belong to close-knit multiplex family networks and participate in agricultural work year-round. Age also plays a role in *H realization* in that older speakers are more likely to retain this feature. A close-knit social network allows for the conservation of *H realization* by resisting pressure to change to the prestige norm. For the individuals who work outside of agriculture for the remainder of the year, weak local ties make them more likely to be influenced by external pressures.



Donny Vigil (U of Saint Thomas)

***Northern New Mexico Spanish: The case of /s/ → [x]***

The phenomenon of coda /-s/ weakening in varieties of Spanish is well-documented. Most reports characterize this variation as involving aspiration /-s/ → [h], or elision /-s/ → [Ø]. Some studies also discuss the gradient nature of these realizations /s/ → [s̺, h, h̺, Ø]. Moreover, /s-/ aspiration in syllable initial position has also been documented, including especially in New Mexico (Brown 2005). However, very few studies report the velarization of /s/ → [x]. Williams (1983), as cited in Penny (2000), and Canfield (1981) report the velarized articulation of /s/ before /k/ in Valladolid (e.g., [á<sup>x</sup>ko] asco) and in Argentina (e.g., [búxk] busca) respectively. In the present study, spectrographic and acoustic analyses show the velarized articulation of /s/ → [x] present in the spontaneous speech of speakers from northern New Mexico. The data are taken

from a corpus of 41 speakers. The applicability of the terms weakening or reduction to this phenomenon will also be analyzed.



**Daniel Villa (New Mexico State U)**

***El Ancón de Doña Ana: Land, Water and 19th Century Legal Spanish in Southern New Mexico***

*El Ancón de Doña Ana*, in English the Doña Ana Bend Colony, is a legal term that refers to a land grant given to group of colonists from El Paso del Norte (today Ciudad Juárez) who formed a new settlement in the Mesilla Valley of southern New Mexico. The *merced* was conveyed to the colonists in 1840, and in 1843 the village of Doña Ana was established. The *Tratado de Guadalupe Hidalgo* of 1848 transferred the northern section of the land grant to the jurisdiction of United States, and in 1853 the *Tratado de Mesilla* (Gadsden Purchase) conveyed the remainder. As was the case throughout the region now know as the Southwest, some of the new settlers arriving from the East elected to squat on lands they considered vacant. The owners in the Doña Ana Bend Colony objected to this incursion, and initiated legal action to retain their lands. The suit wended its way through the U.S. legal system and was not finally settled until 1907, under the administration of Theodore Roosevelt. The final decision was clear: the original settlers and their heirs retained the title to their lands, in perhaps one of the few instances in which a group of former Mexican citizens retained their properties upon becoming U.S. citizens.

Currently, New Mexico in general and the Mesilla Valley in particular are suffering one of the worst droughts in the last fifty years. This water shortage, coupled with increased urban growth in the Valley over the last twenty years, has resulted in increasingly fierce competition for scarce water supplies in the *Ancón de Doña Ana*. All water rights have been adjudicated; this means there is no “un-owned” water. Those who hold the oldest water rights are the last who will “lose” their access to water supplies. There are those who own land bought by cotton farmers in the early decades of the 20<sup>th</sup> century that claim to have the most senior rights. However, wording in the original grant documentation indicates that water rights may have been tied to the original land grant, thus conferring seniority to those owners. This paper discusses the Spanish language of the original grant documents, and possible implications for current water issues in the Mesilla Valley.



**Donna West (State U of New York - Courtland)**  
***Elicited Imitation to Measure L2 Inflectional Complexity***

While the ceiling for number of syllables for intermediate to advanced L2 Working Memory (WM) has been established at approximately 15 (Munnich, Flynn, and Martohardjono, 1994; Erlam, 2006), the ceiling for number of morphemes in WM at distinct developmental levels is still under investigation. West (2010, 2012) has found that increases in number of morphemes within a string (7-11 syllables) depresses L2 performance across proficiency groups, and that advanced groups' proportions of inflectional errors would significantly exceed those of the elementary group. Precisely which types of grammatical categories represented inflectionally (person, number, gender) contribute to a greater burden on WM at distinct L2 developmental levels remains undetermined.

Elementary and more advanced L2 adult learners of Spanish individually imitate the same twenty-four recorded stimulus sentences systematically varied in syllable count (7 – 17) and in morpheme count (6 - 16). Morphemic complexity is varied while syllable length remains constant. Each stimulus sentence featured one verb in the present tense (either preterite or imperfect), which were imbedded in a story to preserve meaning consequent to contextual cues. Contextualization is paramount to elicit processing for meaning, rather than eliciting verbatim chunks which other designs (Erlam, 2006) have encouraged (West, 2012). One or two way ANOVAs determines significance between mean proportions for each L2 proficiency group.

Findings are: 1) the elementary versus the advanced groups produced higher proportions of inflectional deletions versus substitutions, 2) the elementary versus the advanced groups produced higher proportions of person versus gender and number errors given less means to recall units which draw connections across constituent boundaries, and 3) response accuracy for both L2 groups was depressed with an increase in number of morphemes, given effects of L1 negative transfer and input processing constraints of gender and number redundancy.



**Serena Williams (U of California – Davis)**  
***“The more I listen... the more comprehension [I have] and relaxed [I become]”:  
 Metalinguistic Reflection in Online Language Learning***

The ability to consciously reflect on the structure of language allows individuals to more successfully engage in social interactions, practice creative thinking, and to be empowered regarding their linguistic choices (Jessner, 2006). In this study, I explore the consequences of asking students to track and comment on their own linguistic awareness during first year online distance learning Spanish classes for a liberal arts university. I investigate how the process of maintaining a language-learning journal in addition to production-oriented assignments affected

teaching and learning during the semester in a program in which more than half the students had never studied foreign language before and had little exposure to cultures outside their own.

Students wrote language-learning journals in which they reported on five areas of linguistic and cultural awareness in addition to demonstrating linguistic ability: awareness of how well they met course objectives; vocabulary items with contextual information; a structural fact or paradigm about the language with examples in the language; a cultural fact and evidence of critical inquiry as presented from the standpoint of social justice; a hypothetical situation in which a linguistic or cultural item learned could be used and an example conversation or sentence to demonstrate that application.

Learning outcomes included learner reports on awareness of course outcomes and study strategies, in addition to affective reactions to language learning. They also produced a repertoire of applications for using Spanish in their communities, and selected vocabulary from a longer list, an activity offering options for personalizing learning. Finally, students were not penalized for producing language errors or reporting incorrect metalinguistic patterns. This allowed them to experiment with the language, following their own generalized statements and explicitly testing hypotheses.

The outcomes for teaching included my increased awareness of students' metalinguistic knowledge, and insight into accompanying affective reactions, which allowed me to adjust my assumptions and tailor my teaching to revisit difficult morphological patterns, lexical items, or even cultural habits that affect language outcomes. For example, all students produced nearly completely correct family tree assignments, but one student reported that "One of the structures [sic] that...took me a bit... was the family tree. It's not... that complicated but learning... how they keep both parents' names and go by first and middle name threw me for a loop." The journal allowed students to "show their work" which, at times, provided insight into why they produced the language that they did. In terms of cultural awareness, student entries helped me to make a more explicit explanation of the process of critically approaching texts and facts as authorities. It is questionable to conclude that metalinguistic awareness enhanced production outcomes in Spanish, as the literature also suggests (Gutierrez, 2013); despite this, the positive effects, particularly acknowledgement of the affective dimension of language learning, support including metalinguistic reflection in language learning, especially in online and/or distance learning classes with less social interaction than the face-to-face classroom.



**Sarah Zahler (Indiana U)**

***A computer-mediated discourse analysis and contrastive pragmatics approach to the study of personals ads from Mexico City and London***

The current study combines a contrastive pragmatics approach with a computer-mediated discourse analysis approach (CMDA) to the study of online personals ads from Mexico City and

London at the actional level of pragmatic analysis. This study provides an important contribution to the pragmatic study of computer-mediated discourse for several reasons: first, it represents the first contrastive study of online personal advertisements between any two languages. Moreover, there are currently no previous studies of personal ads, electronic or print, at the actional level of pragmatic analysis, that is, the variation observed in the realization of a specific speech act. Finally, this investigation is one of the few sociolinguistic studies that considers all four gender/orientation groups and, as will be discussed, demonstrates the importance of more fine-grained social categories in analyses of variation.

Consequently, the object of the study is to determine patterns of variation in the realization of the implicit directive expressing the speaker's desired attributes in his/her partner. The dependent variable is defined as the main verbal construction employed in the directive as highlighted in examples (1a-b) below. It was categorized according to three different perspectives: lexical type (*to seek, to want, to need, ellipsis* etc.); verb tense (present, conditional or command) and construction type (simple, as in *I want a man who* or periphrastic, e.g. *I want to meet a man who*). The variation observed is analyzed across three social factors: gender, sexual orientation and age. Specifically, gender and orientation were combined during the analysis, yielding four groups of posters: men looking for men, men looking for women, women looking for women and women looking for men. This allows for a more in depth analysis of these two variables.

A corpus of 330 Mexico City personals and 320 London ads was collected from [www.vivastreet.co.mx](http://www.vivastreet.co.mx) and [www.vivastreet.co.uk](http://www.vivastreet.co.uk) and coded according to the dependent and independent variables previously outlined. Results indicate that in both Mexico City Spanish (77%) and London English (74%), most occurrences were produced with one of four main realizations: verbs of *want/desire, is looking for/seeking, to like* and lack of the speech act). Nevertheless, despite these consistencies between Spanish and English, the variable use of these four linguistic devices manifests itself differently in the two languages when considered across the social factors. In particular, there were several statistically significant divergences between the two data sets with regard to age and gender/orientation correlations with the variants, specifically with the use of *buscar*. Similar tendencies were found when defining the dependent variable by verb tense and construction type.

The results will be discussed in terms of cross-cultural and cross-linguistic differences between Mexico City Spanish and London English, specifically concerning identity construction. Additionally, the consideration of sociolinguistic patterning of variation in the discussion of speech act universality (Fraser, 1985) versus culture-specificity (Wierzbicka, 1985) will be addressed.

- (1) a. I **am looking for** a white gentleman. Someone between 30 and 50 years old who can show me London. (LN.MBH.2)  
 b. I **would like to meet** someone around Ealing, Greenford, Hanwell, Shepherd and West London for some good time. (LD.HBM.23)