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ABSTRACTS (organized by author)

The elicitation of modality

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The concept of modality is broadly defined as having to do with necessity and probability, with assessments of the probability of the state or event described by the clause, or as the expression of realis versus irrealis or factuality distinctions. In English, modality can be expressed by auxiliaries such as can, will, must, may, should, would, could, and might; adjectives, adverbs, and nouns such as possible, possibly, possibility, and; suffixes such as –able; conditional clauses, such as if…then phrases; or it may be inherent in verbs and verb phrases such as need to (Kratzer, 1991).

Previous studies have provided evidence for the early acquisition of the semantic properties of modal auxiliaries in normally developing children. These findings have been used to determine whether modals are polysemous (Sweetser, 1990) or monosemous (Kratzer, 1991; Hirst & Weil, 1981), as well as to determine the child's Theory of Mind (Papafragou, 1998).

Unfortunately, each of the above researchers has used a comprehension task rather than a production task to evaluate the acquisition of modality. Only Leonard et al. (2007) used production tasks, but due to the formulation of the tasks the participants were primed for a modal response. Because production without priming is the clearest evidence of full acquisition, this paper proposes four modal production tasks intended to aid in evaluating children's acquisition of modality. Each task elicits a different modal expression by finishing with an open-ended question to which the most common response is a modal. When used as a battery, this group of tasks shows the full range of modality, and therefore the participant's ability to assess possibility.

The tasks were tested on one hundred college freshman under the assumption that by eighteen years of age a full range of modality has already been acquired. Each task was evaluated by the percentage of students who answered with a modal expression. With a range of 97% to 62% modal responses on the four tasks, these results can now be used as a baseline to compare the responses of children, thereby evaluating the progression of the child's acquisition of modality and ultimately the progression of the child's semantic development.

Data collection as service learning

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This paper presents a rubric of "good practice guidelines" for incorporating service learning options into introductory courses in linguistics, sociolinguistics, applied linguistics, etc. Key assignments for these courses usually consist of a major paper requiring some form of data collection among language users in the local environment as a means of accessing the information and knowledge of the field as well as the processes used to acquire and analyze that information.

Service learning components of these courses are a newer element for ensuring long term civic responsibility and social relevance of disciplines in academe within their communities. Some faculty members view such options within a course syllabus as less valuable than more "serious" scholarship or even as a means for improving student grades with "easy" assignments in traditionally presented courses.

The rubric presented in this work fosters criteria which generate genuine academic scholarship principles for language data collection used to engage members of the local community by validating their own language experiences. Because students are learning both field methods and social consciousness, guidelines for interacting with members of non-academic communities are vital to ensure that human dignity is preserved as well as that the student, the academic department, college, and university are positively represented to the community. Successful implementation among the elderly and at-home females will be used to describe the usefulness of the guidelines.

The Low-Back Vowel Merger in the Middle Rocky Mountain States

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In their work on dialects of American English, Labov et al (2006) state that the low-back vowel merger, by which the distinction between the vowels in such pairs as *cot/caught* and *don/dawn* is lost, serves as one of the linguistic characteristics distinguishing the Midland speech area and the American West from other regions of the United States. This finding has been corroborated to some extent by other researchers (e.g. Pederson 2001), and some have also noted that the merger may be spreading into parts of the United States where the distinction between the two vowels has traditionally been maintained, such as in the South (Anderson 2005).

Using data collected as part of the Linguistic Atlas of the Western States (Pederson & Madsen 1989), Antieau (2006) found little statistical evidence in rural Colorado that regional or social characteristics of speakers influenced their choice of [a] or [ ] among a set of preselected individual lexical variants. However, when the same words were grouped into historical word classes and tested against these same regional and social variables, biological sex was found to exert some influence in which variant was used by speakers, a finding that suggests the merger to be a more recent phenomenon than other studies have indicated.

The current study examines the speech of the larger middle Rocky Mountain region to determine whether the findings in Colorado are borne out in the larger data set. Although the same regional and social variables tested in Colorado will be analyzed here, this paper will focus on biological sex as an influence in variation among speakers.

Culture, Competitiveness, and Face' in Expatriate Italian Women's Discourse

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In the last few decades, sociolinguistic research has explored the differences between men's and women's language in gender-mixed and in same-sex groups, including their different linguistic features and discourse strategies.The majority of the literature reports on middle class, well-educated, English-speaking subjects, finding the following for women: cooperativeness in discourse moves, minimal overlapping in multi-party discourse, mitigating phrases to smooth over disagreements, and other types of explicit attention to positive face.

This study examines the conversation at an informal dinner at the home of an in-group participant observer. Two hours of tape-recorded interaction are considered, with relevant subroutines extracted for analysis. The focus of study is the "discourse competitiveness" of the women, i.e., the speaker's use of language to stand out as the best informed, or the wittiest, or the more persuasive speaker. In addition to content, the linguistic form will be examined for evidence of verbal mitigation or lack thereof, particularly with regard to obtaining and holding the floor. Frequent overlap is expected in this multi-party discourse, so the methodology compensates by making two tape-recordings of the same interactive speech event.

In a pilot study that examined a conversation at the home of one researcher it was found these participants expressed disagreement openly and unequivocally with expressions like *non e' vero* 'it's not true', *non sono d'accordo* 'I don't agree' and *ma che dici*! 'What are you saying!', usually followed by their own contrasting opinion. Bids for the floor included verbal interruptions, e.g. *aspetta*! 'wait!' and *senti* 'listen', raised voices and a shaking of heads (in field notes). There was also open competitiveness to gain or dominate the floor with simultaneous long speeches and expressions of disagreement, joking behavior, and use of taboo words. The pilot study points to different 'face needs' in Italian versus Anglo cultures in explaining discourse behaviors. We suggest that in Italian culture, speakers seek an enhancement of 'face' by their assertion of self in the interaction, traditionally viewed as "competitiveness", while in Anglo culture 'face needs' among middle class women require that no one individual stand out, which is the responsibility of the group and is traditionally viewed as "cooperativeness".

In sum, this study will verify the results of the pilot study by use of ethnographic participant-observation and discourse analysis of a naturally occurring conversation among Italian women friends of long standing. This examination of competitiveness in Italian women's discourse yeilds valuable insights as to how the culture-based concept of 'face' is enacted, and the fact that the performance of gender via women's discourse is culturally dependent.

Spanish Heritage Speakers and the processing of discourse features: the case of consecutive markers

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In the last few years research in the Heritage Languages has provided a developing framework for understanding the linguistic processes that characterize heritage speakers, and the similarities and differences among native (NS), second language (L2S) and heritage speakers (HS) (Lynch, 2008). One of the most important findings, in the case of Spanish as Heritage Language, established that HS can be placed in a *dynamic continuum* regarding lexical, morphological, and grammar areas (especially the Spanish verbal system's management) as well as discourse functions. The concept of *continuum* helps understand the very different levels of proficiency showed by HS (Carreira, 2007; Valdez, 2008, Fairclough, 2005). Two questions arise from these findings are: What other features signal similarities and differences among the NS, HS and L2S? Are high level discourse components —such as discourse markers— useful indicators of HS proficiency?

This study aims to provide information on the dominance of discourse connective words, specifically *consecutive markers*, as means to better understanding differences among the three groups of Spanish NS, L2S and HS. A second goal is to verify if the use and understanding of consecutive markers can help to specify levels among HS and by doing so indicate clear points in the continuum. Participants are HS and L2 Spanish students from major urban university in the Southwest, while NS are college students from a Mexican university. The data was collected using three different linguistics tasks: first, a fill-in activity where participants were asked to connect a paragraph with a sentence. Second, a 14 item judgment task, including different levels of agrammaticality and acceptability based on grammatical and pragmatic constrains. The third activity is a translation activity that compares English connectives with their Spanish counterparts. Participants also completed a sociolinguistic questionnaire specifically designed to show social information in the areas of language acquisition, formal learning of Spanish, and use of Spanish.

It appears that strong correlations have been found among the frequency of Spanish use, education levels and use of Spanish, and the management of consecutive markers; moreover, participants of the HS group can be classified based on their understanding of the pragmatics and semantics restrictions posed by these types of markers. Further studies should focus on the active production of consecutive markers, in oral as well as written production.

Making Native American Language Policy

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If one refers to the United States (US) Constitution, the federal government is the sole legislator in matters relating to the indigenous peoples. Since language policy is not mentioned in the US Constitution however, states are allowed to enforce their own. Yet per treaty agreements, hundreds of tribal groups in the United States are legally sovereign nations within the US, and entitled to protect their cultures and languages. It may be unclear who has the power to legislate, but the US Federal government, the individual states and tribal governments have been dealing with language policies since the establishment of the United States. In each case, the power had to be negotiated between the different actors, resolution had to be achieved often through compromise, and two hundred years of *ad hoc* language policing resulted in an unprecedented linguistic and legislative puzzle.

This paper summarizes the findings in archival, newspaper and documentary research, as well as some semi-directed interviews with community members regarding the current state of language policing for Native American

populations. Although legislation is often difficult to study and apply, everyday situations require much more guidance than official texts may provide. In fact, it has happened that language policies needed to be reversed (most notably in Alaska and twice in Arizona), and the most successful programs often came from a grassroots effort, before any legislation was even discussed. Despite Bureau of Indian Affairs (BIA) predictions that most indigenous languages of the US would be extinct within the early twentieth century, a sizeable number continue to be spoken today though their place is by no means comfortable. In the 1900s, the American Indian population itself was dangerously close to disappearing; contemporary American Indian communities are much stronger than they used to be, and they are attempting more than ever to claim control over their cultural heritage.

With a higher and stable population, a renewed morale, more means at their disposal and thanks to new understandings coming from US authorities, indigenous communities in the United States are able to create their own policies to save their languages, while still complying with the existing legal frame. The first implementations of self-determination policies have proved much more efficient than any BIA effort of the past and as more and more tribal governments are creating their legislative path, they are gaining a brighter outlook for the future of their cultures.

Spanish / English Bilingual Family Literacy

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Prime Time Family Reading Time (http://www.leh.org/html/primetime.html) has recently added bilingual Spanish/English programs to its 18-year history of successful promotion of family literacy in low-income, low-literacy communities. This award-winning program cultivates family literacy through modeling active engagement with children's literature by engaging fundamental humanities issues. It was constructed with careful sensitivity to linguistic, social, ethnic, and economic differences across the broad spectrum of speakers of various dialects of English. Incorporation of bilingual literacy education engages the responsibility to address the additional complexities presented by multi-cultural and multi-linguistic communities.

In this paper I address some of the cultural and linguistic issues that have arisen in the implementation of this family literacy program for multilingual participants, with specific relation to the bilingual Prime Time syllabus. These include: translation at lexical, idiomatic, and cross-cultural levels (most of the books were written in English and translated into Spanish); cultural factors of story content (e.g., underlying assumptions about family structure, how human beings exist in relation to other animals, portrayal and perception of witchcraft); and language ideologies of participations (e.g., relative valorization of Spanish, English, and other languages within the particular community). Data comes from participation in three 6-week programs. One program was in English, with participants from a number of different linguistic and cultural backgrounds. Two bilingual programs took place in a community where the Hispanic population has recently increased dramatically, and within a social context where not only do speakers of Spanish feel an urgency to learn English, but English speakers articulate a corresponding need to know Spanish.

Findings and observations highlight the challenges of the multi-lingual, multi-cultural family literacy program implementation, and strategies that contribute to its success.

¿Qué tú piensas?: A functional approach to non-inverted questions in Puerto Rican Spanish

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In wh-questions Spanish undergoes verb-subject inversion, that is to say, the subject occurs in postverbal position, as in (1) ¿Qué piensas tú? However, in some varieties of Spanish, mainly Caribbean Spanish (Puerto Rico, Dominican Republic and Cuba), questions do not universally exhibit this inversion and the subject may occur in preverbal position, as in (2) ¿Qué tú piensas?

This phenomenon is mainly restricted to pronominal subjects (Lipski 1977, Ordóñez & Olarrea 2006). Some

proper names and other noun phrases are also allowed before the verb, especially when the wh-pronoun is complex such as, ¿por qué?, ¿en qué lugar?, and ¿cuál de ellos? The main concern of the literature dedicated to this phenomenon has been to explain the nature of these preverbal pronouns. The close relationship between these pronouns and the verb has led researchers to regard these pronouns as unstressed pronouns (Quirk 1972), clitics (Contreras 1991) or weak pronouns (Ordóñez & Olarrea 2006). It is generally assumed that second person pronouns are the most frequently inverted, and Lipski (1977) indicates that non-inverted questions are more common in the present tense and in cases in which there is no intervening direct or indirect object pronoun between the pronominal subject and verb. However, these tendencies are not based on the analysis of authentic data and very little consensus has been reached.

This paper will provide a functional approach to non-inverted questions. By using actually occurring examples in a corpus of Puerto Rican Spanish we determine the overall frequency of non-inverted subjects in questions. We report the frequency of first, second, and third person singular pronouns in the non-inverted cases, as well as the frequency of verbs and verb types inverting. A quantitative analysis will determine which linguistic variables (ie; transitional probability, word bigram frequency, etc.) correlate significantly with non-inverted questions in Puerto Rican Spanish.

The role of phonological contrast in vowel harmony: evidence from Romance varieties

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This study analyzes the relevance of *minimal contrast* in phonology based on evidence from vowel height harmony in Asturian varieties (Romance; Northwestern Spain). Minimally contrastive segments are pairs of segments that differ just along one dimension of contrast (Jakobson at al. 1952). In several Asturian varieties, an inflectional high vowel triggers raising of the preceding stressed vowel (Hualde 1989, 1992, Dyck 1995).

Interestingly, in Lena Asturian, harmony is triggered only by inflectional high vowels that are minimally contrastive for height. In this variety, only back vowels contrast for height, and the high back vowel is the only trigger. The Lena inflectional system inludes /e, a, o, u/ and its realization is [i/e, a, o, u]. [i/e] denotes that the front vowel production ranges from [i] to [e] but crucially, it lacks a height contrast. Relevant here is that, even when a front vowel is realized as [+high], it never triggers harmony, e.g. [pádri] 'father'. The generalization is that only a high vowel that minimally contrasts for height can trigger the harmony. Data from other Asturian varieties reinforce this conclusion: Aller Asturuian has a contrast between inflectional [i] and [e] for its verbal forms, and this variety shows vowel harmony triggered by inflectional [u] and also [i]. Other Asturian varieties lack both [i-e] and [u-o] contrasts and they do not show the vowel harmony pattern.

Based on Asturian harmony, I argue that the phonological representation must include information about minimal contrast and this information can be active in the phonology. I formalize minimal contrast with a *contrast-coindexing* function, which applies to minimally contrastive segments that are able to distinguish pairs of words. Framed within Optimality Theory, *contrast-coindexing* compares any two candidate words and establishes whether they form a minimal pair. If so, the differing segments are evaluated for their dimensions of contrast. If they share all dimensions but one, then they are *contrast-coindexed* for that dimension. I further propose that constraints driving phonological processes can refer to *contrast-coindices*.

Next, I incorporate the contrast-coindexing proposal into an analysis of Lena Asturian vowel harmony, extending Walker's (2005) licensing approach to vowel harmony. I argue that there is a positional licensing constraint that requires the height features of a minimally contrastive high vowel in a perceptually weak position, i.e., an inflectional suffix, to be associated with a strong position, i.e., a stressed syllable. Note that this constraint targets only minimally contrastive [+high] vowels.

Small talk in Spanish- and English-language U.S. television news broadcasts: a comparison

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Although its very name indicates its presumed insignificance and marginalization from the sociolinguistic enterprise, 'small talk' has recently begun to receive some attention as an object of interest to sociolinguistics (Coupland 2000). Based on this small but growing body of studies, Coupland (2003) asserts that "what is conversationally achieved by and for participants through small talk is likely to be different depending on the specific contextual constitution of the speech event, and this is as true for cultural context as it is for context in a more local sense" (5). While some work has been carried out recently on small talk in varieties of English, little work has been carried out on varieties of Spanish (cf. Márquez Reiter 2006; Placencia 2005, 2004; Márquez Reiter & Placencia, 2004; Garcia & Placencia 2008), and even less research has examined small talk in U.S. Spanish (Cashman 2008). Furthermore, while television and other broadcast news discourse have been examined, especially regarding the news interview (Clayman & Heritage 2002), little work has focused on the small talk used by co-anchors (cf. Andersson 2003).

This paper draws on the aforementioned work on small talk as well as work on television news in order to investigate the features and functions of small talk in U.S. Spanish- and English-language television newscasts. The analysis uncovers the social and interactional functions of small talk used between co-anchors and among co-anchors and other interactants (i.e. reporters, weather forecasters, interviewees) and compares/contrasts the use of small talk in English- and Spanish-language broadcasts. Conversation analysis is used to explore the news anchors' stance and alignment (DuBois 2008; Ochs 1992) and identity construction (Bucholtz & Hall 2004, 2005) through small talk. The data consists of 10 hours each of local (Phoenix, AZ) and national (U.S.) news broadcasts on the top-rated Spanish language television stations, and 10 hours each of local (Phoenix, AZ) and national (U.S.) news broadcasts on the top-rated English language television news.

An examination of the news data finds a greater use of small talk features at the local level in both Spanish- and English-language news broadcasts. Small talk is used in both Spanish- and English language news broadcasts to create community, personalize anchors and market news broadcasts in the competitive local news market. Some small talk and other informal features are found at the national level, including greetings/leave-takings, thanking and first-naming between anchors and reporters. Despite similarities between Spanish- and English-language data, cross-cultural differences are observed.

Academic Language for English Learners:
Exploring language in the disciplines of science and social studies in elementary school

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With increasing numbers of English learners in schools, educators recognize the need to teach academic English across content areas. Sociocultural theory suggests the need for nuanced understandings of "academic" language because contexts-particularly disciplinary contexts-shape how linguistic forms and functions are used to communicate meaning. This study explores linguistic features of third grade science and social studies texts that posed particular demands on English learners. Using multiple methods, I analyzed texts and students' readings of texts and found that each required advanced reading skills above grade level and represented the language style and register of the discipline. Implications suggest a focus on form within meaningful, authentic contexts of each content area to provide equitable access to these disciplines.

Frequency effects and the acquisition of Spanish noun gender

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All Spanish nouns have a specific grammatical gender, either masculine or feminine. Researchers have found that for Spanish the terminal phoneme, or last sound, of a word is an excellent indicator of grammatical gender (Bull 1965:107-108; Bergen 1978; Poplack et al. 1982; Teschner et al. 1984; Smead 1998, 2000; Clegg 2000; Morin 2006). Since the initial research by Bull (1965) textbooks and teachers have taught students rules for learning noun gender based on the theory that certain endings equate with specific grammatical genders. The final sound /o/, for example, is associated with masculine gender and /a/ with feminine. The findings of Bull have been refined over the years by other researchers and, in general, students who apply the rules should be able to attain an accuracy rate of approximately 90%. There are, however, numerous exceptions to the rules. This confuses and frustrates students who have to memorize the rules and the exceptions to the rules. What is interesting to note is that many of the exceptions to the rules are high frequency nouns such as *el día* 'day' and *la mano* 'hand'. This begs the question: Do frequent nouns follow the same patterns as all other nouns? Bull's rules were formulated based on an analysis of all of the nouns in a Spanish English dictionary and included more than 17,000 different nouns. This study is an analysis of the gender of frequent nouns. The nouns used in this study come from Davies' (2006) frequency dictionary of Spanish and include the 2000 most frequent nouns. The results of the frequency analysis indicate that some of the tendencies on which the rules are based are the same for frequent nouns but that others are either inaccurate or inefficient at best. New or updated rules identified in this study based on the tendencies of frequent nouns will help students use nouns more accurately.

A comparative grammar for the SMS language

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In the beginning, the SMS Language was classified in an almost contemptuous manor as juvenile slang, and later confined to a mere transcription of the oral language. Now it has reached a level of autonomy and relevance that has surpassed its predecessors such as telegraphic language. It has crossed from the keypads of mobile phones onto the keyboards of computers. Its importance is derived from the fact that not only is the language being used by a large majority of society but by it also has the necessary capacity to adjust in a digital and changeable world. In sum, the oral transcription, the juvenile slang, the abbreviations, and the use of foreign words or graphic designs are a constitutive part but not a definition of this writing.

The present study shows the conclusions obtained after the analysis of a linguistic survey given to university and secondary school students of Lyon, France, as well as three corpuses with messages from mobile phones in French, English and Spanish. The aim of the study is to firstly, characterize from the analysis of the corpuses the linguistic tools that the *speakers* of this language use; secondly, proposing new variables for the analysis of SMS language´s communicative efficiency. Coming from this approach we see that, the efficiency of the abbreviations cannot be explained just in terms of saving space and time. It is important to remember the particular distribution of the letters in the keypad of the mobile phone that make some used abbreviations inefficient. It is felt that certain formulae used in the above mentioned languages more than abbreviations are stylistic resources at the service of the user.

Among the characteristics of the language not only do we find abbreviations, initials, graphic designs in the shape of smileys or phoneticization, but also the whole manual of style with its own resources: utilization of capital letters or not as a way of emphasizing, abbreviation or not of certain words depending on their importance in the sentence, repetition of vowels, or the mere utilization of space, 160 characters, as a form of expression, or how the recipient of a message waits for a speech codified in 160 characters and the utilization of less or more characters modifies the perception of the recipient with regard to the importance or contextual tone.

Analysis of public high school discourse: the construction of otherness through narratives in Lima, Peru

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Narratives can be resources that individuals use to negotiate their identities (Bamberg 2004). However, narratives can also be employed by people to construct "otherness". Stories or narratives can be utilized ideologically to portray people as being different. This presentation analyzes how a teacher's narratives or anecdotes of her own experiences serve as subtle ideological mechanisms to construct the Andes and Andean immigrants in a negative way in the classroom. The linguistic resources that the teacher uses to naturalize her interpretations are also analyzed.

The data consists of recorded classroom interactions of a first high school "Language and Communication" course. The data was collected via participant observations in a night school in Lima, Peru, during a period of three months (March-May 2005). The school was selected because it is attended mostly by Andean students who come from rural areas.

Combining elements of Labov's (1972) narrative analysis and Critical Discourse Analysis (CDA) (Fairclough 2003, van Djik 2003) this presentation will examine the teacher's personal narratives or anecdotes utilized to discuss literacy practices in the Andes and to characterize immigrants. In the stories or personal anecdotes examined, Andean towns are presented as poor and culturally deprived. Additionally, rural immigrants in Lima are characterized as non-knowledgeable and lacking in common sense. The analysis reveals that there are some linguistic features which are manipulated (i.e., pronoun, lexical and mood selection) as to furnish these interpretations of the Peruvian Andes and of Andean immigrants in Lima with an aura of objectivity when in fact they are only subjective. More so, the use of these narratives in an institutional setting serves to reinforce and legitimize subtle patterns of social discrimination against Andean immigrants in Peru.

Stop Aspiration in Navajo

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The aspiration of stops in Navajo is an understudied phenomenon, and one which differs from many languages. Plain aspiration is essentially nonexistent in Navajo. Instead, voiceless stops are either velarized, palatalized, or labialized, depending on the stop and the following vowel.

Aspiration also seems to be sensitive to vowel length and possibly stress. For instance, /t/ before a short /o/ is velarized, while /t/ before a long /o/ is labialized. Other alternations seem difficult to explain without positing some type of stress system in Navajo (while Navajo is a tone language, it has been suggested that Proto-Athapascan had stress, so reflexes of such a stress system could explain otherwise confusing alternations in aspiration type, cf. Cook 1981). Navajo aspiration has not been thoroughly discussed thus far, and deserves special attention. An inquiry into such aspiration can shed light on language universals, and has implications for many other individual languages, including English.

This paper attempts an explanation of Navajo stop aspiration within the framework of Optimality Theory (OT), a constraint-based approach to language whose basic tenets are that 1) all languages have the same constraints present in their grammars (e.g., NoCoda, 'syllables should be open,' *Complex, 'syllable margins should be simple'), and 2) the relative ranking of these constraints determines the actual realization of underlying forms. OT is a powerful tool for linguistic analysis, especially for phonology, the subfield for which it has so far been most widely used. Investigation of constraint ranking is relevant not only for the language under investigation, but for all languages, since constraints must be phrased in a way that makes reference to language typology and markedness, and not by merely describing a certain feature in a certain language.

The methodology for this paper consists of examining underlying forms in Navajo in comparison to their surface realizations, in order to determine the conditions for the various types of aspiration. Generally, stops are palatalized before front vowels, velarized before low vowels, and labialized before back vowels. However, as noted earlier, aspiration seems to vary with some sort of stress system. Since Navajo is a tone language, the possibility of a fossilized stress system has not been adequately investigated, but it seems that such a system could be at work in determining aspiration type. Phonetic analysis is done by ear and using the spectral analysis software Praat.

Building digital communities for language revitalization:
The Chinuk Wawa Online Language Learning platform

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Chinuk Wawa, a pidgin and creole native to the Pacific Northwest, has recently seen a revival of usage at the Confederated Tribes of Grand Ronde (CTGR), including an immersion pre-school and community language classes. In addition, Chinuk Wawa is now being taught at Lane Community College, Portland State University, and Chemeketa Community College, via tele-presence.

This distance education course has provided to opportunity for students across the state to study the language. However, due to the lack of materials available for Chinuk Wawa, the course lacked an effective way to share written resources and provide students with work and activities to do outside of class. In order to provide students with opportunities for study outside of class, the Chinuk Wawa Interactive Language Learning (CWILL) platform was conceived.

This talk will discuss the ongoing development of the CWILL platform. CWILL is a content management system (CMS), much like MySpace or Facebook. Within this system, students have a range of possibilities for studying the language, including the texts and dialogues from class, complete with audio recordings. Students are also able to record audio and video of themselves speaking the language, and send each other messages within the system.

As the development of CWILL is ongoing, future developments will also be discussed. These will allow a wide range of new learning modalities for students, including the ability to work collaboratively to translate texts and add entries to the dictionary. This material—once approved by an instructor—will then become part of the site itself, building a base of language resources for future courses. Additionally, as the project grows, it will incorporate the many written materials in Chinuk Wawa—such as letters, newspapers, and religious documents—from throughout the Pacific Northwest that are currently only available in special library collections. These materials will serve not only language students, who will help translate these materials, but also scholars such as historians, linguists, and anthropologists who are interested in the language.

Managing the "Double Bind":
Gender and Interactional Sociolinguistic Analysis in One Haute Kitchen

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As a locale where the genders interact with each other, enact authority, and are judged and responded to by individuals who are neither family nor chosen affiliates, the workplace has emerged as a lucrative site for the study of gender, power, and interpersonal communication. Although extensive research has considered how women enact their authority in traditionally male workforces, studies have continually shown that many women are unable to professionally advance because they cannot manage the "double bind" (Lakoff 1990) between appearing both professional—behaviors often linked to the sex-class male because men have historically held most professional roles—and feminine—behaviors that make a woman 'likeable', but often index professional inefficacy. However, using the discourse analytic tradition of interactional sociolinguistics to study naturally occurring conversation among a group of coworkers, the present study shows how one woman successfully handles the double bind and is ultimately promoted in a professional kitchen, a traditionally 'masculine' workplace.

The study reveals that linguistic management of the double bind may be achieved by strategically maneuvering workplace *frames*, i.e. participants' understanding of what is happening in a given interaction, specifically through the control of self and other *positioning*, i.e. how one casts the self or other in a higher, lower, or equal role; privileging reflexive *face* needs over the face needs of others, i.e. maintaining one's positive and professional view of oneself; and avoiding the use of 'hypermasculine' language features, such as swearing and sexual humor. By looking at three representative conversational extracts taken from a corpus of 40 hours of video data recorded by the researcher

in one professional kitchen in Houston, Texas, the analysis suggests further that the salience of 'hypermasculinity' in the workplace impacts women's negotiation of the double bind. The study concludes that women who work in kitchens or culturally similar workforces may be able to adopt the professional demeanor commonly associated with men, but may still appear 'feminine' and thus control the double bind, if they disengage the sexual humor and otherwise unprofessional language that is common and condoned in such work cultures. The study also suggests that sociolinguists should reconsider the role of context characteristics in considerations of 'sex-class linked' behaviors and give more attention to the role of gender in lower level professions, as the majority of discourse analytic scholarship on gender and the workplace involves "white collar" professions.

Qué piensan los profesores de español del Sur de California sobre el Spanglish: Una encuesta piloto

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El término de Spanglish se usa con cada vez más frecuencia, no sólo en la cultura popular, sino también en una serie de trabajos académicos de fecha reciente (e.g, los de José del Valle y su grupo de colaboradores), para referirse a las variedades de español estadounidense fuertemente afectadas por el contacto con el inglés. Básicamente, la influencia del inglés se manifiesta en dos sentidos: mediante préstamos frecuentes de esta lengua en el español de los hispanohablantes estadounidenses, y mediante la constante alternancia de lenguas en un solo y mismo discurso durante la intereacción verbal entre los bilingües, conocida como "code-switching". Ambos fenómenos han sido tradicionalmente estigmatizados en el ámbito docente, ya que la mayoría de los profesores de español suelen considerarlos inaceptables y hasta dañinos para la adquisición de una variedad de español estándar en el ambiente académico. Sin embargo, una minoría de educadores, con una preparación sociolingüística más sólida quizás que la de sus colegas en el pasado, parecen experimentar un cambio de actitud, manifestado en una mayor tolerancia del Spanglish, si no en el salón de clases, al menos fuera del mismo, considerándolo una parte "inevitable" del registro comunicativo de los hispanos estadounidenses. E incluso hay quienes, como Wolf Kozel, que abogan por la "legitimación" del Spanglish en las escuelas y por un cambio radical de las percepciones de los educadores con respecto a esta variedad lingüística hablada por un número creciente de estudiantes en las escuelas de todos los niveles en este país. Mi ponencia comenta los resultados de una encuesta que distribuí a 33 profesores de español que enseñan en escuelas secundarias o universidades del Sur de California. Hubo 15 hombres y 17 mujeres (entre 28 y 75 años de edad), de Estados Unidos, varios países de habla española, e incluso de países no hispanos.

Building and Connecting with Indigenous Communities

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The Mixtec indigenous community located in the Mixteca Alta region in southern Mexico has a long history with using migration as a means of promoting the well-being of their home communities. This paper focuses on just one small town within that region that has felt the effects of migration on the preservation of both language and culture. Based on conversations with community members and participant observation during local events, I observed several factors which point to the future displacement of the Mixtec language by Spanish unless action is taken soon to prevent it. These factors include current domains of use, access to formal education in Mixteco, attitudes toward the language and perceived proficiency in its use. Recommendations for future research are made, including analysis of current indigenous language education policies and their implementation, a survey of local residents? attitudes toward the use and preservation of the language, and a more systematic study of how Mixteco is being spoken today.

Bilingual Education in the Last American Colony: Puerto Rico from Three Critical Perspectives

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Paper One: Ethnolinguistic Identity in Puerto Rico

Puerto Rican identity has been forged across five centuries of "the social attitudes and repressive policies of two historic metropolitan sovereignties—the Kingdom of Spain and the United States of America" (Barreto, 2001, p.7). In 1898, at the end of the Spanish-American war, the Spanish Crown yielded its authority to the United States, and the U.S. federal government instituted a policy of *Americanization*; Puerto Ricans were encouraged to turn from Spanish and to master English, which became the medium of instruction in Puerto Rican schools (Barreto, 2001). However, Puerto Rican resistance to this policy "elevated the cultural significance of the Spanish language" (p. 6), resulting in the enactment of "The Official Languages Act of 1902," which established that *both* English and Spanish were to be employed in the territorial government of Puerto Rico.

For decades, the status of English as an official language wasn't questioned; however, in 1991, official bilingualism was abolished, and Spanish was declared the sole official language. Then, in the spring of 1993, with a new administration in power, official bilingualism was restored, and there was a renewed emphasis on English-language instruction in schools (Barreto, 2001). Still, even after a century of U.S. rule, only a small percentage of the population of Puerto Rico is fluent in English.

In this paper, I explore the notion that Puerto Rican resistance to Americanization and English language acquisition has occurred within a socio-political environment of "cloaked" colonialism, leading to self-perceived stigmatization. Working within the research paradigm of perceptual dialectology (Preston, 1989; 2002), evaluative data was elicited from students at the University of Puerto Rico, Mayaguez, on their perceptions of their own Spanish, compared to that spoken in the rest of the world. These results will be discussed, within the framework of ethnolinguistic identity.

Paper Two: Teaching the Voice of the "Other" in the Borderlands

This presentation evaluates an alternative to the traditional approach to teaching American/English literature in Puerto Rico.

Traditionally, English majors in literature in Puerto Rico are exclusively taught the British and American literary canon—arguably a fallout of colonialism (Ramos-Zayas, 2003)—even though they have little cultural or historical connection to that canon. Moreover, although there is an incipient national Puerto Rican literature, written in both English and Spanish, that literature is excluded from the English department's curriculum because it is exclusively claimed by Estudios Hispanicos. As a result, Puerto Rican English majors have little opportunity to identify with the literature they study, which, we argue, inhibits their progress in the field, and generally marginalizes them (Anzaldua,1992; Urcioli, 1998).

In response to this, a course in US minority literatures was created, in the hopes of providing a space for authenticity in our students' educational experience. Importantly, this course draws from texts that use Spanish/English code-switching—a discourse pattern that is also prominent among Puerto Rican university students, even though it is heavily stigmatized (Urcioli, 1998; Zentella, 1998). We hypothesize that the use of such texts in a university literature curriculum legitimizes an important aspect of Puerto Rican identity, while simultaneously providing an inside perspective on literature for Puerto Rican students, who have been traditionally relegated to an observer status regarding American/English literature.

To assess these intuitions and the efficacy of the course, student reactions to the curriculum were elicited, via ethnographic and qualitiative instruments, including interviews, surveys, and observations. This discussion will be informed by the presenter's experiences as a Puerto Rican, a former student, a chief administrator, and a senior faculty member in the English department, all at the University of Puerto Rico in Mayaguez.

Paper Three: Critical Linguistic Consciousness: Educational Therapy for a Doubly Marginalized Population

Many Puerto Rican students come to the university with distinct linguistic "deficiencies," including colloquial Spanish, poorly developed second-language English, and low literacy skills (Nunez, 2003; Tio, 2003). From an administrative perspective, my job as an applied linguist is to bring these so-called "deficient" students from their abject state to one of fluency in standard English. Yet, as a linguist, I know I cannot do this by reinforcing prescriptive norms; and, in any case, prescriptivism is anathema to linguistics, whereas my stated job description is to teach linguistics. I therefore take a winding path, but one that I believe is the only one with a chance of success. I attack prescriptive norms, first in Spanish, then in English, and I recruit my students as allies in this fight. The short-term goal is to convince them that, from a scientific perspective, native speaker intuitions about native varieties of language are never wrong, and that, therefore, the students, qua native speakers, are not linguistically deficient. To the contrary, virtually all of them are native Spanish speakers, albeit of stigmatized dialects, and all of them are familiar with English, to varying degrees, as well. Following Rickford (1999), therefore, my strategy is to embrace the students' dialect(s) and prove to them through rigorous analysis that, functionally, colloquial dialects, of all languages, and particularly both Spanish and English, are in no way inferior to prestige varieties. At this juncture, it is possible to argue for standardized language in the Academy for *written language*—not because the standard variety is better, but only because some standard is probably necessary for written language within a community of scholars from diverse backgrounds, regions, and historical periods.

The overarching goal, then, is to re-orient the students' perspective from one in which they regard themselves (albeit mostly unconsciously) as speakers of a "deficient" dialect of what, in some contexts, is considered to be a comparatively low prestige language (Spanish), and hopelessly deficient speakers of English--a language with considerable social ambiguity in Puerto Rico: high prestige because of its association with power and money, but low prestige because of its association with colonialism and oppression--to fully competent native speakers of their particular dialect of Spanish, which the students now understand to be equal to other dialects, as well as highly skilled second language speakers of English, who are also linguistically aware and, therefore, capable of *consciously* choosing among the various dialects they use in the many different situations they inhabit.

From the field to the world

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This paper presents approaches to non-traditional dissemination of language documentation drawn from several large-scale endangered language documentation projects as well as personally-sponsored small fieldwork projects. Linguistics is a data-driven discipline. Its object of study loses diversity as languages steadily disappear. Because adequate documentation is the basis for solid linguistic theory, and linguistic data is specialized in the digital challenges it poses, we argue that language documentation resulting in the archiving and dissemination of primary resources should be a recognized scholarly activity. Openly available primary data sources provide external verification of linguistic analyses. They provide essential data for statistic-driven computational tools for part of speech tagging, treebank development, implemented grammars, and spell checkers. And open tools that interface with primary data can provide heritage speakers with rich resources for teaching, revitalization, or simply communicating in their language.

We examine the necessity for expanding the traditional academic approach of documentary linguistics to increase uses of data such as Web-scale accessibility to data, collaborative research with computational projects, publication alternatives, and community accessibility to data. The process of data collection, transformation, digitization and dissemination is approached on a large scale as well as methodologies which can be used to make linguistic data accessible without large-scale economic support; in conjuction with these issues the additional challenges of field research and working in small remote communities must be considered. In fact, consideration of archiving and dissemination uses prior to data collection can actually simplify the technical process of data collection in the field while following common practices and digital standards for data longevity, accessibility and interoperability.

From this perspective we consider the creation of deliverables from the point of data collection through the the process of transformation into usable resources that exemplify analysis through technological innovation.

A concurrent goal in our experiences has been the dissemination of primary language materials to the community, so as to avoid *hit and run linguistics*. For example, during the collection of Mocho (Mexico) data, recordings are being disseminated directly to the community while researchers are still in the field and language materials are being developed in collaboration with community members during fieldwork sessions. Collaborative databases of Xinka (Guatemala) and Mocho have been developed in the user-friendly Filemaker database with conversion via XSLT to SIL Toolbox format for automatic glossing of texts. A database of lexicographic data and a multimedia ethnobotanical study of Mali flora and fauna in Dogon languages (Mali) has been put online which also provides native communities with free bilingual wordlists produced on-the-fly in PDF format. Our individual experiences collaborating with the Nishnabemwin-speaking community in Ontario and with Western Sisaala speakers in Ghana have resulted in online lexicons, searchable databases of Interlinear Glossed Text, multimedia resources with annotated videos of native stories, training of community members in documentation methods, and community documentation workshops including video recording and map documentation of placenames.

Blackboard and Audacity in a Spanish phonology class

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In this paper, I will explain how I used both Blackboard, a course management system, and Audacity, a program that allows recording and manipulation of audio samples, to help a Spanish phonology class composed entirely of heritage and native speakers of Spanish understand the concepts discussed in the course and to assemble data necessary for the semester project, in which they had to apply principles discussed in class towards a phonological analysis of their own Spanish. I will present both the strengths and weaknesses of this approach in an effort to share what I have learned and general feedback towards improvement of this approach.

Students were given brief training sessions on the relevant features of both Audacity and Blackboard as needed throughout the semester. Audacity was used in three general capacities. First, students were given the task of recording themselves speaking in Spanish for at least three minutes, either reading a written text aloud or speaking spontaneously, in order to hopefully capture most Spanish phonemes and a significant number of expected allophones, and many if not all of the students used Audacity to make this recording. Secondly, students used Audacity to find samples, within their recordings, of particular phonemes, in some cases in particular phonological environments, and save these samples as separate audio files for use initially on Blackboard, as discussed below, and eventually in their projects. Lastly, I used Audacity in the classroom itself to show some rudimentary acoustic properties of individual segments as well as prosodic properties of syllables and words.

Once students had posted their audio samples, we were able to study them as a class - we could see the words offered as examples, we could listen to them, and we could see some of their acoustic properties in Audacity. This provided us with the opportunity to discuss potential problems, both technical and theoretical. Technical issues included confusion regarding particular phonological contexts requestd by forums, lack of clarity in audio, and issues surrounding saving files, uploading them to Blackboard, etc. More importantly, I was able to reinforce the phonetic and phonological concepts discussed in class by discussing with the students theoretical and terminological issues that arose, such as the distribution of allophones or confusion between graphemes and phonemes.

Combining Historical and Socio Linguistics: A Team-Teaching Experience

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This paper will discuss the findings of a team-teaching experience which combined two well-defined subjects within the field of linguistics: historical linguistics and sociolinguistics. The graduate course—taught during the spring quarter of 2007—combined both subjects as part of the curriculum of the California State University, San Bernardino Master's Program in Spanish. The authors taught jointly their respective specialties in history of the Spanish language and Spanish sociolinguistics. First, this course studied the historical development of Spanish throughout the centuries focusing on the changes of the phonological system; second, the course shifted from the historical aspects of language change to the social motivation for linguistic change, involving sociological variables such age, gender, and economic status. The course overlapped some of the most important theoretical considerations for language change, simultaneously considering diachronic and synchronic perspectives. Although immediate benefits for students was apparent, since both areas covered in the course are two of the three areas in the Spanish linguistics comprehensive exam, some challenges also arose, especially when the authors had to justify the simultaneous study of two different areas in the same course. The authors found that notwithstanding these challenges, the co-study of the two distinct areas of Spanish linguistics helped students and their professors alike to understand the connections between often separated areas of study.

¿Resucitar la lengua de herencia? La descolonización en un currículo transformador

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Históricamente, en EE.UU., la enseñanza del español se ha incluido en el currículo de los centros docentes como idioma extranjero aunque en el suroeste ha existido una población de hispanohablantes desde 1598, y para algunos, el español es una lengua materna y para otros es su lengua de herencia. Por lo tanto, cuando se habla de la enseñanza de español a estudiantes hispanohablantes en Nuevo México es imprescindible que sea enmarcada en el discurso de Colonización. Como en cualquier otro país que ha sobrevivido una conquista, las consecuencias siguen manifestándose en las vidas cotidianas de nuestros jovencitos. Para estos jóvenes, que estudian español como lengua de herencia en la Universidad de Nuevo México, el efecto sobresaliente de la colonización ha sido la pérdida de su historia, su lengua y su identidad étnica. La exclusión del español como lengua nativa en las instituciones educativas, después de la conquista de 1848, 'condenó a los hispanohablantes en Nuevo México a un estado de analfabetismo en su lengua materna.' No obstante, el español que se mantuvo en estado vital a través de la transmisión oral era un variante popular e informal, y con cada generación más vulnerable a la influencia de la lengua dominante.

En esta ponencia se presentarán resultados de una investigación hecha en una clase de Freshman Learning Communities, la cual era combinada con una clase de español como lengua de herencia. Para coleccionar los datos, una encuesta con tres componentes se administró el primer y último día a los estudiantes. La primera sección exigió a los estudiantes a valorar sus destrezas lingüísticas en el habla, la lectura, y la escritura, utilizando una escala de "excelentes, buenas, no muy buenas e inferiores". En la segunda sección les pidió (el primer día) que explicaran lo que ya sabían tocante los siguientes temas: El Movimiento de Solo Inglés, La Historia Nueva Mexicana, y El Movimiento Chicano y los Derechos Civiles, usando una escala de, sé mucho, sé algo, sé un poco, no sé nada. Además, en la sección tres, los estudiantes contestaron preguntas abiertas relacionadas a las discusiones de estos temas a través del semestre. El propósito de esta investigación heurística se condujo para verificar si el estudio de estos temas en conjunto con literatura chicana, en alguna manera principiaba el proceso de la descolonización y la transformación, la cual iniciara la auto-valorización de la variación lingüística y la identidad étnica. Los resultados confirman que estos temas, históricos, lingüísticos y socio-políticos, valen en la revitalización de la lengua de herencia.

Metaphors of Land and Sea: Metaphors as Cohesion

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Following Lakoff and Johnson's postulate that metaphors represent thinking, this study examines the patterns and types of metaphors in the personal narratives of two Maori leaders. These narratives were gathered as part of a Fulbright research grant in New Zealand in 2005. Each participant was asked to tell about his/her experience with the Maori language. While both participants are leaders on their respective marae, one is a bilingual English/Maori speaker from the North Island while the other is a second language speaker of the Maori language from the South Island.

The second language speaker from the South Island uses more overt and created metaphors, some common to the English language, than his North Island counterpart. Also, he uses metaphors associated with the sea and water, reflecting the traditional culture of his own marae and specifically his involvement in marae activities. The North Island bilingual speaker uses no overt metaphors. Rather he creates elaborate metaphors that often refer to landmarks and the land, reflecting his involvement in reclaiming traditional land for his marae.

Within the narratives/interview, some metaphors present main ideas, frame sections of the narrative, and summarize the speaker's thoughts. In both interviews, the metaphors provide cohesion to the narration of each speaker's experience. Moreover, both participants use metaphors that reflect Maori culture through the metaphors of the waiata (traditional song). King found similar metaphors in her interviews in Maori.

Teaching About Oregon Native Languages

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In this paper I will address the background to editing the book *Teaching Oregon Native Languages*. As an anthropologist who had been hearing about Oregon Native languages since the time I was an undergraduate at the University of Montana, I was quite shocked at the complete lack of awareness of my Oregonian students when I began teaching Language, Culture and Society at Oregon State University in 1989. When tribal language teachers approached the university to help them in their revitalization projects, I thought that expanding public awareness of the history and present context for language revitalization of Native languages in the state would be one way that we could help advance the project. I called on my colleagues, Erin Haynes, Deanna Kingston, David Lewis and Juan Trujillo and we began working on the book that was published last Fall. In the book, we highlight the words and work of Native language teachers and students in the state.

La demografía lingüística y la educación bilingüe en el Paraguay

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Los datos del censo de 2002 del Paraguay indican que cada año entran 50.000 niños que hablan sólo guaraní. La Modalidad Guaraní Hablante del Plan Nacional de Educación Bilingüe de Mantenimiento, el cual fue creado en 1995 para responder a la problemática del uso nacional de dos lenguas, ha sido prácticamente abandonada. Sin embargo, la ciencia no apoya esta decisión. Se presentan de nuevo los resultados de un estudio realizado seis años después de la implementación de la modalidad guaraní hablante. Según estos resultados, los niños guaraní hablantes definitivamente se beneficiaron de recibir instrucción en lectoescritura en su lengua materna guaraní. No sólo escribieron mucho más en guaraní sino también en castellano. Los niños guaraní hablantes que tuvieron que aprender a leer primero en castellano escribieron mucho menos en guaraní, y todavía menos en castellano, a pesar de haber pasado la mayor parte de sus tres primeros años aprendiendo castellano. Estos resultados apoyan la educación bilingüe en la lengua materna del educando, exactamente como se exige en el Art. 77 de la constitución. A base de estos resultados,

por razones legales, científicas y de derechos humanos, es imprescindible que se resuscite de inmediato la educación bilingüe en el Paraguay, y en especial la enseñanza de lectoescritura en guaraní para niños guaraní hablantes en el primer ciclo básico.

Reconstruyendo un Pasado Lingüístico a Través de la Narrative Presente: Historia e Identidad en el Nacimiento de los Negros

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El Nacimiento de los Negros, el asentamiento más importante de los negros mascogos, se encuentra dentro de los límites municipales de Músquiz, Coahuila. Su población consiste de unas 60 familias unidas por lazos de parentesco y que comparten un pasado común que los distingue de las comunidades vecinas. La lengua original y mayoritaria de la comunidad era hasta hace algunas décadas el *afroseminol*, una lengua emparentada al CBI que aún se habla en cierta medida en el área de las Carolinas y Georgia en el sureste de los Estados Unidos (Casidy 1986; Jones-Jackson 1978, 1984, 1986, 1987). Me interesa en el siguiente trabajo proponer una historia lingüística para la comunidad en cuestión, basándome tanto en las referencias históricas disponibles como en la memoria oral y la evidencia histórica con que se cuenta. En el trabajo, concilio dos fuentes que nos proporcionarán datos y pruebas que nos permitirán delinear la trayectoria lingüística del grupo. Principalmente utilizaré aquellos aspectos de la historia escrita que me son disponibles y que se centran en los principales acontecimientos que han experimentado los mascogos como grupo en el área fronteriza. Como tendencia general, estas fuentes históricas desestiman los aspectos lingüísticos que más me interesan aquí, tales como el monolingüismo grupal –sobretodo las posibles diferencias entre géneros o grupos etarios, el bilingüismo –también relacionado a factores sociales– y las actitudes que los miembros del grupo y sus vecinos inmediatos podrían tener hacia la lengua o lenguas en contacto.

Por lo tanto, incorporo al estudio el análisis de narrativas recolectadas en entrevistas sociolingüísticas que se hicieron entre algunos informantes, la mayoría de ellos de edad ya muy avanzada, que habitan en la comunidad y que asumen una identidad mascoga por ser descendientes directos de padre o madre de origen afroseminol. Las narrativas forman parte de un pequeño corpus de casi diez horas de entrevistas grabadas de naturaleza informal que se llevaron a cabo en Nacimiento de los Negros. En gran parte la conversación se centró en temas que considero de importancia para el presente estudio: actitudes lingüísticas, identidad étnica y de grupo, historia de la comunidad, principales problemas que enfrenta la comunidad, relación con las comunidades vecinas e importancia de la comunidad en la región. Me apoyo en las narrativas orales, dada la falta de referencias escritas que aludan directa o indirectamente a los patrones lingüísticos pasados de la comunidad. Me interesa asimismo trazar, a través del análisis narrativo e histórico, las implicaciones sociales y culturales que una situación de contacto de lenguas comprende para la comunidad minoritaria de los negros mascogos que se encuentra en una fase final del proceso de desplazamiento lingüístico y en plena integración hacia una cultura nacional dominante. Se describen las consecuencias que conlleva el desplazamiento lingüístico y se determinan algunas de las causas sociales e históricas de las cuáles probablemente se origina.

Sahaptin Language Revitalization: Yakama Sahaptin 101

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Current ethical frameworks in linguistics (such as the empowerment framework discussed by Cameron et al. 1992 and Rice 2004) highlight a goal of true collaboration between the linguist and speech community, in which neither is acting solely for the benefit of self or other, but in which projects and work plans have been aligned to meet the goals of each. A Sahaptin language course is being developed and taught at the University of Oregon (UO) with this framework in mind. Yakama Sahaptin (Sahaptian) is a severely endangered Native American language of the Columbia

River area of Oregon and Washington. Sahaptin languages are currently spoken on the Yakama Nation, the Confederated Tribes of Warm Springs Reservation, and the Confederated Tribes of the Umatilla Indian Reservation.

This paper discusses the course and the collaborative elements in planning and teaching it, and highlights some of the course goals, which reach beyond raising the proficiency levels of the students involved to goals about teachers, materials, and the participation of the larger speech community. The paper also addresses the link between documentation goals and teaching goals, as Yakama Sahaptin audio and video materials collected in a documentation project are teaching tools for the class. Especially in the case of endangered languages, documentation materials are necessarily put to multiple uses.

Many people have been involved in the decision to teach the course and in the course planning process, including UO instructors and staff as well as members of the Yakama Nation, the Confederated Tribes of Warm Springs, and the Confederated Tribes of the Umatilla Indian Reservation. With this foundation in mind, the language course attempts to reflect a value of respect for each other (teachers to students and students to teachers) and for the Sahaptin speech communities. The course is taught using a team approach. The instructor is Virginia Beavert, Yakama Elder and teacher. The course assistant Graduate Teaching Fellow (GTF) is a member of the Yakama Nation who is knowledgeable about Yakama culture and history, and has completed coursework in Yakama Sahaptin. The curriculum GTF is a graduate student studying Sahaptin linguistics and writing a Yakama Sahaptin grammar who has worked with Virginia Beavert since 2004. Both GTFs are Sahaptin language learners, increasing their knowledge of the language as they teach.

The Southwest moves north:
Population expansion and sociolinguistic implications in the Spanish-speaking Southwest

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Population growth over the most recent decennial census period (1990-2000) shows that the greatest index of Spanish-speaking population change in the Southwest has not occurred in traditional Spanish-speaking areas (such as New Mexico, West Texas, Southern Colorado and Southern California), but rather in adjacent areas not historically known for high concentrations of Spanish speakers. This growth begs the question as to whether the sociolinguistic makeup of the newer Spanish-speaking populations in these areas is similar to that of those populations in the longer-established Latino communities in the region. That is, is the Spanish-speaking Southwest in fact 'expanding' or is there a 'secondary layer' of Spanish-speaking communities with markedly different sociolinguistic compositions from those of the traditional Southwest? Is the relatively new Spanish-speaking community in Nevada, for example, comparable to communities in neighboring states with a longer Spanish-language presence? What of the differences in newer Spanish-speaking communities in East Texas versus the more linguistically established areas of West Texas? The same question can also be asked regarding the rapidly growing areas to the north such as Northern Colorado, Oregon, Washington and Idaho.

The current study seeks to answer these questions by examining Spanish language use in the western United States and its correlation to socioeconomic measures based on those used by Bills et al. (1993) and Hudson et al. (1995). Areal comparisons are made between communities with long-standing concentrations of Spanish speakers and those that have experienced the most growth in recent years to determine how measures such as median income, education and linguistic loyalty differ in these regions. Jenkins (2006) found that significant correlations are not consistent across the traditional Southwest and that they vary markedly from state to state. This study shifts that scope with a specific focus on the aforementioned areas of recent growth and an examination of the socioeconomic measures that affect and are affected by Spanish language use in these areas.

Patterns in Second Language Acquisition of the Spanish Multiple Vibrant /r/

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The multiple vibrant rhotic /r/, or trill, is one of the most recognizable and characteristic sounds of Spanish. At the same time it is consistently one of the most problematic for English speakers to acquire when learning Spanish as a second language. The present study is concerned with what patterns learners display in their acquisition of the Spanish trill as proficiency level increases, namely how early during classroom acquisition of Spanish they acquire the ability to produce trills, and what sounds they substitute for trill when they fail to produce it. The study investigated patterns in trill production in learners at four different proficiency levels: first semester, fourth semester, intermediate and advanced levels. These subjects' results were compared to those of native speakers. Subjects were recorded pronouncing Spanish words containing trills in three different phonetic conditions: word-initially, post-consonantally, and intervocalically. Anova analysis of the data showed that learners make no significant progress in acquiring the trill during the first two years of classroom study but make great progress in trilling by intermediate level. It is also shown that phonetic environment exerts a large influence on successful trilling. Learners are able to produce trills in intervocalic position earlier than the other two environments under study. This result reflects a pattern found in native speaker production, in which native speakers are statistically less successful in producing target trills in word-initial and post-consonantal position than intervocalically. Learners and native speakers diverge in their substitution patterns when trilling is unsuccessful. Perhaps predictably, lower-level learners display a pattern of frequent substitution of the retroflex rhotic of American English, especially in word-initial and post-consonantal positions. They also demonstrated a pattern of frequent substitution of the single vibrant rhotic, or tap, instead of the trill in intervocalic position, especially at the intermediate level. This result supports and expands upon the findings of Face (2006), which studied trill production in intervocalic position only, and found a similar pattern of tap-for-trill substitution. Native speakers demonstrated a pattern of substitution of different sorts of assibilated or fricative sounds when the trill target was not successfully produced.

El español sefardí contemporáneo en Florida:
Un enfoque descriptivo del lenguaje de Ke Haber?

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El español sefardí, también conocido como judeoespañol o ladino, es la variedad de la lengua española hablada por los judíos expulsados de España en 1492. Algunos se dirigieron hacia Africa, otros a Portugal, Francia e Italia y posteriormente a los Países Bajos. La invitación del Sultán Bayaceto II llevó a la mayoría al Imperio Otomano, donde se establecieron (Harris, 1994) y permanecieron durante varios siglos. A principios del siglo XX, debido a la desintegración del Imperio, unos 30,000 de sus descendientes, hablantes del español sefardí, emigraron a Nueva York, donde desarrollaron una comunidad (Ben-Ur, 1998). Desde allí se esparcieron por distintas zonas de los Estados Unidos, formando nuevas comunidades.

El propósito de este trabajo es el de describir algunos aspectos del español sefardí utilizado por una comunidad contemporánea en Palm Beach County, en el Estado de Florida, utilizando la lengua escrita de su boletín periódico, publicado entre 1992 y 2005. El objetivo es corroborar si el judeoespañol del Imperio Otomano se mantiene en el español sefardí contemporáneo a la luz de la nueva realidad en contacto con el inglés y el español moderno de los Estados Unidos. Por lo tanto, se analiza el español sefardí como variedad dialectal del español y al mismo tiempo desde el punto de vista de una norma judeo-española.

El análisis de los números de *Ke Haber ?* indica que la mayoría de los elementos fonológicos, morfosintácticos y léxico-semánticos, así como los arcaísmos innovaciones y préstamos se han mantenido. Hay variación y debido al contacto de lenguas, hay cambio lingüístico. Sin embargo, los textos revelan que los hablantes contemporáneos del español sefardí han preservado la base castellana del siglo XV en sus distintas transformaciones y al mismo tiempo han incorporado cambios que reflejan el nuevo ambiente lingüístico.

Virtual breaking and entering:
A case of linguistic strategies toward community building in virtual space

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Virtual speech communities are now as numerous and diverse as their face-to-face counterparts, exhibiting linguistic strategies which accommodate the medium or lack of real physical place, the foundation upon which the communities themselves are built. This investigation into building communities in virtual space highlights several communicative strategies toward establishing an online collective. Impoliteness (Culpeper 1996) in face-to-face conversation is usually viewed as the exception rather than the norm, but in virtual spaces, impoliteness and other specific strategies such as flaming and the use of particular genres of netspeak, or leet speak in this case, serve as exemplars of interaction and function as the vehicle for transmission of the covert categories (Whorf 1956) of appropriate or acceptable linguistic behavior. Only when norms are violated are they discovered; and although this seems to mirror what occurs in face-to-face interaction, what becomes apparent is that virtual communication is constrained by more than simply the novelty of this kind of community, but by the absence of a familiar or physical collectivity upon which to build. This necessitates specialized strategies with which to foster in-group associations.

After extensive ethnographic research of a particular online community and analyzing the discourse in threads of conversation on the community's message board, I argue that impoliteness is the guiding pragmatic concern for building the community and for creating and maintaining identity within it. One thread of conversation reveals the linguistic strategies employed by a non-member who is attempting to break into the community via what s/he assumes to be an approved topic of conversation. The resulting posts of community members illuminate those covert categories for appropriate strategies of breaking in while simultaneously "teaching" the potential member the complexity of acceptable turn-taking and topic shifting within the community. The second thread of conversation highlights the flame war and how it serves an essential role in establishing communicative norms, however face-threatening or impolite they may seem to the outsider. By positioning these data within the framework of impoliteness, distinctions between face-to-face and virtual speech community building become more evident, meriting further linguistic inquiry.

Consideraciones y dificultades en el proceso de formación linguistic
para los intérpretes de la Corte en el estado de Nevada

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Según la definición provista por NAJIT (*The National Association for the Judiciary Interpreters and Translators*), un intérprete de la Corte es una persona nombrada y autorizada por la autoridad competente para traducir o interpretar oralmente de uno o más idiomas extranjeros al inglés. Entre los requisitos que han de satisfacer los aspirantes a intérpretes de la Corte del estado de Nevada están un breve curso de orientación sobre la profesión de intérprete judicial previo a un examen compuesto por dos bloques: una parte escrita, que versa sobre cuestiones lingüísticas, concretamente de terminología y expresiones jurídicas, pero donde también el candidato ha de demostrar un dominio del registro culto de la lengua y de aquellos latinismos que se usan con mayor regularidad en el ámbito jurídico; y una parte oral, donde el candidato ha de demostrar su competencia práctica, realizando un ejercicio de interpretación consecutiva y simultánea, así como una traducción a la vista directa e inversa. Puesto que el acceso a estas pruebas está abierto a cualquier individuo interesado en la profesión, es preciso que éste siga un proceso de formación lingüístico-conceptual para garantizar la calidad de la interpretación, pues el hecho de ser bilingüe o competente en dos lenguas no presupone la habilidad de traducir-interpretar y en muchos casos, el futuro intérprete muestra deficiencias en su dominio del registro culto de una de las dos lenguas de trabajo.

Por esta razón, la metodología que aquí presentamos es una compilación detallada y valorada de recursos y técnicas cognitivas que ayudan a los futuros traductores-intérpretes a mejorar su formación no sólo lingüística (centrada principalmente en terminología y adquisición de vocabulario) sino también conceptual (para comprender

mejor los procesos judiciales) así como cognitiva (esencial en el proceso de descodificación y verbalización del mensaje de las distintas modalidades de traducción-interpretación).

Los resultados de nuestro estudio muestran que los candidatos que han seguido esta metodología han mejorado cualitativamente su competencia lingüístico-conceptual, al tiempo que han conseguido su objetivo último: aprobar el examen y convertirse en intérpretes de la Corte de Nevada.

Acquiring verbs in Georgian: Role of phonology, prosody, and verbal templates

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This paper explores the acquisition of verbal morphology in Georgian, a polysynthetic language of South Caucasian language family. It provides insights into the acquisition of morphologically complex languages in general, including those spoken in the American Southwest. It is based on the production data of two 2;1 and 2;4 year-old children (George and Anna) acquiring Georgian as a first language in the country of Georgia. They were regularly recorded for 6 months during interaction with the family members. The overall length of recordings comprised approximately 16 hour digital audio file. The data was transcribed and coded on the accuracy scale of various inflectional morphemes. The "harmonic" consonant clusters were also coded as they may affect the production of those morphemes, which occur near them.

The paper analyzed the role of phonological factors in early production of inflectional and lexical morphemes in verbs. In this regard it followed the line of research advocated by a number of researchers (Peters 1995, Mithun 1989, Gerken 1996, and others) who argue that in early productions children mainly rely on phonological, prosodic, and suprasegmental cues. This hypothesis was borne out by the data analysis, which showed that children's early morpheme productions are affected by the directionality of foot (trochaic and iambic) and stress (primary and secondary), as well as by extensive consonant clusters occurring in stems. The fixed primary and the secondary stress falling on the first and the third syllables in Georgian make certain inflectional morphemes easily segmentable and their production more accurate (Peters 1983).

The paper also explored the role of Pinker's (1984) hypothesis on the special status of root/stems. Courtney & Saville-Troike (2002)'s finding supporting Pinker's hypothesis by Navajo and Quechua data where children produced bare root/stems was not verified in this corpus. The explanation was seen in the structure of verbal templates in Georgian. Roots occur in the middle of the 8 slot template that makes them perceptually less salient. They can also be straddled across several syllables and this situation complicates their extraction.

The role of homophony in morpheme production was deemed relevant for this study and we performed the quantitative analysis of accuracy in the production of the prefix a-, which has multiple functions (applicative, causative, preverbal). The data showed converging evidence that children do not yet attend semantics of such morphemes at this age. The paper concluded that language-specific phonological and prosodic features, verbal templates and homophony interact in complex ways in the acquisition of verbal morphology.

Reconstructing the graveyard:
Reflections on language shift over three generations of a Spanish-American family

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Research has shown that language shift among non-English speaking immigrant families in the United States generally takes on a three-generation pattern. The first generation tends to remain dominant in the first language throughout their lives, while the second generation maintains a level of bilingualism. By the third generation, however, nearly 80% of those from immigrant families are English dominant, while less than 1% remain dominant in the heritage language. Thus, the United States has earned a reputation as a "language graveyard". This qualitative study attempts to reconstruct the three-generation process of language shift in one Spanish-American family, with a focus on identity. This family is unique in that they are not technically immigrants. The oldest living relative, now 101 years old, was born

in the New Mexico territory, as were her parents and her grandparents. Thus, these Nuevomexicanos have a story that is often overlooked in the literature on language identity- that of indigenous minorities. Through interviews with members of all three living generations, the author explores her family's shifting language identities and discusses their relationship to the overarching themes of geographical place, language status, community, and ethnicity. Using a theoretical frame of imagined communities, she highlights the salient elements of each of these themes and weaves a narrative that goes beyond the numbers. This research is important because although we know a great deal about the typical pattern of language shift in immigrant families, we know much less about the perspectives of those who have actually experienced (or are experiencing) this shift. The study also highlights the ways in which geographical and social contexts affect language choices and identities in speakers of non-dominant languages in the United States.

A Look at Two Learning Communities at Oregon State University

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Just what is a Learning Community? In a nutshell, it is an intensive, integrated 15-credit course that has a central theme. The presenter, a participant in two Spanish language Learning Communities here at OSU, outlines who teaches the course, who participates and the components that make up this unique and rich learning experience. She also provides a personal account of her experience in the communities and why she believes the Learning Community is a powerful educational model.

McFarland Price will focus on two Spanish Language Learning Communities, one offered in the spring of '07 and one offered in the spring of '08. She will discuss how Spanish language, Spanish culture, Spanish literature, and a community-based internship were all integrated around the central themes, Borders and Food, of each Learning Community. She will share some of the major activities and artifacts from each course as well.

In her conclusions, McFarland Price will look at the advantages and disadvantages presented to students of the communities and share anecdotal accounts from other participants.

The Power of Spanglish in Susana Chávez-Silverman's "Mini Playera: Re-Entry Crónica"

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"Mini Playera: Re-Entry Crónica" is one of the chronicles in Susana Chávez-Silverman's "Killer Crónicas." (2004). The chronicles were originally emails from the author to her friends about her experiences in other parts of the world. In his foreword to "Killer Crónicas" Paul Allatson writes: "The author's inventive and flamboyant use of Spanglish, a Hybrid English-Spanish idiom, and her adaptation of the confessional "crónica" make this memoir compelling and powerful." Why is Chávez-Silverman's work called powerful and which role does Spanglish play in this opinion? To answer these questions I decided to use a discourse analysis approach and I chose "Mini Playera: Re-Entry Crónica" because of the strong emotions expressed in this chronicle. Chávez-Silverman wrote it after her return from Argentina where she did research on contemporary women poets from Buenos Aires.

First I investigated the narrative structure of the chronicle. Labov (1972) proposes that a narrative should include six elements: abstract, orientation, complicating actions, evaluation, result, and coda. The abstract tells that the author returned home; the orientation depicts the situation: "La cashe crowded con little Spanish-style refurbished bungalows, teeny tiny, really, pero tan y TAN expensive." The complicating actions are mostly sentences that express Chávez-Silverman's appeal to the five senses, e.g.: 1) smelling and 2) feeling (tactile): "De repente, un olor que no había sentido en más de un año rises en la coastal breeze and hits me, no, it STROKES me, full en la cara: sage...." 3) seeing and inner feelings: "Eyes smart with tears and I wince. Sigh. I should be prepared para estas overpowering waves of emotion." The author has always been sensitive: "You're too sensitive, me decían de niña, so impressionable, me dicen siempre." 4) tasting: "Un poquito después del sage llega otro olor dulzón, casi empalagoso." Dulzón 'sweet' and empalagoso 'very sweet' are words related to taste. 5) hearing: "Y luego, still later, esa shoosh...shoosh. Son las olas. De ellas no podré - nunca - vivir lejos mucho tiempo." The author, however, also has the gift of a sixth sense : "It

means you have E.S.P. baby, me dijo esa vidente en New Orleans." All of these feelings and experiences are the reason why the author wrote this chronicle and they come together in the evaluation when the author emphasizes: "Me vuelvo loca, in a way, en el "INTERIOR"! … Me vuelvo un poco stir crazy." The result tells what happens next: "I'm back. The coda, indicating the end of the narrative, expresses the cultural confusion of the author: "Ay, where am I? "

From observation of the language in the narrative, it is evident that Chávez-Silverman uses many intersentential code-switches to create strong contrasts. Adjectives and verbs are mostly in English, thus avoiding adjective-noun agreement and verb conjugation in Spanish, which makes the language more fluent. The author expresses her longing for Argentina by writing the Argentine pronunciation of words. She is also inventive because of her creation of new word combinations. All those characteristics together makes "Mini Playera : Re-Entry Crónica" stand out as a powerful text, appealing to Spanish as well as English readers.

Spanish Loanwords in Chontal Mayan

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This paper is a preliminary classification and analysis of the types of Spanish borrowings into Chontal Mayan. Chontal Mayan, or Yokot'an, is spoken in the southern Mexican state of Tabasco by approximately 55,000 people. The dialect under consideration is spoken in the municipio of Nacajuca north of the state capital of Villahermosa. The data in this paper is based primarily on three summers of field work with the Project for the Documentation of the Languages of the Americas. Chontal Mayan speakers display a high degree of bilingualism and the modern language has a large amount of loanwords. Four stages of borrowing, based on phonological adaptations, are outlined with examples of changes at each stage. Modern patterns of borrowing are examined as well, including different kinds of loan translations. Spanish verbs display a special pattern of integration into the language in that they typically, but not always, require a light verb to carry the tense and aspect markers. The borrowed verb itself appears in an infinitive form with the final /r/ deleted. This process is extremely productive among young speakers, and the high degree of borrowing of verbs as well as structure words is creating a language that is radically different from that spoken only a few generations ago. Chontal and other Mayan languages make use of a large amount of Spanish grammatical words, in particular discourse markers. Examples of these discourse markers in both oral and written narratives help to establish the contexts in which these words occur as well as changes in both form and meaning as they are integrated into the indigenous language. The high degree of borrowing in many cases correlates with language obsolescence; younger speakers, for example, use Spanish loans for even basic concepts, including kinship terms and numbers. The amount as well as the type of borrowing is influenced by age, education, and self-identity. This paper concludes with two suggested avenues of future research; first of all, a sociolinguistic study of the attitudes towards these changes and to what degree large infusions of loan words might be further lowering the prestige of the language. Second, a study of the impact of the loan words on the language's grammar; in particular, how the steadily increasing number of light verb constructions may be slowly transforming the language from a split ergative alignment to an accusative alignment.

Making Connections: Spanish for Medical Purposes and Community-Engaged Learning

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A New Jersey Department of Health and Senior Services report (2000) recommended language and cultural competency training across the state health care system to improve the health of the Latino community. (http://www.nj.gov/health/omh/documents/latino2000.pdf). However, a 2007 MLA report (http://www.mla.org/flreport) cited the continuing lack of foreign language competence within academic disciplines and in the larger society, concluding that the role of language departments should be to produce educated speakers with deep translingual and transcultural competence. Minimum levels of competence should be established for students in many fields (e.g.: international studies, psychology, sociology), and those planning careers in law, medicine, and engineering. The National Healthcare Disparities Report (2005) (http://www.ahrq.gov/qual/nhdr05/nhdr05.htm)

cites language as a barrier to quality health care for many ethnic minorities, and found that "communication problems between the patient and provider can lead to lower patient adherence to medications and decreased participation in medical decisionmaking". This is particularly alarming considering that HIV/AIDS is a serious threat to the U.S. Latino community (http://www.cdc.gov/hiv/hispanics/resources/factsheets/hispanic.htm), cardiovascular diseases rank as the top killer of U.S. Latinos (www.americanheart.org), Latino adults and children are increasingly affected by obesity.(National Council of La Raza, 2006), and approximately 2.5 million (9.5%) of U.S Latinos aged 20 years or older have been diagnosed with diabetes (http://ndep.nih.gov/diabetes/pubs/FS_HispLatino_Eng.pdf). According to the U.S Census Bureau, in 2000, 11% of the population of the Middle Atlantic region was Latino (http://www.census.gov/ prod/cen2000/dp 1/2khus.pdf). In 2006, persons of Latino origin made up 15.6% of the population of New Jersey (http://quickfacts.census.gov/qfd/states/34000.html).

In response to the above considerations, and to student demand, a Spanish for Medical Purposes course was designed at my institution. In addition to increasing field-specific linguistic competence, one of the stated objectives of the course is to develop an understanding of social and cultural characteristics of Latino patients, including a possible preference for "non-biomedical health care practitioners" (Nigenda, et al., 2004). The course has an extensive Community-Engaged Learning component whose mode of execution depends on the students' oral proficiency level. Those at approximately an ACTFL Intermediate-Mid level or above work as volunteers for the translation services at University Medical Center at Princeton. As part of its response to the community's needs, UMCP provides this service to patients for whom Spanish is the primary language. The students receive special training for this work from the Medical Center's translation coordinator. Students reflect on their experience in weekly journal entries where they consider what the have learned, and their linguistic and cultural successes and failures. Students who do not have the necessary proficiency level to serve as interpreters, work in groups of 5 or 6 to interview members of the Latino community about a relevant health issue. They then pool their information to develop a detailed educational program that could conceivably be used to help improve the medical literacy of the Latino Community. The interviews increase student understanding of beliefs/sociocultural attitudes that might affect how health care education might more effectively be delivered to the community.

Sharing our Stories, Learning from our Communities

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This paper addresses the lessons learned from a research project compiling Latino and Asian American immigrant stories about coming to the U.S., learning a new language, and forming a new identity. We compiled these testimonies of change and struggle, because we hear these stories in our classrooms and in our offices and read about them in our student's papers. These immigrant students and children of non-English-speaking parents sometimes struggle in our classes, working twice as hard as native English speaking students. They come to the U.S. to seek better economic and educational opportunities, others leave their hometowns to flee a dangerous political situation, and some come to join family members. In class, they are at times still fearful or shy about speaking English. Their "stories" and "family stories" about coming to America, learning English, and adapting to American life are important considering the large numbers of younger immigrants in California elementary and middle schools. In California today, 59.4 percent of the total school age population is either Asian or Latino.

This paper focuses on the experiences of linguistic adaptation of Latino and Asian immigrants and their children as they slowly learn English. We were interested in illustrating the process of learning new sounds, new vocabularies, and new ways of communication. We wanted to know how it feels to be silenced by not knowing what others are saying to you, what impeded or facilitated the acquisition of English, and how it feels to be born in the U.S. but to be placed in ESL classes. There are stories about how not knowing the language silences the newcomer out of fear, out of not knowing how to make new sounds and words and the embarrassment of saying things incorrectly and being laughed at. For those of us who work with immigrant students and families, it is important to understand that one of the most difficult aspects of learning English in America is that it threatens to completely erase the native language and culture. In the U.S. educational systems, there is a history of the promotion of complete "assimilation" by learning English often at the expense of the native language and culture. Many immigrant children, while not able to verbalize this, feel this tension between their two languages and cultures and need help in understanding this process. We hope that these stories will highlight the difficult transitions that immigrant children need to make as they navigate

a new language and new surroundings.

The work presented here may help teachers and other service professionals learn how to be more supportive of students who are immigrants or children of immigrants and their struggles to learn a new language, adapt to a new culture and make sense of what to do about their native culture. Furthermore, we hope our stories will help other Asian and Latino American students to empower themselves to deal with their current challenges.

Interrogative Verbs

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A Google Scholar search for "interrogative verbs" brings up mostly references to verbs of asking, verbs with interrogative affixes, or verbs used in questions. In this paper I will examine three unrelated American Indian languages that, in contrast, have special verbs that include a semantic *wh* element (in addition to their other more typical question words). Such verbs have not been extensively described (despite discussion (c. 2001) on the Association for Linguistic Typology list), although Hagège (2003) suggests they are more common than most linguists realize.

Available documentation of the Uto-Aztecan (Cupan) language Gabrielino/Tongva of Southern California reveals a question verb *miyii* 'say what' (unrelated to the usual verb for 'say', *chwee'*-) that can be used with or without a complement 'what'. The status of this word is shown by its use in (3) with the future suffix *–ro*, which occurs only on verbs:

(1) Miyii=ha? 'What does he say?'
say.what=Q

(2) Hitaa='a miyii 'ooma'? 'What do you say?'
what=2s say.what you

(3) Miyii-ro='a maay-ro? 'What (do you say) are you going to do?
say.what-fut=2s do-fut

The Yuman language Tolkapaya Yavapai of central Arizona has four question verbs, most derived by the addition of the proclitic *kav=* to the existentials be', 'do', and 'say', such as *kav=wí* 'do what', 'do how' (cf. *wí* 'do'), as in (4), where the verb is marked for subject and followed by a same-subject subordinator:

(4) Kav='-wí-k '-néh-ha? 'How should I kill him?', 'What should I do to kill him?'
wh=1-do-ss 1-kill-irr

Finally, the Muskogean language Chickasaw of south-central Oklahoma has a very complex system of Wh words, including six basic verbs and numerous derived verbs. Like the Tongva and Tolkapaya interrogative verbs (but in general unrelated to non-interrogatives), some of these express basic (pro-)verbal notions, but others, such as *katimpi* 'be which', are used to ask questions that in other languages would be expressed with interrogative quantifiers within noun phrases. These verbs take nominative subjects or non-third-person agreement, normal tenseaspect marking, and additional verbal affixes such as the dative prefix in (7):

(5) Chahta' yamm-at katimpi-tok? 'Which of those Choctaws was it?'
Choctaw that-nom be.which-pt

(6) Hash-katimp-a'chi? 'Which of you guys will it be?'
2pI-be.which-inc

(7) Ihoo-at ch-in-katimpi? 'Which woman is for you?'
woman-nom 2sIII-dat-be.which

These three languages belong to separate linguistic families, and while Tolkapaya and Chickasaw share some features, Tongva is typologically very different. Not only are the interrogative verbs in these languages used as verbs, but their derivatives express every nonargument *wh* word ('when', 'how', 'why'...).

In this paper, then, I will describe the syntax and typology of questions containing interrogative verbs (and possible answers to these questions).

From Respect Prepositions to Topic and Register Markers: A Corpus Linguistic Study

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Compound and complex prepositions such as *in regard to* and *with reference to* lead a double life in descriptive and prescriptive grammar. Linguists label them as prepositions of *respect* that happen to be used in formal registers; prescriptive grammarians label them as imprecise, pretentious, and wordy—instruments that lazy writers use to make their writing sound more formal and important. Although prepositions are one of the most important indicators of informational written registers (e.g., Biber, 1988), little is known about how respect prepositions function in them.

This study investigates (1) the frequency of 22 respect prepositions, (2) their register distribution, and (3) the relationship between the registers they inhabit and their sentential position (sentence-initial or sentence-medial). To explore the first two questions, four one-million-word corpora were queried: Brown and Frown (representing written American English in the 1960s and 1990s, respectively) and LOB and FLOB (representing written British English in the 1960s and 1990s, respectively). To explore the third question, only the Brown corpus was used.

Respect prepositions, as 0.03% of the four-million-word corpora, occur with equal frequency and registral distribution in British and American English, and the frequencies and distributions have not changed from the 1960s to the 1990s. More interesting, however, is that respect prepositions of different sentential positions have distinct functions and that sentence-medial prepositions function differently in informative prose than in imaginative prose. Sentence-initial respect prepositions (e.g., "As for his grandchildren…") mark sentences for topic, and they compose nearly half of the respect prepositions in imaginative prose. In contrast, sentence-medial respect prepositions (e.g., "The hen appeared to have no doubts as to her duties") are markers of informational written registers, and they are quite scarce in imaginative prose.

Ninety-four percent of all sentence-medial respect prepositions occur in informational prose. These prepositions have become a marker of register, I argue, and they gain their meaning through their highly frequent co-occurrence with the lexical and grammatical features of written informational prose. Proof of this lies in the function of sentence-medial respect prepositions in imaginative prose. Although infrequent, sentence-medial respect prepositions in imaginative prose evoke informative prose. They are used to help construct either institutional settings or a sense of formality that comments on an inappropriately serious or pretentious idea, situation, or person.

The results of this study can be used to construct both a lexis and a grammar for respect prepositions. We might rename "respect prepositions" as "markers of register" (in sentence-medial position) and "markers of topic" (in sentence-initial position). These markers could be considered emergent in that their "external aspect" and use "is provisional, and is dependent, not on an essential inner core of constant meaning, but on previous uses and contexts in which the current speaker has heard or used it" (Hopper, 1998, p. 157). By exploring the relationship between register and sentential position of respect prepositions, this study provides an example of grammar as shaped by use.

Mantenimiento del español en la comunidad hispana del West Side de St. Paul

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El aumento poblacional de los latinos en numerosas áreas de los Estados Unidos es una realidad que se extiende a lo largo y ancho del país, pero que se ha hecho más notoria en algunas zonas del medio oeste, donde las oleadas de inmigración hispana han sido tradicionalmente poco pronunciadas. Pero, ¿significa este aumento en

números que el español está experimentando un proceso de mantenimiento paralelo? Los escasos estudios sobre el tema en el medio oeste pertenecen a los años 80 y 90 y se restringen al noroeste de Indiana, West Liberty en Iowa y las Twin Cities, en Minnesota. Mendieta (1994) quien se ocupa de la primera área con base en el Censo de 1990, reporta que para esta época, la población hispana en la zona disminuyó considerablemente debido a un declive socio-económico, lo cual tuvo un impacto negativo en el mantenimiento local del español. Por su parte, las entrevistas y observaciones etnográficas de González y Wherritt (1989 y 1990) resultaron en la identificación de factores que mantienen el español, entre los que figuran la lealtad étnica, la existencia de grupos culturales cuyos miembros usan primordialmente el español, y la presencia de radio, TV y prensa en español. Finalmente, Cisneros y Leone (1983) se sirvieron de entrevistas orales para concluir que la revitalización del español en las Twin Cities es un fenómeno latente en la 2ª y 3ª generación gracias al re-contacto de éstas con los inmigrantes recientes.

El presente estudio parte del interés por determinar si la conclusión de los últimos autores encuentra eco entre los hablantes de origen hispano del West Side de St. Paul, "uno de los barrios con población mexicana y latina más grande y estable de la región" (Dick, 2008). Se diferencia del estudio de Cisneros y Leone (1983), en dos aspectos fundamentales. Primero, siguiendo el procedimiento de Cashman (2003) en Detroit, incorpora la noción de red social y determina si los hablantes se inclinan por una lengua u otra en virtud de (1) el nivel de bilingüismo o monolingüismo y (2) el nivel de latinidad de sus redes sociales. Segundo, como en el estudio de Klee (1987), averigua el uso de ambas lenguas en relación con dominios específicos (casa, trabajo e iglesia, entre otros) e indaga (1) antecedentes familiares, (2) estatus socio-económico y educacional, (3) opiniones sobre la destreza propia en inglés y en español y (4) actitudes lingüísticas. Para ello, se utilizan dos encuestas con respuestas cerradas y semi-cerradas administradas de forma oral, y una entrevista personal con informantes hispanos de segunda y tercera generación.

Los resultados preliminares señalan la composición de las redes sociales y el uso del español con sus miembros como un factor que se destaca en el mantenimiento del español o el desplazamiento hacia el inglés. No obstante, juegan un papel importante el uso instrumental del español, la noción de la lengua en relación con la identidad y las actitudes lingüísticas.

Retention and deletion of /s/ in final position:
The disappearance of /s/ in the Puerto Rican Spanish spoken in the US Midwest

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Puerto Rican Spanish (PRS) in a rural U.S. Midwestern town diverges from its ancestral variety, i.e. Island Puerto Rican Spanish, in the alternatives for /s/ in coda position. The data consist of speech samples (readings and informal conversations) of twelve speakers.

The data demonstrate that --in this community-- there is an intergenerational transmission of /s/ aspiration and deletion. Third generation Puerto Ricans acquire /s/ deletion instead of [s] and [h], alternatives also available in their ancestral variety.

Despite the interaction of the different generations of Puerto Rican speakers, the members use differently the resources available through their linguistic variety.

*Same, but different: The disappearance of /s/ in Puerto Rican Spanish
and the maintenance of /s/ in Mexican American Spanish spoken in Lorain, Ohio*

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According to Trudgill (1986), it is impossible to predict when assimilation between similar varieties will take place. In the Spanish-speaking community of Lorain, Ohio, where Mexican American (MAS) and Puerto Rican Spanish (PRS) are in continuous contact, the varieties are diverging in their alternatives for /s/ in coda position. The data consist of speech samples (readings and informal conversations) of sixteen speakers: four Mexican Americans and twelve Puerto Ricans.

MAS, retains /s/ with very few cases of /s/ aspiration and deletion. PRS presents an intergenerational transmission of /s/ aspiration and deletion. Third generation Puerto Ricans acquire /s/ deletion instead of [s] and [h], alternatives available in their ancestral variety.

Despite the interaction of these dialects in the same community, speakers' affiliation is signaled by the different use of the resources available through their linguistic variety. Speakers maintain their varieties different enough to be distinguished from one another.

The Honduran Voseo: God, Pets, and Strangers

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This paper comes from an extensive study of the sociolinguistic functions of the pronominal system of address in Honduras and, more specifically, the usage of voseo. Honduran Spanish contains three possible second-person singular pronouns, each with a unique verbal morphology – vos, tú, and usted. The author, along with Honduran research assistants, administered 121 questionnaires in Honduras, in order to examine the complexity of pronominal address. Certain characteristics of the subjects (sex, education, age etc.) were taken into account, in order to identify any statistical trends that determine usage. The pronominal address option was divided into nine separate domains, and the questionnaire contained 97 questions about morphology, pronominal choice and folk linguistic beliefs.

This paper will first discuss the techniques (data gathering, statistical analysis, etc.) and organization of the study. One method fairly unique to this study is a sensitivity to the educational level of each subject. Most similar studies having to do with pronominal choice have required literacy of their subjects (to answer the questionnaires), as in Lipski (1994), or have interviewed exclusively university students such as those of Yolanda Solé (1970) and Baumel-Schreffler (1995). The majority of questionnaires for this study were administered orally so as not to preselect subject characteristics. Interestingly enough, education level of the subject played an important role in pronominal choice selection, more so than gender.

The paper will limit itself to three domains: the religious, the pet, and the stranger domains. The religious domain refers to pronominal address to the saints, mother Mary, and God or some other divine entity. For all the other domains tú was the least preferred pronoun; however, when addressing religious figures, tú was the preferred pronominal choice. Education of the subject was statistically significant in whether Hondurans selected usted or tú. Those with only an elementary education were reported to be more likely to address God or the saints or Mary with usted, while those with a college education were more likely to use tú.

The stranger domain had the highest usted usage of all the domains. In this domain it was shown that subjects were more likely to use vos when addressing unfamiliar children than they were with adult strangers. Nevertheless, both pronoun choices vos and usted were very close. Second, it was statistically significant that Hondurans, when opting between an informal pronoun tú and vos, preferred addressing an unknown foreigner with tú over vos. This likely has to do with how Hondurans understand the usage of vos outside of Honduras. Third, Hondurans who had a higher education level were statistically more likely to address a stranger with vos than a Honduran with a lower education. Finally, I will discuss the implications of the findings presented.

Dialectical /r/: Highland and Galician trills

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For all its richness of data, study of articulation of the Spanish /r/ ("rolled *r*" or "trill") has served both language acquisitionists and phonologists/phoneticians. Production of the trill has been in the past and remains today an objective of "correctness" in primary schools and second-language acquisition programs, as well as a source of social ranking and stigma. Children and second-language learners may not fully acquire the trill, and may substitute different consonants, such as /l/ or the English "r" (Carballo & Mendoza). Perhaps not least of all, /r/-acquisition and articulation may be an indicator of ones place of origin—a show of ones accent. It has been hypothesized that Spanish /r/ originated as a Latin geminate, as two /ɾ/ ("taps") articulated so closely together as to produce a trill (Lipski, *inter alia*). Articulation of the /r/ in Spanish has been described phonetically as having two different places of articulation along the front of the tongue. Variants of /r/ have been described as "apico-alveolar" (Bybee) or "coronal-alveolar" (Ladefoged, Zentella). Hence, the fact that /r/-articulation may be described differently without being contrastive may point to a slight difference in sound production as well as other differences that result from this divergence in production.

The present study sought a way to quantify these differences between two groups of Spanish speakers, namely those whose Spanish was influenced either by Quichua/Quechua ("Andean" or "Highland" Spanish) (Brady) or by Galician. The experimental subjects (consultants), six speakers with influences of either Highland Spanish (three speakers) or Galician (three speakers) Spanish, were recorded saying isolated words and phrases which featured the trill. It was hypothesized that the Highland trill would differ from the Galician trill in four significant phonetic areas: (1) a discernible break in intonation, or pitch, during the trill, (2) duration of the trill, (3) the number of articulatory stops, and (4) formant quality. Praat speech analysis software was used for all phonetic tests.

Of these four phonetic factors, two were found to be significantly divergent: there was no break in intonation; however, the durations of the trill did differ significantly (phonetic area 2); the number of fully visible stops was not significantly different; however, formant (F2) values were higher for Galician speakers than for the Highland speakers, (p= 0.033) and (p=0.023) in separate phonetic environments. These results suggest that the trill is indeed dialectical. Perhaps because of socio-cultural factors in Galicia, there is far less stigma with this articulation of this trill than with the Highland trill. Since findings suggest that there were some articulatory differences, a closer look at the two factors that showed divergence may yield more significant differences. To this end, calls for future research would involve speakers from Mexico, New Mexico and other Spanish-speaking areas, as well as from a greater span on the socio-economic ladder.

Digital Archive of Oral Histories in Spanish

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This presentation introduces an archive of approximately 500 oral histories recorded over the last 12 years from almost every Spanish speaking country, men, women, children, professors, crop farmers, generals and rebels. Research possibilities for linguists and historians abound. For language students the archive contains sets of level-specific activities since the very factors that make using authentic language videos in the classroom difficult—speech velocity, content unpredictability, dialectical differences, hesitations, pauses, false starts- are the very hurdles our students must overcome to communicate with native speakers in natural contexts. Samplers will be available and collaborative ideas will be explored.

The Emergence of Scalar Markedness

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This paper presents empirical evidence for the hypothesis that phonological grammar not only determines which forms are grammatical and which are ungrammatical but also determines different degrees of grammaticality and ungrammaticality (Coetzee 2004, 2006, *to appear*) with respect to the emergence of syllable contact restrictions.

German phonology imposes syllable contact restrictions on one type of nickname formations, so-called "i-truncations". These i-truncations are formed by shortening full names and adding a word-final "-i", as in the nickname "Kathi" for the full name "Katharina". Unlike all other areas of German phonology, i-truncations do not allow consonant sequences of rising sonority in word-medial position. A name like "Gabriele", for instance, cannot be shortened to an i-truncation that retains "br", a word-medial consonant sequence of rising sonority. The only acceptable nickname for "Gabriele" is "Gabi" (*"Gabri"). These syllable contact restrictions can be accounted for by the emergence of a markedness scale that ranks all possible syllable contact cases from least marked to most marked (Gouskova 2004). A language-specific cut-off point in the middle of the scale ensures that all word-medial consonant sequences of rising sonority are ruled out.

This study tested whether the relative position on the syllable contact scale of one ungrammatical syllable contact sequence (e.g., "sn") with respect to another ungrammatical syllable contact sequence (e.g., "nl") is reflected in grammaticality judgments of ungrammatical nicknames. Conversely, this study tested whether the relative position on the syllable contact scale of one grammatical syllable contact sequence (e.g., "ns") with respect to another grammatical syllable contact sequence (e.g., "ln") is reflected in grammaticality judgments of grammatical nicknames.

As expected, all the strata in the grammatical group have better acceptability scores (lower numeric values of the ratings) than the strata in the ungrammatical group. Crucially, the results for the five ungrammatical strata show a steady five-step trend of ungrammaticality that follows exactly the five steps of the markedness scale for syllable contact. The results for the five grammatical strata also show a trend, although the group at the endpoint of acceptable syllable contact cases shows an average that falls outside of the direction of the overall trend. The Spearman rank-order coefficient ($r_s = 0.87$) confirms that the trend throughout all testable syllable contact sequences, grammatical as well as ungrammatical, is significant at the $<.01$ level.

The results of this study support the hypothesis that grammar determines different degrees of grammaticality and ungrammaticality with respect to syllable contact sequences and that these differential grammaticality judgments are based on the syllable contact scale. The results of this nonce word study provide empirical evidence for the influence of scalar markedness on the perceived well-formedness of German i-truncations.

El bueno, el malo, y el "proper":
Policing Spanish in and outside undergraduate foreign language classrooms

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Within U.S. colleges and universities, native speakers of Spanish are often reminded that their ways of using Spanish are not perceived as legitimate or valued (Leeman, 2005; Potowski, 2002; Valdés, 1981). Positioned as "underdeveloped" (Valdés & Geoffrion-Vinci, 1998), lacking prestige, and grammatically problematic, these localized varieties are actively "sanitized" (Villa, 2002) and purified within day-to-day interactions. Moreover, native English speakers enrolled in Spanish language courses frequently involve themselves in this process of sanitation as well. My data illustrate that these largely Anglo, monolingual English-speaking students efficiently do their part in re-inscribing a socio-linguistic hierarchy that separates Eurocentric and academic varieties of Spanish from localized registers and dialects. This is performed through both discrete, often subconscious acts and overt "policing" (see Paffey, 2007). For instance, students repeatedly identify and conflate otherwise valid, rule-governed linguistic practices (code switching, regional dialect, etc.) into a generalized unfavorable grouping of phenomena that indexes Spanish misusage ("street talk," "slang type accent," "not proper," "not formal," "not *really* Spanish"). This misusage is often couched in the co-construction and imagination of all things *Spanglish*. While students' own definitions of Spanglish vary, the term

usually acts as a proxy for the introduction of English lexical, morphological and syntactical features that compromise the grammatical purity of Spanish as maintained in their textbook-centered foreign language classrooms.

This discussion relies upon longitudinal and ethnographic research of undergraduate experiences in studying basic Spanish at a public research institution in the Southwestern U.S. borderlands. The larger study aims to investigate the various ways in which students imagine and co-construct Spanish vis-à-vis experiences with both formal, textbook-centered foreign language instruction and out-of-school opportunities in the greater multilingual, multicultural community.

Three sets of data inform this study: interviews with focal students (11 key participants, or 'KPs,' recruited from seven sections of a second semester Spanish course), field notes from the researcher's own in-class participant observations, and KP journal entries. Data is triangulated continuously, through critical discourse analyses of written/transcribed texts (interviews and journals), as well as topic analyses of in-class notes.

Findings include (1) student reliance on Mock Spanish (Hill, 1993, 1998, 2008) and casual and/or subordinating recursive discourse (Schwartz, 2008); (2) student narratives on self- and socially-imposed 'expectations' for speaking Spanish outside boundaries of the classroom and university campus; and (3) usage of the learning of "proper" classroom Spanish to (sub)consciously monitor and police economies/discourses of "bad" Spanish. For this presentation, the latter category serves as the principal basis for analysis and discussion. In short, examples of students "doing" Spanish as members of a university community reveal larger affirmations of privilege and socio-linguistic status with respect to the language. Discussions of whiteness, privilege, linguistic purism and standard-ness (see Cameron, 1995; Kroskrity, 2000; van Dijk, 2005; Train, 2007) will situate student identity production in and out of the Spanish classroom.

Motivation Busters in Language Learning

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Research in the field of Second Language Acquisition acknowledges that both cognitive and affective factors within a language learner affect the level of success that will be achieved in learning a second language. Motivation is considered to be one of the more important affective factors which determine success in second language acquisition. As a result, language teachers are constantly striving to find ways to motivate their students through discussions with colleagues and reading scholarly journal articles, for example, Dornyei's (1998) "Ten Commandments for Motivating Language Learners." When we recognize that "motivation refers to the choices people make as to what experiences or goals they will approach or avoid, and the degree of effort they will exert in that respect" (Keller, 1983, p.389), we may understand that it may be worth our while to look at factors that inhibit motivation in our students.

Learners of French as a second language in two intact classes were observed throughout the semester. These classes were taught by teachers who had very different teaching styles. Both qualitative and quantitative data were collected at the beginning and end of the semester. The students completed a questionnaire on motivation to measure their motivation levels, wrote journal entries throughout the semester, and also participated in a one-on-one interview with the researcher.

Data that was collected through these different means was analyzed and categorized. It was found that some of the reasons for a drop in motivation levels over the course of the semester were: (1) test anxiety, (2) amount of material, (3) pace of class, (4) university language requirement, (5) communication patterns with instructor, and (6) overall dissatisfaction with class.

When language teachers have a knowledge of the factors that decrease language learning motivation in their students, they are better equipped to re-organize their teaching strategies, work smart rather than hard, and meet their students' needs by facilitating successful language learning.

The nature of categorial change:
The case of the Zapotec relational noun/preposition continuum

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In this paper I discuss the nature of categorial change, based on data on the grammaticalization of prepositions from relational nouns in various Zapotecan languages. Like many other Mesoamerican languages, Zapotec languages typically express relational concepts using body-part terms. For example, in Zoogocho Zapotec, the inherently possessed word *yichgh* 'head' can be used both to describe a body part as in (1) and to express location as in (2). A given phrase can, out of context, be ambiguous as in (3).

In Zapotec languages spoken in the Valley of Oaxaca, various facts such as the ability of phrases headed by body part terms to be adjuncts and that the collection of body part terms used to describe spatial location appear to be closed to be used have led researchers to claim that categorial change has occurred and that those elements are now prepositions (Lillehaugen 2005). In Zapotec languages spoken in the Northern Sierra of Oaxaca, various factors such as the interaction with the metaphorical system involving the body parts and that the collection of body part terms used to describe spatial location appear to be open have led researchers to classify these elements as relational nouns that exist in a continuum from noun to preposition (Sonnenschein 2005). Given this range of variation within Zapotec, we need a formal model to describe how categorial changes occur.

Two main issues are involved with categorial change: 1) the nature of categories and 2) the nature of the change itself. I argue that we need to differentiate between syntactic categories, which are syntactic primes used in the construction of phrase structure, and lexical categories, which are complex bundles of features including semantic, morphological, and other information. This model allows us to examine the core issue outlined above: the nature of categorial change.

I claim that categorial change occurs much as others (Schuchardt (1885), Wang (1969), Labov (1994), Bybee (to appear)) have claimed that some sound changes occur--via lexical diffusion: phonetically abrupt changes that proceed gradually through the lexicon. Similarly, categorial change is lexically gradual but syntactically abrupt.

Thus, I argue that when body part terms introduce new arguments into a sentential structure, they are syntactically prepositions and have changed syntactic categories, even if they might lexically still be nouns, not having changed lexical category. At a later point, as semantic bleaching occurs, these elements become fully prepositional in terms of both lexical and syntactic category. Furthermore, I assume that this process occurs to each individual lexical item. This allows for a much finer description of intermediary stages, and a way of reconciling homonymy, polysemy, and continua in the discussion of categorial change.

[1]This is from a task in which speakers were asked to describe scenes to each other (the man and tree task) and in which there is a bull in front of a cart. The front of a cart is its head, and thus the present description.

Extraction and nominal ellipsis in Spanish

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Spanish generally allows elision in nominal expressions. Spanish nominal ellipsis can affect only the noun, or can also affect to some other constituents within the nominal expressions.

Traditionally, ellipsis phenomena have been linked to the presence of rich or strong morphology in a particular language (cf. Lobeck 1995; Torrego 1987, or Bernstein 1993, among many others). This type of approach produced undesirable predictions when applied cross-linguistically, since there are languages with weak morphology that allow ellipsis quite freely (cf. Ticio 2003 and Ntelitheos 2004 for discussion on this issue). Recent research (cf. Johnson 2001; Ntelitheos 2003, 2004; Corver & van Koppen 2006, among others) has questioned the relation between agreement and ellipsis, and has focused on the relation between the informational properties (contrastive/non contrastive information) of a particular constituent and its possibilities to be elided. This line of research has led to the analysis of ellipsis processes as complex operations, which involve several movements to the left periphery of a maximal projection and deletion operations that prevent us to pronounce multiple copies of an element. This type of analysis

has been put forward for the clausal and the nominal domain.

In this paper, I examine the basic properties of nominal ellipsis in Spanish, and compare them with the well documented restrictions of extraction out of Spanish nominal expressions (Torrego 1987; Ormazabal 1991; Ticio 2003, 2005, among others). The disparities between both phenomena lead me to argue for a no syntactic movement approach to ellipsis constructions in Spanish nominal phrases (hence, DPs). The evidence comes from the movement constrains within Spanish nominal expressions, and from the inner hierarchy that the nominal constituents must keep. Following Ticio (2003, 2005), I propose that the interaction of independently needed stylistic movements of the constituents within Spanish nominal expressions with the phonological nature of ellipsis suffices to analyze the properties of nominal ellipsis in Spanish, and accurately predicts basic properties of Spanish nominal expressions; namely, their extraction possibilities and the relation among the different constituents. The relation of Focus with ellipsis is derived from general phonological properties of Spanish and from the presence of some semantic features, and not as the result of an overt syntactic Focus movement. To the extent that it is correct, this paper provides strong empirical evidence for the lack of syntactic movement in some instances of the "so-called" contrastive Focus.

A Historical Perspective on Contemporary New Mexico Spanish Archaisms

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One of the most frequently cited characteristics of Traditional New Mexico Spanish (TNMS) is the appearance of morphological variations and lexical items that once enjoyed widespread use but that have now all but disappeared in standard varieties of Spanish. This study presents a preliminary examination of the appearance of several forms deemed archaic by TNMS researchers. The analysis is based on a 52,907-word corpus of legal documents written in New Mexico between 1684 and 1895. Calculations based on word frequency show that in most cases, forms now considered standard predominate throughout the entire pre-statehood period. In other cases, the archaic form does not emerge in the corpus until the 19th century. Results suggest that more quantitative research into the development of New Mexico Spanish is warranted. These preliminary findings challenge fundamental assumptions about the emergence of TNMS and raise questions about the construction of ethnic identity in a community that has come to view features of its traditional language as evidence of an unbroken European ancestral lineage.

The Negative Cycle in Old and Modern Russian

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Negative markers across languages undergo cyclical changes. Sentential negatives weaken over time, change into negative particles, and then new negative markers get introduced to help weaker negatives (Jespersen 1917). The negative cycle has been studied extensively in the recent years (e.g. Croft 1991, Zeijlstra 2004, van Gelderen 2007, van der Auwera 2008). However, the negative cycle in Russian has not been discussed much in the literature.

In standard Russian, sentential negation is expressed by the pre-verbal marker *ne*. Other negative elements (NI-words, or interrogatives with the negative prefix *ni-*) can occur together with *ne* in a sentence, but their presence is ungrammatical without *ne*.

The competing strategy is the use of NI-words without the pre-verbal negative marker *ne*. However, this use is limited to the NI-words that precede the main verb and function as subjects or moved objects.

By XV-XVII centuries, there seem to be fewer NI-words used as sole markers of sentential negation. Using the Minimalist framework, I show that Russian sentential negation has undergone cyclical changes. Old Russian inherited the strategy for expressing sentential negation from Indo-European, showing a preference for using one negative marker instead of multiple negatives to render one semantic instance of negation. Due to their ability to express sentential negation on their own, NI-words appear to be negative quantifiers having interpretable negative features [iNeg]. Cases where the pre-verbal *ne* is used together with NI-words to express sentential negation indicate that the NI-words are losing their ability to express negation without extra help, and their Neg features are becoming

uninterpretable [uNeg]. In Modern Russian, NI-words are definitely no longer negative quantifiers, and have uninterpretable negative features that need to be checked against the interpretable feature of the NegP headed by *ne* (Brown 1999).

The data indicates that Old Russian has features of a non-strict Negative Concord language, in which the pre-verbal NI-words could be used without the preverbal negative marker to express negation. Modern Standard Russian is a strict Negative Concord language, and no NI-words are able to express sentential negation on their own.

The corpora data from Modern Russian also indicate the frequent use of minimizers, e.g. *ni kapli* ('not a drop'), that strengthen the negative marker *ne*. I argue that this is a sign of weakening of the *ne* features, which might lead to the continuation of the cycle and future disappearance or reanalysis of *ne*.

The Linguistic Cycle of Objects

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Recently, there has been a renewed interest in the linguistic cycle. Jespersen (1917) identified a Negative Cycle when a negative weakens and is renewed by another element. This phenomenon has been cited and examined in the grammaticalization literature, as well as recently in formal approaches to language change (e.g. van Gelderen 2004). Other cyclical changes have been identified, e.g. subject pronouns that are reanalyzed as agreement markers and then renewed (e.g. Lambrecht 1981 in French). In this paper, I briefly introduce the different cycles and then focus on the object cycle, with examples from Uto-Aztecan, Athabaskan, Semitic, and Indo-European. Time permitting, I also present an account couched in Minimalist Economy Principles.

The Object Cycle involves an independent object pronoun that is reanalyzed as a clitic and subsequently as an agreement marker (or pronominal argument). Unlike with the Subject Cycle, it is difficult to find full cycles, and I will present stages from different languages in related families. The four stages are given in (1), and can be tested through modification and displacement:

(1)   (a) full phrasal pronoun > (b) clitic > (c) agreement > (d) zero

Dependent marking languages typically have very robust full pronominals, with Japanese, Malayalam, and Korean as good instances of this, i.e. stage (a). Persian, Kashmiri, and English object pronouns are somewhat reduced, i.e. stage (b).

Bantu is between (b) and (c). Wald (1993: 331) says that the object agreement "has never become an obligatory verb inflection in most Bantu languages, though there is relatively recent motion in this direction among the Central East Coast languages, including Swahili". Swahili is relatively far in having object agreement obligatory in almost all cases. Sentences (5) and (6) show that indefinite inanimate objects need not be marked, but that all other objects are. Various varieties of Spanish are reaching stage (c), e.g. (5) where an indefinite object is `doubled', as are several varieties of South Slavic, e.g. (6). Of the Uto-Aztecan languages, Tohono O'odham is in stage (c); the relatively close Yaqui is different, which may mean a loss of object agreement, i.e. stage (d). Various Athabaskan languages show a stage of flux as well, as I will show with examples from Navajo, Slave, Babine-Witsuwit'en, and Dene Suline/Chipewyan.

An overview of a linguistic atlas for New Mexican Spanish: Nature and structure

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In December of this year, the University of New Mexico Press will publish our book, *The Spanish language of New Mexico and southern Colorado: A linguistic atlas*. It is not your typical linguistic atlas. Rather, it is a one volume work reminiscent of the studies of Navarro Tomás (1948) for the Spanish of Puerto Rico and Atwood (1962) for Texas English. For each geographical linguistic variable studied (mostly lexical but also some phonological and grammatical cases), we provide not just the results, but a synthesis of the results together with historical and comparative interpretations. In this way, we examine the Spanish peninsular roots of the dialect, the early influences of the maritime enterprise and contact with natives in the Caribbean, the impact of the Nahuatl language of Mexico, other linguistic developments that arose independently, those that have come about via contact with local languages, including most significantly English, and the influence of standard Spanish and modern Mexican Spanish that have arisen with increasing education and immigration. The book offers geolinguistic and sociolinguistic analyses based on 150 maps and 70 tables.

Our paper provides a broad overview of the nature of New Mexican Spanish and the structure of the atlas. We place special attention on those independent developments that make this dialect unique. This independent evolution began with the founding of the remote colony of Nueva México in 1598 and continued with its incorporation into the United States in 1848. Some examples of this dialect that we will discuss are the use of *ratón volador* for 'bat', *bolita* for 'marble', *santopié* for 'centipede', *joso* for 'bear', *cunques* for 'coffee grounds', *puela* for 'skillet', *chamuz* for 'slipper', *copa* for 'cup', *suera* for 'sweater', first person present *ha* and *hamos* forms of *haber*, and the paragogic *e* that variably appears after an alveolar consonant in a stressed final syllable. We also touch briefly on social variables, showing the impact of education and language loss, and on the existence of subdialects within the region.

Confronting persistent myths: Non-standard Southwest Spanish

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Studies of Southwest Spanish (SWS) often refer to its non-standard features. However, a fundamental problem with the term 'standard' lies in the fact that it does not refer to some commonly defined and broadly accepted measure; rather, Standard Spanish seems to represent an empirically undefined, idealized variety of the language spoken by upper class individuals residing in the capital city of Latin American countries or Spain. This makes the analyses of SWS problematic, as there is no single standard that can be employed to determine whether some feature or another is standard or non-standard. An aim of the research presented here, then, is to work toward establishing an empirically grounded, data driven description of a variety of Spanish found throughout the Spanish-speaking world that we can then employ to determine if a given feature of a SWS is regional or general. Following Otheguy (1991), I employ the label 'General Spanish' to identify this variety. An important distinction between General Spanish and Standard Spanish lies not only in the empirical grounding of the former, but also the fact that it has not acquired the semantic and analytical baggage of the latter.

In order to illustrate the implementation of a General Spanish grammar for the analyses of certain varieties of SWS, data from transcriptions of varieties of New Mexican Spanish taken from the New Mexico-Colorado Spanish Survey (NMCOSS), a project directed by Garland D. Bills and Neddy A. Vigil of the University of New Mexico, were analyzed. This initial study revealed the use of the General Spanish morphemes for verbal tense, mood, and aspect for the present indicative and subjunctive, the imperfect indicative and subjunctive, for the synthetic and analytic futures, the present and past progressives, to name a handful. Also identified were certain instantiations of regional variation in the verbal system, forms such 'traiba, fuites, estábanos, vido', and 'creigo', among others. In the sample of 3,276 verbs initially identified, the latter group consisted of 98 instantiations, or some 3% of the total number of verbs sampled. In concluding this presentation, I discuss the implications of these findings for future studies of SWS.

The Effects of Spanish-only Language Policies in Northeastern Uruguay:
Linguistic Solidarity in the Face of Social Marginalization

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Uruguay became a nation in 1828 with the signing of a peace treaty between Argentina and Brazil. The delineation of its northeastern border, however, did not neatly coincide with the cultural lineage of its inhabitants, most of whom were of Portuguese origin. Starting in 1835, the Uruguayan government began a campaign in order to promote the nationalization of this border area. For 30 years, many towns were established at the border's edge, right next to already-existing Brazilian towns, in an attempt to delimit Brazilian influence. Since this time, the Uruguayan government has attempted to enforce linguistic norms in this region through prohibiting the use of Portuguese in border schools and other officially sanctioned domains, despite the fact that Portuguese is currently a heritage language for most border residents (Carvalho 1998, 2003; Elizaincín et al. 1987; Hensey 1972; Rona 1965). Spanish-only policies were particularly prevalent during the military dictatorship in Uruguay (1973-1985), which saw rigorous attempts by the government to prohibit the use of Portuguese in border schools. During this time, according to Barrios and Pugliese (2004:1), "xenophobic and purist discourse worsened, accompanied by idiomatic campaigns aimed at defending Spanish against the "threat" of Portuguese and preserving its "purity" from the "contamination" of "incorrect" expression".

This presentation will focus on the effects that these Spanish-only language policies have had on language use and attitudes in the city of Rivera, Uruguay. Using self-reported data from 63 Spanish-Portuguese bilinguals, the use of Portuguese in Rivera in various linguistic domains (home, school, workplace) and with diverse interlocutors (family, friends, co-workers, superiors) will be analyzed. This analysis will give us some indication of this language's status within the community. Border Portuguese, which has been marginalized in Rivera, is more frequently used in the home with relatives and close friends. The use of Portuguese in more formal domains is much less frequent. This data corroborates the perception within the community that Portuguese lacks the linguistic prestige of Spanish. There are indications, however, that these perceptions may be slowly changing due to economic reasons. Speakers' metalinguistic commentaries with regards to the use of Portuguese will also be explored in an attempt to characterize attitudes within the community toward this language. We will see that use and attitudes vary greatly from speaker to speaker and that, in each case, the greater or lesser use of this heritage language is a direct reflection of speakers' sociolinguistic identities. Despite the marginalization of Portuguese in Rivera, its use indicates social group membership, thereby further strengthening notions of linguistic solidarity among more socially isolated sectors of the population.

Private and public language in Montevideo:
Language change among the "target demographic"

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The speech of Montevideo, while *rioplatense* by definition, varies from that of Buenos Aires in the use of the second person singular pronoun, prepositional pronoun, and corresponding verb forms. *Vos* is commonplace in intimate conversations in Montevideo, but *tú* and *ti* among the educated and/or in formal domains has been documented as a primary characteristic for decades. Moreover, the Montevidean combination of *tú* with *tú* and *vos* verb forms (i.e., T/T, T/V) is well established in anecdotal and academic evidence. Language change is underway, nonetheless, as upper- and middle- class teenagers appear to widely abandon *tú* – the exclusive form presented in public education --, adopting dialectal features that seem more from Buenos Aires than traditionally from Montevideo. The mass media and entertainment play an important role, and advertising appears to document and legitimize the linguistic change. The present study considers the language change underway in Montevideo by documenting (a) the results of over 150 rapid anonymous oral surveys, (b) more than 200 samples of written, public language, primarily from public advertising, and (c) advertising agencies' strategies in reaching the "target demographic" of 18-25 year old upper- and middle-class consumers by means of speaking to them in their own "language". Since *tú* and its

corresponding verb forms are the only accepted second person singular options taught in Uruguayan schools, education appears to have little-to-no influence in the dialectal features of "correct" Spanish. The conclusions speak to the power of the mass media and public advertising as the means of initiating, substantiating, and documenting language change among young speakers.

Matrix Wh-Questions without Subject Inversion in Cajun French and Cajun English

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In most varieties of English and French, matrix wh-questions, except those which question the subject, present the word order of wh-word + verb/aux + subject. Rizzi (1996) attributes this requirement to residual V2 features in such languages, which require the raising of the verb from Tº to Cº, resulting in the subject-verb inversion. English further requires *do*-insertion if the finite verb is not an auxiliary or modal, given these are the only types of English verbs able to raise to Tº or beyond. Presenting exceptions to these residual V2 phenomena are Cajun French (CF) and Cajun Vernacular English (CVE), spoken principally in south central and southwestern Louisiana. Both present a lack of subject inversion in root questions that would be ill-formed in the standard varieties of these languages. This lack of inversion occurs with both questioned arguments and questioned adjuncts. Further, CVE exhibits a lack of do-insertion in affirmative matrix interrogatives, which is required in Standard English; curiously though, *do* does appear in negative questions, which raises questions about the function of *do*-insertion in CVE.

This paper argues within a minimalist framework that the lack of inversion seen in the data above result from a lack of residual V2 features in these two varieties. Without such features, there is no longer any motivation for the verb to move to Cº. This lack of residual V2 features is further demonstrated in CVE through the obviation of the need for *do*-insertion, and it is claimed that the apparent *do*-insertion seen in negative questions is actually a lexicalized negative element composed of *do* and the negative affix *n't*.

English Discourse Markers in Spanish Discourse:
The influence of Language Function and Language Proficiency

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This paper examines the use of Spanish and English-language discourse markers in the Spanish spontaneous speech of Mexican Americans in South Texas with varying levels of proficiency in Spanish. The discourse markers considered are 'so', 'like', and 'and', along with their Spanish equivalents, 'entonces', 'como' and 'y'. We recognize that meaning, function, and distribution are not identical in both languages, and accordingly, contexts where there was no overlap for these markers were excluded. Research on the use of English discourse markers in other languages suggests that they originate as code switches, but eventually function as loanwords. In a study of German-English contact, the English variants eventually displaced their German equivalents (Salmons 1990). In Mayan, it was found that Spanish markers originated as code-switches but came to serve as doublets to the native markers (Brody 1987). In a study of Puerto Rican Spanish, Torres (2002) had mixed results, with markers of cause and result appearing as borrowings, and participation markers more often being associated with switches. Aaron (2004) found that both 'so' and 'entonces' performed the same discourse functions in Spanish/English bilingual speech. Further, 'so' occurred much more with code-switches than 'entonces'. For the present study, speech samples from 24 Mexican Americans living in a small town near the border were analyzed for the use of discourse markers. (It should be noted that all speakers were U.S. citizens.) The frequency and distribution of the above discourse markers was examined. Social factors included in the analysis were sex, age and Spanish language proficiency. Further, use of the English variants of the discourse markers was considered in light of the opposing views of discourse markers in bilingual speech as code-switches or borrowings.

Overall, the pairs of discourse markers are used differently depending on their function. The least common marker to appear in the Spanish speech is the connective 'and', which is only noted as part of code-switches to English, and among the youngest speakers and those least proficient in Spanish. The older speakers who are Spanish-dominant have borrowed the result marker 'so', which appears most commonly in their speech in isolation, alternating with 'entonces'. Again, the use of 'so' among the younger speakers who are English-dominant only occurs as part of a switch to English. Use of the English marker 'like' is not common, however, transfer of the function of 'like' as a quotative and linking device to Spanish 'como' is noted. The different profiles of use of discourse markers among the younger speakers who are least proficient in Spanish compared to the older Spanish-dominant speakers underscores the multiplicity of this bilingual language setting. Further, we disagree with the idea that discourse markers originate as code-switches and then become borrowings. Moreover, we propose that different language processes are possible and more or less likely at different levels of language proficiency in the bilingual setting, which better accounts for the variable use of the markers.

Variations among the Taiwanese Speech Communities:
Language Rejuvenation and Indigenization

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This paper aims at providing insights into linguistic connections among the speech communities in a multi-cultural society, specifically elucidating linguistic variation and language change among three dialects spoken in Taiwan. Although a strict language policy on Mandarin was formerly implemented in Taiwan, local dialects have been passed down by immigrants from China and their offspring. Some characteristics of these dialects have been maintained in spite of intensive language contact, while others have been merged and transformed.

By utilizing dialectology in conjunction with historical linguistics, researchers have been better able to interpret linguistic variation and language change in Chinese. With a theoretical base drawn from historical linguistics and typology, this study focuses on Mandarin and two Southern Chinese dialects (Southern Min and Hakka) in terms of their causative formulation, mainly from the perspective of syntax, semantics and, to a lesser degree, phonology. This paper relies on research methods such as: literature reviews, corpora analyses, and comparative methodologies, as well as interviews with native speakers of the dialects investigated.

This research differs from others in that it looks into speech variations in the Chinese causatives from a historical perspective, mainly syntactic change and primarily *grammaticalization*, a linguistic event in which a morpheme changes from a lexical to functional category. The other difference in scope is that of the inclusion of more than one dialect. Most previous research on Chinese causatives has dealt with a single dialect.

A typical causative construction in Chinese is $NP_1 + V_1 + NP_2 + V_2$, where V_1 is the causative verb or marker. Derived from *shi-yi* (使役) causative verbs, the Mandarin morphemes *rang* 讓 and *jiao* 叫 can serve as V_1 in causative structures (Chang, 2005). The Mandarin morpheme *gei* 給 is also often used in this structure as well. These three words have been grammaticalized into causative markers in Modern Standard Chinese. The morphemes *hoo* in Taiwan Southern Min and *bun* in Hakka serve the same function in expressing causative constructions; however, *hoo* and *bun* allow other functions as well. Other constraints also vary from one language to another.

This paper's research questions are: (1) How do these two dialects differ from Mandarin in forming causative constructions? ; (2) Do they share typological characteristics? ; (3) To what extent have the two other dialects been grammaticalized, compared to Mandarin? ; (4) How do all three grammaticalization pathways compare cross-linguistically? And, (5) How does language contact account for the linguistic variation or change in the speech communities in Taiwan?

Tri-Morphemic Compound Formation as Deletion and Head Movement

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Li and Liu (2003) observe that in the Contemporary Chinese a quadri-morphemic NP, which is composed of two deverbal morphemes and two nominal morphemes, can be simplified into a tri-morphemic compound if one or both of the two nominal morphemes are nucleus morphemes: a) if one of the two nominal morphemes is a nucleus morpheme, then only the non-nucleus nominal morpheme can be deleted.
b) if both of the two nominal morphemes are nucleus morphemes, either of them can be deleted.

This paper accounts for the Chinese tri-morphemic compound formation as deletion and head movement. Given the properties of deverbal morphemes and nominal morphemes in the Chinese quadri-morphemic NP, a natural way to accommodate them is to project two NPs and one VP, with the two deverbal morphemes as bi-morphemic head of the VP and with the two nominal morphemes as bi-morphemic head of the lower NP, and to render the semantic relations between the two NPs and VP as a head-complementation relation between the head of the upper NP and the VP, and between the head of the VP and the lower NP. Thus, the underlying structure of (1) would be represented as follows:

(1') $[_{NP1} [_{N'1} [_{N1}] [_{VP} [_{V'} [_{V} \textbf{di-ya}] [_{NP2} [_{N'2} [_{N2} \textbf{chan-pin}]]]]]]]$

With this structural analysis, the tri-morphemic compound formation in (1) can be simply captured by deletion and head-movement: i) the non-nucleus nominal morpheme "**chan**" gets deleted, which makes the nucleus nominal morpheme "**pin**" a bound morpheme; ii) since a bound morpheme requires a host, "**pin**" has to move from N2 to attach itself to the deverbal morphemes "**di-ya**" in V; and iii) being deverbal morphemes, "**di-ya**" need to go through the deverbalization process by moving from V to N1 to check their deverbal features (cf. Chomsky 1995), which carries "**pin**" along with them:

(1") $[_{NP1} [_{N'1} [_{N1} [\textbf{di-ya-pin}_j]_i] [_{VP} [_{V'} [_{V} t_i] [_{NP2} [_{N'2} [_{N2} \textbf{0}\ t_j]]]]]]]$

The motivation and arguments for the head movements above are: i) the movement of the nucleus nominal morpheme to V is morphologically driven since a bound morpheme requires a host; ii) the movement of the deverbal morphemes to N1 is also morphologically driven, as they have to check their deverbal features; and iii) both of the two head movements are legitimate under the Minimal Link Condition (Chomsky 1995). The same analysis also accounts for the tri-morphemic compound formation in (2).