LASSO XLI Abstracts

The following abstracts are arranged according to the session they were presented in during the conference beginning with Thursday October 11th and ending with the Presidential Address Saturday night.

Thursday October 11th Session 1

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Informational vs. involved language in 18th century Louisiana Spanish: Evidence from two text types

A question which has appeared prominently in recent historical linguistics research is that of the selection of appropriate primary sources for the analysis of pre-modern language varieties. While samples of spoken language from distant periods of the past are not available for modern analysis, historical linguists posit that it is possible to form a composite picture of the speech of past eras through an analysis of primary sources which contain language that approximates oral registers (Bentivoglio 2003; Fitzmaurice 2002; Fontanella de Weinberg 1994; Taavitsainen 1995).

In the present paper, I build on the work of Douglas Biber and his colleagues (1992, 1995, 2006, 2007) regarding language register in historical studies and extend this concept to the Spanish of colonial Louisiana. As Biber's work has discovered a number of commonalities in the linguistic features which reveal distinctions with respect to the *informational* (= written) and *involved* (= spoken) dimensions of language use, I examine these dimensions in two distinct genres of written primary sources from 18th century Louisiana: business letters and personal diaries. Based on the work of Biber et al. and Culpeper & Kytö (2000), ten linguistic features were chosen for the analysis, including a variety of verbal, nominative and adjectival forms.

The data from this project reveal that business letters share strong characteristics with typical written communication, while personal diaries share more properties of oral speech. This project not only expands scholarship on language register, but it also adds significantly to the sparse literature on the language of colonial North America. In addition, this project fills a gap in the existing literature in that it examines two rarely-studied text types, personal diaries and business letters (cf. Biber & Finegan 1992).

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Written Accents in Spanish After 1726

Douglass (1964, 1988) traced the development of written accentuation in Spanish to 1726. He showed that the *Discurso proemial* was a tentative first step in establishing the written accentuation rules, which in subsequent years were modified and clarified. A preliminary study that picked up where Douglass left off traced the evolution of the

written accent in Spanish after 1726, and showed that the process of arriving at the current system was plagued by inconsistencies, missed generalizations and *ad hoc* rules. Based on the significant differences between the early and current accentuation rules the current study goes further, asking and answering the following questions:

1. Until when was accent equated with syllable length rather than stress?
2. Until when was the written accent maintained on vowels used as separate words?
3. When did the diacritical accent on monosyllables become clearly defined?
4. When were the rules for indicating hiatus clearly defined?
5. When were certain verb tenses no longer defined as requiring written accents?
6. When were *-n*, *-s* and *-V* grouped together in a single rule?

Taking García-Cervigón (2002) and Gómez-Asencio (2008) as a starting point for this study, we consulted the following publications by the *Real Academia Española*: *Diccionario de Autoridades* (1726), *Ortographia Española* (1741), *Ortografía de la Lengua Castellana* (1754, 1763, 1770, 1779, 1792, 1815, 1823, 1826), *Gramática de la Lengua Castellana* (1851), *Prontuario de Ortografía de la Lengua Castellana* (1854), *Gramática de la Lengua Castellana* (1874, 1883, 1885, 1888, 1889, 1904, 1906, 1917, 1920), *Gramática de la Lengua Española* (1928, 1931), *Las Nuevas Normas de Prosodia y Ortografía* (1959), *Esbozo de una Nueva Gramática de la Lengua Española* (1973), and *Ortografía de la Lengua Española* (1999, 2010).

We found that many of the current rules took shape in the *GRAE* of 1883, but significant modification and clarification have continued until very recently. Accent was equated with syllable length until the *GRAE* of 1883, and the term *acento de intensidad* did not appear until the *Esbozo* of 1973. The written accent was maintained on vowels used as separate words until 1906. The *GRAE* of 1917 changed the rule, maintaining only the accentuation of *ó* between numbers, and the *Ortografía* of 2010 eliminated this exception. The diacritical accent was recognized as a purely written accent very recently, in the *Ortografía* of 1999, which first used the term *tilde diacrítica*. The *GRAE* of 1883, established the current distinction between diphthongs and hiatus, as well as the current accentuation rules. Clarifications continued to be made through the *Ortografía* of 1999, which defined a triphthong as a strong vowel between two weak vowels. Certain verb tenses were defined as requiring written accents until the *GRAE* of 1883, in which such rules disappeared. Finally, words in *–ión* were not uniformly written with an accent mark until the *GRAE* of 1883, and *-n*, *-s* and *-V* were not grouped together in a single rule until the *Esbozo* of 1973.

Donny A. Vigil
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Diachronic lenition from Latin to New Mexico Spanish
The phenomenon of diachronic lenition of intervocalic plosives from Latin to Spanish is well-documented, [-p-, -t-, -k-] → [-b-, -d -, -g-] → [-B-, -D-, -G-] (Resnick and Hammond 2011, Penny 2006, and Núñez Méndez). In other Romance languages, cases of complete deletion (→ [{]) are also reported (ex. 'friend' in French amīca → amie). In the modern colloquial Spanish of several varieties the /d/ of words ending in –ado is weakened or deleted (→ [a o], [ao], [aw]). There are some speakers in New Mexico,

however, where complete lenition is occurring in other environments. For example, one 88-year-old, female speaker spontaneously produced the following examples:

(1) …y luego le echábanos la azúcar.
        [lo;]
(2) …viníanos y echábanos lechi.
                [e."tSa;.nos]

This study provides acoustic and spectrographic evidence of this phenomenon in the Spanish of various speakers from New Mexico. The data is taken from participants of the New Mexico Colorado Spanish Survey, and participants in another corpus of speakers from northern New Mexico.

Panel: Exploring language boundaries and variation across dialects and language varieties: quantitative corpus-based approaches

This panel focuses on rigorous empirical methodology for the description and explanation of language variation across dialects and language varieties. More specifically, it seeks to bring together researchers with different linguistic interests (dialectal variation, native vs. non-native variation, (within) register variation) dedicated to using quantitative methodologies to capture emergent linguistic patterns. Over the past few years, the place of empirical data in corpus linguistics has grown considerably and much effort has been dedicated to developing and popularizing new empirical methods across the various sub-disciplines of linguistics. However, despite the wide range of methodological approaches accessible to (corpus) linguists, different individual sub-disciplines tend to invoke and apply different sets of statistical tests. In this context, this panel aims to promote "methodological pluralism" as advocated in Gries (2011) that is the application of empirical approaches typically used in one sub-discipline of linguistics across other sub-disciplines as a way to reach new insightful perspectives on our data. For that purpose, this panel places a strong emphasis on the diversity of the linguistic interests and data sources of the panel's participants in order to: (i) keep researchers informed about newly developed quantitative methods in subfields of linguistics other than their own, (ii) bring together empirical and insights from different sub-disciplines and (iii) provide researchers with an opportunity to consider new ways of exploring their data empirically and to reflect on how their own research can benefit from using empirical approaches typically invoked in other sub-disciplines. The proposed panel pursues the above goals with three corpus linguistic studies focusing on different types of variation: dialectal variation, constructional variation, and variation across written and spoken interlanguage varieties. The first paper is a contrastive analysis of experiential gustar in tweets in the capital cities of Spanish speaking countries in Latin America and Spain. The second paper is an analysis of variation patterns in the uses of common psych verbs by native Spanish speakers. The third and final study investigates how semantic and morpho-syntactic patterns vary across written and spoken English learner varieties. Methodologically, all three studies complement one another in two ways. First, they all use state-of-the-art approaches to corpus data analysis such as the use of the programming language and environment R to retrieve and analyze innovative linguistic patterns. Second, they apply sophisticated statistical techniques such as logistic regression and linear-mixed effect modeling to explain the emergence of qualitatively new linguistic patterns and to predict speakers' constructional choices. Thus, they go beyond traditional research that studies individual factors and their

effects in isolation and look at the simultaneous effect of several potentially influencing factors of linguistic variation as well as their interaction(s).
Research questions
The research questions to be addressed in this panel are the following:

> – to what extent can sophisticated statistical tools help us explain why language users choose one linguistic structure over another when both are semantically equivalent?
> – how can empirical methodologies help us explain the emergence of qualitatively new linguistic patterns?

References
Gries, Stefan Th. 2011. Commentary. In Kathryn Allan and Justyna Robinson (eds.), Current methods in historical semantics, 184-195. Berlin and New York: Mouton de Gruyter.
Panel title: Exploring language boundaries and variation across dialects and language varieties: quantitative corpus-based approaches

Panel chair:
Sandra C. Deshors
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Exploring second language boundaries: speech vs. writing
This work focuses on many and can's co-occurrence patterns to investigate to what extent patterns of semantic and morpho-syntactic behavior differ across second language (L2) learners' spoken and written productions. I specifically discuss:
i. how grammatical contexts constrain learners' linguistic choices differently in speech and writing; and ii. how English learners with different linguistic backgrounds develop different variation patterns across the two registers and what those distributional differences suggest as to what motivates the different patterns.
Usage-based approaches to language acquisition provide useful frameworks to describe and explain learners' linguistic choices in different discourse contexts. According to such approaches, fluency in separate language modules (i.e., writing, speaking, etc.) requires its own usage practice and language learning involves "the development of autonomous, independent specialist representation systems for different aspects of language processing" (Ellis and Bogart 2007:3). Developing such systems requires L2 learners to acquire and represent statistical information about the distribution of linguistic items in L2 and to recognize the systematic variation in those items' distribution across registers. Patterns of co-occurring grammatical features provide a way to assess, across registers, learners' "tendency to select certain combinations of meanings with certain frequencies" (Halliday 2005:66).
In learner corpus research, recent multifactorial work by Deshors (2011) on may/can's cooccurrence patterns in written French- and Chinese-English interlanguage (IL) shows the relevance of multidimensional co-occurrence patterns to characterize learner language. Deshors applies Gries and 5 Divjak's (2009) Behavioral Profile (BP) approach to native and learner English corpora and investigates over 3000 occurrences of may/can based on 16 semantic and morpho-syntactic variables using logistic regression modeling. Ultimately, Deshors shows that although French and Chinese learners produce different non-native co-occurrence patterns, their linguistic choices seem motivated by similar cognitive routines. The current work develops Deshors' study further, using the same methodological approach (i.e., BP and logistic regression) to contrast the uses of may/can by different learner populations but also in speech and writing, on the basis of 72 linguistic features. Specifically, this study investigates 4025 occurrences of the two modals extracted from the French and

Chinese subsections of the International Corpus of Learner English and the Louvain International Database of Spoken English Interlanguage.

The regression results reveal that French and Chinese English learners distinguish spoken and written registers on the basis of five grammatical features: type and semantics of modalized lexical verb, negation, sentence type, and voice. Generally, it emerges that both types of learners (i) distinguish the two registers with similar linguistic items (e.g., state and accomplishment verbs, declarative sentences, action-transformation verbs or affirmative contexts), and (ii) they use may/can similarly in writing. However, contrasting patterns over the choice of may/can by French and Chinese learners emerge in the spoken register. Overall, this study provides a first step towards multidimensional descriptions of IL registers and it shows how four interacting factors contribute to the emergence of IL grammars: language processing demands, language production modes, grammatical contexts and individual IL varieties.

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Ellis, Nick C. and Pamela S. Bogart. 2007. Speech and language technology in education: the perspective from SLA research and practice. In Proceedings of the SlaTE workshop on speech and language technology in education ISCA tutorial and research workshop, Farmington, Pennsylvania USA, October 1-3, 2007. [accessed 28/10/2011]

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Cuando gustes, me envías un DM": experiential gustar in tweets in the capital cities of Spanishspeaking countries in Latin America and in Spain

Prescriptively, the syntactic subject of the Spanish psychological verb gustar is the cause of the emotion while the person who experiences that emotion is encoded as a dative argument, as seen in examples (1) and (2) taken from tweets, short messages sent on the social networking site Twitter (names, including usernames, have been anonymized and explicatory comments are included between brackets):

(1) "No me gustan las jevas [mujeres] que se maquillan mucho." 'I don't like women who wear a lot of makeup.' (Male, Caracas, Venezuela 2011-11-10)

(2) "@Usuario jajaja [risas] te gusta farrear a vos parece xD [por Dios] yo me voy a dormir feliz." '@Username [laugher] it appears that you like to go out partying, my god, I'm going to sleep well.' (Male, Asunción, Paraguay 2011-11-10)

Despite the highly frequent occurrence of this canonical usage, there exists an innovative use of gustar in which the person who experiences the emotion is the syntactic subject rather than a dative argument, as seen in examples (3) and (4):

(3) "Vi a Nombre Apellido en Ezeiza pero no le pedí nada. Sólo lo mire [miré] intensamente. Creo que gusto de él." 'I saw Name Last in Ezeiza but I didn't ask him for anything. I just stared at him. I think I like him.' (Female, Buenos Aires, Argentina 2011-11-12)
(4) "@Usuario cuando gustes, me envías un DM [Direct Message] y te doy los datos del chamán, es de los buenos, incluso Nombre lo entrevistó y es conocido." '@Username when you'd like, send me a 2 DM and I'll give you the information about the shaman, he's a good one, even Name interviewed him and he's well-known.' (Male, Lima, Peru 2011-11-19)
Little is said in the literature about this innovative, or experiential, gustar, including in what countries in the Spanish-speaking world it is most common. In order to address this eficiency in the literature, this paper analyzes gustar in 6,825 tweets sent by 5,826 different Twitter users in Latin America and Spain, who, at the time their message was sent, were located within a 100- kilometer radius of the capital city of their country. The messages were sent on six different days in November and December 2011. The tweets were retrieved using the programming language and environment R (R Development Core Team 2011) and specifically the R package twitteR (Gentry 2011), which interfaces with Twitter's API (Application Programming Interface).
In addition to detailing where experiential gustar occurs in the Spanish-speaking world and how much it occurs in comparison to the canonical gustar, this paper also analyzes the conditioning effect of the mood of gustar, whether indicative or subjunctive, and the person and number of gustar. Further, lexicalized strings that favor the use of the experiential gustar are identified. The results show that among the capital cities in the Spanish-speaking world, Twitter users in Mexico City use the experiential gustar the most, at 21% of the time. Interestingly, experiential gustar is used more with the subjunctive mood than with the indicative.
This paper contributes to the almost non-existent literature on experiential gustar in Spanish. Further, the methodology of this paper demonstrates the usefulness of employing the hugely popular social networking site Twitter when studying dialectal variation in Spanish.

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Spanish non-nominative experiencers: a corpus-based analysis
In Spanish, verbs such as gustar 'to like' exhibit a patterning of syntactic and semantic roles that differs from that of English. In English, the experiencer is the grammatical subject of the clause and agrees 3 with the verb (cf. (1)); in Spanish, on the other hand, the experiencer is an oblique argument (often referred to as a quirky subject; cf. (2) and Gutiérrez-Bravo 2002, among others).
(1) IEXP / SUBJ like students
(2) MeEXP / OBL gustan los estudiantes

To me like-3PL students However, with some common psych verbs – e.g., aburrir 'bore', asustar 'scare', molestar 'bother, etc. (cf. Vázquez Rozas 2006) – the experiencer can be either an oblique argument such as an indirect object pronoun (specifically le(s)), or it can be an accusative experiencer (specifically lo(s)/la(s)), as exemplified in (3) and (4) respectively.
(3) LeEXP / OBL molestan los estudiantes (oblique To her bother-3PL the students pattern)
(4) LaEXP / ACC molestan los estudiantes (accusative Her bother-3PL the students pattern)
The choice of one of the two patterns is to some extent influenced dialectally, but Vázquez Rozas (2006) suggests that semantic factors co-determine the alternation, such as the transitivity and the aspectual content of the verb, as well as the nature of the participants involved in the process denoted by the verb: clauses high and low in transitivity are associated with accusative and oblique patterns respectively.
In this paper, we will test this suggestion on the basis of data from the contemporary section of the Corpus del Español (Davies 2002-). We extracted all occurrences of the psych verbs listed in Vázquez Rozas (2006) with an object pronoun from that corpus and annotated them for their pattern (oblique vs. accusative) as well as predictors related to the verbs (VERB itself), the telicity of the verbs (TENSE and MOOD), their stimuli (ANIMACY and STIMULUSISCLAUSE), and their GENRE and AUTHOR.
This dataset (1656 instances) was then analyzed with a generalized linear mixed-effects model to determine which of the predictors explain the speakers' choices best; we included all main effects, pairwise interactions, and random adjustments to intercepts for verb lemmas and authors.
The final model of the selection process is highly significant (p<0.001) and shows that the choice of experiencer can be predicted very well (classification accuracy = 81.2%, C=0.892). One of the strongest fixed effects is ANIMACY: animate and inanimate stimuli prefer the accusative and the oblique patterns respectively, but we also find significant interactions: whether the stimulus is a clause or not has differently strong effects on the alternation depending on the genre; the same is true of the tense of the verb. In terms of the random effects, authors differ considerably in terms of their preferences, as do verbs. For instance, disgustar 'disgust', estorbar 'hinder', and preocupar 'concern' are adjusted for their strong preference of the oblique pattern whereas distraer 'distract' and entretener 'entertain' exhibit the opposite preference.
We discuss these results and their implications in more detail and point to potential next steps such as analyzing the diachronic aspect of the alternation, and comparing verbal cognates in other Romance languages.

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Thursday October 11th Session 2

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The Processing of Preposition Stranding in English
In this work, we compare a processing-based view of the derivation of Preposition Stranding Constructions with a theory-based view of their derivation. From a processing perspective, Gries 2002 claims that Preposition Stranding constructions as in (1) "place a higher processing load on interlocutors compared to their pied-piped counterparts,… ((2))…which is why they are cross-linguistically quite rare" (Wanner and Maratsos 1978; Hawkins 1999). On the other hand, from the point of view of generative approaches to language processing, abstract syntactic principles play a crucial role in the on-line computation of sentences. The difference between (1) and (2) is one which is governed by the Minimal Structure Principle (MSP) in (3) (Burkhardt and Domahs 2009).
The MSP prefers the derivation resulting in (1), because it involves less structure – the movement of only the DP – than the derivation in (2), which involves movement of a larger phrase, the PP. Assuming that the MSP guides the processor on-line, the prediction is that (2) involves a larger processing cost than (1). The opposite is predicted by the traditional processing perspective.
We explore this topic by examining whether in monolingual English speakers there is a significant processing contrast between P-Stranding and Pied-Piping Constructions. We conduct a Self-Paced Reading Task experiment with thirty monolingual-English speakers, ages 18 to 65. In the experiment, subjects are presented with one-hundred sentences: fifty experimental and fifty filler sentences ((4)-(6)); of the experimental sentences, half include P-stranding and half include Pied-Piping Constructions. After half of the total sentences, subjects are presented with a comprehension question regarding the sentence. All sentences include sentence-final optional modifiers in order to mitigate Wrap-up Effects. The test sentences are presented to subjects one-at-a-time on a computer screen. Once a subject has finished reading a sentence, they press the space bar to be presented with either a question or new sentence. The time between the presentation of a sentence and the bar-pressing is the reading time.
Assuming that "reading times are reflective of processing difficulty" (Levelt 1989; Rayner and Sereno 1994), we compare for significance times across subjects for Preposition Stranding and Pied-Piping Constructions. Longer reading times for Preposition Stranding Constructions are predicted by the traditional processing-based view of these sentences, whereas the MSP approach predicts that Pied-Piping Constructions are more costly.

(1) Which country did he leave for?

(2) For which country did he leave?

(3) Minimal Structure Principle: Provided that lexical requirements of relevant elements are satisfied, if two representations have the same lexical structure, and serve the same function, then the representation that has fewer projections is to be chosen as the syntactic representation serving that function (Boskovic 2009, Heck & Müller 2011).

(4) In which competition did the gymnast score a perfect ten last month?   (Pied-Piping)

(5) Who did Janet talk to this afternoon?   (Preposition-Stranding)

(6) Martin gave Lucy roses today.   (FILLER)

Jill Hallett
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Imagined borders in the classroom: Teacher and student perspectives
Discrepancies between "home English" and "school English" for urban students have been addressed for decades by a number of scholars in the fields of linguistics, education, and sociology (Baratz 1969, Baugh 1995, Charity et al 2004, Alim 2009, Edwards 2010). Those students who speak prestige varieties of English tend to do better in school settings, in which the teacher's language is that of the mainstream middle class. Some researchers have examined the teachers' contrastive analysis of non-prestige varieties of English with that of the prestige variety (Pandey 2000, Wheeler and Swords 2006), but there is a dearth of literature about classroom language strategies from the perspectives of both the teachers and the students.

This paper presents the linguistic situation in one Chicago high school in which most of the teachers hail from different dialect backgrounds from their students. In order to critically understand what teachers are trying to do in their interactions with their students, interviews were conducted at the beginning of the study in November 2010, and at the end of the study in June 2011. These interviews lasted 30-40 minutes, and were conducted with each teacher individually. Many of the questions in the first interview focused on relationship- and rapport-building strategies. The second interview questions focused more explicitly on the linguistic strategies teachers use in their classrooms, and thoughts the teachers had on the use of non-prestige dialect in their classrooms. The questions in the second interview also asked teachers to reflect on the classes under study.

Additionally, questionnaires were administered to the students regarding their teachers' language use in the classroom. These questionnaires were meant to assess the effectiveness of the teachers' language strategies from the students' perspective, and to indicate whether the students' and the teachers' beliefs about what happened in the classroom were compatible.

Through the use of the two methods, a more complex picture of teachers' language strategies is presented. Perceived use and rapport-building strategies are examined through the teacher interviews, while the effect of the teachers' strategies is revealed through the student questionnaires.

This type of study has the potential to expose linguistic tensions apparent in the mainstream urban American classroom, with the further possibility for discussion, demystification, and deconstruction of language ideologies and linguistic identities inherent in the makeup of urban societies.

Shayra Burgos García
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A simple vista: A linguistic atlas exercise of Puerto Rican Spanish Dialect

The influence of geography has been recognized as an important factor in the development of language variations, dialects and the birth of new languages. Dialect geography, or dialectology, has been studying how language change and vary within and across geographical and social loci. Back when it was developed with Georg Wenker's postal survey, lexical variation was a focus of attention in the description of languages. This study is a homage to the linguistic atlas tradition, it focus on the lexical variation in the Spanish spoken in Puerto Rico. The methodology is similar to the postal survey, it consisted of an online survey with 9 lexical items variants organized by multiple-choice questions, with an additional option open, and open items, which had only the blank space for naming. The purpose was to map dialectal zones based on lexical variation. The survey was constructed with software online, and the invitations were sent via social networks. The geographical distribution of the lexical items was organized by place of origin and by place of current residence on geographical distributions, and by place of current residence for free variation. The lexical variants were mapped, resulting on a general marked line across most of the lexical items that forms an isogloss that divides the territory in West and East, among other interesting results.

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Elativos de grado extremo en el español puertorriqueño

En el español general hay varias expresiones de grado o elativos. Algunas de estas formas son morfológicas o elativos morfológicos (-*ísimo; hiper-*) y otras adverbiales o elativos léxicos (*extremadamente; increíblemente*) (RAE 2010). Un elativo denota normalmente el grado extremo de una escala o un punto que excede una escala convencional (cf. Bosque 2002). Los elativos se diferencian de los intensificadores de grado como *muy* en *muy alto* ya que estos últimos no denotan el punto más alto de una escala o uno que la exceda. En esta investigación analizamos las propiedades sintácticas, semánticas y pragmáticas del elativo *bien* en el español puertorriqueño en construcciones del tipo (1-2),
(1) Tu nuevo apartamento es **bien bonito**.
(2) La ciudad de Nueva York es **bien peligrosa**.
(3) Tu nuevo apartamento es muy bonito.
(4) La ciudad de Nueva York es muy peligrosa.
y proponemos que, a diferencia de otros dialectos del español, *bien* se comporta como un elativo o cuantificador de grado extremo (Bartra & Villalba 2006, González 2005, Morzycki 2010). *Muy* carece de esta interpretación en el español puertorriqueño, i.e., *muy* no denota el punto más alto en una escala, no coloca al individuo o entidad sobre la que se predica en una posición alta ni excede necesariamente las expectativas del hablante, como mencionamos anteriormente. Proveemos además varias pruebas sintácticas y semánticas que nos ayudan a diferenciar la interpretación de *muy* y *bien* en el español

puertorriqueño, entre estas, el contraste con *poco* (5-6) y las construcciones cualitativasatributivas
(7-8):
(5) *No es bien listo, es sólo un poco.
(6) No es muy listo, es sólo un poco.
(7) *el bien idiota del gobernador…
(8) el muy idiota del gobernador…
Según estas y otras pruebas (reduplicación, restricción de modificadores de grado extremo, oraciones exclamativas), argüimos que *bien* es un operador de grado extremo, i.e., posee el rasgo de [+grado extremo], en el español puertorriqueño. Varias expresiones coloquiales de este dialecto nos confirman esta hipótesis: *bien brutal, bien cabrón, bien a fuego*, etc. La única interpretación posible es la de cuantificador de grado extremo, y son solamente compatibles con *bien* y no con *muy*: **muy brutal, *muy cabrón, *muy a fuego.* Por último, proponemos que *bien* es de naturaleza modal -i.e., se relaciona con aquellas creencias sobre las cuales el hablante tiene un alto grado de compromiso.

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English as a Gate Keeper: The Case of Public Higher Education in Puerto Rico
Puerto Rico, an unincorporated territory of the U.S., is home to 3.7 million US citizens where the co-official languages are *English* and *Spanish*. 95% of the inhabitants of Puerto Rico speak Spanish at home with 81% *not speaking English well* (U.S. Census 2005-2009). Puerto Rico is for all practical purposes a monolingual society with *individual bilingualism,* not a *bilingual society* according to Alvarez-Gonzalez (1999) and Jorge Valez (1999), although this is changing. English was the defacto language of government and the primary language of education in law but *not practice* the early years of US Sovereign Rule. Today, Spanish is the language of government and the *language of instruction* in public schools with English taught as a second language. Despite a 44% poverty rate on the island, 22% of islanders have a Bachelor's degree. According to the Encyclopedia of Puerto Rico, in 2003-2004 there were over 200,000 students enrolled in over 20 colleges and universities in Puerto Rico with *varied* English language requirements, language resources (e.g. English vs. Spanish textbooks) and language choice in the classroom.
Since the economic crisis of 2007, austerity measures implemented by the Fortuno government have been implemented to curb the excessive costs of public higher education. Unlike public universities on the mainland, higher enrollments do not mean higher revenues in Puerto Rico. The high poverty rates on the island necessitate the subsidizing of a vast majority of university students in the public system. According to Rodriguez (2011) and others, these austerity measures would exacerbate the increase in the number of poor students
  1. attending private universities where graduation rates and quality of education are significantly lower,
  2. leaving university all together,
  3. or simply not attending (estimates place this at 10,000 students).

This paper looks at enrollment records in required English language courses (all students must take English language courses and are placed in such courses based on proficiency exams), at one campus in the University of Puerto Rico (UPR) system to determine the effect English language knowledge may have on enrollment. Since there is a direct correlation with

English language proficiency and wealth on the island (Alvarez-Gonzalez 1999), results from such inquiry could shed light on the number of students in need of state sponsored financial assistance and those not in need matriculating into the university system.

The results of the current study, which takes into account matriculation rates from the beginning of the economic crisis in 2007 to fall of 2011 show a consistant decrease in the number of students matriculating into the lowest level English courses (which correspond with the students most in need of financial assistance) and a steady increase in the matriculation of students in the most advanced course (students associated with the islands economic elite).

The paper concludes that changes in policy regarding English language proficiency and admittance to the UPR system are proxy austerity measures put in place to weed out students most in need of State sponsored financial assistance and thus lower the State funding costs for public education on the island.

Student Matriculation	2007	2008	2009	2010	2011
(1) Remedial	15%	13.8%	12.8%	12.9%	12.3%
(4) Advanced	17%	19.2%	19.5%	21.1%	22.5%
Difference	2%	5.4%	6.7%	8.2%	10.2%

Figure 1: English Language Course Matriculation Rates

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Panel: Spanish native/heritage learners and critical implications for inclusive, engaged practice
Panel Chair:
Adam Schwartz, University of South Florida

Paper 1
Kim Potowski
University of Illinois-Chicago
Adam Schwartz
University of South Florida

Heritage speakers in 'gringo spaces': Theory and implications for post-secondary L2 Spanish instructors.
A large and growing body of research argues that heritage speakers should have access to specialized language courses that take their linguistic, sociolinguistic and cultural backgrounds into account. Yet it remains the case that heritage speakers of many different languages, for a variety of reasons, do end up in courses designed for and mainly populated by L2 learners. Some scholarly work has focused on the possible linguistic benefits of pairing heritage speakers with L2 learners for language development purposes (Blake & Zyzik, 2003; Bowles, 2011), while other work aims to help teachers differentiate instruction and offer alternate activities for heritage speakers "mixed in" with L2 learners (Carreira, 2012).
In this discussion, we explore the phenomenon of heritage speakers—of varying Spanish proficiencies and connections to the label "heritage speaker"—who enroll in postsecondary Spanish L2 classrooms. "Gringoism," (Schwartz, 2008) the active celebration of an Anglophone and/or White monolingual (un)consciousness, serves as a theoretical framework for situating the experiences of bilingual Latin@s in Spanish L2 classrooms.
First, we briefly review the case for separate heritage speaker Spanish language courses, which we divide into linguistic and critical language awareness arguments. Next, we survey published research on "mixed" classes, including both linguistic and socioaffective aspects. Using narrative and topical analysis of student interviews and classroom observations from both Potowski (2002) and Schwartz (2009, 2011), we argue that L2 classrooms are often sites where, although Spanish is the language of instruction, Anglophone monolingualism is expected as the dominant social and cultural order. We conclude with considerations for teachers who find themselves in charge of mixed classes, proposing ways in which critical bilingualism (cf. Martinez, 2006) can inform culturally and socially responsive Spanish curricula for all students.

Paper 2
Juan A. Trujillo
Oregon State University

Native and heritage students' reflections on service-learning
Since the spring of 2006, native and heritage learners of Spanish at Oregon State University have been invited to participate alongside L2 learners in a 10-week, 15-credit capstone course (Trujillo, 2006) that includes a total of eighty hours of service-learning with non-profit organizations, public schools, local government agencies and university programs that serve Latino populations. This paper describes the social and linguistic composition of several typical service-learning environments encountered by native and heritage speakers that have been enrolled in this learning community program over the past seven years and

explores ways in which the native and heritage learners discuss their language skills and attitudes about local varieties encountered in their service-learning placement in written reflections and other forms of personal communication with course instructors. These reflections are used to initiate a conversation about language ideologies and instructional practices that influence the success of native and heritage learners in a system that, although more focused on the native/heritage learner experience than many programs, appears to remain dominated by learning experiences designed around the needs of Anglophone L2 learners. The results of this project are presented as information that may lead practitioners of critical and engaged pedagogy toward possible guidelines for creating effective service-learning experiences for native and heritage learners.

Friday October 12th Session 1

Jill M. Brody
Louisiana State University

Perspectives on the changing language borders of Tojolabal (tojol ab'al)
Tojolabal (tojol ab'al) is a Mayan language spoken in what was the epicenter of the Zapatista uprising. Local and global changes over the past 20 years can be seen within the local tojolabal communities and in their interactions with wider geographic and linguistic entities. Construction of roads has led more tojolabal men to seek work outside their communities. These work sites range from the small towns and larger urban centers where speakers of tojolabal reside to other venues in Mexico, to the international U.S. – Mexico trajectories of some tojolabal speakers. Data for this analysis comes from interviews with tojolabal speakers in local villages and urban centers who have travelled outside their communities to work and returned, as well as with speakers who reside in the U.S. Most tojolabal families have at least one member who has gone to work in the U.S. The geographic concept of "site," based on the *habitus* (Bourdieu 1977) of the human use of space rather than the "scales" imposed by official maps of political units aids in the explication of the shifting boundaries of tojolabal. Change in language form and use by post-Marcos youth contribute to the complexities of the boundary shift. Local definitions of language, language use, linguistic forms, and attitudes toward these help to refine the nature of the changing language boundaries for a community whose speakers do not necessarily agree with linguists (and other speakers) about what their language is called.

John Foreman
Sheila Dooley
University of Texas at Brownsville

***Back* and *Again* in Zapotec**
Like other Zapotec languages of the Otomanguean stock, Macuiltianguis Zapotec (MacZ), a Northern Zapotec language, is VSO with prefixal tense/aspect/mood (TAM) marking. Verbs inflect for up to six TAM categories (completive, habitual, potential,

irrealis, infinitive, and stative), with each category marked by several different distinct morphemes:

	change	learn	Scratch	take out	sleep	get paid	finish (itr.)
COMP	bettsianí	bideete'	guche'ne	guleccha	guta'athi	guuyha	gwaloo
HAB	ruttsianí	rideete'	riche'ne	ribeccha	ra'athi	raayha	raloo
POT	guttsianí	ideete'	iche'ne	cweccha	ga'athi	gaayha	ttsaloo
IRR	guttisianí	gwadeete'	gwache'ne	--	gwa'athi	gwaayha	--
INF	gwettsianí	--	gweche'ne	gubeccha	guta'athi	--	--
STAT	--	deete'	--	--	teya'athi	--	--

In this paper, we will explore two additional aspectual morphemes which occur between the TAM prefix and verb root: a restorative prefix *e-* 'back, again' and a negative affect repetitive prefix *de-*.

The restorative prefix, which generally has the meaning of English aspectual 'back', has a more restricted distribution. It combines only with certain verbs, a subset of those whose semantics is compatible with the notion of returning to a previous state or of allowing a reciprocal cycle. Several of these verbs have taken on special, lexicalized meanings. Some examples are given below.

	arrive	arrive back	encounter	get back together	get dry	get back to being dry	sleep	go back to sleep
COM	gullani	bellani	bisaa	besaa	bibiisi	bebiisi	guta'athi	beya'athi
HAB	rillani	rellani	risaa	resaa	ribiisi	rebiisi	ra'athi	reya'athi
POT	illani	ellani	isaa	esaa	ibiisi	ebiisi	ga'athi	eya'athi
IRR	gwallani	gwellani	--	gwesaa	gwabiisi	gwebiisi	gwa'athi	gweya'athi
INF	--	--	--	gwesaa	--	--	guta'athi	--
STAT	--	--	--	--	--	--	teya'athi	--

Regardless of the starting TAM prefixes, the verbs shift to *b-/r-/∅-* prefixes in the restorative (the potential prefix fuses with the restorative *e-*). Unlike English 'back', the use of *e-* is obligatory with the lack of an *e-* prefix implying a unique event.

The *de-* repetitive prefix, which besides conveying repetition, is often associated with a negative affect, i.e. a kind of exasperated repetition. It thus seems similar to English repetitive 'keep Ving' (though not continuative 'keep Ving'). It is probably the most productive MacZ verbal prefix, although it, too, has various lexical restrictions. The *de-* prefix always requires the *e-* restorative prefix to precede it, which in turn selects the form of the TAM prefixes.

	buy	keep buying	eat	keep eating	be drunk	keep getting drunk	sleep	keep sleeping
COM	guyo'o	bedeyo 'o	gutoo	bedeyoo	guduusi=ni	bededuusi=ni	guta'athi	bedeya'athi
HAB	ro'o	redeyo'o	roo	redeyoo	rduusi=ni	rededuusi=ni	ra'athi	redeya'athi
POT	go'o	edeyo'o	goo	edeyoo	thuusi=ni	ededuusi=ni	ga'athi	edeya'athi
STAT	--	--	--	--	duusi=ni	dededuusi=ni	teya'athi	dedeya'athi

This paper will examine the semantics, productivity, and interaction of *e-* and *de-* with the TAM prefixes.

Anthony K. Webster
Southern Illinois University at Carbondale

The culture in grammar in the Navajo poetry of Rex Lee Jim

Recent calls in the documenting of languages have urged researchers to explore what Jane Hill (2006) terms the "culture in grammar." This paper follows the perspective articulated by Anthony Woodbury (1998) and investigates a case of "form-dependent expression" in Navajo to discern the culture in grammar. Such documentary practices are meant to expand the borders of language. Based on ethnographic and linguistic fieldwork on the Navajo Nation over the last decade, this paper describes the use of an expressive feature in a poem written in Navajo by Rex Lee Jim. While it is often argued that this expressive feature, the insertion of an optional velar fricative after a stem initial coronal fricative or coronal affricate consonant, indicates "augmentative" or "pejorative," I argue that in the poem Jim uses it to highlight a sense of "lack of control." Control is an important concept in Navajo both culturally, where much ritual is predicated on restoring order or control, and linguistically, where there are verb stems that distinguish between controlled and non-controlled movements by an agent. Taking up Woodbury's (1998) view of "interwovenness," I argue the Jim creates a sound affinity between the optional consonant cluster *-chx-* in this poem and the *chx-* found in the Navajo verb stem *–chxǫ'* 'ugly, disorderly.' This interwovenness is crucial in understanding the form-dependent expressive work of the velar fricative. I conclude by discussing how the velar fricative has sometimes been ignored in the documentation of Navajo and how this has led some Navajos to read Jim's use of the velar fricative as a spelling mistake. Jim's poem should stand as a reminder of the ways that language (grammar) and culture can be merged through aesthetic practices.

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Melvin González-Rivera
Bucknell University

El uso del progresivo en el español portocruceño

En la actualidad existe una vasta bibliografía que documenta los varios fenómenos lingüísticos del español puertorriqueño. La mayoría de estos estudios se han acercado al habla de los habitantes del archipiélago de Puerto Rico, mientras otros han investigado el habla de los puertorriqueños en los Estados Unidos: New York, Chicago, Ohio y Hawái,

entre otros. Los hispanistas olvidaron por muchos años que muy cercano al archipiélago puertorriqueño yacía un conjunto de islas pequeñas que acogió a un grupo significativo de puertorriqueños durante las décadas del 20 y 30 del siglo pasado, que se desplazaron a ellas por razones socioeconómicas. Una de estas islas fue Santa Cruz, Islas Vírgenes, que resultó ser un lugar idóneo para muchos puertorriqueños dado a su cercanía con Vieques, isla que queda al este de Puerto Rico. El poco interés hacia la comunidad cruceña resulta más asombroso aún si tomamos en cuenta que en Santa Cruz vive un grupo significativo de puertorriqueños e hijos de puertorriqueños, quienes han mantenido el español a través de los años. Con excepción de Simounet (1990, 1993, 1999 y 2005), no encontramos muchos estudios sobre el español cruceño o, lo que es lo mismo, del español que hablan los Porto-Crucians (Simounet, comunicación personal). Simounet (1999) ha demostrado que esta comunidad mantiene el español como un rasgo de identidad, de apego a un aspecto cultural que posiblemente los defina como individuos y los diferencie de otros grupos migratorios que conviven en Santa Cruz. Con este panorama es necesario entonces que se realicen estudios lingüísticos sobre el habla de los cruceños, y se comparen los hallazgos con el español que se habla en Puerto Rico como en zonas donde han emigrado otros puertorriqueños. Además de González Rivera (2005) y Morales Reyes (2007), no encontramos muchos trabajos que analicen desde una perspectiva lingüística y formal el habla de los cruceños. En esta investigación examinamos la distribución del morfema –ndo, especialmente las formas perifrásticas (auxiliar + -ndo) en Santa Cruz, y comparamos los hallazgos con el español puertorriqueño en general. Nuestra hipótesis principal es que el comportamiento gramatical del – ndo estará determinado por su significado léxico y aspectual. La muestra la componen diez (10) sujetos bilingües (español/inglés) que pertenecen a la primera, segunda y tercera generación de inmigrantes puertorriqueños en Santa Cruz, y quienes proveyeron un total de 295 formas en –ndo. Las variables lingüísticas examinadas son el aspecto léxico y el gramatical. Los datos examinados nos permiten concluir que el morfema –ndo perifrástico tiene un valor aspectual Imperfectivo y se construye principalmente con predicados de actividad, es decir, atélicos y durativos. En este sentido el español de los hablantes cruceños tienen un comportamiento similar al documentado en el español general, pero también en el español documentado en otras zonas del Caribe: e.g., español puertorriqueño. Este trabajo reporta los hallazgos de un área del Caribe poco estudiada y, por tanto, amplía el conocimiento que tenemos de los distintos sistemas gramaticales en el Caribe, pero especialmente el español caribeño.

Lori Czerwionka
Purdue University

When es que isn't what es que should be: Analyses of integrated and disconnected uses

Es que 'it's that' is a phrase in Spanish identified as a connective. Connectives, like 'but' and 'therefore' bind discourse elements together (Pons Bordería, 2006; Mosegaard-Hansen, 2006; Roulet, 2006) and create cohesion in a text or interaction (e.g. Halliday and Hasan, 1976). Structural and prosodic integration of connectives (Fischer, 2006b) contributes to the cohesive function. Structurally, the connective es que binds the null

subject with an explanation, reason, excuse, or apology (Fernández Leborans, 1992), and the null subject of es que is often analyzed as referring to 'the problem', 'the cause', or 'the reason'. Furthermore, the complementizer que is structurally bound to the following clause. Es que, like other connectives, is prosodically integrated and tends not to occur in its own intonation unit (Travis, 2005:51). In summary, previous literature indicates that the connective es que is structurally and prosodically integrated and contributes cohesion to discourse.

While the integrated es que has been shown as the norm in Spanish, many examples of es que in Spanish language data demonstrate that it is not always integrated. Therefore, this presentation will provide examples of es que in positions that are not integrated syntactically, prosodically, or contextually. A qualitative analysis of excerpts of data containing the disconnected es que will be shared in addition to a quantitative analysis of prosody. Most of the data were collected in Mexico, utilizing an open-ended role-play elicitation of talk. Additional data excerpts shared were found in previously published articles and Spanish language corpora.

After sharing the analyses of the disconnected uses of es que, the discussion embarks upon the pragmatic function of the disconnected and integrated uses of es que. It is argued that the disconnected uses of es que may exploit semantic and pragmatic values of the connective for communicative purposes. The argument is supported by a similar finding related to the function of the use of es que in Limonese Creole (Winkler, 2010).

Lorenzo García-Amaya
University of Michigan & University of Alabama at Birmingham

Fluency and cognitive development in a unique study abroad experience: The overseas immersion program.

Previous researchers in study abroad (SA) have argued that in order to benefit fully from the SA experience, L2 learners need to meet a certain threshold of linguistic (Collentine, 2009; Valls-Ferrer, 2011) or cognitive (Segalowitz & Freed, 2004) abilities prior to embarking on the SA experience. It could thus be hypothesized that a threshold of specific language abilities (i.e., grammatical knowledge) may be necessary to fully engage in the SA experience and thereby allow for improvement in oral fluency (operationalized as speed of speech delivery and hesitation phenomena) and also in cognitive abilities (particularly, lexical access and lexical retrieval). It could also be hypothesized that SA learners with higher grammatical knowledge at the onset of the SA experience will become more accurate and efficient at accessing and articulating words in the L2 (DeKeyser, 2001; Sunderman & Kroll, 2009) Twenty-seven L2 learners of Spanish (L1 = English) partaking in a seven-week overseas immersion (i.e., OIM) program in Spain participated in this study. A unique aspect of this OIM program is that all learners pledged to a no-English language commitment during their time abroad. Participants performed a 45-item grammar proficiency test, a language contact profile, a video-retell task, two semantic classification tasks (Spanish and English), and a picture-naming task (in Spanish) at the beginning and end of the OIM program. Video-retell data were analyzed for fluency (syllables/second) and hesitation phenomena (number of seconds between filled pauses). The results of the proficiency test showed that there

were two distinct groups of learners at the start of the program: high (N=14) and low proficiency (N=13). Data analysis for oral fluency and cognitive abilities was based on these two groups. Results indicated fluency gains and faster lexical access for Spanish words across time with no differences according to proficiency level. However, in the English lexical access task, low proficiency learners only became statistically slower accessing words in English. These results are discussed considering the threshold hypothesis, which is not fully supported by the data. Specifically, regarding oral fluency and Spanish lexical access, both learner groups improved throughout their SA experience. However, L1 attenuation was observed for low proficiency learners only. This is an unexpected outcome given what is known on proficiency effects for the SA context. Finally, these results are discussed from an applied perspective, offering implications for SA administrators and instructors.

Eduardo Faingold
The University of Tulsa

Official English in the 50 States in the Aftermath of the Mexican-American War
The constitutions and legislative statutes of the 50 states in the United States are given an exhaustive screening to identify legal language defining the linguistic obligations of the state and the language rights of individuals and groups (Faingold 2004, 2007). The author suggests that in the United States, "hands-off" is good language policy not only nationwide but also statewide because states adopting a hands-off linguistic policy are consistent with the Constitution of the United States while states adopting a "hands-on" (official English) policy are in conflict with it. States adopting hands-on language legislation in their constitutions or statutes are deemed to be "nativist" because they seem unfavorable toward speakers of minority languages, while states adopting a hands-off policy are "non-nativist" because they seem favorable (or at least neutral) toward speakers of minority languages (Faingold 2011a, in press a, in press b). Moreover, states adopting a hands-on language policy do further injustice to Mexican-Americans who have suffered the effects of losing nearly half of their national territory to the U.S. in the aftermath of the Mexican-American War (Faingold 2011b).

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Patricia MacGregor-Mendoza
New Mexico State University

Current immigration policies and their effects on US Spanish speaking communities
When immigrants choose to leave their homeland for another country, their arrival and
settlement patterns are linked to individual factors such as established networks of family
and friends as well as broader environmental factors such as access to jobs and social
services. When federal and state policies are enacted that target immigrant groups, they
often result in restricting both immigrants' mobility and access to goods and services,
which in turn, may suppress the arrival of newcomers as well as result in the flight of
more established immigrants. As a consequence, the growth and vitality of Spanish
speaking communities may be at risk.
While historical settlement patterns of Spanish speaking immigrants have been
predominantly located in the Southwest or in other key urban areas (Chicago, New York,
Miami), more diverse regions, such Alabama, a state with no international border, have
experienced rapid growth of populations of Spanish speakers over the last few decades.
The increase of Spanish speakers both overall and in non-traditional settlement areas has
prompted a rise in anti-immigrant sentiments and resulted in the passage of restrictive
anti-immigrant legislation. The legislation often gives broader authority to local and
regional law enforcement agencies, increases sanctions for immigration-related offenses,
reduces the rights and freedoms of individuals even only suspected of being violators of
such policies, and often seeds a climate of general intolerance in the community at large.
The present paper will explore the impact of the U.S. state and federal governments'
current enforcement of immigration and labor force policies. In doing so, we will
examine the present and potential effects of these policies on the flow of immigrants in
and out of US Spanish speaking communities.

Panel: Spanish in Oregon: Nuevas Fronteras de Lengua e Identidad
Panel Chair:
Susana Rivera-Mills
Oregon State University

Paper 1:

Susana Rivera-Mills
Oregon State University
An Introduction to Spanish Language Use and Latin@ Identity in Oregon
Language shift or maintenance occurs at individual and/or societal levels due to
sociopolitical and linguistic attitudes expressed within multilingual communities. Latinos

in Oregon, primarily of Mexican origin or descent, have resided throughout the Willamette Valley since the beginning of the 1900s when the Bracero's program contracted Mexican workers to cultivate hops and other agricultural products throughout the valley. This presentation explores Spanish language use and Latin@ identity in Oregon. Using a historical perspective, census data and data gathered through sociolinguistic interviews, a profile of Oregon Latinos will be presented as the background context for the other presentations in this panel. Initial findings point to a retention of Spanish use, compared to traditional European groups, due to the consistent influx of recent Spanish dominant immigrants. Similarities between maintenance patterns in Oregon and those found in other communities are also explored. Implications and future research directions are also presented.

PAPER 2:

Maralisa Morales Ortiz
Oregon State University

Ni monja, ni güera, mi sexualidad, mi identidad.
Este ensayo es un estudio etnográfico exploratorio en donde examinamos como nueve mujeres de ascendencia hispana negocian paradigmas de sexualidad, iniciación sexual y educación sexual en sus círculos más cercanos, al pertenecer, al mismo tiempo, a la sociedad dominante, y haberse criado y educado formalmente en los Estados Unidos. Este estudio contó con nueve entrevistas semi estructuradas a mujeres con edades entre 22 y 41 años que nacieron en los Estados Unidos o llegaron al país antes de los 15 años, es decir, mujeres de segunda generación como mínimo. Además se hizo una encuesta en línea a 20 participantes de las mismas características demográficas. La encuesta en línea, que resumió los encuentros, tópicos y temas más relevantes dentro de las entrevistas, consistió en un cuestionario de 10 preguntas estructuradas que se distribuyo a mujeres de ascendencia hispana dentro del sistema universitario de Oregón con el propósito de establecer una triangulación entre los datos. El estudio quiso encontrar las conexiones entre la aculturación de mujeres hispanas, y sus ideologías sobre sexualidad, conjeturando qué tanto acogían los valores e ideologías transmitidos de su herencia hispana, o los valores que encuentran en la sociedad circundante. Además, de la manera en que el mantenimiento y uso del español ha ayudado, o perjudicado la transmisión de valores y paradigmas de sexualidad en las participantes, al hacer parte activa o pasiva de dicha cultura de herencia. Sin embargo, los encuentros iniciales mostraron que hay muchos más elementos que juegan un papel decisivo en la formación de paradigmas sobre sexualidad, y que no solamente pertenecer a la cultura hispana en mayor o menor medida, al igual que el uso del español, son fuertemente influyentes en la creación de su propia ideología.
Al escuchar a diferentes mujeres latinas/hispanas que pertenecen al sistema universitario de Oregón, podemos afirmar que no hay una sola forma de ver la sexualidad. Sus narrativas sexuales demuestran cómo, aunque existen modelos reconocidos, no es posible hablar de un solo paradigma que resuma las experiencias e ideologías de dichas mujeres. La sexualidad se conceptualiza desde la negociación entre los ideales favorecidos por la

familia, la iglesia, la escuela, los círculos de amistad, la sociedad dominante– y los medios de comunicación-, y todos los dominios sociales a los que pertenecen. El aprendizaje sobre sexualidad no se puede ver como un proceso unidireccional donde los padres y la comunidad familiar establecen un paradigma único, sólido e inalterable que la mujer seguirá como un manual. Es un proceso fluido donde intervienen todos los ideales de los círculos a donde pertenecen, con paradigmas diferentes que se yuxtaponen para crear nociones que representan las ideologías de estas mujeres.

En el futuro, se podrían comparar las ideologías sexuales de mujeres hispanas de segunda y tercera generación con las de mujeres recién llegadas que no han pasado por el sistema escolar del país, para así ver la construcción de paradigmas y su evolución, cambio o mantenimiento a través de las generaciones.

PAPER 3:

Michelle Ofelt
Oregon State University

Latinos y Televisión: La influencia en la aculturación y el idioma seleccionado
Este estudio expone la influencia formidable de la programación televisiva en los EE.UU. y la amplitud que estos efectos tienen en diez participantes y su nivel de aculturación a la sociedad estadounidense. Específicamente, se estudia la selección del español o el inglés en cuanto a su consumismo de televisión. Para observar los efectos de la televisión en la selección del idioma, un cuestionario sociolingüístico en inglés fue utilizado con todos los participantes quienes respondieron con su perspectiva de su propio uso del lenguaje durante el acto de ver la televisión, las actitudes sociales y lingüísticas hacía el entretenimiento estadounidense en español e inglés y su nivel de aculturación a la cultura estadounidense. La muestra se compone de diez estudiantes que forman parte de la población estudiantil latina en Oregon State University. Además se envié una encuesta de doce preguntas a los líderes de las organizaciones latinas en OSU para distribuir a sus organizaciones. Todos los participantes tienen diecinueve años o más, pertenecen a múltiples generaciones, se identifican como latinos, ven la televisión y asisten a la universidad.

Este estudio analiza las respuestas y temas emergentes de las seis entrevistas personales y cuatro encuestas. Los datos demuestran que la primera generación de latinos en los EE.UU. se conecta mejor con la programación en español de televisión estadounidense que las generaciones posteriores. Los datos indican que las generaciones posteriores pierden su conexión con el material cultural de la programación en español. El primer hipótesis afirmó que los latinos entrevistados seguirían viendo la televisión en el idioma de la emisión de programa de televisión de sus padres, pero la mayoría de los participantes cambiaron su idioma seleccionado después de salir de la casa de sus padres. La otra hipótesis sugirió que los latinos entrevistados verían canales principalmente en español o en inglés, la mayoría de los participantes respondieron que ven programas en ambas lenguas, aún después de llegar a la universidad. Su selección del idioma en el cual ven televisión parece depender de la red social de la cual se encuentran en el momento.

Los latinos entrevistados reportan que la televisión en español les da la oportunidad de compartir conexiones con sus familias, de identificarse con personajes que reflejan su situación geográfica y cultural, y disfrutan del humor a la vez comentan que la televisión en inglés les da más entretenimiento, argumentos más realistas, y les muestra programas de televisión de calidad más alta que los programas de televisión en español. Los participantes que continúan viendo la televisión en español reportan que han mantenido su cultura de origen más que los participantes que no ven mucha televisión en español. Los datos de este estudio confirman que es necesario seguir estudiando otros variables en la cultura dominante de los EE.UU. que influye la readquisición del español. Sin embargo, es mejor enfocar un factor específico al proceso de aculturación y el idioma seleccionado.

Friday October 12th Session 2

Lisbeth Philip
Loyola University New Orleans

Las mujeres afro-costarricenses en la elección y uso del inglés limonense y del español en la provincia de Limón, Costa Rica
Este trabajo examinará la elección y el uso del inglés limonense y del español mediante un análisis sociolingüístico tradicional para dar a conocer los factores que se asocian con las prácticas lingüísticas de 127 mujeres afro-costarricenses y sus efectos en el mantenimiento de la lengua ancestral en dos comunidades bilingües en la provincia de Limón, Costa Rica.
Geográficamente, la provincia de Limón se extiende por todo lo largo de la Costa Atlántica de Costa Rica. Se considera un mosaico de culturas por los costarricenses ya que es la única provincia de Costa Rica que está poblada por una variedad de grupos étnicos, es decir, negros, chinos, y amerindios. Y de los tres grupos, los negros constituyen el grupo minoritario más dominante. La población afro-costarricense desciende, en su gran mayoría, directamente de los inmigrantes antillanos, en especial de Jamaica, quienes se asentaron en la provincia de Limón a partir de 1870.
En la actualidad, los idiomas hablados por los miembros de la población afro-costarricense están clasificados como español, la lengua oficial de Costa Rica, el inglés limonense estándar, el cual se usa en situaciones formales y el criollo limonense, también denominado mekatelyu y patois, el cual se usa en conversaciones informales entre los hablantes. Sin embargo, el español es el idioma de instrucción y su coexistencia con el inglés hablado en la región ha creado muchas especulaciones sobre la vitalidad lingüística del inglés hablado en la provincia de Limón.
Dentro de este marco, primero se presentará una narrativa histórica del papel que desempeñaba el inglés desde el asentamiento de los antillanos hasta 1940. Segundo, se hará una descripción de la enseñanza británica como medio de instrucción en el mantenimiento del inglés antillano y para finalizar, sus efectos hoy día en la competencia lingüística de las participantes en este estudio en cuanto al uso de los dos idiomas en el ámbito familiar, en el ámbito social, en el trabajo, en la iglesia, en fiestas, en las tiendas y

mercados. Adicionalmente, se discutirá la elección y uso de los idiomas en el ámbito afectivo y sus efectos en el mantenimiento de las prácticas de sus ascendentes en el ambiente predominantemente hispano de Costa Rica.

Munia Cabal-Jiménez
Western Illinois University

The historical development of the T/V system in Costa Rican Spanish: language and social dynamics

The address form system in Spanish has been traditionally classified as a T/V system (Brown and Gilman, 1972; Brown and Levinson, 1978, 1987; Braun, 1988) During colonial times and afterwards, Costa Rican Spanish underwent a series of changes in the address forms system that differ from other varieties of Spanish. More specifically, these differences are to be found in second singular address forms. One important difference is the presence of variation in the use of the pronouns at written level between the pronouns *vos, usted*, and in some cases *tú*.

Another important aspect of the changes experienced by the address forms system was that the pronoun *usted* (traditionally a V form) was also used as a T form, that is, the pronoun *usted,* started to cover both functions, as a V form but also as a T form. An explanation about how the pronoun *usted* acquired this second meaning is offered. The analysis is based both on internal aspects of the language as well as external factors and demonstrates that linguistic features such as the type of verbs played a role, but also that pragmatic factors were key aspects that determine the use of *usted* as V form or as a T form.

The analysis is based in 49 letters and excerpts of manuscripts from the 16th century until the first half of the 20th century; it is an analysis of qualitative nature given the characteristics of the sources. Emphasis is given on the impact of sociohistorical factors in linguistic change (Weinrich et al., 1968, Escobar, 2007) and also incorporates the perspectives of politeness and pragmatics (Terkourafi, 2005; Brown and Levinson, 1978, 1987).

Vanessa Elias
Arizona State University

Subject expression in Spanish: The case of Antonito, Colorado

Spanish, a pro drop language, does not require expression of subject pronoun. Many dialects of Spanish have been studied since the 60's and 70's (Barrenechea & Alonso ,

1969; 1977; Cameron, 1993; Flores-Ferrán, 2004; Otheguy & Zentella, 2007; Pérez Sala, 1973; Travis, 2007; and others). Subject expression in Spanish has received much attention in recent years; however, the conclusions do not all coincide. This controversy happens particularly in varieties of Spanish in contact with English. Some studies confirm a transfer of English, a language that requires a subject pronoun, into the subject expression of bilingual Spanish speakers (Klein-Andreu, 1986; Lapidus & Otheguy, 2005a; 2005b; Lipski, 1996; Otheguy & Zantella, 2007; Toribio, 2004) while others studies negate such influence (Ávila-Jiménez, 1996; Bayley & Pease-Álvarez, 1997; Flores-Ferrán, 2004; Morales, 1986; Pérez Sala, 1973; Silva-Corvalán, 1994).

This study analyzes the subject expression in the Spanish of Antonito, Colorado, a small town just north of the Colorado-New Mexico border. Spanish has been spoken in the area since the 16th century since the arrival of Spanish missionaries. Contact with English speaking settlers began in the early 19th century. The study utilizes hour long interviews from four males and three females from Antonito, Colorado. The GoldVarb X results show that the participants only used a subject pronoun 17% of the time. This percentage is considerably low in comparison to previous studies. The results also reveal that first person singular is the factor that most favors subject expression. The other factors that favor subject expression are a switch reference, psychological, copulatives, and speaking verbs, and the older generation. The results from this study fall in line with results of previous studies (Bayley & Pease-Álvarez, 1997; Orozco & Guy, 2008; Travis, 2007). The results from this study demonstrate that the preserved dialect of Spanish in Antonito, Colorado does not exhibit an influence of English with respect to subject pronoun expression in Spanish.

Antonio Naula-Rodríguez
University of Colorado at Boulder

Hablantes en su ambiente: Directives in the bilingual elementary classroom.
Teachers use value-laden language in myriad ways: for example, to query student knowledge, to discipline, to create rapport with a student or with the class in general. In fact, most classroom language, whether strictly academic in nature or more informal, tends to be highly adult-oriented (Garcia, 1988). Bourdieu & Passeron (1977, 1990) argued that the "knowledges" of the upper and middle classes are considered valuable "cultural capital" in a hierarchical society. A particular type of cultural capital that deals with language in society, "linguistic capital," is defined as a repertoire of multiple linguistic and communicative tools that hold inherent value in their particular environs (Bourdieu, 1990). As bilingual learners incorporate many ways to express and interpret both the overt and implied meanings of teacher directives, they likewise interpret subtle implications about power structures that come encoded in the directives themselves and the practices and values that they embody.
This qualitative paper examines linguistic directives in a primary-level classroom of a bilingual school. Located close to a large Southwestern city in the U.S., this preK-5 Title 1 bilingual elementary school serves about 300 students, 66% of whom are Latino and most of whom are considered "linguistically diverse." Data came from both formal and

informal observations, as well as informal interviews and artifacts. The main purpose of this project is: *to understand what the best teaching practices are in present-day bilingual schools and why.* Following Ellis (1986), I further sought to understand: *what linguistic resources are that effective teachers use, and specifically, how do teachers use directives in the bilingual classroom?*

A sociocultural linguistic lens of analysis (Hall & Bucholz, 2005) revealed how the teacher in the classroom at this school, who was a second-language learner herself, as well as aides and volunteers, established and perpetuated a deontic hierarchy of sorts when using directives in the class. That is, directives that were more blunt (e.g., imperatives, *quiero que-* and *necesito que-* subjunctive constructions) lacked the subtlety that more practiced and more fluent bilinguals were capable of. On the other hand, jussive forms –which used particular constructions, not the imperative, to issue commands (e.g., *vamos a leer, demos una mirada*)— signaled invitations rather than direct orders and were uttered more fluidly and comprehended with complex layers of meaning by students. A middle rung along this hierarchy, that was used primarily by a volunteer in the classroom (a native Spanish-speaker), was the simple indicative (e.g., *van a recoger*) to issue, in the deontic sense, both the command and the expectation, thereby strongly encoding compliance into the imperative. There is great potential for more fluid communication and understanding between classroom teacher and learners. For classroom authority figures to know that they have a range of ways to issue directives (besides blunt imperatives) provides these adults a chance to learn more about subtleties of language and how they might be interpreted by bilingual students. Students responded better to directives that were more implicit (*vamos a*) than those that were more direct (imperatives).

Rey Romero
University of Houston-Downtown

On the dialectal written production by Spanish heritage speakers in Houston.
Because heritage languages are normally acquired at the home domain, spoken in an informal and familiar setting, these varieties are seldom used in writing, which requires schooling and some level of standardization. In this study, I investigate the general characteristics of 23 heritage speakers of Spanish, and I focus on phonological and morphological features that reflect their vernacular, whether it is part of their dialectal variety of Spanish or Spanish-English contact. The central question is, when heritage speakers write their variety, which features remain when the vernacular is transposed from the oral to the written medium? Phonological features include vocalic (*polecía ~ policía*; *cuedaron ~ cuidaron, quero ~ quiero, vivemos ~ vivimos*) and consonantal variation (*muncho ~ mucho, nadien ~ nadie*; *ajuera ~ afuera, oportunida ~ oportunidad*). Morphological features include grammatical gender mismatches (*los pirámides, los nietas, una iglesia hermoso*), nominal and verbal number mismatches (*nosotros mismo*; *los hispanos tiene*), especially in assigning plurality to mass nouns (*la familia son bolivianos, la gente eran buenas*). Morphological features also include the regularization of irregular verbal forms (*conduzo ~ conduzco, obteniera ~ obtuviera*). In addition, I also analyze if these phonological and morphological features correlate with any of the following social variables: age, gender, percentage of lifetime in the United States, education in a Spanish-speaking country, Spanish language

classes at high school level or before, Hispanic geographic origin, the usage of Spanish media (newspapers, television), and Spanish language maintenance at the home domain. These data were obtained from Spanish language placement exams administered at a urban university in Houston, TX, before students took any university-level courses. This placement exam was designed to identify those students who belonged to the heritage speaker program.

Shannon Bischoff
Indiana University-Purdue University Fort Wayne
Catharine Mazak
Rosita Lisa Rivera
University of Puerto Rico Mayaguez
Maria del Carmen Parafita Couto
University of Strathclyde
Polly O'Rourke
University of Maryland College Park

Science learning in Spanish/English biology classrooms: Neural bases, cognitive underpinnings, and bilingual preliminary research strategies.
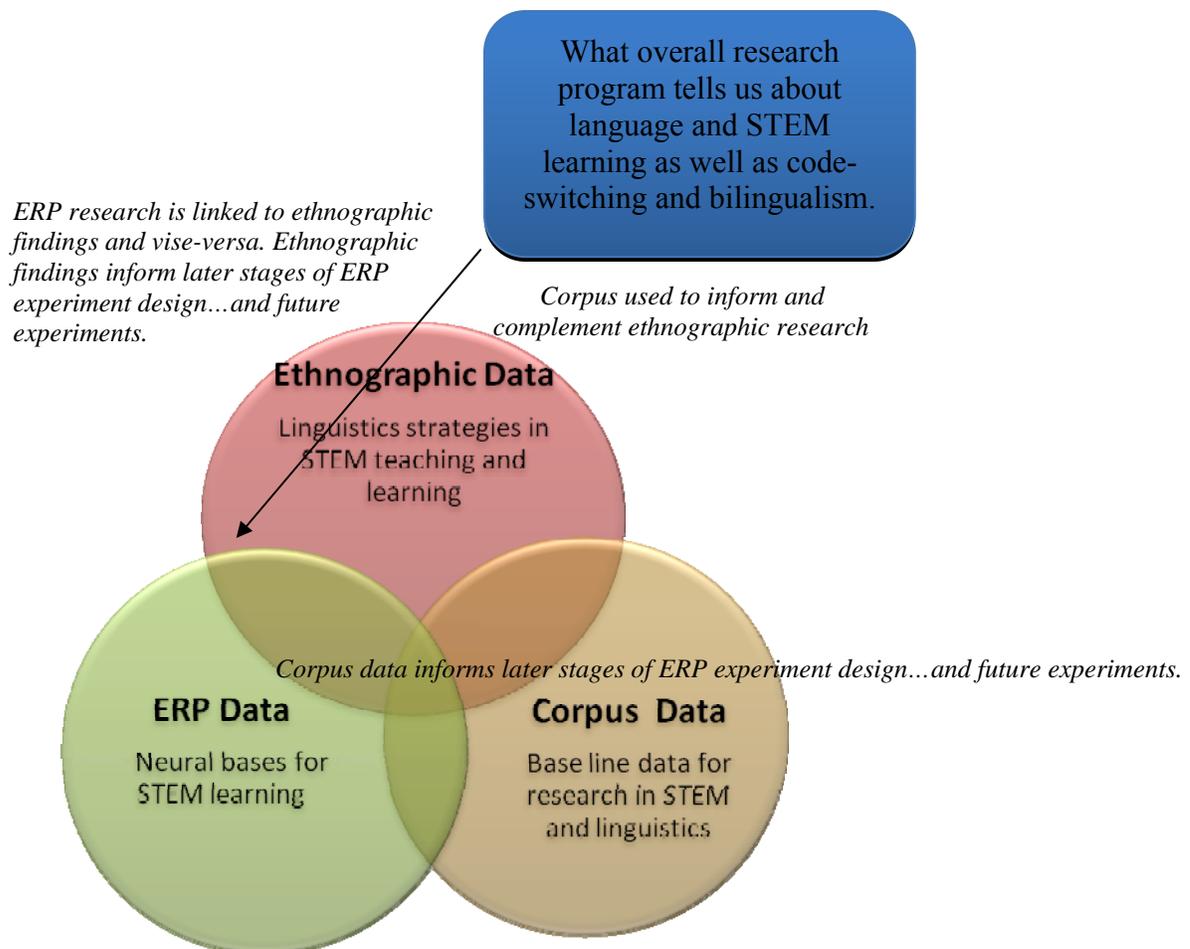According to an NEA (2011) study, in the last ten years seven U.S. states have had an increase of over 300% in the number of multilingual students matriculating each fall into public and private primary and secondary schools. The same study notes that in another six states the increase has been 60%. The growth of multilingual and English Learner students is projected to grow at an ever increasing rate for the foreseeable future. At the same time, researchers have identified the language of the home, if different than that of school, as playing a crucial role in not only the acquisition of English, but also the acquisition of content knowledge such as that found in the STEM (science, technology, engineering, and math) classroom (Reyes 2008; McCarty 2011). These linguistic facts pose great challenges to STEM learners and STEM instructors in the U.S. However, these facts provide a unique opportunity for bilingual researchers.
Bullock and Toribo (2009:14) argue that in principle a full account of code-switching "cannot be achieved without the integration of findings from [structural linguistic, psycholinguistics, and sociolinguistic] strands, in practice, such an all-encompassing task would be unwieldy. The methodologies employed within these various approaches are often incompatible, and the frameworks into which findings are couched can be diametrically opposed."
This paper proposes a means of making such a task, providing an account of code-switching and bilingualism, achievable in part via the integration of findings from the various linguistic strands mentioned. We argue that developing an intra-disciplinary research program to tackle an inter-disciplinary problem can shed important light on code-switching (CS) and bilingualism more generally. In short, we propose that such a task would not be *unwieldy* given the right setting and research focus. We present a research program currently under way at the CeIBA research center on bilingualism and education at the university of Puerto Rico Mayaguez involving a team of sociolinguists, neurolinguists, and structural/formal linguists working to better understand how students navigate the multilingual STEM classroom linguistically, culturally, socially, and academically while at the same time attempting to provide a *fuller* account of code-

switching and bilingualism. We argue that providing an intra-disciplinary research team with the same linguistic environment and research questions directed outside the field can result in greater understanding of bilingualism and CS.

We first outline our research goals, methodology, funding approach, and preliminary findings. We then propose that by focusing on the multilingual STEM classroom with the goal of providing applied outcomes, researchers avoid the "latitude in what comprises the study of" CS and bilingualism (Bullock and Toribo 2009:14). This we argue, creates an environment of forced collaboration where researchers must come to consensus and more importantly, understanding. Additionally, it provides linguists, and bilingual researchers, an alternate means of contributing to the sciences and public at large and thus raises the profile of both. We conclude that intra-disciplinary research that focuses on issues outside the traditional domain of the linguistic strands may serve to provide greater insight into questions long considered only within the realm of linguistics proper.

What overall research program tells us about language and STEM learning as well as code-switching and bilingualism.

ERP research is linked to ethnographic findings and vise-versa. Ethnographic findings inform later stages of ERP experiment design…and future experiments.

Corpus used to inform and complement ethnographic research

Ethnographic Data

Linguistics strategies in STEM teaching and learning

Corpus data informs later stages of ERP experiment design…and future experiments.

ERP Data

Neural bases for STEM learning

Corpus Data

Base line data for research in STEM and linguistics

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Valerie O'Brien
The Ohio State University

Acoustic Realizations of Phonemic Trills in Equatoguinean Spanish.

 The alveolar trill has strict articulatory requirements that make the sound challenging to
produce, even for many native Spanish speakers. Prior research on Spanish trills has
illuminated their variable acoustic properties in several dialects, showing that the canonical
trill containing at least two closed phases does not occur as often as dictated by the standard
distribution of taps and trills. In addition to the canonical tap and trill, other realizations like
approximants and fricatives have been attested in the literature. Lipski (1985) claims that
Equatoguinean Spanish (EG Spanish) rhotics are neutralized favoring the tap /ɾ/. I collected
data to uncover the phonetic variability of phonemic trills in EG Spanish through acoustic
analysis.
My data came from Bata, Equatorial Guinea in March of 2012. The informants were 19
speakers of Fang (from the Bantu family) and Spanish. They were 7 females and 12 males
between the ages of 26 and 50. The data I chose to analyze for this study were from reading
tasks in which the informants were asked to read carrier phrases containing the phonemic trill
/r/. The contexts I analyzed were phrase initial /**r**V/, word-initial intervocalic /V#**r**V/, and
word-medial intervocalic /V**r**V/. The independent variables were gender, age, stress,
preceding and following vowel, and position.
I found that the most common realization of phonemic trills in EG Spanish is the tap (48.5%),
while approximants (18%) and fricatives (17%) also occur. Trills (containing at least two
closed phases) were rarest in my data, occurring only 16.4% of the time. The independent
variables chosen as significant through a multivariate analysis were age, gender, and stress.
The trill was favored by older speakers, females, and stressed syllables.
These results are similar to what Willis (2006, 2007) and Willis & Bradley (2006) have found
in Dominican Spanish. Overall, the production of trills with at least two occlusions is very
rare in both DR Spanish and EG Spanish. Also, the pre-breathy voice that occurs in DR
Spanish in word-initial and word medial intervocalic contexts happens in EG Spanish but
only in phrase initial position. EG Spanish is heavily influenced by Bantu languages, since it
is often learned as a second language in school. It is not surprising that a dialect like DR
Spanish which has been influenced by West African Bantu languages has similar
characteristics. Fang, the Bantu language spoken by all the informants in this study, contains
only the tap and does not contain a phonemic contrast between taps and trills. I conclude that
the strict articulatory constraints involved in trill production and the fact that EG Spanish is

in close contact with Bantu languages not containing a rhotic contrast affect this dialect's trill realizations.

Wilfredo Valentín-Márquez
Millersville University

Rasgos fonéticos puertorriqueños y actitudes músico-dialectales en Latinoamérica: la presencia internacional del reggaetón.

Este trabajo examina la distribución de (rr), (-r) y (-s) en el habla de ocho reguetoneros puertorriqueños y en un corpus de 25 canciones del género, interpretadas por algunos de ellos. El análisis se concentra en el uso de cuatro variantes no estándares: dos rasgos típicos del habla boricua—velarización de (rr) y lateralización de (-r)—y dos articulaciones recientemente adoptadas por los adolescentes de la Isla—reducción de (rr) y glotalización oclusiva de (-s).

Los datos provinieron de canciones que han encabezado listas de popularidad en Latinoamérica y de muestras de habla de Daddy Yankee, Don Omar, René Pérez (Residente, de Calle 13), Tego Calderón, Wisin, Yandel, Tito el Bambino e Ivy Queen. El uso de las variantes fue comparado con las frecuencias reportadas en otros estudios (e.g., López Morales 1983, Prosper-Sánchez 1996, Medina-Rivera 1997).

Entre otros hallazgos, (1) la lateralización fue la más frecuente de las variantes estudiadas, tanto en las muestras de habla como en las de canciones, con porcentajes de ocurrencia similares a los reportados para varias comunidades urbanas de la Isla; (2) los únicos casos de velarización aparecieron en el habla de Ivy Queen y Tego Calderón; y (3) las frecuencias de reducción y glotalización fueron similares a las reportadas por Valentín-Márquez (2005, 2006) para los jóvenes del suroeste de Puerto Rico.

La interpretación de los resultados considera los datos biográficos de los reguetoneros, el papel de los medios de comunicación en la potencial incorporación de rasgos estigmatizados como parte del repertorio estándar y los dispares grados de resistencia de las variantes ante las presiones normativas. Los datos se analizan, además, a la luz de las percepciones generales que prevalecen en Latinoamérica sobre el español de Puerto Rico. En este análisis, un cuarto corpus examinado (que incluyó comentarios publicados en internet por hablantes no puertorriqueños que emitieron juicios sobre el reggaetón con opiniones de los rasgos fonéticos del español de Puerto Rico) reveló la práctica de adopción de la lateralización en otros países como manera de adoptar el estilo reguetonero. Los datos se interpretan, además, a tenor con las prácticas que mantienen los jóvenes en la Isla y en las comunidades puertorriqueñas de Estados Unidos para afirmar su identidad generacional y redefinir la proyección lingüística de su puertorriqueñidad.

Whitney Chappell
The Ohio State University

The Glottal Stop as a Form of Hiatus Resolution in Managua, Nicaragua.

Lipski (1994) notes that Nicaraguan Spanish is an advanced aspirating dialect,

approximating Caribbean levels of /s/-reduction, with deletion before a pause as the norm. Absent from Lipski's discussion is the /s/ variation that occurs word-finally between vowels in this dialect, where the author has personally observed both deletion and glottal stop insertion in addition to the aspiration described by Lipski, e.g. [douβa] and [doʔuβa] for dos uvas 'two grapes'. Based on these observations, the author hypothesizes that the glottal stop serves as a means of resolving the hiatuses that are created by /s/ deletion at the word boundary. As hiatuses are dispreferred across languages (Casali 1998) and dialects of Spanish (Quilis 1999; Frago-Gracia and Franco-Figueroa 2001), the glottal stop serves as a means of demarcating between adjacent, heterosyllabic vowels.

To explore the distribution of the glottal stop and its relationship with hiatuses, a study involving a sociolinguistic interview, a reading task, and a picture identification task was designed and presented to nine Managuans. 930 tokens were later coded for the realized variant, based on an analysis of the spectrogram and waveform in Praat, and for the independent variables of gender, task, age, education, the morphological or lexical nature of the /s/, preceding word class, following word class, preceding vowel, following vowel, preceding stress, following stress and preceding word length.

In order to determine the most predictive phonological and social factors of glottal stop or creaky voice (a reduced glottal stop) insertion, a binomial logistic regression model was fitted to the data. The results show that glottal activity is four times more likely when followed by a stressed vowel than an unstressed vowel (p < .001), and it is approximately twice as likely in words of four or more syllables than 2-3 syllable words and seven times more likely than one syllable words (p = .008). Also of particular importance to this study, the odds ratio shows that men are twice as likely to insert a glottal stop as women (p = .016). Then, to determine a possible relationship between deletion and glottal stop insertion, a second binomial logistic regression model was fitted to the data for deletion: the results show that deletion is most likely in longer words (p = .018), with men almost five times as likely to delete /s/ as women (p < .001). Deletion is also nearly twice as likely before an unstressed vowel than a stressed vowel (p = .005).

When these two regression models are compared, interesting similarities emerge. Men, who drive deletion in Managua, also drive glottal stop insertion. Final /s/ deletion is more likely in longer words, and glottal stop insertion is more common in longer words as well. That is, where deletion rates are the highest and more postlexical hiatuses are created, glottal stops are more likely to be inserted to resolve these dispreferred hiatuses. In the case of following stress, where we find less deletion before a stressed vowel and more glottal stop insertion, previous research offers an explanation. Casali (1998) argues that word-initial, stressed vowels are special positions particularly resistant to hiatuses across languages. Therefore, when /s/-deletion is so advanced that it extends to this special phonological environment, glottal stops are more likely to be inserted to avoid particularly dispreferred hiatuses. The author concludes that the glottal stop in Managua serves as a phonologicallymotivated epenthesis to resolve dispreferred hiatuses, particularly in environments where /s/- deletion is most likely or hiatuses are especially dispreferred. Ultimately, this study both contributes a variationist analysis to an understudied dialect of Spanish and sheds light on a variant never before mentioned in Nicaraguan Spanish.

Panel: Programs of Spanish as a Heritage Language: A look at current programs, practices, and future trends
Panel Chair:
Ana Sanchez-Muñoz
California State University Northridge

The research on Spanish as Heritage Language has come a long way. We have evidence of the need of adequate heritage language programs separate from the foreign language track. We also have a wealth of research that delineates some of the important considerations for a heritage language program (e.g. Bills 1997; Valdés 1997). There are a growing number of heritage programs at the university level organized differently but basically guided by the same core principles of developing the heritage language in the speakers with the ultimate goal of preventing the loss of the heritage language (HL) in future generations.

This panel brings together researchers and practitioners of Spanish as a heritage language teaching and learning in different areas of Southern California. The goal is for us to critically look at some of the practices and current trends and to open up a discussion about future directions and implications of recent research findings.

The three papers presented in this panel look at (1) Analysis of some existing programs, specifically looking at course development, curriculum organization, goals and outcomes of the programs; (2) Heritage language learners' meta-linguistic awareness development in the HL classroom; (3) Heritage learners' linguistic confidence building and promotion for continued development of the HL beyond introductory HL courses. This panel is important as we need to analyze seriously and closely assess the actual application of our research in our courses for heritage language learners that we will know about the actual successes and the areas that need to improve, as well as, the different possibilities for collaboration with our colleagues in the field.

Paper 1

Ana Sanchez-Muñoz
California State University Northridge

Linguistic confidence and proficiency: Marching on the maintenance road.
The heritage language loss pattern that has been extensively examined by linguists over the last three decades involves a gradual loss of fluency in the first language as their skills in English improve. The improvement in linguistic skills in this foreign language comes with the consequent halt in the further development of the home language. By the end of the high school years, many young speakers have lost or have never fully developed fluency their heritage language (Hinton 1999; Valdés 2001). Heritage language attrition has negative consequences for the individual as well as for the larger community.
This paper presents research which examines the link between ethnic identity and Spanish language use among young Latina/o university students. The data are drawn from Latina/o students enrolled for the first time in a course of Spanish specifically designed

for heritage learners. The effect of this course on the speakers' linguistic confidence is examined as well as their linguistic and ethnic identity throughout the academic year. Since linguistic insecurity plays a major role in language attrition and loss, heritage language education will a positive effect on linguistic confidence. Thus, we will have better chances of successfully promoting heritage language maintenance in the U.S.

Paper 2

Michele Ramos Pellicia
California State University San Marcos

Where do we go from here? Heritage language teaching, stories from the classroom.
Much has been written about heritage language learning. Among the topics that have been written on, the majority relate to: the description of the heritage language learner (Valdés 1997, Bills 1997, Carreira 2003), the heritage students' perspective (Ducar 2008, Potowski 2002), the factors affecting heritage language teaching/learning: varieties of the language (Villa 1996), cultural connections (Vásquez 1990), the background of the language teacher (Brown 2000), the theory behind the heritage language teaching (Carreira 2007, Lynch 2003), and the inclusion of a critical pedagogical approach in our heritage language courses (Correa 2011).
Based on all that has been written on heritage language learning and the different ways to implement and improve our courses, it is important to assess how all these components are actually implemented in our institutions of higher education (Beaudrie 2011).
For these purposes, we will consider how heritage language courses are being developed in approximately ten (10) institutions of higher education in San Diego and North County. We will consider the course development, course description, syllabi, textbooks, and, whenever possible, include interviews with the heritage language instructors.

Paper 3

Amàlia Llombart
California State University Pomona

Voices from Heritage Language Learners: From Experiential Knowledge to Language Awareness in Students and Teachers.
Spanish Heritage Language learners have different goals and needs than learners of Spanish as a foreign language. A great deal of research is being put forward about the linguistic knowledge and skills that these students bring to the classroom, and the linguistic knowledge and skills they need to acquire. From the teachers' perspective, it can be difficult to get into the students' shoes and look at the language the way they are seeing it. Often, we have not had the same linguistic upbringing. And for those teachers who had, we might be too close to see the big picture.
 This paper analyzes data from a group of Spanish Heritage Language Learners who are pursuing a Spanish major and preparing themselves to become Spanish teachers. In this

learning journey, they are carrying out a work in self-awareness to understand what is behind their experiences as bilingual speakers and as students of their own Heritage Language, as well as to put these experiences in a broader context that allow them to understand their learning process. In this workshop/panel, these students will bring their experiences as Heritage Language Learners and the results of this self-awareness work.

Friday October 12th Session 3

Diane Uber
The College of Wooster, Ohio

Tú/vosotros and usted/ustedes in marketing and advertising documents in Madrid: Respect and politeness.
Utilizing the theory of verbal politeness, and the concepts of power and solidarity, this paper will present results of a study of the usage of *tú/vosotros* and *usted/ustedes* in marketing and advertising documents in Madrid, Spain. Spanish-language address forms reflect the concepts of **respect** and **politeness** in the workplace.
With age and higher rank comes **respect**, which would dictate usage of the more formal address (*usted* and *ustedes*, along with their corresponding verb forms). People with whom a worker is not acquainted are also addressed with *usted*, such as walk-in customers.
Norms of **politeness** dictate that one should be accommodating toward the addressee: "Be nice, so that the customer does not lose face". This can be manifest in the form of the respectful, deferential *usted* and *ustedes*.
Alternatively, **politeness** also can dictate informal usage (*tú* and *vosotros*, along with their corresponding verb forms) for the following:
• toward those sharing equal social status, in all types of situations
• to show confidence and solidarity toward the consumer in business encounters, advertising and marketing.
The use of examples from marketing and advertising documents will illustrate these different usages geared toward different audiences. For example, advertisements from newspapers employ different address forms for different target markets. Ads directed to business executives, wealthier clients, or to elderly people tend to use *usted* and *ustedes*, to show respect. *Usted* and *ustedes* also are used in ads for financial assistance, to show respect and to not make the target customer feel embarrassed about needing help with finances.
On the other hand, the following tend to use *tú* and *vosotros*:
• public service announcements, to establish confidence and to show solidarity and togetherness
• ads directed toward women, young people, students, families and movie buffs, showing informality
• ads directed toward local consumers, showing group identity ("you are one of us", "you belong here")
• ads for products for the home, because potential customers would be local

residents
• ads directed toward local moviegoers and for forms of family entertainment, showing informality and local solidarity.
Examples of each type of document will be shown, including advertisements from newspapers, customer and patient surveys, product labels, and promotional literature.

Chase Raymond
University of California Los Angeles

Spanish Questions, English Answers: Restricting the Sequential Environment of Conversational Code-Switching.
Research on code-switching has seen many developments in recent decades. Long conceptualized as completely random and chaotic, many studies—from formal/theoretical to socio-interactional—have aimed to illustrate just how orderly code-switching actually is. The present investigation adds further evidence to the claim of orderliness in code-switching from a conversation analytic perspective. In this study, we propose analyzing *not* extended sequences of talk which include multiple, single speaker code–switches, but rather the same sequential context on multiple occasions: questions and answers.

The question-answer sequence has been shown, in monolingual discourse, to be governed by various preferences. For example, some questions (e.g., *Do you want the last piece of cake?*) can 'prefer' a *yes*-answer, while others (e.g., *You don't want the last piece of cake, do you?*) 'prefer' *no*-answers. Furthermore, differences exist within each of these poles: *Yes*, *Yeah*, *Sure*, *Uh huh*, *Of course*, etc. are all positive responses, and yet each does different 'work' in interaction. In restricting the adjacency pair environment in which code-switches occur, we are better, more systematically able to uncover what exactly participants are aiming to accomplish—in terms of social action—by making the switch from Spanish to English.

Preliminary results suggest that one of the bits of work that code-switching can achieve in interaction is help interactants navigate epistemic 'territories of knowledge'. Similar to the work of *Of course* in monolingual talk, in bilingual discourse an English answer responding to a Spanish question can mark that question as epistemically inappropriate in some way. This can indicate, for example, that the answer should already be known based on the preceding discourse, or that the question is 'out of left field' in some way. In exploring this additional interactional resource which native bilinguals possess, we can see how languages in contact can evolve and be used creatively by speakers as they engage in social interaction with one another.

Claudia Holguín Mendoza
University of Oregon

Caló in the Press in Juárez, México: Re-emerging Border Masculinities.
Documented mostly since the 1930s and 1940s Caló is described as a sociolect of the Southwest region of the U.S., including the Mexican border region. Features of this variety include non-standard suffixation, interesting cases of metonymy, extensive metaphors, and subordination. Corresponding to its social and geographical context as a contact variety, Caló also incorporates English borrowings.

In recent years, the use of Caló has experienced resurgence in various social and cultural sectors, most notably in the written press in Juárez. Hence, this study centers on several headings of the PM newspaper[1] in the border city of Juárez. Data includes headings from 2007, 2008 and 2009 (a total of 9 months, examples 1-2).

(1)

Multan a **gandallas**. Algunos **parqueros** ya están 'entrenados' para cuidar que los guiadores no **se pasen** (PM, Tuesday August 14, 2007).[2]

Abusive people get fined. Some of the valet parking personnel know what to do to prevent drivers to break the rules.

(2)

¡Parejones lacrotas! El **poli al verse torcido en caliente empinó a su parejón** (PM, Thursday, August 16, 2007).[3]

Pair of corrupt policemen! The agent caught in the act turned his partner in to the authorities.

More specifically, this paper analyzes the social implications of the use of Caló in the PM publication. The extension of Caló in this newspaper indexes a reinforcing masculine border identity of social resistance. Not only are these uses interesting at the linguistic level as innovative morpho-syntactic creations, but they also reveal core Mexican border ideologies, and covert notions of prestige that are being deployed through these language uses, along with a higher level of sociolinguistic awareness of the speakers in this border region. These ideologies constitute the fundamental base for a re-emerging urban northern identity, which is markedly different from that of the Mexican south. This in turn might help in elucidating an understanding of current social changes connected to socioeconomic factors manifested more saliently on the Mexico-US border. This current

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[1] PM has now surpassed the 65,000 daily copies, and has now exceeded the sales of El Diario (the major newspaper). This newspaper is sold throughout all neighborhoods in Juárez. PM is also extending its distribution to nearby towns, including the state's capital Chihuahua.
[2] Standard Spanish, Multan a **abusones**. Algunas **personas que estacionan carros** ya saben que hacer para prevenir que los conductores **rompan las reglas**.
[3] Standard Spanish, ¡**Parejas de policías corruptos**! El **agente al verse descubierto rápidamente entregó a las autoridades a su pareja**."

social metamorphosis echoes, and interconnects with other historical moments in the region, when Caló emerged as defiant border masculinity.

Rebeka Campos-Astorkiza
Sarah Little
Ohio State University

Metropolitan French rhotic variation: acoustic evidence for internal and external factors.
This study analyzes rhotic production in French based on acoustic analysis and on considerations of different conditioning factors. Previous cross-linguistic studies have shown that rhotics are oftentimes weakened to fricative or approximant realizations, including variation in their voicing. In line with these observations, descriptions of French show that its uvular rhotic, traditionally a uvular trill, can display all of these realizations. Focusing on Metropolitan French, i.e., the dialect spoken in Paris, Webb (2009) states that approximant realizations are preferred in coda, intervocalic and word-initial positions after resyllabification; fricatives are more common word-initially and in complex onsets. Voiceless realizations are favored next to voiceless consonants, while voiced productions are preferred elsewhere. However, Webb acknowledges that the precise realizations are subject to much variation, and the previous observations are not always followed. Taking Webb's description as a starting point, this study explores the idea that Metropolitan French rhotic production is subject to much variation but that such variation is conditioned by several factors, including internal and external variables. Metropolitan French allows us to investigate the impact of external factors such as knowledge and contact with French-based Creole languages.

In order to investigate rhotic production, an experiment was designed to obtain acoustic data from 11 native speakers of Metropolitan French. We included three tasks: a reading task, a picture description task and an interview. Within each task, target words were selected that contained the rhotic in different environments, including syllable position (coda, onset, complex onset), word position (initial, medial or final), stress, preceding sound for complex onsets and following sound for codas. Each token was analyzed based on the presence or absence of several acoustic features, including frication, voicing, formants and trill-like phases. These allowed us to derive 6 different categories: approximant, devoiced approximant, voiced fricative, devoiced fricative, voiceless fricative and trill.

Overall, the most common realization is approximant, although the other categories are also frequent and their distribution proves to be conditioned by the factors we considered. Syllable position has a strong effect on rhotic production. Codas and simple onsets are most frequently realized as approximants, but codas display a higher percentage of devoiced and voiceless productions than onsets, suggesting that codas are subject to a higher degree of devoicing. Complex onsets, on the other hand, favor voiceless fricatives. However, when taking the effect of the preceding consonant into account for complex onsets, we find that a preceding voiceless consonant (/t, f/) favors voiceless fricatives while a preceding voiced stop (/d/) correlates with approximants. Similarly, the following

consonant has an effect on coda rhotics: a following voiced consonant favors fully voiced approximants, while a following voiceless prefers devoiced and voiceless realizations, including approximants and fricatives. Finally, our data show some speaker variation and we relate this difference to the linguistic background of the participants. To conclude, this study finds that the French rhotic is subject to much variation; however and most importantly, we show that this variation is in fact conditioned by several linguistic factors.

Radia Hannachi
Delphine Giuliani
Université de Bretagne-Sud

Learning French for specific purposes using an economic corpus: a case study.
The concept of corpus is widely accepted in language sciences. In this study we will investigate the benefits of corpus linguistics for language teaching.

The IntUne corpus was initially created to study changing points of view concerning emerging European citizenship within the framework of a European project. However, corpus linguistics was partly inspired by the area of language teaching, in particular foreign language teaching, first through researchers such as Sweet, or Palmer and then through Firth, Sinclair or Halliday. Corpora thus seem to be of particular interest in the field of language didactics.

The IntUne corpus contains 10 million words from the newsparer Les Echos which can be compared to 30 million words from articles in non-specialist newspapers. It can thus be regarded as a relevant source for training students learning business French.

Various experiments have already been undertaken successfully within the framework of methods using corpus linguistics for the needs of language learning. But if the literature in this field is abundant for English, not enough has been carried out concerning learning French as a second language. This could be due to the absence of a real French equivalent to the well-known English corpus generally used within this framework, the British National Corpus. Here we report on an experiment undertaken with students whose objective is to allow them a better acquisition of business French using the IntUne corpus.

In the first part, we will briefly present our understanding of "corpus" and the theoretical framework in which we situate our approach. We will describe the methodology used to carry out the experiment with students.

Then, we will describe how this experiment was carried out and analyse the limits of our finding, along with its usefulness for understanding what benefits corpus linguistics can bring to the teaching of French for specific purposes.

Ellen Thompson
Khadeja Ahmed
Florida International University

The Cost of Agreeing First: Experimental Evidence from Libyan Arabic.
A lively research topic in contemporary studies of Arabic syntax is First Conjunct Agreement (FCA). We investigate from an experimental perspective the derivation of this construction in Spoken Libyan Arabic.

As has been discussed extensively in the literature, Arabic allows: (1a) VSO order with verbal agreement with the first conjunct of a coordinate subject (FCA), as well as (1b) VSO order with verbal agreement with the complete conjunct. With SVO order, Libyan Arabic permits (2a) verbal agreement with the complete conjunct; however, as shown in (2b), SVO order does not permit FCA.

There are two main structural approaches to this phenomena, which make distinct predictions with respect to the on-line processing of these constructions. Bi-clausal analyses (Aoun, Benmamoun, and Sportiche 1994, 1999) claim that FCA is the result of the reduction of the structure of (3a) to (3b). In the underlying form in (3a), the verb is in agreement with the subject of its sentence, and after reduction under identity, the verb shows agreement with only this part of the conjunct. The VSO version of this sentence with agreement with the complete Conjunct Phrase is of course not derived in this manner; rather, it is base-generated as a plural subject which shows plural inflectional agreement.

Assuming that processes of grammar such as clause reduction, are costly processing-wise, (Koizumi and Tamaoka 2010; Gibson 1998; Hawkins 2004; Marantz 2005; Mazuka, Itoh, and Kondo 2002; Miyamoto and Takahashi 2002; Tamaoka et al. 2005), this theory predicts that the processing cost associated with the sentence in (1a) with FCA is higher than that of the sentence with complete agreement (1b).

Mono-clausal analyses of FCA in Arabic (Munn 1992; Mohammad 1988; Bahloul and Harbert 1993; Benmamoun 1992) claim that FCA is the result of agreement with a syntactically singular, although semantically plural, constituent. Complete agreement is the result of agreement with a semantically plural conjoined subject. Therefore, according to this analysis, the derivation of FCA agreement sentences is not more costly processing-wise than the derivation of complete agreement sentences.

We investigate these predictions with respect to spoken Libyan Arabic by conducting a Self-paced Reading Task with fifteen speakers of Libyan Arabic. Subjects are displayed eighty sentences in total, composed of twenty sentences containing Complete Agreement Structures and twenty sentences with First Conjunct Agreement, forty filler sentences, and randomly-distributed comprehension questions for one-half of the sentences. All examples include a sentence-final modifier in order to mitigate wrap-up effects (Aaronson & Scarborough, 1976; Just & Carpenter, 1980; Rayner, Sereno, Morris, Schmauder, & Clifton, 1989). We show that differential reading times provide insight into the derivation of these constructions in Libyan Arabic.

> (1)   a. Klat   Fatma ow Ahmed Etteffah
>   Ate-3singfem   Fatma and Ahmed the apples
>   'Fatma and Ahmed ate the apples.'

b.　　　Klu　　　　　　Fatma　ow　Ahmed　　Etteffah
　　　　　　Ate-3plumas　Fatma　and　Ahmed　　the apples
　　　　　　'Fatma and Ahmed ate the apples.'

(2) a.　　　Fatma ow Ahmed　　klu　　　　　Etteffah
　　　　　　Fatma and Ahmed　　ate-3plumas the apples
　　　　　　'Fatma and Ahmed ate the apples.'
　　b.　　　*Fatma ow Ahmed　　　Klat　　　　　Etteffah
　　　　　　*Fatma and Ahmed　　　ate-3singfem the apples
　　　　　　'Fatma and Ahmed ate the apples.'

(3) a.　　　Klat　　　　　Fatma Etteffah　　ow　Kla　　　　　Ahmed Etteffah
　　　　　　Ate-3femsing Fatma the apples and　　ate-3mascsing Ahmed the apples
　　　　　　'Fatma ate the apples and Ahmed ate the apples.'
　　b.　　　Klat　　　　　Fatma ow Ahmed　Etteffah
　　　　　　Ate-3femsing Fatma and Ahmed the apples
　　　　　　'Fatma and Ahmed ate the apples.'

Roberto Mayoral Hernández
University of Alabama at Birmingham

Distributional properties of Spanish subjects: verb types and co-occurring XPs.
1. Introduction
The study of subject position plays a central role in Hispanic Linguistics research (Díaz Campos 2001, Silva-Corvalán 1994, Poplack 1980). Because English has an obligatory SV order, while Spanish allows both SV and VS collocations, the study of subject position in bilingual communities can help identify if transfer from English is changing the syntactic structure of Spanish in the US. This paper uses the variationist approach to study three factors that influence subject position in Spanish: (i) *verb type*, (ii) *presence of a preverbal XP*, and (iii) *presence of a postverbal XP*. While (i) can be related to syntactic principles, (ii) and (iii) are rather linked to processing constrains and information structure.

2. Experiment
Our data set consists of 453 sentences extracted from the online corpus CREA. The dependent variable is *subject position*, with two possible values: *preverbal* and *potsverbal*. The independent variable *verb type* has three values: (i) *transitive*, (ii) *unaccusative*, and (iii) *unergative*. The factor groups *presence of preverbal XP*, and *presence of postverbal XP* have three possible values each: (i) *CompP*, when the co-occurring XP is a clause, (ii) *null*, when there is no other XP, and (iii) *other XP*, for all non-clausal XPs.

3. Results and observations
A logistic regression analysis, carried out using Goldvarb X, indicates that the three factors are statistically significant. The best model is the one that includes all the independent variables. The factor group with the highest weight is *presence of postverbal*

XP. In fact, when there is no co-occurring postverbal XP, the percentage of postverbal subjects increases to 68.8%. The presence of an overt XP in postverbal position is associated with higher percentages of preverbal subjects. *Verb type* has the second highest weight in the analysis, since only the intransitive types, unaccusatives and unergatives, are associated with higher percentages of postverbal subjects. The *presence of a preverbal XP* increases the chance of having postverbal subjects, while the absence of a co-occurring preverbal XP is associated with the highest percentage of preverbal subjects (82.7%). Thus, Spanish subjects tend to appear in complementary distribution with other constituents.

4. Conclusion

This investigation underlines the grammatical significance of subject position in Spanish, by providing measurable factors that can help us identify the degree of linguistic variation in Spanish speaking communities in contact with English. This research gives us a tool to measure the influence of English on Spanish through the analysis of subject position, which is important for the fields of sociolinguistics and second language acquisition. Furthermore, it also has implications for theoretical linguistics and psycholinguistics, because it provides information about our linguistic competence and cognition by partially supporting the idea of primitive or basic verb types.

Aaron Roggia
Northern Illinois University

Word Order Variation in Bajío Mexican Spanish: A Test of the Interface Hypothesis.

Recent research in language contact tends to show that the syntax-discourse interface demonstrates more optionality and is more vulnerable to attrition than other syntactic interfaces, such as the syntax-lexicon interface (e.g. Montrul 2004; Sorace & Filiaci 2006; Tsimpli et al. 2004). The 'Interface Hypothesis' (see Sorace 2011, White 2011) attempts to capture this observation, but the hypothesis has recently been criticized for not extending to additional bilinguals (e.g. Montrul & Polinsky 2011, Rothman & Slabakova 2011) and to monolinguals (Prévost 2011). Studies of the syntactic interfaces of Spanish-English bilinguals using word order with unaccusative verbs (e.g. *llegar* 'to arrive') and unergative verbs (e.g. *cantar* 'to sing') lend support to this hypothesis (e.g. Lozano 2006, Zapata et al. 2005), but the likelihood of interface instability in monolingual Spanish has been left unexplored. This paper investigates the word order of intransitive predicates in different focus contexts to study the syntax-lexicon and syntax-discourse interfaces in Bajío Mexican Spanish and further test the Interface Hypothesis. For this study, an oral production task was administered to native speakers of Bajío Mexican Spanish residing near Irapuato, Mexico. Participants listened to short stories and then answered questions designed to elicit utterances with four different verbs for each of six intransitive verb categories of the Split Intransitivity Hierarchy (see Sorace 2004) in both broad and narrow focus contexts (following Hertel 2003 and Lozano 2006). Responses from 29 participants were recorded and submitted to statistical analysis with SPSS. The results reveal instability at both the syntax-discourse and syntax-lexicon

interfaces through the variable word orders produced. Repeated measures ANOVAs show that the Split Intransitivity Hierarchy is a significant factor for explaining the word orders in both focus contexts. Logistic regression analyses were performed to rank additional language-internal and external factors and show particular word orders to be significantly favored in broad and narrow focus contexts. Standard deviations also reveal greater inter-speaker variation in the non-core categories of the hierarchy and between broad and narrow focus contexts as we might predict, giving support to the Interface Hypothesis.

This study is an important addition to current research because it shows that the Interface Hypothesis is relevant for native speakers of Spanish living in Mexico because more word order variation is found to occur for these speakers overall at the syntax-discourse interface than at the syntax-lexicon interface. While this study shows that the Interface Hypothesis does apply to native speakers of Spanish, it also points to times in which 'external' interfaces may show less word order variation than 'internal' interfaces. Additional questions about the methodologies used to test the Interface Hypothesis are also raised. This study makes additional contributions to current research because it identifies and ranks several language-internal and language-external variables for their effects on word order at the syntax-lexicon and syntax-discourse interfaces.

Judy De Oliveira
University of Massachusetts Amherst

El estudio de la variación morfosintáctica de la perífrasis de gerundio en el español de la Nueva Inglaterra.
El presente trabajo presenta un análisis cuantitativo de la variación entre el uso de la perífrasis de gerundio y el presente simple en español. La perífrasis de gerundio tanto en español como en inglés son construcciones sintácticamente paralelas (ambas lenguas emplean la inflexión del verbo *estar* y el gerundio de un verbo principal). El espacio funcional que esta perífrasis cubre en ambas lenguas es similar en algunos contextos pero diferente en otros. En inglés, solo se permite utilizar la perífrasis de gerundio exclusivamente cuando se refiere a una acción progresiva, y el presente simple al referirse a una acción habitual. La perífrasis de gerundio en español expresa una acción progresiva y también una acción habitual.

El presente estudio trata de explicar por qué los hablantes favorecen usar una forma más que la otra considerando algunos factores lingüísticos y sociales. El corpus proviene de quince entrevistas grabadas de una hora de duración cada una, a hispanohablantes nativos y hablantes de herencia, todos ellos residentes en Rhode Island o Massachusetts durante más de cinco años. La alta densidad de población de hispanohablantes y la carencia de estudios formales en la lengua entre los hispanohablantes de la Nueva Inglaterra son las razones para la realización de este estudio. Se han entrevistado hombres y mujeres cuyas edades oscilan entre los diecinueve y los ochenta y siete años de edad. Se ha considerado como variable lingüística el aspecto y la semántica del verbo. En cuanto a las variables sociales se han tomado en cuenta el género, la edad y el lugar de origen. Se analizaron las grabaciones y transcripciones de estos informantes y se codificaron las variables

mencionadas anteriormente. El análisis estadístico se realizó con el programa Goldvarb. Los resultados preliminares sugieren que la semántica del verbo resultó estadísticamente significativa en cuanto al uso de la perífrasis de gerundio. Además la frecuencia relativa de uso del presente simple (74%) por los hablantes nativos y los de herencia indica que el presente simple es la forma preferida en un contexto progresivo en lugar de la perífrasis de gerundio (25

Panel: Language Policies in the US: Political, Legal and Religious Perspectives
Panel Chair:
Daniel Villa
New Mexico State University

In theory, language policy in the United States at state levels covers all languages spoken in that state. In reality, however, in part due to the fact that Spanish is the second most widely spoken language in this country, the language and its speakers are *de facto* targeted by language policies for political and legal reasons. Such is the case, for example, in Arizona, a state that has constitutionally mandated English as its official language. A number of languages, indigenous and otherwise, are spoken in that state, but the tremendous legal controversies currently raging there center on Spanish speakers, under the guise of immigration issues. In Arizona, "persons of Hispanic or Latino origin" who are "foreign born; not a U.S. citizen" represent approximately 6% of the total population, according to 2010 U.S. Census data. The Census does not specify if these individuals possess work permits or not, but presumably some percentage does. Thus, language policy, presented in public and legal discourse as immigration policy, centers on a small minority of Spanish speakers in Arizona, but affects the entire Spanish speaking (and Hispano) population. Conversely, in other areas Spanish speakers enjoy specific constitutional protection, as is the case in New Mexico. At yet another level of discourse, language policy is also established in non-political and non-legal arenas, as is the case with the Catholic Church. This panel, consisting of three discussants, focuses on language policy as it applies to Spanish in the United States from these analytical angles, with the goal of working toward a better understanding of the current status of U.S. Spanish.

Panelists:
Daniel Villa
New Mexico State University

Eduardo Faingold
The University of Tulsa

Antonio Medina-Rivera
Cleveland State University

Plenary Address
Shana Poplack
University of Ottawa

The trajectory of lexical borrowing
This paper traces the diachronic trajectory and synchronic behavior of English-origin items in Quebec French over a real-time period of 61 years. We test three standard assumptions about such foreign incorporations: 1) they increase in frequency, 2) they originate as code-switches (CS) and are gradually integrated into recipient-language grammar, and 3) the processes underlying CS and borrowing are the same. Results do not support the assumptions. Few other-language items persist, let alone increase. Linguistic integration is abrupt, not gradual. Speakers consistently distinguish lone other-language items from multiword fragments on each of five linguistic diagnostics tested. They borrow the former, code-switch the latter. Code-switches are not converted into borrowings; instead the decision to CS or borrow is made at the moment the other-language item is accessed. We explore the implications of these findings for understanding the processes by which other-language incorporations achieve the status of native items, and their consequences for theories of CS and borrowing.

Saturday October 13th Session 1

Maryann Parada
University of Illinois at Chicago

Socio-onomastic perspectives of receptive bilinguals: Personal names as a linguistic resource.
In recent years, sociolinguistic research on heritage languages has begun to expand to include non-fluent speakers, or receptive bilinguals (e.g., Beaudrie, 2009; Dressler, 2010), who are characterized as "almost at the verge of culminating the language shift towards English monolingualism" (Beaudrie, 2009, p. 86).
This research has shown that the minimal productive abilities of receptive bilinguals often mask their significant linguistic experience and their affective/identity ties to the heritage language. However, an overt linguistic "badge" that a majority of these speakers possess is found in their names, language elements in their own right that, as lifelong personal labels, are pronounced, perceived, written, and discussed on countless occasions. In his comprehensive treatment of language and identity, Joseph (2004) describes names as "the primary text of personal identity" (p. 12), and argues that as such, they should not be overlooked in sociolinguistic research.
This study is based on qualitative data obtained through focus groups with second and third generation Latino university students enrolled in foreign language Spanish courses at a large Chicago university. All participants possessed some receptive abilities in Spanish as well as a strong Latino name. Discussion topics included the following: the histories, significance, and likeability of the participants' personal names; the contexts and motivations behind variation in the manner of pronunciation of their names;

experiences of Spanish proficiency ascription where name was a factor; the role of ethnic names for Hispanic community membership; and selfperceptions in relation to similarly-named yet fluent Spanish heritage speaker friends and university classmates.

Analysis of the data revealed quite diverse positions with regard to the participants' satisfaction with their names. While some were content to have "different" names, several emphasized that there was a mismatch between their names and how they identified linguistically and culturally, even when named after relatives, such as the case of one participant by the name of María (Eugenia). Nevertheless, varying the pronunciation of their names for different interlocutors seemed a common practice in order to highlight, or downplay, their ethnic and family background. As speakers lacking complete fluency in Spanish, names function as an important linguistic resource for displaying and enacting a Latino identity. But pronunciation patterns also revealed a more complex negotiation of ethnolinguistic identity. One student, for example, detailed how he commonly uses only partial Spanish phonology when pronouncing his name (Orlando); i.e., the vowels are Spanish-like while the consonants reflect an English pronunciation.

Given the strong Hispanic presence in Chicago and at this particular institution, the participants all counted fluent Spanish heritage speakers among their friends. Cultural differences, such as music taste and familiarity, as well as parental "modernity", and the linguistic practice of codeswitching, were expressed as the most salient incongruities they felt within these friendships. In most respects, despite the participants' Latino names, they felt perceived by these friends as cultural outsiders around and with whom they took pains to avoid Spanish language usage. With earlier generation Latinos or English monolinguals, however, many had suffered insulting, embarrassing, or just plain awkward incidents where, based on their name, Spanish language proficiency was assumed or expected.

This study contributes to emerging research on the language practices and ethnolinguistic identities of receptive bilinguals, as well as to socio-onomastic study where personal names, language variation, and ethnic identity intersect.

Patricia Gubitosi
University of Massachusetts Amherst
Elena García Frazier
Mount Holyoke College

Negotiating identity in a dialect contact environment.

In Massachusetts, 21% of total population declares to speak a language other than English at home, one number slightly above the average for the whole nation (20%). Hispanics are one of the most important minority groups in the state as they represent 9% of the total population: Puerto Ricans 3.9% and other Hispanics or Latino 4.3%. Puerto Ricans are the most prevalent Hispanic groups, and Puerto Rican Spanish is the most spoken Spanish dialect in the state, although not the only one.

This study investigates how speakers of different Spanish dialects negotiate their identity through language in a dialect contact environment. The research questions leading this study are the following: How do speakers position and project themselves in social interactions using their heritage language? What are the features that converge and

diverge between the Puerto Rican group and the group of Hispanics who speak a different Spanish variety?

Data analyzed in this project is based on twelve one-hour face-to-face interviews with Spanish speakers of different origins. The sociolinguistic variables taken into account are origin, hometown socio-cultural constitution, language domains, trips to Spanish speaking countries, and literacy experiences among others.

In this presentation, we argue that although accommodation theory (Trudgill 1983, Niedzielski & Giles1996, Auer & Hinskens 2005) has been useful in studying some linguistic features (Hernandez 2002) in dialect contact environments, it does not provide a suitable framework for analyzing the construction of speakers' identity. We further discuss our findings, implications and recommendations for future studies.

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Carmella Scorcia
University of New Mexico

Entre Mundos: Identidad y lenguaje de los coyotes.
Entre mundos, la identidad y lenguaje del coyote, is one of the first studies regarding the topic of identity and language comprising of a segment of one of the largest multiracial populations within New Mexico, the coyote. The common New Mexican term coyote is used to refer to one who is born from parents being of different races; more specifically, the coyote has one New Mexican* parent and one non-New Mexican parent which may also be referred to as anglo, white, or Americano. Due to this mixture of cultures, coyotes are constantly living within their separate yet joined cultures or, entre mundos. For this reason, coyotes are of incredible importance for understanding how to live within these different cultural worlds in many aspects. Perspectives regarding culture, politics, language and identity are some of the many areas in which coyotes can shed light into how they are able to connect the two binary cultures in which they live in.
The present study analyzes how coyotes identify themselves in different situations, whether it is filling out a job application, responding to a census survey, or how they identify themselves within formal situations, and amongst family and friends. A total of six coyotes, three males and three females, were interviewed with a series of twenty-two open-ended questions in order to solicit as many responses as necessary. The results indicate the immense capacity of coyotes to easily adapt to different situations by identifying themselves differently depending on the situation. Overall, when coyotes are able to explain their identity, they do so. However, when they have to choose amongst

alternatives when identifying themselves, the majority will mark Hispanic/White, while others may not respond.

The study also examines the role of language amongst coyotes while focusing on which parent has had a greater influence on them regarding Spanish and/or code-switching as well as what language(s) coyotes intend to teach their children in order to determine the future language maintenance of their offspring. The results indicate New Mexican fathers have a stronger influence on the usage of Spanish while New Mexican mothers have less of an influence. Regarding language maintenance, coyotes have a strong desire to teach their offspring Spanish and if they are unable to do so themselves, they would opt for their children to learn through school, thus demonstrating the value Spanish language holds for coyotes.

* For purposes of this study, New Mexican is defined as one who has traditional Hispanic and/or Mexican and indigenous roots in New Mexico. New Mexicans is the identifier for those who have ancestors which have resided in New Mexico for centuries since the settlements by Spanish and Mexican settlers which then interspersed and married into indigenous tribes throughout the New Mexican territory.

Nikki Lubesnick
Northeastern Illinois University

Tourist Identity Construction in Two Cities: Chicago and Madrid
"Where are you from?" This is a question frequently asked by travelers as they encounter each other in foreign lands. The answer, however, lacks consistency among travelers. Informal and formal research concludes that travelers from the United States respond with the name of their city or state, while travelers from other countries respond more generally, with the name of their country. Hypotheses for this phenomenon include the notion that American culture values providing specific information, there exists a variance in geographic knowledge among countries, the American accent is easily recognized abroad, and the theory that Americans identify more closely with their city or state than they do with their country. This raises many questions regarding not only national identity, but also place and traveler identity, and the relationship between host and guest.

As identity is socially constructed, it changes from moment to moment, while people negotiate and renegotiate the communication situation. For travelers, this negotiation occurs frequently and most commonly with complete strangers. Data were collected from Chicago and Madrid, two cities vying to be "global cities, both competing against the two more well-known cities in the United States and Spain for tourists, New York and Barcelona, despite possessing many "global city" characteristics. The identity of each city is shaped by these characteristics, transforming the identity of the traveler as he or she passes through the city. Ideas for further research include a more thorough survey of traveler identity in touristic, global cities.

Richard Hallett
Northeastern Illinois University
Dustin De Felice
University of South Florida

"The Place You Thought You Knew": Analyzing Mexican Tourism Discourse
This paper addresses how tourism discourse, specifically Mexico's "The Place You Thought You Knew" campaign (www.visitmexico.com), contributes to the linguistic/social construction of place. This multimodal discourse analysis reveals how this tourism campaign through its website has expanded its mission of (re)attracting tourists to constructing an identity for a peaceful Mexico often commoditizing Mayan culture through exploiting representations of an "essentialized Mayan culture" (Median, 2003, p. 354). These representations also serve to promote Mayan-based cultural stereotypes and depict indigenous members and their language, tradition and culture as packaged commodities in the forms of theme parks, spas, and hospitality services (e.g hotels, restaurants and beach front communities).

While tourism offers opportunities for construction and promotion, thus buttressing the campaign of any nation to gain equal status as a political entity and a tourist destination, not all communities are the same. Therefore, not all communities are similarly affected by outsiders and their contributions - economic, cultural, and the like. The website analyzed in this paper goes to great lengths to promote the diversity of the nation while not specifically mentioning any drop in Mexican tourism due to safety concerns, e.g.

> (1) Then take a walk along the beach in the more than 20 km (12 mi) of coastal areas in this bay, where you can do all types of aquatic sports. Lighten up a bit and go diving while on the small island called Roqueta, located in front of Caleta and Caletilla beaches…. All this will confirm that in this place, entertainment does not pause for a breath. It will be an excellent day!
> (http://www.visitmexico.com/en_us/Visitmexico/Visi_dondeir_acapulco, accessed June 30, 2011).

In the post-modern view of identity as a social construct, travel and tourism can be seen as one way to participate in a "social relationship" and to fulfill the desire" to share an intimate connection between one stranger and another, or one generation to another, through the local object [and to establish] a certain kind of human solidarity" (MacCannell 1999:203). Through a multimodal discourse analysis (involving Critical Discourse Analysis of both the English and Spanish texts and a visual semiotic analysis of the accompanying pictures), this presentation provides evidence that tourism websites, operating as grand narratives, construct identities not only for potential tourists but also for places themselves and greatly impacts the indigenous communities through this process of identity construction.

Panel: El español en Cleveland: Actitudes lingüísticas y variedades en contacto.
Moderator:
Antonio Medina-Rivera
Cleveland State University

Paper 1

Antonio Medina-Rivera
Cleveland State University

**Actitudes lingüísticas entre hablantes nativos hacia las variedades de español
en el área metropolitana de Cleveland.**
 La población hispana en el área metropolitana de Cleveland ha aumentado en los últimos 20
años. Tradicionalmente el mayor número de hispanos lo constituían puertorriqueños que
vinieron a trabajar en la industria automotriz entre las décadas de 1950-1960. Aun cuando los
puertorriqueños siguen representando la mayoría de la población hispana de la región, es
interesante hacer notar que dicha población se ha diversificado con la llegada de mexicanos,
colombianos, peruanos, guatemaltecos, entre otros. En el presente trabajo se quiere investigar
más a fondo la presencia hispana en la región partiendo de los datos estadísticos que nos
ofrece el censo del 2010. Para tener una idea más clara sobre las actitudes hacia el español y
hacia las distintas variedades del español, es necesario consultar con hispanohablantes y
hablantes de español como segunda lengua para que nos compartan sus apreciaciones y
opiniones sobre el tema. Se contará con un cuestionario de actitudes en el que participaron
113 hablantes nativos del español y con el cual se examinarán la interacción de las variedades
del español que conviven en el área metropolitana de Cleveland, Ohio en términos de
prestigio, recomendaciones para la enseñanza y percepciones que tienen los hablantes nativos
a las diferentes variedades del español.

Paper 2

Yorki Encalada-Egúsquiza
Cleveland State University

**Actitudes lingüísticas entre hablantes no nativos de español hacia las variedades de
español en el área metropolitana de Cleveland.**
Ohio es uno de los pocos estados de este país que no cuenta con una población hispana
considerable. De acuerdo al último censo nacional, en el año 2010, el 3.1% de la población
de Ohio era de origen hispano, mientras que a nivel nacional los hispanos formaban el 16.3 %
de la población. A pesar de esta considerable diferencia, la población hispana en Ohio está
incrementando rápidamente, especialmente en las áreas metropolitanas como Cleveland. El
rápido incremento de la población hispana y del uso del español en el área metropolitana de
Cleveland hace que muchos residentes no hispanos de esta área tengan distintas actitudes
hacia el español y sus variedades. En el presente trabajo se investigarán y analizarán las
actitudes lingüísticas que 26 hablantes no nativos de español tienen hacia el español y hacia
algunas de sus variedades en el área metropolitana de Cleveland; además se demostrará que
estos hablantes no nativos de español tienen actitudes bastante favorables hacia el incremento
del uso de este idioma. Este estudio se basa en una encuesta de 16 preguntas, las cuales están

destinadas a conocer las actitudes lingüísticas de los encuestados hacia 5 variedades de español y su apoyo u oposición hacia el incremento del uso del español y su enseñanza en las escuelas públicas. Las variedades de español a analizar son: puertorriqueña, mexicana, colombiana, peruana y española. Finalmente, los resultados se compararán con el estudio de actitudes lingüísticas de Andrew Lynch y Carol Klee en las ciudades de Miami y Minneapolis.

Paper 3

Rosa Mejía
Cleveland State University

Actitudes de los inmigrantes hispanos o puertorriqueños del área metropolitana de Cleveland hacia los hijos de los hispanos que no hablan el idioma español.
En el presente estudio se examinan las actitudes de los inmigrantes hispanos o puertorriqueños hacia los hijos de hispanos nacidos y/o criados en los Estados Unidos que no hablan el idioma español. Se tomó una muestra de 30 participantes procedentes de diferentes ciudades del área metropolitana de Cleveland, tales como, Painesville, Mentor, Willoughby, 3

Wickliffe, Euclid, Este de la Ciudad de Cleveland, Parma, Brooklyn, Lorain y Oeste de la Ciudad de Cleveland, seleccionando personas de ambos sexos, edades comprendidas entre 18 a 60 años y nivel educativo desde estudio secundario hasta maestría. Con la finalidad adicional de explorar relaciones con la actitud observada y algunas variables socio-demográficas relevantes, así como determinar el conocimiento del idioma español de sus propios hijos, los hijos de sus familiares y los hijos de sus amigos, se diseñó un cuestionario de 20 ítems, aplicado de manera individual en sus respetivos hogares, centros de estudios, lugares de trabajos y establecimientos comerciales. La mayoría de la población encuestada muestra una actitud negativa hacia los hijos de los inmigrantes hispanos o puertorriqueños nacidos y/o criados en los Estados Unidos que no hablan el idioma español. Se estableció una relación con otros estudios realizados en otros estados sobre la actitud hacia el bilingüismo. En estos estudios se evidencia la actitud positiva hacia el bilingüismo, por lo tanto, relacionándolos con esta investigación se puede ver la coincidencia entre la actitud negativa de los inmigrantes hispanos o puertorriqueños hacia los hijos de hispanos que no hablan el idioma español. Los resultados obtenidos son válidos para la muestra de estudio únicamente, pues la misma no es representativa de la población general del área metropolitana de Cleveland.

Saturday October 13th Session 2

Hannah Washington
Mary Beaton
The Ohio State University

Acabar de in Portuguese and Spanish: Information Status in Tense Selection.

In both European and Brazilian varieties of Portuguese (EP and BP, respectively), and also to a lesser extent in Spanish, the immediate perfective acabar de 'to just have X' varies between present and preterit morphology.

(1) Acabei de nadar com vários tubarões. (EP/BP – preterit)
'I just swam with various sharks.'
(2) Acabo de nadar e mergulhar no Rio das Velhas. (EP/BP – present)
'I just swam and dived in the Rio das Velhas.'
(3) Acabé de llegar y me agradaría hacer amistades. (Spanish – preterit)
'I just arrived and I would be happy to make friends.'
(4) Acabo de nadar 5000 metros. (Spanish – present)
'I just swam 5000 meters.'

The examples above are naturally occurring instances of preterit and present forms in Portuguese and Spanish. At first glance, it appears that qualities inherent in the present and preterit morphology would offer a basis for temporal and/or aspectual distinctions. Both morphologies for this construction have the same temporal (immediately before utterance time) and aspectual value (perfective), with no semantic differences. In this paper, we show how Portuguese differentiates information with present relevance using temporal morphology. Descriptive grammars of Spanish and Portuguese do not recognize the variation (Bosque & Demonte 1999; Cunha & Cintra 2002; Perini 2002). Previous research on immediate perfectives cross-linguistically offers no insight into the variation (Rodero 2009; Dominicy 1983). Using data from the Corpus do Português (Davies & Ferreira 2006-), the Corpus del Español (Davies 2002-), and the CREA corpus (Real Academia Española), this paper includes both qualitative and quantitative approaches to explain the variation. In spoken Spanish, there is almost no preterit morphology (<1%), while preterit morphology makes up over 50% of the spoken Portuguese tokens. A historical analysis reveals that the preterit morphology is associated with the conservative form, which is the default in Portuguese and is restricted to formal written registers in Spanish. The innovative present morphology, which is default in spoken registers of Spanish, fills a functional gap in Portuguese.
The following example from Brazilian news shows acabar de with present morphology, where the preterit would also be acceptable:

(5) O ex-presidente Luiz Inácio Lula da Silva acaba de chegar ao Hospital Sírio-Libanês. (Jornal do Interior)
'The former president Luiz Inácio Lula da Silva just arrived at the Sírio-Libanês Hospital.'

The majority of present morphology tokens in written Portuguese come from news media sources (329/393 tokens, 84%). Within news media, 95% (329/348) of the acabar de tokens have present morphology. This strong tendency to use present morphology in news contexts mirrors McCawley's (1971) 'hot news' explanation of present perfect use for present relevance. Like English, Spanish utilizes the present perfect to mark utterances as 'hot news' (Schwenter 1994). In contrast to Spanish, the present perfect construction in Portuguese is used to express iterative actions. Accordingly, differences

in the function of morphological tense markers for the perfective structure acabar de exist to fill the functional gap for Portuguese 'hot news'. Our analysis contributes to a broader understanding of how languages differentiate information status via grammatical structures.

Christy Garcia
Jenny Barajas
Chelsea Pflum
The Ohio State University

The aspectual differences of andar + gerund in Brazilian Portuguese and Mexican Spanish.
It has been shown by Torres Cacoullos (2001) that andar + gerund in Mexican Spanish has begun to take on progressive uses, where it was historically limited to habitual aspect. She claims that as it has become grammaticalized, andar + gerund has lost its literal meaning of 'to go around doing something'. On the other hand, previous studies of Portuguese (Amaral 2011, Arsénio 2010, Barroso 2009) state that andar + gerund is restricted to habitual or frequentative uses and make no mention of progressive interpretations of this construction. Contrary to past research, this study provides evidence that andar + gerund in Portuguese can have progressive uses but that it is not undergoing a process of grammaticalization. This study combines the use of corpora data and native speaker intuitions in order to shed new light on andar + gerund. The native speaker intuitions came from speakers of Brazilian Portuguese from Curitiba, Recife, Rio de Janiero and São Paulo. The 131 tokens of andar + gerund were taken from Corpus do Português (Davies 2006), the PEUL corpus and the NURC corpus. All of the tokens were first coded for aspectual interpretation. The categories for aspect included habitual/frequentative, progressive/continuous or indeterminate. Each token was then coded for presence of co-occurring temporals or locatives, main verb, person/number and specificity of subject. Among the corpora data, the vast majority (81%) of the tokens of andar + gerund exhibited habitual/frequentative aspect; however, three tokens of progressive/continuous aspect and twenty-two indeterminate tokens were also found. Co-occurring elements were not frequent in the corpora data with 14 (11%) of the tokens appearing with temporals and 21 (16%) of the tokens appearing with locatives. Temporals (ultimamente, dia e noite) most often served to distinguish tokens as frequentative/habitual.
The results for native speaker intuitions seem to match the corpora data. The native speakers preferred the frequentative/habitual interpretation for the nine test sentences that were given to them. Nevertheless, they sometimes also allowed progressive readings. Usually, the progressive reading took on the literal meaning of andar, that of walking around performing an action; however, a few cases of non-literal progressive readings, roughly equivalent to estar + gerund, were cited. Thus, a sentence such as (1) can mean that she is walking around smoking, she has been smoking lately or she has been walking around smoking lately.

(1) Ele anda fumando.

While the options for aspectual meaning of andar + gerund appear to be the same for Brazilian Portuguese and Mexican Spanish, it is clear that there are differences in use given that Brazilian Portuguese speakers prefer the frequentative/habitual interpretation while the progressive interpretation is quite frequent in Mexican Spanish (Torres Cacoulllos 2001).

This study calls attention to the understudied non-habitual interpretations of andar + gerund in Brazilian Portuguese and suggests that it is not undergoing the grammaticalization that has occurred in Mexican Spanish. Additionally, our research analyzes the complexities of aspect through the use of an innovative methodology which more completely accounts for aspectual variation in andar + gerund in Brazilian Portuguese.

Rey Romero
University of Houston-Downtown
Maria Ciriza
Marco Shappeck
University of North Texas-Dallas

Innovative values of the adverb –ya in Judeo Spanish, Basque Spanish and Quichua Spanish.
Despite the fact that grammars make common reference to the *ya* in Spanish as a temporal adverb, studies have shown that the semantic functions of *ya* in Spanish monolingual varieties are more versatile and complex in that it can function as an affirmative (Zorraquino and Lázaro 1999), as an 'emphatic polarity marker' (Koike 1996, Batllori and Hernanz 2012) and a tense marker (García Fernández 1999). In this paper we focus on the innovative values of the adverb *ya* in three Spanish contact varieties: Basque Spanish, Judeo-Spanish, and Andean Spanish. In the case of Judeo-Spanish, we argue that *ya* functions innovatively as an evidential marker (1) before the noun *verdad* 'truth,' (2) before verbs of existence and cognition, (3) in answers to questions, and (4) in the apodoses of factual conditionals. In Basque-Spanish following Gonzalez (1999), we study the distribution of *ya* that is employed with an innovative affirmative modal value influenced by the pragmatic meanings of the Basque prefix –*ba*. Finally, we discuss the case of Andean Spanish *ya* with modal values followed by the adverb *así*, as well as how *ya* followed by the preterit, acts as a pluperfect in narratives.

Rocio Delgado
University of the Virgin Islands

Comparison of Language Choice and Domains between Undocumented Mexican Families and a Second Generation Mexican-American Family in the United States.
It has always been fascinating to me the desire that many people have in becoming bilingual. These people see being bilingual or multilingual an asset to their personal lives

and careers. On the other hand, it is depressing to realize that a large number of undocumented families fail to create a supporting home and outside-home environment to nurture their heritage language. For some of them, their heritage language becomes an obstacle and a means of discrimination.

This presentation is based on two ethnographic studies I conducted with a Mexican-origin family in the Southwest and three undocumented Mexican families in Upstate New York. This comparison study documents the attrition of the Spanish language after two or three generations (Bills, 2005; Valdés, 1988) and the impoverishment of the families' language domains of use, such as settings and role relationships (e.g., private, formal, informal). The study shows how the functions of the heritage language decrease as the English language is transferred to domains that were formerly heritage language domains (Seliger & Vago, 1991).

Both studies are ethnographic in nature to capture the families' day-to-day language use through the following techniques: participant observation, interviews, video recordings, transcription and journaling. The language domains guiding this study are conceptualized accordingly to the theories of biliteracy development as put forth by Dworin (2003) and Reyes (2006) in conjunction with the framework of literacy practices employed by Street (2001).

Research on these families shows that their literacy practices in Spanish are weak and nearly absent, which I predict might not support the maintenance of the heritage language in its written form and could appear to foresee its loss. English is spoken at home among children and they tend to answer in English even when they are addressed by their parents in Spanish. The connection between engagement with Spanish print and Spanish maintenance is more likely to occur in households that show continuities with school practices and/or awareness of dominant discourses about literacy (Gonzalez, 2001; Heath, 1983; Reyes, 2006; Reyes et al., 2007). The data collected on the Mexican-American family showed varying degrees of bilingualism without diglossia due to the fact that both languages, Spanish and English, were used in and out of the home.

All the families are characterized by a lack of Spanish strong social networks, which I think contributes enormously to the impoverishment of the heritage language. This lack of Spanish social networks appears to be a consequence of several factors such as social mobility and fear of deportation.

Joke Mondada
Celeste Conefry
University of New Orleans

Perspectives on Identity Development and Language Maintenance and Shift among Honduran-Hispanics in the New Orleans Metropolitan Area.
According to the 2010 census, Hispanics represent 10.5 % of the total population in the New Orleans Metropolitan area. Of this percentage, an estimated 11,000 persons are of Honduran origin. The Honduran community has a long history in the New Orleans area. A strong flow of immigrants from Honduras began arriving as workers in the 1950s with the development of banana importation by the United Fruit Company.

Contrary to members of other groups, such as Mexicans, who are scattered throughout the State of Louisiana, Hispanics of Honduran descent have tended to establish themselves primarily in the New Orleans area where the group has clearly emerged as dominant among other Latin American sub-groups. Today second and third generation members of this population are American born with a large percentage of the latter being of legal age.

Historically, studies have shown that bilingualism in second and third generations of immigrants leads to loss of the heritage language. This study uses a socio-linguistic approach in order to look at the mechanisms of maintenance and shift in this community presently on the brink of its fourth generation.

With our focus on language shift and maintenance in relation to identity formation, the study pays particular attention to aspects of group identification and influence of outside social factors that may determine language choice.

The questionnaire administered for this study was designed to solicit responses concerning language attitudes and perception of self identity, both paramount in determining language maintenance and shift. In order to take the roles of generation and length of residency into account, participants are first grouped by age, then divided into six groups according to their place of birth, age at arrival in the United States, and the birthplace of parents and grand parents.

While many studies have addressed language maintenance and shift as it concerns Spanish in the United States, there remains much to be understood. With this study of the well-established, multi-generational Honduran-Hispanic community, we hope to further this area of study.

Devin Jenkins
University of Colorado Denver
Language shift and shifting borders: Spanish language maintenance and distance from the Mexican border in the Southwest.

The November, 2011 release of U.S. Census Data has provided a wealth of information with regard to U.S. population growth and other demographic features. One of the most notable features of the nation's growth is the increase in the Hispanic and Spanish-speaking populations, which have doubled in total size in the past 20 years. This growth has also brought about an expansion of the traditional Spanish-speaking borders within the U.S., with most of the growth happening outside of the most densely Hispanic areas, in regions such as the Pacific Northwest and the Southeastern United States.

Using data from the 1980 U.S. Census, Bills et al. (1995) sought to determine the role of geographical distance from Mexico as a predictor of language maintenance and shift in the Southwest. They found that proximity to the Mexican border favored language loyalty and retention among the Hispanic population. While the border has remained static, the massive growth of the population over the last two decades, coupled with the corresponding geographic expansion of the Latino population, opens the question as to whether such retention continues to exist as a correlate with distance from the border, or if urbanization and the relative ease of travel, along with other factors, have lessened these correlations. The present study seeks to revisit the questions originally posed in

Bills et al. using data from the 2010 Census, looking at border proximity as a correlate with language maintenance and other social variables associated with language use. This study examines the five-state area as presented by Bills et al., as well as a look at the larger Southwest and other states that have seen rapid and sizeable growth in the recent census periods.

Reference:
Bills, G.D., E. Hernández-Chávez and A. Hudson. 1995. "The geography of language shift: distance from the Mexican border and Spanish language claiming in the Southwestern U.S." *International Journal of the Sociology of Language*. 114: 9-27.

Michael Woods
The University of New Mexico

Grammatical Identities: Correlations of identity and conceptualizations of grammar among Spanish as a heritage language students.
This study investigates qualitative and quantitative correlations between identity labels employed by Spanish as a heritage language (SHL) students and ideologies with respect to the conceptualization of grammar. Previous research on SHL learners has primary focused on pedagogy and identity, while few studies exist that explore in depth correlations between language, identity, self-esteem, and conceptualizations of grammar. In order to expand our understanding of the linguistic experiences and ideologies of SHL students, this pilot study looks at identity and conceptualizations of grammar among first-years SHL students at the University of New Mexico. Sociolinguistic interviews coupled with attitudinal surveys were applied to explore correlations between identity, ideologies, and grammar. Data were analyzed according to established methods in qualitative analysis (Glaser & Strauss 1967, Strauss & Corbin 1990) and quantitative analysis (SPSS). Preliminary results indicate correlations between identity labels such as Hispanic, New Mexican, Chicano, and Anglo/American. Individuals who claim Hispanic view grammar a more related to spelling, punctuation, and verb conjugations, while people claiming Chicano view grammar as the strategies employed in everyday conversation to express themselves to others. Implications for future research on identity and conceptualizations of grammar as well as for the teaching of Spanish as a heritage language are also discussed.

Elizabeth Herring
Indiana University

Motivation in Heritage Learners of Spanish in the Southwest.
Traditionally, Motivation studies of Heritage learners of Spanish in the United States has focused on either a diverse group of students, united only by their status as "heritage" learners, or those students whose families are of immigrant descent. Yanguas (2012) was able to quantify the relationship between Motivation and proficiency in heritage learners

in the DC Metro Area. This study replicates Yanguas (2012) with a very different group of comparatively homogeneous learners from the Southwestern United States.

Valdés (1997) defines Heritage speakers as "individuals who grew up in homes in which a language other than English was spoken and who have receptive and often productive competence in the non-English (heritage) language." This definition is used to describe the heritage learners investigated in this study, in part so as to be able to highlight the lack of importance placed on immigrant status of a Heritage learner's familial background. The participants in Yanguas (2010) all had immigrant backgrounds from all over Latin America, and were an overall rather heterogeneous group. As a contrast, the participants and their families in the current study are mostly from the Southwest and/or Northern Mexico, creating a very homogeneous group, as well as a set of learners with different cultural characteristics. Primarily from Arizona, a large majority of these learners do not come from immigrant families around the Spanish speaking world. Using the same Attitude/Motivation Test Battery, with modifications so as to be applicable to Heritage learners, as was used in Yanguas (2010), we can make comparisons between the two groups. Whereas the terminology can sometimes lump a widely diverse group of students into one category, here an important distinction is made, allowing us to better understand different types of Heritage learners.

Unlike many previous studies, the results of this study (and Yanguas, 2010) find that Motivation does not correlate, positively or negatively, with performance on the Spanish proficiency exam. The conclusions suggest only an indirect link between Motivation and Proficiency of Heritage learners. However, the important connection between a strong tie to the cultural community and Motivation is made clear. This study also provides further evidence in favor of specially designed classes for Heritage learners.

Kati Pletsch de García
Mount Ida College

¡"Corre y se va corriendo"! Erasing Linguistic Borders with Lotería.
Lotería is a Mexican game of chance, similar to Bingo. The traditional rendition of the game Lotería mexicana has 54 Lotería cards, and its pictographs have become iconic in Mexican culture along with the Spanish riddles or humorous sayings associated with each image.

In this paper, I begin by examining the ways in which the traditional versions of Mexican lotería reflect the Mexican culture and value system diachronically. In the most recent revision of the traditional deck, for example, el negrito 'the black man', el borracho 'the drunkard', and the bare-breasted sirena 'mermaid' are noticeably absent. Next, I discuss how English and Nahuatl have influenced the lexicon, morphosyntax and phonological features and sociocultural characteristics of seven different loterías produced in Mexico that have the following themes: una Baby Shower, una Despedida de soltera, Lugares arqueológicos, Formas y colores, Animales acuáticos, Fracciones, and La muerte. Using the aforementioned loterías as a point of departure, I also compare two bilingual loterías made in Mexico: a Spanish/English one and a Spanish/Nahuatl one, demonstrating that they are a celebration of multilingualism and multiculturalism. And

finally, I will share a heritage language project that I have begun with children in three diverse linguistic communities in which they create pictographs for lotería games using their own heritage languages and their dominant language as a part of a community-based revitalization effort to teach the children their heritage language and culture. Pictographs can often transcend languages in that they can communicate to speakers of a number of linguistic variations equally effectively, even if the languages and cultures are completely different, and they can serve to help erase linguistic borders by assisting children in becoming bilingual and bicultural.

Saturday October 13th Session 3

H. Lisa Gardner Flores
Texas A&M International University

The Negotiation of Spanish-English Bilingual Talk in the Workplace.
        The city of Laredo, Texas at the U.S. – Mexico border, with its geographic, historic, economic, and social ties to two worlds, provides a rich environment in which to examine bilingual public discourse. In the work setting, bilingual employees regularly negotiate meaning by using a repertoire of language varieties and registers when speaking with superiors, co-workers, and clients. Accordingly, this case study is framed by Accommodation Theory (Gallois, Ogay, & Giles, 2005) to explore how Spanish-English bilingual interlocutors settle on a speech style when interacting in office conversations. The case study is comprised of five dyadic workplace conversations that take place between an office worker, who is a simultaneous bilingual, and interlocutors who self-identify their language usage based on the bilingual continuum developed by Valdés (2001). The conversations were audio-taped and transcribed; then, the transcriptions were submitted to *Qualitative Analyzed Software QDA Miner 3*.2 to analyze the linguistic and socio-pragmatic discourse markers that the speakers employed to negotiate the use of language and style. Attention was paid to context-related factors that could impact accommodation, including the hierarchical standing between the participants, the topics of discussion, and the degree of formality present in each situation.
The researcher draws conclusions regarding speech accommodation particular to the five workplace conversations and discusses how discourse studies conducted in public domains can further the understanding of the interconnected relationship between language and identity in borderland spaces.

Erin O'Rourke
University of Alabama
Kim Potowski
University of Illinois at Chicago
Beth Petree
Joliet Junior College

Phonetic outcomes of dialect contact: Variation among Mexicans, Puerto Ricans, and "MexiRicans" in Chicago.

Studies of Spanish dialect contact in the U.S. are becoming increasingly important as the origins of its Spanish-speaking populations become more diverse. Recent work has examined the outcomes of U.S. Spanish dialect contact on pronoun use (Otheguy & Zentella 2011; Schreffler 1994), lexicon (Zentella 1990) and phonetic features (Ghosh Johnson 2005; Aaron & Hernández 2007). Another possible outcome of the contact between speakers of different dialects is that of *intrafamilial dialect contact* (Potowski 2011) experienced by mixed ethnicity Latinos – that is, individuals raised by parents who each speak a different dialect of Spanish. For example, Potowski (2008) found that 75% of "MexiRicans" in Chicago were informally rated as sounding more like their mother's dialect group than their father's.

The present study follows up with a larger sample of MexiRicans (MXPR; *n*=28) and a more focused, PRAAT-supported examination of three phonetic variables: coda /s/, prevocalic and prepausal /n/, and trilled /r/. It also examines the production of these variables by Mexicans (MX) and Puerto Ricans (PR) of three different sociolinguistic generations (G1, G2, and G3) in Chicago, comparing those who spoke with interviewers of the same ethnicity ("ingroup") vs. of the other ethnicity ("outgroup"). Both the greater presence of MX than PR in Chicago (70% vs. 15% of local Latinos) as well as the higher dialect status of MX Spanish led us to hypothesize that PR would accommodate more to MX phonology than vice versa, so for this presentation we analyzed double the number of PR speakers who spoke with outgroup interviewers. Among the MXPR, half of the sample had a MX mother and half a PR mother. Table 1 displays our sample, including data on sociolinguistic generation (G1, G2, G3).

Table 1, Study participants

Group	Total *n*	Interviewer same ethnicity as interviewee	Interviewer different ethnicity as interviewee
MX	10	5 (1 G1, 2 G2, 2 G3)	5 (1 G1, 2 G2, 2 G3)
PR	20	5 (1 G1, 2 G2, 2 G3)	15 (4 G1, 6 G2, 5 G3)
		Mexican mother	**Puerto Rican mother**
MXPR	28	14 (7 G2, 7 G3)	14 (7 G2, 7 G3)

For each speaker, a minimum of five minutes were analyzed from an hour-long oral interview in Spanish. The following preliminary findings are based on over 5,000 tokens of coda /s/, over 800 tokens of prevocalic and prepausal /n/, and nearly 500 tokens of trilled /r/:

(1) PRs used more PR variants (s-deletion, velar nasal, and velarized rhotic trill) than did MX.

(2) PRs' realizations correlated more strongly with Interviewer and Generation: higher rates of s-deletion and velarized trill /r/ occured with ingroup interviewers, and higher rates of velar nasals appeared with G1, regardless of interviewer dialect.

(3) MXPRs overall showed more MX than PR variants, with several individual exceptions. However, MXPR G3s with a PR mother produced more PR features, while G3s with a MX mother produced more PR features.

(4) A significant amount of variation was observed with outgroup interviewers for all generations. Thus, both generation and interviewer outgroup status may be important in contributing to the features PRs employ, and in turn, which features will be used by MXPRs.

Implications for these findings and areas for future research will be explored.

Daniel Villa
New Mexico State University

The answers to this year's conference theme: Yes, yes and yes.
The theme is: Are language borders expanding, evolving, or eroding? Regarding the first question, in his 1989 study on Southwest Spanish, Bills includes Colorado in the geographic region he defines as the "Southwest", along with California, Arizona, New Mexico and Texas. He reports that the 1980 U.S. Census identified 11.8 percent of Colorado's population as "Spanish origin" (Bills 1989: 13). In at least a demographic sense, Colorado formed the northern border of the Southwest. That border is now found in the state of Washington, which now has a Hispano population of 11.2 percent; for Oregon, that figure is 11.7 percent. This demographic border is expanding. Regarding the second question, in many counties near the U.S./Mexico border, Hispanos form majority populations. In these regions Spanish was once only the language of the poor. As Hispanos have come to occupy all levels of society, the diglossic distance between Spanish and English in areas such as El Paso, Texas, has decreased to the point at which the former enjoys the same status as the latter. This sociolinguistic border is evolving. Finally, in answer to question three, Spanish continues to be lost in areas where it once was the dominant language. For example, Spanish has been spoken in New Mexico since 1598. However, it continues to be lost at an accelerating rate. As but one example, in Doña Ana County the 2000 U.S. Census indicates that some 72 percent of the Hispano population spoke Spanish. A short ten years later, the 2010 Census reports that in the same group some 52 percent still spoke Spanish, as decrease of 20 percent. This occurred in an area that directly borders Mexico, representing an erosion of a linguistic border. In sum, in this talk I will present data that support the claim that the answers to the conference theme are yes, yes, and yes.

Regina Torres
Northeastern Illinois University

The Animal Rights Movement and Tourism: A CDA Approach.
Ever since there has been the human animal in recorded coexistence with other animals, there has been an interest in the positioning of ourselves with or against "the other." Not

long ago, racism and sexism were openly practiced in public and private discourse, with the "other" not being granted the same rights as the majority. Progress was slow but eventually equal rights were granted for these societal sub-groups. Within the past thirty years, there have been plenty of arguments and resultant movements which have arisen as a result of the philosophical theories and discourses pertaining to the rights of animals in general. The pro animal rights movement consists of various approaches while ultimately striving for more or less the same end result—that of animal rights to be conceptually extended to the non-human animal species. These notions are also carried out in the tourism industry which utilizes animals for financial gain and human entertainment.

The pro animal rights movement may be divided into separate schools of thought/action. These different positions on the subject have the multiple goal of using language or discourse in order to educate, persuade, or announce their viewpoints to a receiver in order to affect societal change regarding the status of animals. Positioning, identity, and ideology are some of the linguistic elements studied in order to find common (or uncommon) threads for critical discourse analysis (van Dijk, 1993) which exist (or not) between the speakers. As much as this study focuses on sentiments of pro-animal rights theory speakers and/or activists, some opposing or critical analysis are also brought into focus for its contrast to the main arguments of a pro stance.

Some key players studied in the movement are utilitarian Peter Singer, rights advocate/author Paola Cavalieri (Cavalieri, 2001), activist Tom Regan, animal liberationists/activists Gary Yourofsky/Animal Liberation Front/PETA organizations, and Chicago-based liberator/activist Cari Meyers of the Puppy Mill Project. On the opposing end, medical professor Carl Cohen's arguments are used as well, in order to help account for the opposing viewpoint. This research is culled through the discourse analysis of speeches, interviews, text, and other sources in order to analyze a variety of data. On the tourism ethics end concerning animal welfare, David A. Fennell's recently published book, "Tourism and Animal Ethics" provides a comprehensive look at the history of exploiting/utilizing animals in the tourism industries, and how this impacts the welfare of all involved, for better or worse.

James Okrasinski
Northeastern Illinois University

The "Disneyfication" of the French Quarter: Stop Blaming the Mouse.
The "Disneyfication" and the creation of "consumption zones" isolating some New Orleans residents from the publicly promoted image of the city appears to be a "watering down" of the rich cultural history of the city. However, the transformation of New Orleans and its tourism industry can be attributed to the natural process of evolution and gentrification common in all major urban settings. Aging infrastructure, deteriorating commercial areas (French Quarter) and blighted neighborhoods were subject to the process of urban renewal prior to Katrina. The catastrophic effects of Hurricane Katrina

hastened the transformation of New Orleans into a globalised urban space containing a reduced urban footprint more suited to the current economic environment.

Gotham (2005) argues that tourism as a way of importing spending and exporting the tax burden to generate the revenue to facilitate urban redevelopment and gentrification. Consistent with the themes of destination image and promotion of place, tourism gentrification, specifically the French Quarter, establishes the visual semiotics that fuels the marketing of New Orleans as globalized tourism destination. I will argue that the rebranding of a post Katrina New Orleans will include a disaster spectacle component along with the "Disneyfication" of the French Quarter. The conflict between the rich local culture of New Orleans and the post-Katrina rebranding efforts are the results of a homogenous evolution of the localized celebrations and architecture into a globalized space of consumption.

Dalia Magaña
University of California Davis

Intercultural Communication in the Healthcare of Latinos in the Southwest.
Language and cultural barriers are one of the predominant factors altering the health of Latinos according to the U.S. Department of Health and Human Services. The intersection between language and culture has long been a topic of interest in various fields under different labels. One of these is intercultural communication, which has generated large bodies of research from studies in epidemiology and social science and humanities-oriented medicine to second language acquisition (SLA). While the results and implications of these studies have significantly shaped the scholarship regarding the cultural component of language, the proposals have either been not linguistically concrete or specific enough. Even though studies in epidemiology demonstrate that communication in language and cultural concordant situations are effective (such as studies on promotoras), they merely imply what it means to engage in intercultural communication without offering specific examples. In SLA research, the definition of intercultural competence has been too general and abstract and with minimal regard to communities of Mexican populations from rural backgrounds. I argue that to look at language that is culturally competent in healthcare, we need to localize the definition and offer concrete examples based on authentic doctor-patient interactions. In an effort to provide evidence of this argument I offer examples from medical interviews conducted in Spanish with Mexican patients in the southwest and a Spanish-dominant Mexican doctor. The interviews are part of the data for my dissertation, which includes transcriptions and close discourse analysis of 23 medical interviews of about 30 minutes each. In order to reveal the doctor's intercultural competence during his interactions with patients, I focus on the doctor's attitudes towards the patient's beliefs and values. To analyze the discourse, I draw upon Appraisal Theory, a theory to specifically analyze how interlocutors demonstrate their attitudes, values, and feelings. The model affords numerous possibilities for evaluative analysis of language and for a fine-grained linguistic analysis. Overall, the inter-cultural linguistic probe into the medical interview

will significantly draw attention to the role of language and culture in healthcare and ultimately to the healthcare betterment for disadvantaged Latinos in the U.S.

Nicholas Henriksen
University of Michigan

Acoustic analysis of phonemic trill production in Mexican heritage and native Spanish.
In a recent review article on current issues in heritage language acquisition, Montrul (2010) indicates that heritage language pronunciation is a widely understudied area of linguistic research, even though the limited work in this area shows that there are systematic phonetic and phonological differences between monolinguals and heritage speakers of the same language. It is also well established that fine phonetic analysis of heritage speech patterns reveals important generalizations about the heritage sound system that would be unknown based on auditory analysis alone (Ronquest, in preparation; Willis, 2005). To date, however, our knowledge of production of the phonemic trill (i.e., /r/) for heritage speakers of Spanish is limited. This is a surprising result, given the growing interest on trill variation across dialects of Spanish (e.g., Henriksen & Willis, 2010; Roller & Henriksen, 2011; Willis, 2006; 2007). The collective findings of these studies indicate that the normative phonemic trill-tap distinction is not based on number of occlusions in robust fashion as would be expected by standard prescriptive accounts (Real Academia Española, 1992). The present study is designed to fill this gap of knowledge by conducting an acoustic analysis of the Spanish phonemic trill for eight Mexican heritage Spanish (MHS) speakers and eight Mexican native speakers (MNS) who live in the western suburbs of the Chicagoland area.
MHS is defined as speakers of Spanish whose parents emigrated to the U.S. from Mexico and who were educated exclusively in U.S. schools. MNS speakers emigrated to the U.S. from Mexico and began formal training in English beyond age 12. The age range for all speakers was between 20 and 40. Each speaker narrated the children's picture book story by Mercer Mayer, Frog Where Are You? (1969), and the data were analyzed with the acoustic analysis software PRAAT. Productions of the phonological trill segment only were analyzed in the current study.
In addition to measuring the duration of the trill segment, we took into account the number of occlusions, the reduction in the amplitude of the waveform, and the amount of frication involved. Productions were labeled according to the number of occlusions (i.e., phonetic taps) visible in each token, from 0 through 5.
Findings indicate that for both speaker groups, the most common variant was a 2-tap trill (45.6% for MHS; 48.7% for MNS). As for the number of occlusions per trill, MHS speakers produced 1.30 occlusions on average, whereas MNS speakers produced 1.66 occlusions on average. More specifically, MHS speakers showed a greater preference for 0-tap (20.3%) and 1-tap trills (27.3%) than 3-tap trills (6.6%), whereas MNS speakers showed a greater preference for 3-tap trills (35.0%) than 0-tap (6.3%) and 1-tap trills (10.9%). Although MHS speakers produced less occlusions per phonemic trill on average, mean duration data (66ms) show that MHS phonemic trills are produced considerably longer than what is known for phonemic taps. This indicates that the most

robust correlate of the phonemic tap-trill distinction for MHS speakers is most likely duration rather than number of occlusions, as has been found for Dominican Spanish (Willis & Bradley, 2008).

Patricia González
Texas A&M University

The role of semantic transparency in the interpretation of N+N and V+N Compounds by Spanish Heritage Speakers.

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

The study is based on the semantic interpretation of two specific nominal patterns of Spanish compounding: $[N+N]_N$ (e.g., *obra cumbre* "masterpiece," lit. "work summit") and $[V+N]_N$ (e.g., *pelagatos* "poor man," lit. "peel+cats"). Through a language use questionnaire, participants were classified according to their age of L1/L2 acquisition. This was followed by an interpretation task in which the participants selected the correct definition for 20 compound words in Spanish. To assess semantic interpretation, participants had to decide whether the literal (transparent) definition or the figurative (opaque) definition of the compound was correct, and select the answer accordingly. Each word was followed by two possible definitions, one based on an literal interpretation from the meaning of one or both compound constituents, and a second one based on a figurative interpretation where the meaning of the word cannot be derived from the meaning of the constituents. For example, for the word *pelagatos* "poor man," lit. "peel+cats" participants selected either (a) *persona insignificante* "insignificant person" or (b) *tijeras para gatos* "cat scissors," in which (a) would be the correct response because this in an opaque compound.

Two hundred and forty five Mexican-Americans university students that speak a border dialect of Spanish and live in Laredo, Texas, participated in this study. Group A (31 late sequential bilinguals) includes L2 learners who acquired Spanish monolingually in Mexico and learned English after age 12 when they emigrated to the United States. Group B (60 early sequential bilinguals) includes speakers who acquired Spanish monolingually in Mexico or in the home but came into contact with English at approximately age 6 when they started school. Group C (154 simultaneous bilinguals) includes speakers who acquired Spanish and English simultaneously at home and for whom English has always been the language of instruction and the dominant language in most social contexts. The control group (Group D) consists of 27 native Spanish speakers living in Mexico.

The findings show that years of contact with English influence the speaker's interpretation of these two Spanish compound types in terms of their transparency. Results show advantages for late bilinguals, the group with fewer years of contact with English. The earlier speakers came in contact with English and the longer they have maintained contact with it, the more difficulties they encountered to correctly interpret

the meaning of the compound. All groups of heritage language speakers interpreted [V+N]$_N$ more accurately than [N+N]$_N$ compounds regardless of their degree of English-dominance. I discuss the significance of these findings for heritage language reacquisition and development.

Ariana Bancu
Northeastern Illinois Univerisity

Strategies for gender agreement in Romanian-English code-switching.

Previous cross-linguistic studies have shown that gender marking in pairings of determiners from a language A with nouns from a language B follows the gender of the nouns, i.e. the determiner and the noun will inflect for the same gender each in its own language (Bentahila and Davies, 1983; Muller, 2009). The more typological differences exist between two languages involved in code-switching, the more complex this process becomes.
Nouns, determiners and adjectives inflect for number, gender and case in Romanian and are required to agree grammatically when they are paired up. English differs in most of these aspects. Samples from Romanian-English code-switch data show that English nouns that are inserted into Romanian utterances tend to be adapted to the grammatical requirements of Romanian and appear with Romanian function and content morphemes next/attached to them as in (1):
(1) *Child directed speech*- ul me.u s -a creat in engleza.
Child directed speech -DetMascSg my.MascSg REFL has created in English.
My child directed speech has formed itself in English.
(Romanian/ English, own data)
The purpose of this paper is to investigate how Romanian determiners and gender- and number-marking morphemes are selected and paired up with English nouns during code-switching. I hypothesize that speakers do not employ a specific strategy for choosing gender inflections but are guided by the phonological reality of the lexeme. I use naturally occurring data and elicited examples that I obtained from five Romanian/English bilinguals. All of them acquired Romanian as their native language and English as a second language at different stages in their lives. I extracted all English nouns that occur with Romanian function morphemes and examined the encountered combinations. Participants also performed two tasks during which they were asked to pair up Romanian determiners with English nouns. At the end of the tasks they were asked to reflect on the strategy used.
The results of this analysis, combined with the statements from the participants, show that these code-switch instances are not random and speakers do use different strategies for combining different language lexemes during code-switching. This research brings further prove that code-switching is not a random phenomenon and sheds light on some of the processes involved in code-switching.

Presidential Address.

Holly Cashman.
University of New Hampshire.
Language, Identity and Social Networks Among LGBT Latinas/os in Phoenix.