



# LASSO

THE LINGUISTIC ASSOCIATION OF THE SOUTHWEST

## Newsletter

Volume 32, No. 2

<http://clas.ucdenver.edu/lasso/>

August 2013

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### REMINDERS and ANNOUNCEMENTS

#### BOOK REVIEWS

If you would like to have a book reviewed, Eduardo Faingold, our Book Review Editor, will be happy to receive it. It may be addressed to:

Dr. Eduardo D. Faingold  
Department of Languages  
The University of Tulsa  
800 S. Tucker Drive  
Tulsa, Oklahoma 74104-3189  
e-mail: [eduardo-faingold@utulsa.edu](mailto:eduardo-faingold@utulsa.edu)

Guidelines for book reviews can be found on our [website](#).

#### CALL FOR NOMINATIONS OR SELF-NOMINATIONS: LASSO EXECUTIVE DIRECTOR

At the 2013 LASSO Annual Meeting, Regina Morin will be stepping down as Executive Director. If you are interested in serving in this position, please contact one of the members of the nominating committee. The list of committee members appears at the end of this Newsletter. Regina will be happy to stay on as a Mentor during the first year to help the new Executive Director learn the ropes.

#### LASSO 2016 AND BEYOND

LASSO members who would like to host a LASSO conference in 2016 or beyond should contact the Executive Director ([rmorin@tcnj.edu](mailto:rmorin@tcnj.edu)) for more information. Proposals may be presented at the Executive Committee meeting and/or the General Business Meeting. You do not have to be on the Executive or any other committee to present a proposal to host a LASSO conference. If you are interested in hosting a conference, we encourage you to let us know!

#### CALL FOR PAPERS: ABSTRACTS DUE DECEMBER 1<sup>ST</sup>, 2013

As an extension of the LASSO XLII Special Interest Group sessions and plenary address on Online Foreign Language Teaching and Learning, we plan to publish a peer-reviewed, co-edited volume of original, research-based scholarship. The working title is *Online Language Teaching Research: Pedagogical, Academic and Institutional Issues*.

Submissions may focus on any aspect related to the development and implementation of online language curricula and the application of new computer-based technologies to language teaching. Our goal is to gather a collection of innovative, unpublished research that highlights current research on the topic, and can be one of the key references in the field for years to come. We are particularly interested in scholarship that makes clear connections between empirical research in the cyber or hybrid classroom and larger philosophical issues in language teaching and learning with clear implications for future directions in the field.

**Editors:** Israel Sanz-Sánchez (West Chester University), Susana Rivera-Mills (Oregon State University) and Regina Morin (The College of New Jersey).

**Topics:** Contributions may focus on language learning in higher education, the K-12 curriculum or alternative non-academic environments (cf. below), and may either deal exclusively with online learning or compare online and non-online environments. Contributions on hybrid or flipped learning are also welcome. Paper topics may include but are not limited to:

1. Linguistic and cultural proficiency development in online language courses
2. Course development strategies – general guidelines and their empirical justification
3. Assessment of online language learning – what to measure, how to measure it
4. Students in the online world: psychological, age-related, socioeconomic, cultural issues – how do students navigate and respond to the online language learning challenge
5. Instructor education programs and strategies – how do/should language instructors adapt to the online environment
6. Program surveys – models of linguistic programs, what works and what doesn't
7. Institutional issues – administrative views and strategies on online language learning and repercussions for language programs and proficiency development

## 8. Online language learning outside academia – motivations and effectiveness of non-institution-based language learning

**Timeline:** As soon as possible, but no later than December 1, 2013 we ask interested authors to send contact information and affiliation, title of contribution, a 300-word abstract with initial references, and a two-page CV to [ISanz-Sanchez@wcupa.edu](mailto:ISanz-Sanchez@wcupa.edu). Additional information will be provided upon receipt of abstract.

**LASSO XLII: PLEASE NOTE** that the **LASSO EXECUTIVE COMMITTEE MEETING** and dinner will be held Thursday, September 26 from 5:00-8:00 pm. All are welcome and encouraged to attend! Please RSVP if you plan to attend the dinner.

The outgoing and incoming co-editors and book review editor of the *INTERNATIONAL JOURNAL OF THE LINGUISTIC ASSOCIATION OF THE SOUTHWEST* will present a **special information session** for those interested in submitting manuscripts to the journal. The session will be held on Friday, September 27 from 1:30 to 3:00 in the Waldron Room of the Heldrich Hotel.

The **LASSO Business Meeting** will be held Saturday, September 28 from 5:00 to 5:45 in the Vanderbilt Room of the Heldrich Hotel. Again, all are welcome and encouraged to attend!

### MEMBERSHIP RENEWAL THROUGH PAYPAL

To renew your membership through PayPal just [click here](#). If you prefer to renew by check there is a 2013 Membership Renewal Form at the end of this Newsletter that you can print out and send in.

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## NEWS ABOUT MEMBERS

If you have any professional news to report about yourself, or if you would like to publicize an event that would be of interest to other LASSO members, please send a message to Regina Morin at [rmorin@tcnj.edu](mailto:rmorin@tcnj.edu) for inclusion in the next newsletter. Thank you to all members who contributed news of their professional accomplishments for the current newsletter. Congratulations to all!

ANA CELIA ZENTELLA, Professor Emerita, UCSD Department of Ethnic Studies, recently taught a graduate course at UCLA: *Ocupando el español: Idioma y Justicia Social en los EEUU*. She sends out special thanks to Professor Claudia Parodi her “*co-promotora gentil y generosa*.” The class challenged the latest RAE/DRAE definition of Spanglish as “*deformando los dos idiomas*”. Ana Celia was a plenary speaker at MALCS (Mujeres Activas en Letras y Cambio Social ) hosted by Ohio State University from July 17 to 20, 2013, with her talk “Latinas and our Language(s): Belonging to/in Spanish?, English?, Spanglish?” She has also delivered keynotes at University of Alabama, University of Iowa, SUNY Fredonia, Fordham University, and Rutgers, talking about linguistic profiling, border bilinguals, being hired and fired for speaking Spanish, English-only, etc. Ending the talks on a positive note, she includes the struggles and successes of the Language and Social Justice Committee of the [AAA](#), which she chaired until last year. They convinced the Census Bureau to drop its classification of those who do not speak English “Very well” as “Linguistically Isolated” (used since 1990), but are still battling with them about an appropriate substitute term. They were involved in getting the AP and the Los Angeles Times to drop “illegal [alien]”, but are still trying to convince the NYTimes. There is a website that provides links to teaching materials on these and other topics available [here](#).



JOSEPH WEYERS, of the College of Charleston, was promoted to Professor, effective August 15, 2013. He has two recent publications.

Joseph’s first recent publication is: Weyers, Joseph R. 2013. “Pásele amigo: The pragmatic value of clitic *-le* in Mexican market imperatives”. *Southern Journal of Linguistics* 37.1: 82-97.

This study examines the pragmatic value of the clitic *-le* in Mexican market imperatives like *súbale* ‘get on’ and *pásele* ‘come on in’. It examines the use of market discourse in written publicity, a venue that uses second person singular (*tú*) more commonly than other forms. Fifty one interviews were conducted to ascertain what meaning is conveyed by the use of *-le* in market imperatives. The results suggest that third person singular imperatives with *-le* function pragmatically like imperative *tú* forms. As such, *-le* in Mexican market speech functions like an inflectional morpheme that lessens the social distance between interlocutors.

Joseph’s second publication is : Weyers, Joseph R. 2013. “Linguistic attitudes toward the *tuteo* and *voseo* in Montevideo, Uruguay”. *Spanish in Context* 10.2: 175-198.

This study reports on 431 surveys that were used to determine speakers’ attitudes toward the *tuteo* and *voseo* in Montevideo. It examines speakers’ attitudes toward: the use of *tú*; the use of *vos* in [+D] domains; speakers’ recognition of V-V, T-V, and T-T combinations; *ti* and *vos* in prepositional phrases; and the dialect of Montevideo. All speakers express positive attitudes toward the *tuteo*, although those under 40 do not use it. Younger speakers show a preference for V-V combinations and a predilection for *vos* as a prepositional object. The youngest subjects expressed the most positive

attitude toward the Montevidean dialect. Although recent research points to an increasing use of the *voseo* in Montevideo (Steffen 2010, Weyers 2009, Bertolotti and Coll 2006), the generally favorable attitudes expressed toward the *tuteo* suggest an affinity toward the Montevideo norm, regardless of actual usage or potential future changes.



ANTHONY K. WEBSTER is leaving the Department of Anthropology at Southern Illinois University at Carbondale and taking an associate professor position in the Department of Anthropology at the University of Texas at Austin. He has a recent publication with Leighton C. Peterson: "Speech Play and Language Ideologies in Navajo Terminology Development." *Pragmatics*. (2013). 23(1): 93-116. In this article the authors combine a concern with speech play and language ideologies to investigate contemporary Navajo terminology development. This article presents some recent cases of lexical elaboration in context, and argues that neologisms in Navajo are often fleeting, shifting, or humorous practices that reflect and recreate individual agency, intimate grammars, and local language ideologies. They also reflect an unexpected continuity in what is considered to be a context of rapid language shift. Such practices are one form of resistance to English and should be seen as a sociocultural, rather than purely referential, phenomenon.



ELLY VAN GELDEREN, of Arizona State University, has a book coming out soon called *Clause Structure*, to be published by Cambridge University Press. Elly's book is designed for graduate students and researchers interested in syntactic theory. More information is available on the [publisher's website](#).



ADAM SCHWARTZ has accepted a position as assistant professor of Spanish in the Department of Foreign Languages and Literatures at Oregon State University. His specialization is sociolinguistics. Adam was formerly a faculty member at the University of South Florida.



Congratulations go out to ANTONIO MEDINA RIVERA of Cleveland State University, who was recently promoted to Full Professor.



PATRICIA GUBITOSI was awarded tenure and promoted to the rank of Associate professor at the University of Massachusetts. She also received a \$10,000 grant for the project *The New England Corpus of Heritage and Second Language Speakers (NECHSLS)*. This corpus - developed by Amaral and Gubitosi - is an online repository of oral and written production of heritage and L2 speakers of Spanish and Portuguese in New England, with a special focus on communities from Massachusetts, Rhode Island,

and Connecticut. The corpus is available [online](#).

Patricia's forthcoming book *La expresión de la pasividad en el sudoeste de los Estados Unidos y México (1855-1950)* (Peter Lang) studies the development of the Spanish dialects in the US southwest and compares them to Mexico. She examines the use of the periphrastic passive form (*el puente fue construido* 'the bridge was built') and the passive pronoun SE form (*el puente se construyó* 'the bridge was built'). Her study is the first to present a statistical analysis within a historical sociolinguistic approach in order to find supporting evidence of a change taking place –or not– within the Spanish language of the Southwestern United States and Mexico. The analyzed corpora include news articles, editorials, essays, letters to the editor, advertisements and jokes extracted from several Spanish language newspapers. The data include 3,951 tokens from a corpus of 111,634 words. The book will be released this fall.



GEORGE ANN GREGORY, Senior Fulbright Scholar, has a chapter in a new publication: 2013. Principles of Indigenous Education for Mainstream Teaching. In Jon Reyhner, Jon, Joseph Martin, Louise Lockard, & Willard Sakiestewa Gilbert (Eds.) *Honoring Our Children: Culturally Appropriate Approaches for Teaching Indigenous Students* (pp. 21-36). Flagstaff, AZ: Northern Arizona University. More information can be found by clicking on this [link](#).

George Ann also spent two weeks last October at the invitation of the University of Canterbury and University of Auckland through a grant from the Fulbright Specialist program, training Māori language teachers in Total Physical Response and the Gouin Method.



On March 29 of this year DOMNITA DUMITRESCU became a numerary member of the North American Academy of the Spanish language (ANLE). Her acceptance speech was "*El cambio de código en la literatura hispanounidense*", and the ceremony took place at the King Juan Carlos Primero of Spain Center at New York University.



SAMANTHA COUGHLIN and REGINA MORIN recently published an article called "The evolution of the written accentuation system in Spanish since 1726", available for [pdf download](#) on the Moderna Språk website. Although the system of written accentuation in Spanish continues to evolve, there is little published research on its development over the last almost 300 years. Along the way there have been inconsistencies, missed generalizations, and overlapping, unmotivated or *ad hoc* rules that have undergone significant revisions in the *Diccionarios*, *Ortografías*, *Prontuarios*, and *Gramáticas* by the RAE between 1726 and 2010. The ambiguous and tentative first rules of written accentuation in Spanish have, over the years, been modified and clarified,

evolving into a streamlined and elegant system that constitutes a useful tool for the pronunciation and spelling of unfamiliar words. Early accentuation rules differed widely from the current ones in questions relating to prosody, the accentuation of vowels appearing singly as separate words, the use of the diacritical accent,

diphthongization and hiatus, the relation between written accentuation and grammatical categories, and the consolidation of rules for the accentuation of words ending in *-n*, *-s*, or a vowel, all of which are explored in this study.

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## 2013 HELMUT ESAU PRIZE DEADLINE: FEBRUARY 28, 2014

Congratulations go out to VANESSA ELIAS of Indiana University, for her paper, “*Expresión de sujeto: El caso de Antonito, Colorado*”, which was awarded the 2012 Helmut Esau award. Vanessa provided the following abstract:

Este estudio analiza la expresión de sujeto pronominal en el español de Antonito, Colorado. El español entre otros idiomas, como el portugués, es una lengua que no requiere un sujeto expreso debido a su morfología verbal. Debido a la alternancia entre sujetos tácitos y sujetos expresos, se han hecho muchos estudios (Cameron, 1994; Flores-Ferrán, 2004; Otheguy y Zentella, 2007; Travis, 2007; y otros) para determinar los factores que condicionan la expresión de sujeto pronominal. En cuanto a los análisis de variedades de español en los Estados Unidos, hay diferentes conclusiones acerca de la hipótesis de la influencia del inglés: algunos concluyen que sí hay influencia del inglés (Klein-Andreu, 1986; Lapidus y Otheguy, 2005a; 2005b; Lipski, 1996; Otheguy y Zentella, 2007; Toribio, 2004) mientras otros estudios concluyen que no hay una influencia del inglés (Ávila-Jiménez, 1996; Bayley y Pease-Álvarez, 1997; Flores-Ferrán, 2004; Morales, 1986; Pérez Sala, 1973; Silva-Corvalán, 1994). Por su parte, este estudio variacionista analiza entrevistas de siete participantes (4 hombres y 3 mujeres), todos mayores de 40 años, en Antonito, Colorado. Los resultados de *Goldvarb X* muestran que los participantes solo expresan un pronombre de sujeto en un 17% de las ocurrencias, lo cual es sumamente bajo en comparación con otros estudios. Asimismo, los resultados muestran que persona y número, cambio de referente, edad del hablante y

tipo de verbo son factores significativos con respecto a la expresión de sujeto. Los resultados de este estudio concuerdan con muchos estudios previos y se concluye que el español de Antonito, Colorado no sufre de influencia del inglés con respecto a la expresión de sujeto.

LASSO is very proud of all of our student members and encourages them to not only present their research at our annual meeting, but to also participate in the contest for the Esau Prize.

To be eligible for the Helmut Esau Prize, students must first present at the Annual Meeting and then submit a revised version of their paper to the LASSO Vice President. The prize is awarded to the best of all high-quality submissions received. Recipients of this prestigious prize receive a \$400 cash award. To be considered for the 2013 Esau Prize, polished, article-length manuscripts should be sent, to **Israel Sanz** at [lassonewjersey2013@gmail.com](mailto:lassonewjersey2013@gmail.com) after our fall meeting. Papers must be in his hands by February 28, 2014. Electronic submission is preferred.

This award is named in honor of Helmut Esau, who was active in the early days of LASSO. Professor Esau died in an automobile accident shortly after he was elected to the LASSO presidency, and his colleagues at the time established the Esau Award to commemorate his contributions to the Linguistic Association of the Southwest and to the profession at large.

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## 2013 LASSO MEETING TO BE HELD IN NEW BRUNSWICK, NJ

Please visit the [Conference Website](#) more detailed information

### PROGRAM HIGHLIGHTS AND GENERAL INFORMATION

The College of New Jersey (TCNJ) and West Chester University of Pennsylvania will jointly host LASSO XLII from September 26 through 28, 2013, with the Executive Committee Meeting from 5:00 to 8:00 on the evening of the 26<sup>th</sup>. There will be a complimentary dinner for all members attending the Executive Committee Meeting, but you must RSVP to [rmorin@tcnj.edu](mailto:rmorin@tcnj.edu) if you plan to attend. If you have some time before or after the conference you can visit the many attractions in New York City, Princeton, NJ, and Philadelphia, PA.

All activities (registration, sessions, Executive Committee Meeting and Dinner, Business Meeting, Presidential and Plenary addresses, and receptions) will be held at the [conference hotel](#).

### FACILITIES

All of the conference rooms at the Heldrich Hotel are equipped with a computer, a USB connection for memory

sticks, and computer projector. Please do not bring your laptop for your presentation; rather, save your Power Point on a memory stick to plug in to the USB connection. This will help avoid lost time due to incompatibility problems between systems.

### PARKING

There is a self-parking garage with overnight parking for \$17 per night. Valet parking with unlimited exit and entry is available for \$25 per night for overnight parking.

## TRAVEL INFORMATION

### AIR TRAVEL

[Newark Liberty International Airport \(EWR\)](#) is the preferred airport for you to use. You may find a cheaper flight into LaGuardia, or JFK, or Philly, but will end up spending much more time, distance and transportation costs getting to New Brunswick. Newark Liberty Airport (EWR) is roughly 30 minutes (25 Miles) from New Brunswick, but it's all highway. John F. Kennedy Airport (JFK) is 1 hour and 10 Minutes (50 Miles) minimum from New Brunswick but it is heavily trafficked. LaGuardia Airport (LGA) is 1 Hour and 5 Minutes (45 Miles) minimum from New Brunswick, but it is heavily trafficked and you have to travel through the city. Remember that all these times are "best case scenarios". New Jersey is very densely populated and has a lot of traffic. Times will vary significantly depending on proximity to morning and afternoon rush hours. You can find additional information on area airports [here](#) but trust me, Newark Liberty International is your best bet.

[FRONTIER AIRLINES](#) has low-fare service from Atlanta, Chicago-Midway, Columbus, Detroit, Raleigh/Durham, Fort Myers, Fort Lauderdale, Orlando, Tampa, and New Orleans to the Trenton Mercer Airport. You would need to take a [taxi](#) to the Trenton New Jersey Train Station (\$35) and then a train to New Brunswick. It would take more time, but depending on the price, it might be worth it.

### GROUND TRANSPORTATION TO NEW BRUNSWICK

#### TRAIN TO NEW BRUNSWICK

The most affordable way to get from Newark Liberty International Airport to New Brunswick is by taking a [New Jersey Transit](#) train. Newark Intl. Airport Station is a railway station near the airport, and connected to all 3 terminals by the AirTrain, a free monorail service. See the conference website for detailed information on this option.

#### AIRPORT SHUTTLE

[State Shuttle](#) has the best price for the trip between Newark and New Brunswick. The Heldrich Hotel already has a discounted price with State Shuttle. If you take a scheduled shuttle that stops at other hotels the cost is \$45 per person one way plus gratuity. If you are arriving before 5:00 a.m. there is a \$5:00 early morning surcharge. A private van can be reserved for \$127 plus gratuity, but you would have to coordinate with 9 to 10 people arriving at similar times to reserve a van. State Shuttle can be reached at 800-427-3207, or you can go their [website](#) and make your reservation online. You can make a one way or a round trip reservation. The Heldrich Hotel also recommends [Signature Limo](#). They can also be reached at 877- 336-0900.

**DRIVING DIRECTIONS** from Newark Liberty Airport to the Heldrich Hotel (this route has tolls). There are detailed

directions on the Conference Website, but make sure to pack your GPS!

### ACCOMMODATIONS

August 29 is the last day to book a room at the Heldrich at the conference rate of \$109. We have reserved a block of rooms at the [Heldrich Hotel](#) at 10 Livingston Avenue, New Brunswick, NJ 08901. All activities relating to LASSO XLII will be held at the Heldrich.

To book online, visit [The Heldrich](#) and click on the "Check Availability" button, which will open the Calendar Booking screen. Select the Group Code option, located below the banner logo. Input your Group Attendee Code 180943 and then click the Update button. Select your Arrival and Departure Dates and the number of guests and then click Continue. Select your preferred Bed Type, fill in the appropriate Information Fields, and then click Submit. You can also make your reservation by calling 866-609-4700 and providing the Group Attendee Code.

Alternative lodging is available at [The New Brunswick Hyatt](#), which is very close to the conference hotel. The rates are comparable to the group rate at the Heldrich. The [Rutgers University Inn and Conference Center](#) offers rates that are somewhat more affordable. It is about 1.25 miles from the Heldrich, but the reservation desk said you can't walk the route because the area is somewhat "unsavory". There is a free Rutgers [shuttle](#) (the [EE](#) or the [E](#)) that stops at the top of their parking lot and can drop you off near the Heldrich. You can also take the Rutgers shuttle from the train station if you are arriving in New Brunswick on NJTransit.

A good array of options for lunch and dinner are within a short walking distance from the Heldrich Hotel, but the registration fee will include lunch on Friday and Saturday.

### LOCAL ATTRACTIONS

New Brunswick is home to [Rutgers University](#). The [New Brunswick Visitor Information](#) website has all you need to know about things to do and places to eat. The [train](#) is the easiest and cheapest way to get into [New York City](#). The New Brunswick Train Station is about four blocks from the Heldrich Hotel. [Princeton](#) is easily accessible from New Brunswick by [NJ Transit](#). You can take the train from New Brunswick to Princeton Junction, and from there take the "Dinky" into Princeton. You can also visit [Philadelphia](#) from New Brunswick. Take [NJ Transit](#) to Trenton, and from there take [SEPTA](#) (the Pennsylvania regional trains) into the city. More detailed information and links can be found on the Conference Website.

### REGISTRATION

Please visit the [registration page](#) on the conference website.

We strongly urge you to send in your new or renewed LASSO membership fees prior to the conference. A 2013 Membership form can be found at the end of this

newsletter for your convenience, or you can renew through [PayPal](#).

**PROCEDURE FOR CANCELLATIONS:**

Please notify us in writing at [rmorin@tcnj.edu](mailto:rmorin@tcnj.edu) and [lassonewjersey2013@gmail.com](mailto:lassonewjersey2013@gmail.com) no later than one week before the start of the conference. We will not be able to

refund registration fees for cancellations made less than a week prior to the conference.

**CONTACT INFORMATION**

Contact Israel Sanz at the conference e-mail for questions regarding abstracts, panels, and paper scheduling: [lassonewjersey2013@gmail.com](mailto:lassonewjersey2013@gmail.com).

For questions about local arrangements contact Regina Morin at [rmorin@tcnj.edu](mailto:rmorin@tcnj.edu).

**LASSO XLII PRELIMINARY PROGRAM**

**THURSDAY, SEPT. 26**

5:00-8:00: Registration/conference check-in and LASSO Executive Meeting and Dinner

**FRIDAY, SEPT. 27**

8:00-5:30: Registration / conference check-in

<i>Times</i>	Room: Waldron	Room: Segal	Room: Janeway	Room: Meyer
8:30-10:00	<p><b>Politeness and second person forms of address</b></p> <p>Monica Mills (Indiana U) <i>Modifiers in YouTube: An Investigation on the Commentary of a Language Instructional Video</i></p> <p>Diane Uber (The College of Wooster) <i>“Addressing” Health, Education, Shopping and Hospitality in Madrid: tú/usted/vosotros/ustedes</i></p> <p>Vanessa Elias (Indiana U) <i>Complaint Strategies by Southwest Spanish Speakers</i></p>	<p><b>Historical syntax and morphology</b></p> <p>Patricia Gubitosi (U of Massachusetts – Amherst) <i>Periphrastic passive form vs. passive se in Southwest Spanish</i></p> <p>John Foreman (U of Texas – PanAm), Brook Danielle Lillehaugen (Haverford College) <i>The development of the positional verb system from colonial to modern Valley Zapotec</i></p> <p>Angelo Constanzo (Bloomsburg U) <i>On an alternative view of Romance verbal classification</i></p>	<p><b>Sociolinguistics</b></p> <p>Álvaro Cerrón Palomino (Arizona State U) <i>Variation in Spanish adjectival intensifiers: the case of Lima, Peru</i></p> <p>Javier Gutiérrez-Rexach (Ohio State U), Melvin González-Rivera (U of Puerto Rico – Mayagüez) <i>La alternancia más nada/nada más en el español puertorriqueño</i></p> <p>Alba Arias Álvarez (U of Massachusetts - Amherst) <i>El paradigma nominal: la concordancia de género en la comunidad hispanohablante de Nueva Inglaterra</i></p>	<p><b>English linguistics and ESL pedagogy</b></p> <p>Innhwa Park (West Chester U) <i>The use of conjunction “or” in student questions</i></p> <p>Danielle Alfandre (Arizona State U – Lake Havasu) <i>Enhancing English with Linguistics</i></p> <p>Jelena Marković (West Chester U) <i>Explicit Instruction of Formulaic Sequences in ESL writing: How does it benefit the writers?</i></p>
10:00-10:15: Break				
10:15-11:45	<p><b>Spanish historical linguistics</b></p> <p>Munia Cabal-Jiménez (Western Illinois U) <i>A historical perspective on the variation of second person singular pronouns: evidence from Costa Rican Spanish</i></p> <p>Israel Sanz-Sánchez (West Chester U) <i>A diachronic perspective on second person forms of address in New Mexican Spanish</i></p> <p>Rey Romero (U of Houston-Downtown) <i>Spanish-Turkish bilingualism and lexical incorporation in Crónica de los Reyes Otomanos (16th c)</i></p>	<p><b>Subjetividades en el uso del español</b></p> <p>Lorena Gómez (Tennessee Wesleyan College) <i>Políticas Lingüísticas del periódico colombiano en línea El Tiempo [...]</i></p> <p>Rebeca Martínez Gómez (U of New Mexico) <i>Análisis del estereotipo sociolingüístico del fresa en Internet</i></p>	<p><b>Language ideologies and linguistic identities</b></p> <p>María Isabel Martínez-Mira (U of Mary Washington) <i>Ethnicity, identity labels and Spanish fluency: A study in Albuquerque, NM</i></p> <p>Megan Strom (U of Minnesota) <i>The role of translation in the construction of ideology in local Spanish-language newspapers</i></p> <p>Eduardo Faingold (U of Tulsa) <i>Prolegomena to the establishment of a devolution scheme in the Southwest of the U.S.</i></p>	<p><b>Syntax: The pronoun and beyond</b></p> <p>Leila Lomashvili (Shawnee State U) <i>Some Notes on Pronominal Argument Parameter</i></p> <p>Sheryl Lynn Bernardo-Hinesley (U of Massachusetts – Amherst) <i>Cavite Chabacano Anaphors</i></p> <p>Seulkee Park (Kyung Hee U), Nam-Geun Lee (Chosun U), Jong-Bok Kim (Kyung Hee U) <i>English As-parenthetical Construction: Interactions between the Lexicon and Constructions</i></p>
Lunch: 12:00-1:00 (Christopher’s Restaurant)				

1:30-3:00	<b>INTERNATIONAL JOURNAL OF THE LINGUISTIC ASSOCIATION OF THE SOUTHWEST</b> <b>Information session</b>	<b>Phonetic variation</b>  Wilfredo Valentín-Márquez (Millersville U) <i>La oclusiva glotal en el habla juvenil puertorriqueña de Lancaster, Pennsylvania</i>  Jennifer Barajas (Ohio State U) <i>Internal and external factors on unstressed vowel raising in Michoacán Spanish</i>  Peter Sundkvist (U of Stockholm) <i>Pulmonic ingressive speech: Shetland Scots and Tohono O'odham compared</i>	<b>Bilingual language processing</b>  Crystal Marull (Rutgers U) <i>The Role of Syntax in Cross-linguistic Activation</i>  Shayra Burgos García (Tulane U) <i>Is this the right image? Integrating multimodal signs in bilingual language processing</i>  Fiona Dixon, Covadonga Sánchez (Massachusetts U) <i>U Shaped Learning: A Study on Word Order Processing</i>	<b>Teaching Spanish for Special Purposes in the 21st Century (Part I)</b> María Irene Moyna (Texas A&M) <i>A Lab for Curricular Innovation: Spanish for the Sciences</i>  Glenn Martínez (Ohio State U) <i>Lexical pathways to the acquisition of a professional register among heritage learners</i>  Encarna Bermejo (Houston Baptist U) <i>A Medical Spanish Course at a Southwestern University</i>
3:00-3:15 Break				
3:15-4:45	<b>Language loyalties</b>  Joke Mondada, Juan Gabaldón (U of New Orleans) <i>Intergenerational Spanish language loyalty among Hondurans in the New Orleans area</i>  Francisco Martínez Ibarra (Towson U) <i>Why would I speak Valencian? Understanding the motivations for not speaking a language</i>  Devin Jenkins (U of Colorado - Denver) <i>En cada rincón: Spanish language growth and maintenance in the United States</i>	<b>Non-traditional approaches to language learning</b>  George, Angela (Kennesaw State U), Anne Hoffman-González (U of Wisconsin – Madison) <i>The development of geographically indexed features: Implications from two study abroad programs</i>  Elise DuBord, Elizabeth Kimball (Drew U) <i>Partners in Difference: Community-Based Learning in a Cross-Language Setting</i>  Radia Hannachi, Régis Kawecki (U de Bretagne-Sud) <i>Introducing a regional language using text-searching software</i>	<b>Dialect contact</b>  Kim Potowski (U of Illinois – Chicago), Lourdes Torres (DePaul U), Daniel Vergara (U of Illinois – Chicago) <i>Tense, Aspect, and Mood in Chicago Spanish</i>  Michelle Ramos Pellicia, Elizabeth Campos, Kevin Mikolich (California State U – San Marcos) <i>The Spanish-es of North County, San Diego</i>  Jackelyn Van Buren (U of New Mexico) <i>The Role of Social Networks in the Retention of Rural Features for Mexican Migrant Workers</i>	<b>Teaching Spanish for Special Purposes in the 21st Century (Part II)</b>  Carmen King de Ramírez (Arizona State U) <i>Students' expectations for online courses and instructors: Spanish for Health Care online</i>  Flavia Belpoliti, María Pérez (U of Houston) <i>Pragmatic Content in a Medical Spanish Course: Challenges, Needs and Answers</i>  Lisbeth Philip (Loyola U) <i>Instructional methods for an Effective Course in Medical Interpreting</i>
4:45-5:30 Break				
5:30-6:45	Vanderbilt Room: <b>Plenary Address by Robert Blake (U of California, Davis)</b> <i>CALL Research and Practice: Quo vadis?</i> Initial remarks: Dean Benjamin Rifkin, School of Humanities and Social Sciences, The College of New Jersey			
7:00-8:15	Optional Plenary Reception			

**SATURDAY, SEPT. 28**

8:00-12:00: Registration / conference check-in

Times	Room: Waldron	Room: Segal	Room: Janeway	Room: Meyer
8:00-9:30	<b>Historical approaches to the sociology of language</b>  Sandro Sessarego (U of Wisconsin – Madison) <i>On the origin of Chinchano Spanish</i>  Daniel Villa (New Mexico State U) <i>El Ancón de Doña Ana: Land, Water and 19th Century Legal</i>	<b>Semantics</b>  Juan Colomina (U Texas – Austin) <i>Scope and Partitivity of Plural Indefinite Noun Phrases in Spanish</i>  Fiona Dixon (U of Massachusetts) <i>Donkeys and Elephants: Presuppositions and</i>	<b>Listening to la Jotería – sociolinguistic explorations of queer Chican@/Latin@ languages, identities, communities and practices</b>  Holly Cashman (U of New Hampshire) <i>Intersecting communities, interwoven identities: Spanish, English and forging a queer latinidad in the US Southwest</i>	<b>Parallel sessions: Online language teaching (Part I)</b>  Susana Rivera-Mills (Oregon State U) <i>Teaching Languages in the 21st Century: Online language courses, challenges and opportunities</i>

	<i>Spanish in Southern New Mexico</i>	<i>Implicatures in Political Discourse</i>  Eirini Panagiotidou (West Chester U) <i>“Ethereal Clouds of Energy”: Poetry, Painting, and the art of Literary Linguistics</i>	Melissa Crocker (Oregon State U) <i>Leaving the Closet: Coming out Narratives of Queer Chicanas/Latinas in The United States</i>  Juan Antonio Trujillo (Oregon State U) <i>We'll Find the Place: Conversations between primos on sexual identity, religion and ethnicity</i>	Jabier Elorrieta (New York U) <i>Spanish Linguistics Courses Online: What Is Gained and Lost</i>  Pamela Anderson-Mejías (U of Texas – PanAmerican) <i>Using Student Responses to Improve Online SLA</i>
9:30-9:45 Break				
9:45-11:45 (4-paper panels)	<b>Language acquisition</b>  Itxaso Rodríguez Ordóñez (U of Illinois) <i>The acquisition and use of ergative among L1 and L2 adult learners of Basque</i>  Covadonga Sánchez (U of Massachusetts) <i>A study from a multiple grammars perspective: the present progressive in the L1 English L2 Spanish grammar</i>  Patricia Swasey Washington (West Chester U), Aquiles Iglesias (Temple U) <i>Tense-Shifting in Spanish-English Bilingual Child Narratives</i>  Donna West (State U of New York - Courtland) <i>Elicited Imitation to Measure L2 Inflectional Complexity</i>	<b>Speaker attitudes on code-switching and variation</b>  Natalie Rangel (Texas A&M U), Verónica Loureiro-Rodríguez (U of Manitoba), María Irene Moyna (Texas A&M U) <i>Attitudes towards Spanish, English, and Code-Switching in Two Texas Border Towns</i>  Ángela Pinilla-Herrera (Georgia Southern U) <i>“My Spanish is not like the one people speak here. A mi me dicen que mi tono es el fresa”.</i> <i>Actitudes y usos lingüísticos de un hablante de herencia de alto estatus socioeconómico en el contexto escolar.</i>  Justin Davidson (U of Illinois) <i>Perception and Attitudes Underpinning Sociophonetic Variation in Spanish in Contact with Catalan</i>	<b>Language pedagogy for heritage speakers</b>  Keith Johnson (California State U – Fresno) <i>In California, is it all “Portuguese for Spanish Speakers”?</i>  Amalia Llombart (California State Polytechnic U - Pomona) <i>Aspects of the development of spelling in Heritage Language Learners</i>  Eder Mondragón Quiroz (Oregon State U) <i>Retomando nuestras voces: Academic Advancement and Support of Latin@ University Students Through Written Narratives</i>	<b>The interface between syntax and semantics in Spanish</b>  Javier Rivas (U of Colorado – Boulder) <i>A Discourse Approach to Spanish Indirect Objects based on the Theory of Preferred Argument Structure</i>  Berenice Darwich (City U of New York) <i>Acallo cuando hablo. ¿Dónde está la expresión de sujeto?</i>  Ramón E. Padilla-Reyes (Ohio State U) <i>Corrió, Corrió y Corrió: pluractionals in Puerto Rican Spanish</i>  Victor Valdivia (U of New Mexico) <i>“Seguro que no había trabajo, yo creo. Yo no sé”.</i> <i>Verbs of cognition in spoken New Mexican Spanish</i>
Lunch: 12:00-1:00 (Christopher’s Restaurant)				
1:30-3:00	<b>Phonological processes</b>  Peter Sundkvist (U of Stockholm), Man Gao (Dalarna U) <i>Tracing syllable structure through time: Durational reflexes of complementary quantity in Shethland Scots</i>  Donny Vigil (U of Saint Thomas) <i>Northern New Mexico Spanish: The case of /s/→ [x]</i>  Rebeka Campos-Astorkiza (Ohio State U) <i>Exploring variability in Spanish sibilant voicing assimilation</i>	<b>Study abroad and L2 acquisition</b>  Angela George (U of Minnesota) <i>Study abroad and task effect: The development of the Castilian theta</i>  Anne Hoffman-González (U of Wisconsin – Madison) <i>The Use of Dialectal Features in Spanish as an Additional Language: Marija’s Story</i>	<b>Community-oriented language research</b>  Laura Callahan (City U of New York) <i>Humor or racist discourse? Mock Spanish and what it means for second language learners and users of Spanish</i>  Chase Wesley Raymond (University of California – Los Angeles) <i>The Epistemics of Interaction-Brokering in the Interpreter-Mediated Medical Visit</i>  Adam Schwartz (Oregon State U), Helen Terry (U of South Florida) <i>Evolving anthropolitically in an IRB-free research context</i>	<b>Parallel sessions: Online language teaching (Part II)</b> Michelle Ramos Pellicia,  Barbara Taylor (California State U – San Marcos) <i>The role of socioeconomics in student learning while in an online language course</i>  Mercedes Pérez Serrano (Columbia U) <i>Más allá de la palabra: los corpus en línea como herramienta didáctica</i>
3:00-3:15 Break				
3:15-4:45	<b>Prosody</b>  Claudia Holguín (U of Oregon) <i>Prosodic Variation as a</i>	<b>Computer-based approaches to language research</b>  Regina Morin (The College of		<b>Parallel sessions: Online language teaching (Part II)</b>  Serena Williams (U of

	<p><i>Function of Audience Design in Mexico City Spanish</i></p> <p>Christina Mirisis (U of Minnesota) <i>VeneRican intonation patterns: a comparison of heritage and native speakers' intonation patterns in a situation of dialect contact</i></p> <p>Susana Pérez-Castillejo (U of Minnesota) <i>Contornos entonativos básicos del castellano de Galicia</i></p>	<p>New Jersey) <i>¡Qué bien suena! ¡Qué mal suena! Native speaker commentary on computer related lexical borrowing from English into Spanish</i></p> <p>Sarah Zahler (Indiana U) <i>A computer-mediated discourse analysis and contrastive pragmatics approach to the study of personals ads from Mexico City and London</i></p> <p>Margaret Cychosz (Indiana U) <i>Spanish on Twitter: Pragmatic variation by gender in the diminutive</i></p>		<p>California – Davis) <i>“The more I listen... the more comprehension [I have] and relaxed [I become]”:</i> <i>Metalinguistic Reflection in Online Language Learning</i></p> <p>Patricia MacGregor-Mendoza (U of New Mexico) <i>Using online self and peer assessments to improve writing in a sociolinguistics class</i></p> <p>Maralisa Morales Ortiz (Oregon State U) <i>Balanceando el aula virtual con la experiencia en comunidad: Ecampus en contacto con el español local</i></p>
5:00-5:45 LASSO BUSINESS MEETING (Vanderbilt Room)				
6:00-7:00	<p>Vanderbilt Room: <i>Presidential Address</i></p> <p><b>Jens Clegg (Indiana U-Purdue U Fort Wayne)</b></p> <p>LASSO and the Spanish of the Southwest: A 40-Year Odyssey</p> <p>Initial remarks: WCU</p>			
7:15-8:15	<i>Optional Presidential reception</i>			

**THE INTERNATIONAL JOURNAL OF THE LINGUISTIC ASSOCIATION OF THE SOUTHWEST**

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The journal publishes papers across a broad range of topics in linguistics, though research papers dealing with the languages of the southwestern United States and northern Mexico are especially encouraged. The journal also publishes scholarly reviews of the literature, book reviews, and occasional commentary on topics of concern to the journal's readership. Proposals for thematic issues and nominations for guest editors are invited.

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Manuscripts are to be prepared according to the *Language* style sheet, published annually in the December *LSA Bulletin* and available [here](#).

In addition to meeting *Language* requirements, contributors to the *International Journal of the Linguistic Association of the Southwest* should also:

- Prepare manuscripts using WORD or another common word processing program for PC or Mac. Contact the editor for guidance in using special symbols.
- Submit manuscripts in either English or Spanish.
- Include an abstract in English of between 100 and 150 words.
- Submit 1 copy in WORD and one in pdf or hard copy for comparison (especially if symbols are used).

Given the comprehensive goal of the journal, attention is drawn particularly to the *Language* style sheet provision that contributors provide the names and addresses of appropriate referees.

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