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Acknowledgments

The Linguistic Association of the Southwest’s conference is being supported at Texas Tech by the following:

The Office of the President and President Jon Whitmore
The Office of the Provost and Provost William Marcy
The College of Arts and Sciences and A&S Dean Jane Winer
The Graduate School and Graduate Dean John Borrelli
Texas Tech’s Extended Studies Program and Vice Provost Rosslyn Smith
The Department of English and English Chairperson Sam Dragga
The Department of Sociology, Anthropology and Social Work and SASW Chairperson Paul Johnson
The Department of Classical and Modern Languages and Literatures and CMLL Chairperson Dr. Fred Suppe

LASSO is most grateful to these Texas Tech administrators for their generous support of the conference.

Thanks also to Min-Joo Kim, for all her helpful assistance with local arrangements, and to Kristen Jones, for her work in assembling this program book.
# Conference Participants
(alphabetical order, by last name)

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# LASSO TALKS AT A GLANCE

**FRIDAY, OCTOBER 7**

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**10:30-10:45 MORNING BREAK, Rm 201**

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**12:15-1:30 LUNCH BREAK, on your own in the Student Union Building**

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**3:00-3:15 AFTERNOON BREAK, Rm 201**

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**5-6 Presidential Address, ENG 001 (Basement):** Domnita Dumitrescu, California State University Los Angeles: “Noroc!”; “Merci”; “¡Qué lindo!”; “Sorry”: Some Polite Speech Acts Across Cultures

**6:15 - 8:45 Presidential Reception/Dinner, Merket Alumni Center, Texas Tech University; music by Eroica Winds**
### SATURDAY, OCTOBER 8

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<th>5c Syntax-Semantics, Rm 302</th>
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**10:30-10:45 MORNING BREAK, Rm 201**

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<tbody>
<tr>
<td>10:45</td>
<td>Racy</td>
<td>Rell &amp; Rothman</td>
<td>Smith</td>
<td>Open office hours</td>
</tr>
<tr>
<td>11:15</td>
<td>Kim</td>
<td>Ramos-Pellicia</td>
<td>Miyashita</td>
<td>for Johnson, Simons</td>
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<tr>
<td>11:45</td>
<td>Rogers</td>
<td>Anderson-Mejías</td>
<td>no talk</td>
<td>and Moran</td>
</tr>
</tbody>
</table>

**12:15-1:30 LUNCH BREAK, Rm 201 (provided for conference participants)**

<table>
<thead>
<tr>
<th>Time</th>
<th>7a Lang Endangerment, Rm 350</th>
<th>7b Spanish/Contact, Rm 351</th>
<th>7c Prosody, Rm 302</th>
<th>7d Posters, Rm 306</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:30</td>
<td>Pratt</td>
<td>Bermejo</td>
<td>Horn</td>
<td>Esparza</td>
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<td>2:00</td>
<td>Fox</td>
<td>Pinilla-Herrera</td>
<td>Jackson</td>
<td>Johnson &amp; Samokhina</td>
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<td>2:30</td>
<td>Buszard-Welcher</td>
<td>Jenkins &amp; Villa</td>
<td>Lee</td>
<td>Lewis</td>
</tr>
</tbody>
</table>

**3:00-3:15 AFTERNOON BREAK, Rm 201**

<table>
<thead>
<tr>
<th>Time</th>
<th>8a Endangered Lang, Rm 350</th>
<th>8b Spanish, Rm 351</th>
<th>8c SWJL Editors, Rm 306</th>
<th>8d Ultrasound, Rm 352</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:15</td>
<td>Neely</td>
<td>Clegg</td>
<td>Office hours</td>
<td>Archangeli</td>
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<td>3:45</td>
<td>McDaniels</td>
<td>Morin</td>
<td>(posters still)</td>
<td>Mielke</td>
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<tr>
<td>4:15</td>
<td>Williams</td>
<td>Winters</td>
<td>on display</td>
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**5-6 Plenary Address, ENG 001 (Basement):** Lyle Campbell, University of Utah: Endangered Language Documentation and Revitalization: a Good-News Story

**6:30-10:00 Conference Banquet, La Fiesta Restaurant, 1519 34th Street, with music by The Prophets of Rockabilly**
## SUNDAY OCTOBER 9

<table>
<thead>
<tr>
<th>Time</th>
<th>Session 1</th>
<th>Session 2</th>
<th>Session 3</th>
<th>Session 4</th>
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<tbody>
<tr>
<td>9:00</td>
<td>Cody</td>
<td>Belpoliti</td>
<td>Richter</td>
<td>S.J. Lee</td>
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<tr>
<td>9:30</td>
<td>Kesli</td>
<td>Gubitosi</td>
<td>Siddiqi</td>
<td>J. Lee</td>
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<tr>
<td>10:00</td>
<td>Meadows et. al</td>
<td>Balasch &amp; Zazueta</td>
<td>Stroik</td>
<td>Lima</td>
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</table>

### 10:30-10:45 MORNING BREAK, Rm 201

<table>
<thead>
<tr>
<th>Time</th>
<th>Session 1</th>
<th>Session 2</th>
<th>Session 3</th>
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<tbody>
<tr>
<td>10:45</td>
<td>no talk</td>
<td>Cunningham</td>
<td>Mondada</td>
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<td>11:15</td>
<td>Rhee</td>
<td>McLain</td>
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<td>11:45</td>
<td>Chand</td>
<td>Jordan</td>
<td>Herman</td>
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### 12:15 - 1:15 LASSO Business Meeting and Lunch, all members are encouraged to attend, Rm 201

12:30 Shuttle trip from English Building, to Hawthorn Hotel, to airport  
1:45 Shuttle trip from English Building, to Hawthorn Hotel, to airport
Conference Program and Scheduled Events

THURSDAY EVENING, OCTOBER 6:
*Executive Meeting, 6 pm, Cafe J's (right next door to hotel, 2605 19th Street): Officers and Board Members are expected; anyone else is welcome.
*Registration in the Hawthorn Suites Lobby from 5-9

FRIDAY, OCTOBER 7
Registration: 8:30 - 4:00, English Building, Room, 352, Texas Tech University

Parallel Sessions 1: 9 - 10:30 am
1a Sociolinguistics, Rm 350
Session Chair: Martha Garza-Randeri, Texas Women’s University
9:00 David Eddington, Brigham Young University: "Decision Trees: An alternative to Varbrul for analyzing variation"
9:30 Debbie Cole, University of Texas, Pan Am: "The interface between grammar and ideology – A structural comparison of language attitudes in Bahasa Indonesia and Mainstream United States English"
10:00 Adeleke Fakoya, Lagos State University: "Language and Social Roles: Challenging Berry's Hypotheses"

1b Morphology, Rm 351
Session Chair: Kati Pletsch de Garcia, Texas A&M-International
9:00 Agripino Silveira and Catherine Travis, University of New Mexico: "Frequency effects in Brazilian Portuguese: The case of nós and a gente"
9:30 Caitlin McPhee, Western Washington University: "The Inherent Case of Ergative Displacement in Basque: A study of ergative verbal agreement patterns"
10:00 Dirk Elzinga, Brigham Young University: "An Analogical Approach to English Adjective Comparison"

1c Special Session on Expressing Location in Zapotec, Rm 302
Session Chair: Aaron Sonnenschein, California State University Northridge
(Note: no 9 am talk at this time)
9:30 Michael Galant, California State University Dominguez Hills: "Positional Verbs and Body Part Locatives in San Juan Yaee Zapotec"
10:00 John Foreman, Utica College "Possessors in Locative Possessive Constructions"

1d Panel: Spanish Shift in the Southwest, English Building Room 306
Session Chair: Bates Hoffer, Trinity University
9:00 Daniel J. Villa, New Mexico State University: "Looking to Einstein for inspiration: A panchronic approach to language change"
9:30 Devin Jenkins, University of Colorado at Denver: "The cost of linguistic loyalty: Socioeconomic factors in the face of shifting demographic trends among Spanish speakers in the Southwest"
10:00 Susana V. Mills, Northern Arizona University: "Acculturation and Language Shift in the Home: An Intergenerational Look at an Arizona Community"
Parallel Sessions 2: 10:45 - 12:15 pm

2a Applied Linguistics, Rm 350
Session Chair: Greta Gorsuch, Texas Tech University
10:45 Amy Rell, San José State University: "The Interface of English and Spanish During University Level Foreign Language Instruction: Some Observations on Input and Language Choice"
11:15 Catherine Smith, Troy University: "Identity and Evaluation in Texts: An Analysis of Language Innovations in Advanced EFL Writing"
11:45 Dale T. Griffie, Texas Tech University: "Reporting test score reliability: We still don't get it"

2b Spanish and the Syntax-Semantics Interface, Rm 351
Session Chair: Devin Jenkins, University of Colorado at Denver
10:45 Andrew Farley, Texas Tech University: "Syntax and Semantics: Two Accounts of Delayed L2 Acquisition of the Spanish Subjunctive"
11:15 Jiyoung Yoon, University of North Texas: "Subjects in Spanish: The Semantics of Subjects, Word Order, and Verb Transitivity"
11:45 Michael Hughes, California State University San Marcos: "Spanish Discord and the Syntax-Morphology Interface"

2c Special Session on Expressing Location in Zapotec, Rm 302
Session Chair: Brook Lillehaugen, UCLA
10:45 Natalie Operstein, UCLA: "Zapotec spatial relations in a comparative perspective"
11:15 Kristine Jensen de López, University of Aalborg: "The Syntactic and Semantic Status of Body Part Locatives in San Marcus Tlapazola (Valley) Zapotec"
11:45 Christopher C. Adam, UCLA: "Agreement on Body-Part Locatives"

2d Invited Panel: Linguists in the Role of Administrator, Rm 306
Session Chair: Peter Gingiss, University of Houston
Randall Gess, University of Utah: "Transitioning into the role of department chair"
Michael Hammond, University of Arizona: "The viewpoint after a few years as a department head"
Mary Jane Hurst, Texas Tech University: "Moving on to the dean's office"

12:15-1:30 LUNCH BREAK (on your own in the Student Union Building)
Parallel Sessions 3: 1:30 - 3:00 pm
3a Discourse, Rm 350
Session Chair: Patricia MacGregor-Mendoza, New Mexico State University
1:30 Roman Taraban, Amy Pietan and Russell Myers, Texas Tech University: "Discourse Analysis of Undergraduate Research Papers in the Life Sciences"
2:00 Stuart Stewart, Southeastern Louisiana University: "Grenade launchers to jet packs: A critical discourse analysis of Mail Call"
(Note: no 2:30 talk at this time)

3b Endangered Languages, Rm 351
Session Chair: Joke Mondada, University of New Orleans
1:30 Deborah House, Texas Tech University: "Has Navajo Language “Tipped” Too Far to “Tip Back”? A Characterization of the State of the Navajo Language Today"
2:00 Joe S. Hays, Texas Tech University: "Digital Hymns and Cultural Films: Technology and Orality among the Oklahoma Comanche"
2:30 George-Ann Gregory, Ho Anumpoli!: "Thirty Years After: From Koohanga Reo to Waananaga"

3c Special Session on Expressing Location in Zapotec, Rm 302
Session Chair: John Foreman, Utica College
1:30 Aaron Huey Sonnenschein, California State University Northridge: "The use of -le as a directional clitic in San Bartolomé Zoogocho Zapotec"
2:00 Pamela Munro, UCLA: "Expressing Location Without Prepositions in Valley Zapotec"
2:30 Brook Danielle Lillehaugen, UCLA: "Multifaceted Lohoh: The Meanings of Lohoh 'Face' in Colonial Valley Zapotec"

3d Spanish, English and Bilingualism, Rm 306
Session Chair: Regina Morin, The College of New Jersey
1:30 Rudolph C. Troike, University of Arizona: "Restaurant o Restaurante? Results of a Roadside Linguistic Survey in Mexico"
2:00 Ana Sánchez-Muñoz, University of Southern California: "Lexical variation across registers in the Spanish of college bilinguals"
2:30 María Irene Moyna, San Diego State University: "Early Literary Portrayals of Spanish-English Bilingualism: MaríA Amparo Ruiz de Burton’s The Squatter and the Don"

3:00-3:15 AFTERNOON BREAK, Room 201

Parallel Sessions 4: 3:15 - 4:45 pm
4a Invited Panel: Training Graduate Students to Work on Indigenous Languages, Rm 350
Session Chair: Deborah House, Texas Tech University
Participants: Megan Crowhurst, University of Texas, Austin
            Pamela Munro, UCLA
            Lyle Campbell, University of Utah
**4b Phonetics/Phonology in Romance Languages, Rm 351**

Session Chair: Michelle F. Ramos-Pellicia, George Mason University

3:15 Erik W. Willis, New Mexico State University: "An Acoustic Study of Trill Variation in the Dominican Republic"

3:45 Michael Taylor & David Eddington, Brigham Young University: "Negative prestige and sound change: a sociolinguistic study of the assimilation of /t/ in Brazilian Portuguese"

4:15 Kelly Bilinski, University of New Mexico and Stephanie Severs, University of New Mexico: "The conditioning of Spanish /ch/ weakening in a northern Mexican variety"

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**4c Applied Linguistics, Rm 302**

Session Chair: Mary Ruth Wise, Summer Institute of Linguistics

3:15 Holly Wilson, Alliant International University: "What Can We Still Believe About Krashen’s Monitor Theory?"

3:45 Greta Gorsuch, Texas Tech University: "Discipline-Specific Practica for International Teaching Assistants"

4:15 Olga Marchenko-Vienna, Grossmont and Mesa Community Colleges: "The description of interlanguage phases based on the analysis of sources of errors in written production by Spanish and Russian ESL learners"

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**5-6 Presidential Address, ENG 001 (Basement):**

Introduction of the Past President by Mary Jane Hurst, Texas Tech University, 2005 LASSO Local Arrangements Co-Chair

Introduction of the LASSO President by Elly Van Gelderen, University of Arizona, 2005 LASSO Past President

Presidential Address by Domnita Dumitrescu, California State University Los Angeles: "Noroc!"; "Merci"; “¡Qué lindo!”; “Sorry”: Some Polite Speech Acts Across Cultures

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**6:15 - 8:45 Presidential Reception/Dinner, Merket Alumni Center, Texas Tech University; includes music by Eroica Winds**

Nicholas Dragga, Flute
Charles Swan, Oboe
Malcolm Prigg, Clarinet
Rene Encina, Bassoon
Liz Whitehead, French Horn

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**SATURDAY, OCTOBER 8**

Registration: 8:30 - 11:30, Rm 300
Parallel Sessions 5:  9 -10:30 am

5a Phonetics/Phonology Interface, Rm 350
Session Chair: Katsura Aoyama, Texas Tech University Health Sciences Center
9:00 Randall Gess, University of Utah: "Lenition and the Perception/Production Interface"
9:30 Jeff Mielke, University of Arizona: "A simulation of the role of phonetics in the emergence of phonological natural classes"
10:00 Peter B. Sundkvist, Yale University: "Pre-/r/ Vowel Systems: A Comparative Study between Shetland and American English"

5b Spanish Sociolinguistics, Rm 351
Session Chair: Stuart Stewart, Southeastern Louisiana University
9:00 Holly R. Cashman, Arizona State University: "Requests in Mexican-American English & Spanish"
9:30 Dustin De Felice, Northeastern Illinois University: "The Intersection of Age, Gender, and Relationship in Formality Address Systems in Cuernavaca, Mexico"
10:00 Jorge E. Porras, Sonoma State University: "Fundamentos sociolingüísticos para un programa bidialectal de español para estudiantes de heredad en los Estados Unidos"

5c Syntax-Semantics Interface, Rm 302
Session Chair: Elly Van Gelderen, Arizona State University
9:00 Keiko Yoshimura, University of Chicago: "ONLY: Presuppose, Entail or Assert?"
9:30 Chia-Hui Huang, University of Pittsburgh: A Restructuring of Case Theory -- Evidence from Syntax and Semantics Interfaces
10:00 Larry Gorbet, University of New Mexico: "Partitive Proclitic Constructions in English"

5d Invited Workshop: Ensuring that digital data last: Archiving and linguistic resources, Rm 352
Session Chair: George-Ann Gregory, Ho Anumpoli!
9:00 Heidi Johnson, University of Texas/AILLA
9:30 Gary Simons, SIL International
10: 00 Steve Moran, Linguist List/University of Washington

10:30-10:45 MORNING BREAK, Room 201

Parallel Sessions 6: 10:45 – 12:15 pm

6a Interfaces, Rm 350
Session Chair: Roman Taraban, Texas Tech University
10:45 Sumayya Racy, University of Arizona: "A Distributed Morphology Account of Singular and Plural Formation in Classical Nahuatl"
11:15 Min-Joo Kim, Texas Tech University: "Rethinking the Relevancy Condition on Internally-Headed Relatives in Korean"
11:45 K. Larry Rogers, The University of Texas at Arlington: "Role Shift in American Sign Language: The Linguistic Marking of Narrative Theme"
6b Spanish Sociolinguistics, Rm 351
Session Chair: Domnita Dumitrescu, California State University Los Angeles
10:45 Amy Rell, San José State University and Jason Rothman, University of Iowa: "The Interface of Spanish and English: Spanglish in the Southwestern United States"
11:15 Michelle F. Ramos-Pellicia, George Mason University: "Lorain Puerto Rican Spanish: a more neutral version of Island Puerto Rican Spanish?"
11:45 Pamela L. Anderson-Mejías, University of Texas-Pan American: "Crossing the “t’s” in Attitude"

6c Native American Languages: O'odham linguistics, Rm 302
Session Chair: Pamela Munro, UCLA
10:45 Marcus Smith, UCLA: "Two Classes of Causative/Unaccusative Alternation"
11:15 Mizuki Miyashita, University of Montana: "Diphthong Classification in Tohono O'odham"
(note: no 11:45 talk at this time)

6d Digital Archiving, Rm 352
Open "office hours" held by Johnson, Simons and Moran for questions coming from the workshop on digital archiving.

12:15-1:30 LUNCH BREAK, Room 201 (provided for conference participants)

Parallel Sessions 7: 1:30 - 3:00 pm
7a Implications of Language Endangerment, Rm 350
Session Chair: Jon Jonz, Texas A&M-Commerce
1:30 Comfort Pratt, Texas Tech University: "Spanish in Louisiana: Obsolescence and Death"
2:00 Naomi Fox, University of Utah: "Documenting Variation: Change in the person reference system on Walpole Island"
2:30 Laura Buszard-Welcher, Rosetta Project: "From Virtual Convention to Virtual Speech Community: Metaphors of Interaction and Community-Building on the Web"

7b Spanish and Language Contact, Rm 351
Session Chair: Hugo Mejías, University of Texas, Pan Am
1:30 Encarna Bermejo, University of Houston: "El determinante definido y construcciones inalienables en la adquisición del inglés como L1"
2:00 Ángela Pinilla-Herrera, Arizona State University: "Lo mejor que tenemos para defender nuestra cultura: el propio idioma"Actitudes lingüísticas de la comunidad colombiana de Arizona hacia la variante mexicana y mexicano-americana"
2:30 Devin Jenkins, University of Colorado at Denver and Daniel J. Villa, New Mexico State University: "The Hispanic population in the Southwest: An update on demographic changes"
7c Prosody, Rm 302
Session Chair: Colleen Fitzgerald, Texas Tech University
1:30 Alena Horn, University of Texas, Austin: "Twang Thang: An Explanatory Model and Optimality Theoretic Account of Poetically Motivated Variation in Country Music Lyrics"
2:00 Scott R. Jackson, University of Arizona: "The prosody-scope interface in sentence processing"
2:30 Yongeun Lee, Northwestern University: "On the Structure of the Syllable in Korean: Evidence from Short-Term Memory Errors"

7d Poster Session, Rm 306 (posters may be put up anytime before 1:30 and must remain in the room until 4:45)

<table>
<thead>
<tr>
<th>Aracely Esparza</th>
<th>Texas Tech University</th>
<th>Native Speakers in the Spanish Classroom</th>
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<tbody>
<tr>
<td>Keith Johnson</td>
<td>University of Arizona</td>
<td>Acoustic characteristics of Russian and Spanish /r/</td>
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<td>Natalya Samokhina</td>
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<td>Tasha Lewis</td>
<td>University of California, Davis</td>
<td>Interfaces in Language Pedagogy: Gender and Nonverbal Communication in the Foreign Language Classroom</td>
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</tbody>
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3:00-3:15 AFTERNOON BREAK, Room 201

Parallel Sessions 8: 3:15 - 4:45 pm
8a Discourse in Endangered Languages, Rm 350
Session Chair: Bill Pulte, SMU
3:15 Amber A. Neely, University of Oklahoma: "The Art of Putting the ‘Story’ in Storytelling: Functions of Grammatical Incorporation in Kiowa Sëndé Narrative"
3:45 Todd McDaniels, University at Buffalo, SUNY: "Analyzing the validity of linguistic elements as cues for represented perception"
4:15 Jay Williams, University of New Mexico: "A Cognitive Approach to Subject-Object Inversion and the Yi-/Bi- Alternation in Navajo"

8b Spanish Morphology, Rm 351
Session Chair: Brian Imhoff, Texas A&M University
3:15 Jens H. Clegg, Indiana University-Purdue University Fort Wayne: "Morphological adaptation of borrowings in New Mexico Spanish"
3:45 Regina Morin, The College of New Jersey: "Playing fast and loose with the definition of phonemic vs. morphemic rules: The case of phonological shape and the assignment of grammatical gender in Spanish"
4:15 Richard A. Winters, University of Louisiana at Lafayette: "The Acceptability of Dative Possessors in Spanish: The Role of Gender"

8c SWJL Editors, Rm 306
Office hours for consultation with the Editors of the Southwest Journal of Linguistics
Note: posters will remain in this room for viewing until 4:45
8d Ultrasound Research in Linguistics, Rm 352
Session Chair: Comfort Pratt, Texas Tech University
Diana Archangeli, University of Arizona
Jeff Mielke, University of Arizona

5-6 Plenary Address, ENG 001 (Basement)
Introduction of the Program Chair by Patricia MacGregor-Mendoza, New Mexico State University, 2005 LASSO Executive Director

Introduction of the Plenary Speaker by Colleen Fitzgerald, Texas Tech University, 2005 LASSO Vice President and Program Chair

Plenary address by Lyle Campbell, University of Utah: Endangered Language Documentation and Revitalization: a Good-News Story

6:30-10:00 Conference Banquet, La Fiesta Restaurant, 1519 34th Street, with music by The Prophets of Rockabilly
Tommy Barker (guitar and vocals)
Bruno Clarke (bass and vocals)
Bob Williams (drums)

SUNDAY, OCTOBER 9
Parallel Sessions 9: 9 -10:30 am
9a Applied Linguistics, Rm 350
Session Chair: Erin Collopy, Texas Tech University
9:00 Karen Cody, Angelo State University: "Can winning a trophy in high school ‘translate’ to university language study?"
9:30 Yesim Kesli, Texas Tech University: "L1 Attrition of Turkish Native Speakers in English L2 Environment in Lubbock"
10:00 Bryan Meadows, Gwanhi Yun, Diana Archangeli, Jeff Mielke, Elizabeth Lukes, all University of Arizona: "Pedagogical Implications of Ultrasound Technology in the Second Language Acquisition of English by Native Korean Speakers"

9b Spanish in Use, Rm 351
Session Chair: Idoia Elola, Texas Tech University
9:00 Flavia Belpoliti, University of Houston: "Entonces en encadenamientos consecutivos: aporte para el estudio de los conectores en el español de US"
9:30 Patricia Gubitosi, University of Houston: "La expresión de la pasividad en hablantes de español en Houston, Texas"
10:00 Sonia Balasch, University of New Mexico and Ana Zazueta, University of New Mexico: “¡Ajá!, bueno, pues, mira, mira... no sé”: Marcadores discursivos en el español de Mérida (Venezuela)"
9c The Lexicon, Rm 302
Session Chair: Nelson Rushton, Texas Tech University
9:00 Gregory Richter, Truman University: "The Tocharian Lexicon and Centum Language Cognates: A Numerical Analysis"
9:30 Daniel Siddiqi, University of Arizona: "Subcategorization without the Lexicon: Thematic Licensing in Distributed Morphology"
10:00 Thomas Stroik, University of Missouri-Kansas City and Michael Putnam, University of Kansas: The Lexicon at the Interfaces

9d Syntax, Rm 306
Session Chair: Min-Joo Kim, Texas Tech University
9:00 Seunghun Julio Lee, Rutgers University: "Covert Movement and Subject-object Asymmetry"
9:30 Jeongrae Lee, University of Arizona: "The Korean Resultative Verb Construction and Telicity"
10:00 Ananda Lima, UCLA: "Predicate Inversion, Person Asymmetries and Agreement in Brazilian Portuguese"

10:30-10:45 MORNING BREAK, Room 201

Parallel Sessions 10: 10:45 am -12:15 pm
10a Semantics, Rm 350
Session Chair: Seunghun Julio Lee, Rutgers University
(note no 10:45 talk at this time)
11:15 Seongha Rhee, Hankuk Univ. of Foreign Studies: "A Comparative Analysis of Spatial Concepts in English and Korean"
11:45 Vineeta Chand, University of California, Davis: "Variation in Metaphors: A Cross-linguistic Account of Anger in Hindi, English and Mandarin Chinese"

10b Panel: "A Philological Approach to the Spanish Expedition Diaries of Texas", Rm 351
Session Chair and Panel Organizer: Brian Imhoff, Texas A&M University
10:45 Debbie S. Cunningham, Texas A&M University: "The Ramón and Espinosa Expedition of 1716: A Philological Study of Two Original Diaries"
11:15 Jana McLain, Texas A&M University: "Governor De León’s 1690 Expedition: A Comparative Study of Original and Revised Diaries"
11:45 Sheila Jordan, University of Texas at Austin: "The 1689 De León/Massanet Expedition: A Philological Study of Manuscript Variation"
**10c Discourse and Narrative, Rm 302**
Session Chair: Jorge E. Porras, Sonoma State University
10:45 Joke Mondada, University of New Orleans: "The role of the narrator-focalizer in Spider stories from Brazil and Nigeria"
11:15 Asha Tickoo, Southern Illinois University: "On story structure and the narrative art of Somerset Maugham"
11:45 David Herman, Ohio State University: "At the Interface of Story, Sentence, and SpeechAct: Role-Theoretic Frameworks for Narrative Analysis"

**12:15 - 1:15 LASSO Business Meeting and Lunch, all members may attend, Rm 201**

12:30 Shuttle trip from English Building, to Hawthorn Hotel, to airport
1:45 Shuttle trip from English Building, to Hawthorn Hotel, to airport
This talk addresses the realization of four inherently polite speech acts in English, French, Spanish and Romanian: thanks, apologies, compliments and wishes, focusing on the linguistic formulas used in each case. Although some of these formulas seem to translate literally from one language into another (for instance: Engl. Thanks/ Fr. Merci/Sp. Gracias/ Rom. Multumesc; or Engl. Bless you!/ Fr: A vos souhaits!/ Sp. Salud/Rom. Noroc, etc.), sensible differences can be observed in their frequency and conditions of use. The study of speech samples for the four languages mentioned above allows to classify the main discourse functions of these formulas into several categories, which will serve as parameters in this contrastive study of politeness across cultures. It will be argued that the differences pointed out by the variability of these parameters support the claim that polite speech acts reflect cultural values and attitudes at both the inter-and the intra-linguistic level.
Endangered Language Documentation and Revitalization: a Good-News Story
Lyle Campbell
University of Utah

Much of the literature on endangered languages and revitalization is motivational and top-down in nature, addressing the topic broadly, though instances of the successful revitalization programs are rare. This paper, in contrast, begins from the bottom up: its intentions are to report specific findings in a successful project and to draw out the implications of this for language documentation and revitalization generally – a good-news story is also motivational.

The case reported is the language documentation project for Chulupí and Chorote, two Matacoan languages of northern Argentina and Paraguay. Reasons for documenting endangered languages are made compelling as exemplified by various findings in this project, e.g.:
(1) Unique structural elements (e.g. Chulupi’s /kl/, a hitherto unknown speech sound, simultaneously articulated and released velar and lateral); and rare structural traits (active-stative verb alignment with unusual properties). We document endangered languages to learn the full range of human language capability; such examples show what can be gained, and worse, what would be lost if the languages were not documented.
(2) Unique pattern of language choice and use – three languages, Chorote, Chulupí and Wichí are spoken in the community reported on here; speakers of Chorote and Chulupí practice linguistic exogamy, but spouses do not accommodate to one another’s language; rather speakers and hearers in conversations typically are not speaking the same language (though most understand all three). This highly unusual pattern of language use would be unknown and lost without proper documentation.
(3) Preservation of valuable knowledge that would be lost if the languages disappear. Several specific examples are presented, e.g. Chulupí shkletsex ‘a plant with large tuberous root, used for water when hunting/gathering or on long journeys; it contains much liquid.’ Younger speakers becoming Spanish dominant do not know this word and cannot identify the plant – loss of this knowledge diminishes chances for survival in this arid region.

As for the good news in revitalization, the community itself has asked us (1) to develop education materials in the three indigenous languages (though only two were supported by grant funds), (2) to provide adult learning programs for reading in the indigenous languages, (3) to train native speakers in transcription, reading and writing so they can go take the programs for children and adults to other communities of the region, whose leaders have also asked for our help; and (4) to help to preserve their rich oral traditions and culture, and to work with community members dedicated to doing this. Lessons from this experience for revitalization programs generally will be pointed out.
Linguists in the Role of Administrator

Across the country, there are many linguists who have become university administrators. In particular, linguists fill administrative ranks at the dean's level and above. This panel presents the experiences of linguists at different levels and stages in their administrative careers. Questions to be covered include: How does one become an administrator? What skills do linguists have that are valuable in becoming administrators? What should prospective administrators know?

Randall Gess, University of Utah: "Transitioning into the role of department chair"
Michael Hammond, University of Arizona: "The viewpoint after a few years as a department head"
Mary Jane Hurst, Texas Tech University: "Moving on to the dean's office"

Training Graduate Students to Work on Indigenous Languages, Rm 350

A number of linguistics programs in the U.S. are known for training linguists to work on indigenous languages. These programs do more than merely offer a field methods course. Representatives from three different programs will discuss the different opportunities offered by their departments. These range from faculty mentoring of graduate students, involvement with local Native communities, and the acceptability of descriptive work for the dissertation requirement.

Participants: Megan Crowhurst, University of Texas, Austin
              Pamela Munro, UCLA
              Lyle Campbell, University of Utah
One of the great ironies of language research technology is that as the tools become more advanced, the products become less durable. Paper is less durable than vellum, which in turn is far more perishable than stone tablets. Digital word processing, which is our most advanced writing technology to date, is also the most ephemeral. Hardware and software technologies are changing so rapidly that a typical storage medium or file format is obsolete within 5 to 10 years. This has the result, for instance, that if a linguist took no special action during the 1990s, the digital form of language documentation that was entrusted to word processors in the 1980s is essentially lost today. Recording media are just as vulnerable and in much the same ways: even though a magnetic tape may still be in good condition, if there is no working equipment with which to extract the sound, the data it holds is effectively lost. Digital recordings require specific kinds of software programs to interpret them: programs that only run on a certain range of rapidly-obsolescing platforms. In many cases, our data records of endangered languages are in danger of dying out even before the languages themselves.

This short tutorial is designed to present best practice guidelines for creating and managing the products of linguistic research so that they can remain usable for decades, if not generations, to come. The tutorial will consist of three talks, for a total of one and a half hours.

1. Gary Simons will discuss how to create texts in enduring, archivable formats and explain the distinctions among working, presentation, and archival formats. Most language research projects tend to focus on the working form of data (the form in which the materials are stored as they are worked on from day to day, e.g. Excel) and the presentation form (the form in which the materials will be presented to the public, e.g. Word). But these forms are closely tied to particular pieces of software and thus tend to become obsolete when the software does. Dr. Simons's talk will argue for the priority of the archival form (a form that is self documenting and software independent) as the object of language research.

2. Heidi Johnson will discuss best practices in the creation of an archive-ready language documentation corpus. The talk will be an overview of the essential elements: documenting consent, labelling, digital formats, and metadata. More detailed information on all of these topics and more is available on the web; the handout will include sites to which linguists can refer for further guidance.

3. Helen Dry will introduce the Electronic Metastructure for Endangered Languages Data (E-MELD) Project, a five-year collaborative project designed to build digital infrastructure for the long term preservation of language documentation in “best practice” format. A goal of the E-MELD project is to create a comprehensive but user-friendly website which offers information about creating such resources; this is the E-MELD School of Best Practices in Digital Language Documentation.

"Ensuring that digital data last: Archiving and linguistic resources"

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A-V equipment: laptop projector and internet access if possible
Ultrasound Research in Linguistics

This workshop will demonstrate the use of ultrasound imaging in articulatory studies and language documentation, and discuss many of the current issues in ultrasound research in linguistics. Ultrasound is a rapidly emerging technology for articulatory imaging, due to its safety, portability, relative affordability, and its ability to generate real-time movies of vocal tract movements. The workshop is intended for linguists with little or no background in ultrasound imaging who may be interested in incorporating ultrasound imaging into their own research or acquiring some background to better interpret the literature on ultrasound research in linguistics. Topics to be covered include the following:

- How ultrasound imaging works
- Interpreting ultrasound images
- Imaging the palate/fixed point identification
- Head movement correction
- Ultrasound data extraction and analysis
- Ultrasound research questions and answers
- Articulatory imaging in the field
- Articulatory imaging in the classroom
- Setting up an ultrasound lab

In addition, there will be time during the workshop for audience members to get hands-on experience with an ultrasound setup.

Ultrasound Research in Linguistics

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A-V equipment needed: LCD projector
Agreement on Body Part Locatives

Like other Zapotec Valley languages, Dihidx Bilyáhab (henceforth DB) has a set of words based on body parts which govern nouns. Some have analyzed these as prepositions and prepositional phrases which are merely etymologically derived from body part nouns, cf. English in back of, facing, in front of (from Latin frons/frontis ‘forehead’), on the surface of (from Latin above+face), while others have analyzed them as synchronic body part nouns followed by possessors with such glosses as ‘the money is (at) the stomach of my purse’ meaning ‘in’.

DB’s treatment on such body-parts locatives is unique in that they possess prefixes showing agreement with the following governed noun, just as possessed nouns do. This would suggest that, at least in DB, such body-part locatives are, in fact, nominals, or if not, then prepositions have much more in common with nominals than has been previously thought.
Crossing the “t’s” in Attitude

ABSTRACT:

This work presents preliminary results of an investigation conducted among Mexican-Americans in the Lower Rio Grande Valley of Texas comparing the responses of each sample member on two attitude measures toward use of Spanish to their responses on two actual language usage measures. The twelve-item attitude index as used in Mejías, Anderson-Mejías and Carlson (2003) and the 60-item likert type index (2002) were given to a controlled group of 80 volunteers. Similar indices for English were also given but will not be discussed in this paper. To the exact same group, two additional measurement indices considering actual language usage were also given. One of these was a self-report of actions which could indicate attitude toward language by choices among media usage and communication. The second was a 72 hour language awareness report wherein participants noted function and type of language used during a specified three day period. As a means for testing the measurement indices and procedures, sixty sets of usable data will be collected from the volunteer sample of convenience (N = 80) and compared in order to ascertain how reported attitudes correlate with reported language usage. In addition, a smaller sample of 24-hour taped language from among the same informants will be collected in order to correlate actual language usage to that reported in the measurement indices. The indices and procedure will be explained in detail and preliminary results discussed as a means to discover the interfaces between attitude measures and actual language usage.
“¡Ajál!, bueno, pues, mire, mira... no sé”: Marcadores discursivos en el español de Mérida (Venezuela)

Los marcadores discursivos (Schiffrin 1987) han sido el centro de interés de muchos estudios y según diferentes perspectivas. Sin embargo, hay pocos estudios en los que se conjuguen las perspectivas varicionista y sociolingüística, los cuales parecieran necesarios para “encuadrar con mayor rigor unas formas gramaticales cuya descripción gramatical está aún sin establecer, especialmente en la lengua oral” (Cortés Rodríguez, 1998:144).

Este estudio muestra la distribución de bueno, pues, mire y su combinaciones (bueno, mire; mire, pues; etc.) en el habla de 12 participantes del Corpus de Mérida, Venezuela (Domínguez y Mora 1995). Los marcadores discursivos fueron analizados como variables pragmáticas, según una perspectiva varicionista (cf. Sankoff y Vincent 1992). Se usó el programa de análisis multivariante Goldvarb 2001 (Robinson, Lawrence y Tagliamonte 2001). Se partió de la premisa de que el uso de los marcadores discursivos está restringido por factores lingüísticos y sociales. 687 casos fueron analizados según:

i. el contexto previo al marcador discursivo: pausa, participación del encuestador, el uso de la conjunción y u otro contexto.
ii. el contexto posterior al marcador discursivo: pausa, intervención breve del hablante, intervención más extensa del hablante, pregunta del hablante u otro contexto.
iii. el tipo de discurso en el que se halla el marcador discursivo: discurso directo (Maldonado González, 1999:3551) o no.
iv. los rasgos sociales inherentes al corpus: el hablante en sí, su sexo, edad y nivel socioeconómico.

En el uso de los marcadores discursivos, los resultados sugieren condicionamientos:

i. sociales: entre los hablantes hay diferencias relevantes en las frecuencias globales de uso, el sexo resultó ser un rasgo social significativo en la frecuencia relativa del marcador pues, que fue más favorecido por las mujeres que por los hombres.
ii. lingüísticos: en el análisis estadístico, no fue relevante el contexto posterior al marcador bueno, mientras que el contexto precedente sí lo fue. En particular, el uso de la conjunción y fue el que más favoreció la aparición de bueno, lo que pareciera sustentar cuantitativamente que los hablantes acompañan la mayoría de las veces el carácter aditivo de la conjunción y con un bueno que une enunciados (Pons Bordería, 1998:50), como en (1):

(1) se sale uno de lo común, definitivamente, y bueno, se incorpora en otra actividad más... distinta a la de todos los días (MDA4MB)

- 394 palabras (título incluido)

“¡Ajál!, bueno, pues, mire, mira... no sé”: Marcadores discursivos en el español de Mérida (Venezuela)

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Entonces en encadenamientos consecutivos: aporte para el estudio de los conectores en el español de US

En este trabajo se presenta una investigación cuantitativa para la descripción pragmática del marcador discursivo ‘entonces’ en su uso consecutivo, tal como se presenta en el español de los Estados Unidos. Este conector muestra un proceso de cambio que ha amplificado su alcance semántico y pragmático; este proceso puede explicarse como una gramaticalización basada en subjetivización, en el sentido propuesto por Traugott (2003)

La gramaticalización de una pieza léxica se desarrolla por una necesidad expresiva de los hablantes, que codifican en ella valores semánticos novedosos, y consiste principalmente en la adición de significados modales y evidenciales que operan en el nivel discursivo. Este parece ser el caso en la mayoría de los conectores discursivos (CD), incluido “entonces”, que han pasado de ser ítems léxicos para incluir en su significación valores asociados con la coherencia textual, la intencionalidad y la subjetividad manifiesta.

La “teoría de la relevancia” desarrollada en los trabajos pioneros de Grice (1975) y Sperber y Wilson (1986, 1990) ha sido extendida por Blakemore, Moeschler, Blass y otros hacia la construcción de un modelo que incluye la descripción de marcadores y operadores discursivos, considerando especialmente cuáles son los aportes que ellos hacen en términos de procesamiento del contenido informativo del discurso. Los CD indican cómo correlacionar inferencialmente las relaciones posibles entre el componente anterior y el componente subsiguiente, por una parte, o con el contexto comunicativo, por otra. Este marco teórico permite contrastar los usos de ‘entonces’ frente a otros conectores, y determinar su valor en contextos de consecuencia.

‘Entonces’ se hace presente en el habla con una frecuencia que sobrepasa ampliamente el uso de otros marcadores consecutivos del español como ‘por lo tanto’, ‘por consiguiente’, ‘de modo que’, ‘así que’, ‘por eso que’. Esta frecuencia pone en cuestión los alcances de su valor pragmático, y hace necesario relevar los usos que los hablantes hacen de él. En el siguiente análisis se busca presentar el empleo de “entonces” en los contextos donde el término funciona como un conector entre argumento/conclusión, estableciendo una relación informativa/argumentativa entre la causa/s y la consecuencia que el hablante quiere reforzar en la interpretación.

El análisis se enfocó en los datos lingüísticos de 15 entrevistas realizadas a hablantes de español de los US, clasificados por grupo generacional 1, 2 y 3; para contrastar con el empleo monolingüe, se comparó el uso con datos provistos por hablantes de las variedades dialectales de Argentina, Venezuela y México.

Entonces en encadenamientos consecutivos: aporte para el estudio de los conectores en el español de US

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El determinante definido y las construcciones inalienables en la adquisición del inglés como L1

Vergnaud y Zubizarreta (1991), Cooper (2002) y otros autores han señalado las diferencias de uso del artículo definido en las lenguas romances y en lenguas germánicas con respecto a construcciones inalienables del tipo “John scratched his nose”. Básicamente, el artículo definido puede ser utilizado por un posesivo en lenguas romances, mientras que esto no es posible en lenguas como el inglés.

El estudio experimental de Pérez-Leroux, Schmitt y Munn (2002) analiza la adquisición infantil de las construcciones inalienables en inglés y español. Los resultados de este estudio concluyeron que los niños angloparlantes mayores de tres años tienden a utilizar el determinante definido the en construcciones inalienables del tipo: “John raised his hand” en la etapa inicial de adquisición. Según Pérez-Leroux, Schmitt y Munn (2002), esto se debe a que los niños no han desarrollado completamente la habilidad en cuanto al uso del determinante definido en la etapa inicial de adquisición.

Este trabajo analiza la adquisición de la posesión inalienable en niños angloparlantes menores de tres años con el fin de determinar el uso espontáneo de los posesivos en construcciones inalienables. Los datos fueron extraídos de las bases de datos longitudinales Brown, Tow, Adam, Sarah y Geraldine de CHILDES (McWhitney & Snow 1980).

Los resultados muestran que los niños angloparlantes estudiados en este trabajo no omiten el determinante definido en las etapas iniciales de la adquisición, sino que, lo extienden a contextos donde el indefinido sería preferido. A la edad de un año y once meses, uno de los niños produce un total de veintiunove determinantes definidos y otro de los niños produce veintiuno a la edad de dos años y cinco meses. Asimismo, se observa que hay una sobregeneralización del uso del determinante definido, pero ésta no se extiende a las construcciones inalienables, por ejemplo, se observa que la primera construcción inalienable surge a la temprana edad de un año y once meses en uno de los niños, “Cut your little finger”. Mientras que en otro de los niños se advierten hasta cinco producciones a la edad de dos años y once meses, “I am scratching my neck”, “daddy put his foot around the mirror”.

Los niños contemplados en este estudio: 1) utilizan las construcciones inalienables correctamente antes de la edad de tres años, 2) El uso de la construcción inalienable es constante en los seis niños aquí estudiados y 3) se nota un uso excesivo del determinante definido entre los seis niños. Por lo que concluimos que los datos de este estudio no concuerdan con los datos del estudio experimental de Pérez-Leroux, Schmitt y Munn (2002).

El determinante definido y construcciones inalienables en la adquisición del inglés como L1

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The conditioning of Spanish /ch/ weakening in a northern Mexican variety

The voiceless affricate palatal /tʃ/ and the voiceless fricative /ʃ/ are contrastive phonemes in many languages such as English. However, in Spanish they represent allophones of the same phoneme, where the fricative [ʃ] is a reduced variant. This reduction has been noted in northern Mexico by Lipksi (1994), as well as by Serrano (2000), who found that Sonorans living in Mexico City who had migrated in their youth still used the weakened form [ʃ] 30% of the time.

In effort to further investigate this linguistic phenomenon, this study evaluates the vernacular of Spanish speakers from the northern states of Sonora and Chihuahua, Mexico living in the United States. Attention was given to both linguistic and extralinguistic contexts of the weakening of (ch), seeking out answers for the following questions: What preceding or proceeding linguistic contexts impede or promote weakening (reduction)? Does the gender of the speaker influence weakening? Is reduction more prominent amongst younger generations than older generations?

Fifteen participants residing in Albuquerque, NM, were included in the study and 750 tokens were gathered from sociolinguistic interviews (Labov 1984). These data were analyzed by Variable-rule analysis (‘VARBRUL’), which determines which environmental factors contribute statistically significant effects, and how strongly, to the choice of variant when all are considered simultaneously (Rand and Sankoff 1990). Of the linguistic contexts studied, preceding context proved to have a greater effect than following context. Preceding vowels, in particular non-back vowels, and fricatives are more favorable to reduction than preceding nasals, with reduction rates over 60%. In the following context, back vowels favor reduction more than non-back vowels.

Looking at the extralinguistic factors, gender appears to have the greatest effect on the realization of the weakened form. Although both sexes produced the fricative [ʃ], men seem to be greater promoters of the reduction, using the weakened form by nearly 20% more than women (73% male vs. 55% female), a result that concurs with earlier findings by Serrano.

Age was also significant in this study, showing a greater tendency for the reduced allophone in younger and older generations (> 67%). The middle generation, however, was more conservative and only produced the fricative [ʃ] 47% of the time. Studies done in the 70’s (e.g., Elías-Olivares, 1976) acknowledge a tendency for younger generations to produce this sound and proposed a linguistic change in progress. This study proposes to explain the age effect by “linguistic marketplace” (Sankoff & Laberge 1978) considerations, that social aspirations in the middle age group allow for the conservative form [tʃ] to be more prominent, as this generation is more likely to be immersed in a professional job market and would condition their speech accordingly.

In conclusion, this study found that Spanish speakers from northern México, living in the United States, tend to produce a weakened form of the voiceless affricate palatal [ʃ] two-thirds of the time and that this phenomenon is not random, but conditioned by both linguistic and extralinguistic factors.

The conditioning of Spanish /ch/ weakening in a northern Mexican variety

By
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From Virtual Convention to Virtual Speech Community: 
Metaphors of Interaction and Community-Building on the Web

This presentation will discuss and evaluate the growing Web presence of endangered language speech communities, with a focus on Native North America. In a chapter of the "Green Book" published several years ago, I examined language-focused Web sites built by Native community members, and identified three primary functions that they demonstrated: establishing identity, community building, and e-commerce. As such, Web development seemed to be driven by the "convention" metaphor where participants meet, introduce themselves, and sell stuff. The seeds of building speech communities were certainly there, but actual use (and opportunities to use) endangered languages online remained quite limited (Buszard-Welcher, 2001).

The "online convention" metaphor is not the only possible conceptualization of the Web for language revitalization purposes, however. At the time of writing, I identified two other possible ways to structure online interaction that could work to the benefit of endangered language communities: building virtual libraries (repositories of documentation), and building virtual speech communities. Today, with advances in technology as well as Web accessibility, both of these models are gaining a stronger online presence. In this presentation, I will survey the current activity, and discuss these two models as complementary enterprises that serve to strengthen the use of Native North American languages.

As a case study, I will look at how the Potawatomis, a heritage language community that I have followed and collaborated with for about 15 years, has developed a variety of virtual presences including Websites, threaded discussion / bulletin boards, and online chats. As a participant in their growing virtual speech community, and as a digital archivist, I will discuss what I see as some particularly effective uses of the Web for building virtual speech communities, as well as discussing the role of the linguist as an important partner in this enterprise.


Laura Buszard-Welcher, Ph.D. 
Curator, The Rosetta Project
Requests are perhaps the most frequently studied speech act in the field of linguistic politeness. As is the case for most face threatening acts, requests are rich in terms of their sensitivity to the dimensions of imposition, power and solidarity, and their performance also varies interculturally. Requests have been examined in American English as well as Mexican Spanish, providing a background against which to study the performance of linguistic politeness of Spanish/English bilingual Mexican-Americans. Unfortunately, research on linguistic politeness in the U.S. tends to focus almost exclusively on the performance of English-speaking second language learners of Spanish, while comparatively little work has been published on linguistic politeness in native varieties of U.S. Spanish.

This paper reports on an analysis of requests by 30 Mexican-American, Spanish/English bilingual speakers, divided equally between two categories of sex and among three of age. The data consists of audio-recorded role-plays of three situations distinguished along the dimension of power and solidarity as well as subsequent interviews with participants regarding the role-plays. A traditional approach is used in which strategies and supporting moves are classified according to the categories of positive or negative politeness defined by Brown & Levinson (1987). A quantitative analysis is carried out in which age and gender are considered as variables. In addition, the issue of language choice/code-switching in performing politeness is examined. Results are compared with findings of previous research on requests in American English and Mexican Spanish.
Variation in Metaphors:
A Cross-linguistic Account of Anger in Hindi, English and Mandarin Chinese

This paper dissects metaphors for expressing anger in Hindi, within the framework of Cognitive Grammar and the Contemporary Theory of Metaphor, and presents a comparison with English and Mandarin Chinese metaphors for happiness and anger. The role of metaphors in language, long underestimated, is showing to be very powerful: they are ubiquitous, highly systematic and are proving to be somewhat language specific. Little is known of how metaphors are structured cross-linguistically, although it is clear that they play a leading role in determining degrees of fluency. This work demonstrates some clear delineations between two distantly related Indo-European languages, as compared to a Sino-Tibetan language.

To date, no work has been conducted on the emotion tropes in Hindi: this paper offers an initial foray into the metaphorical expressions of happiness and anger in Hindi, also comparing Hindi data to English metaphor data, in order to understand the degree of overlap within the Indo-European family. Further data is provided from Mandarin, which works to demonstrate the range found in these two Indo-European languages as compared to a non-Indo-European language.

Drawing from 300+ expressions from Hindi, English and Mandarin, I offer a means of juxtaposing the universality and language-specificity at different levels of the metaphor. The metaphors do show to be systematic and different in their focus, with more positive correlations found within the two Indo-European languages; it is not possible to simply translate word-for-word across languages, but there are underlying conceptual similarities in Hindi and English which are lacking in Mandarin.

This comparison demonstrates that while a basic level metaphor can be valid across languages, the metaphorical expressions in each language are different, based directly on sub-level metaphors. This variation can be understood with the concept of active zones: variable active zones across languages allow for metaphor level generalizations and metaphoric-expression-level differences. Sub-level metaphors are available universally: given that each language chooses some and not others, this is tentative evidence that specific expressions instantiate sub-level metaphors according to individual languages’ active zones. I use this schema for making explicit the variations found in ANGER IS HEAT across Hindi, Mandarin and English. Hindi and English share the active zones of fire and hot liquid, while Mandarin deviates, with active zones centered around fire and hot gas.

Metaphors of happiness have shown to be strongly correlated with being up across the three languages. However, different degrees of up-ness are permitted for the Indo-European languages as compared to Mandarin: in English and Hindi, it can refer to being or becoming taller, jumping or dancing, which raise one off the ground slightly, and even extends to being completely off the ground. This is not the case in Mandarin, in which the range of up-ness allowed within the metaphor stops short of including being airborne.

This work, in demonstrating the range of metaphors found within two Indo-European languages as contrasted with Mandarin, a Sino-Tibetan language, shows potential for further discussion of how underlying conceptual variation can manifest in language, especially with respect to the borders of language families.

Variation in Metaphors:
A Cross-linguistic Account of Anger in Hindi, English and Mandarin Chinese
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Nouns in monolingual English are not assigned a grammatical gender. Spanish nouns, however, are categorically marked for gender. This implies that nouns borrowed from English are morphologically adapted and assigned a gender. This “conflict site” between these two languages may be a predictor of lone other-language noun status as a code switch or borrowing (as defined by Poplack 1993). To determine the reliability of gender assignment as a predictor of lone word status, this study examined the gender assignment patterns of monolingual Spanish nouns and lone English-origin items in otherwise monolingual Spanish discourse. The data used for this research was collected in New Mexico as part of the New Mexico Colorado Spanish Survey. These data were collected through informal interview sessions. The data resulted in over 1000 tokens. Each of the nouns was evaluated according to biological gender, synonymic gender, and the gender associated with the terminal phoneme in Spanish. The results of this study indicate that biological gender is categorical with animate nouns, however, this factor only applies to a small group of nouns. In cases in which there is no biological gender, the gender of the terminal phoneme is the most accurate predictor. The terminal phonemes were distinguished according to their role in Spanish: 1) typically masculine (/n/, /o/, /r/, /s/, /e/, and /l/) 2) typically feminine (/a/, /ad/, /ión/, and /is/) and 3) atypical terminal phonemes for Spanish (such as /k/, /b/, or /v/). English-origin nouns ending in typically masculine phonemes in Spanish were assigned this gender the majority of the time. English-origin nouns ending in typically feminine terminal phonemes received feminine gender. This pattern of gender assignment to lone English-origin items correlates with the patterns of gender assignment to monolingual Spanish nouns. English-origin nouns ending in atypical terminal phonemes, however, were overwhelmingly assigned masculine gender. Since masculine and feminine genders were distributed evenly in our study of monolingual Spanish nouns, this would suggest that English-origin nouns are treated differently than their Spanish counterparts. Closer inspection, however, reveals that none of the English-origin nouns ended in -a, the only productive feminine terminal in Spanish. On the contrary, all the atypical endings were consonants, which in Spanish typically require masculine. This shows that lone English-origin items are assigned Spanish gender following the same rules as monolingual Spanish nouns, confirming the Nonce Borrowing Hypothesis (Sankoff et. al 1990) and supporting their categorization as borrowings rather than code switches.


“Can winning a trophy in high school ‘translate’ to university language study?”

The health of second language study programs at the university level is anything but robust; yet L2 study is required in the Texas high school programs that lead to university study. And while study of Spanish continues to increase, programs in other foreign languages traditionally available at both the secondary and university levels (French, German, Latin) continue to decline. What can be done on both a program and a community level to ‘recruit’ for L2 study in general and for study in the ‘other’ languages in particular?

I’ll be discussing, in addition to some initiations state-wide, the role that the Foreign Language Festival, now in its 26th year, attended by 1500+ students annually, has played in the life of the Department of Modern Languages at Angelo State University.

presentation title: "Can winning a trophy in high school ‘translate’ to university language study?"

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The interface between grammar and ideology – A structural comparison of language attitudes in Bahasa Indonesia and Mainstream United States English

Can the Optimality Theory framework (OT) be borrowed to model language attitudes? The process of “conceiv(ing) of links between linguistic forms and social phenomena,” specifically in “creat(ing) and delimit(ing) language related boundaries” (Irvine and Gal 2000) has been shown to be patterned and similarly structured cross-linguistically. In this presentation, I conclude that OT allows elegant description and analysis of the cross-linguistic properties of language attitudes as elements in a meta–linguistic grammar.

The two language attitude complexes I compare systematically are Language Subordination in Mainstream United States English (Lippi–Green 1997), or LS
muse and Language Celebration in Bahasa Indonesia (Cole 2004), or LC
bi. Thinking of these complexes as grammars, or part of what speakers know when they speak their languages, enables a structural comparison. Language attitudes/ideologies have been described in the sociolinguistic literature as grammars, but a coherent formal comparison has so far not been achieved.

The specific difference between Language Subordination
muse and Language Celebration
bi I account for here is the degree to which speakers having these different attitudes (grammars) are free to ‘talk like someone else.’ I demonstrate that although the act of sounding other voices in LS
muse and LC
bi is identical, the interpretation of this linguistic process by speakers varies. In both attitudes, the linguistic elements available for speaker awareness and manipulation are the same, grounded as they are in the elements of the linguistic grammar. I focus here on phonetic features, which are identified by speakers as ‘foreign’ and are then available to the speaker for attempted reproduction. I then show how the different arrangements of the structural elements of LS
muse and LC
bi result in differences in speaker willingness to reproduce ‘other’ voices.

Linguistic anthropologists have claimed that language ideologies/attitudes function like grammars (Silverstien 1979, Hill 1985, Basso 1990) because they exhibit cross linguistic or potentially universal formal properties. Three well documented properties of language attitudes are ‘iconicity’, ‘fractal recursivity’, and ‘erasure’ (Irvine and Gal 2000). These properties bear certain functional resemblances to processes in purely linguistic grammars, like providing pressure for elements at one level to appear, or to delete, or to be exactly reproduced at another level. By converting properties of language ideologies into constraints (ICON, FRAC, ERASE), I demonstrate how a critical ranking of ERASE over ICON characterizes Language Subordination while a critical ranking of ICON over ERASE characterizes Language Celebration.

This research contributes to linguistic theory in the following ways. It provides an explanation by way of a formal model for the observations that language attitudes have similar properties cross-linguistically. Further, this model describes the interface between meta-linguistic elements and linguistic ones, and expands the range of linguistic phenomena that can be modeled in Optimality Theory. Finally, this research provides an explicit identification and comparison of the structures of language attitudes, and invites us to see a particular language attitude as only one in a set of possible options.

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The Ramón and Espinosa Expedition of 1716: A Philological Study of Two Original Diaries

In this paper I examine the discrepancies between the two original diary accounts of the 1716 Ramón and Espinosa Expedition into the Province of the Tejas Indians. This expedition is historically important because it resulted in the temporary occupation of East Texas from 1716 to 1719 through the establishment of six missions and a presidio. There are five unpublished, contemporary copies of the diaries from this expedition. Previous research has shown that the existing English translations of both these expedition diaries are faulty. A brief review of this research is presented in this paper. In this paper I will illustrate paleographic and substantive differences between the two original diary accounts, focusing on the utility of employing a philological approach to the critical editing of colonial diaries.

Extant manuscripts of Domingo Ramón’s 1716 diary
AGNMex, Provincias Internas 181, fols. 391r-401v
BNMex, AF 1/1.24, fols. 32r-44v
AGNMex, Historia 27, fols. 181v-205r

Extant manuscripts of Fray Isidro Felix de Espinosa’s 1716 diary
AGNMex, Provincias Internas 181, fols. 405v-411v
BNMex, Archivo Franciscano 1/1.24, fols. 46v-57v

REFERENCES

AF = Archivo Franciscano
AGNMex = Archivo General de la Nación, México D.F.
BNMex = Biblioteca Nacional de México D.F.

The Ramón and Espinosa Expedition of 1716: A Philological Study of Two Original Diaries
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This study investigates the usage of the formal/informal voice used by native speakers in the city of Cuernavaca, Mexico. As native speakers of Spanish, a choice between two voices must be made when encountering another person during the course of the day. This choice, though listed as very simple and obvious in most textbooks/studies on the subject, is, in actuality, very subtle and complex. Social status, age, gender, and relationship are just some of the variables that dictate whether the speaker will be formal or informal in their discourse. In the end, the choice is reflected by the type of inflection used in verbs and pronoun choices.

Using William Labov’s sociolinguistic study of New York City as a model, I recorded the age, gender, and relationship of participants engaged in two person interactions unobtrusively in natural settings. After recording close to 300 interactions, the results were tallied and compared to the preceding variables. The final result of this study was to discern a pattern for using either choice. In the end, a pattern emerged showing which voice was appropriate in conjunction with the context. This study could allow non-native speakers to see the complexity of this grammatical feature, as well as provide true-to-life guidelines on when and how to use either voice.
Decision trees: An alternative to Varbrul for analyzing variation

Varbrul has emerged as an indispensable tool in sociolinguistic studies. However, it is not uncommon for sociolinguistic data to contain knockouts, cells containing zeroes, and interaction between variables, all of which must be eliminated in order for a parsimonious model to be created that yields reliable results. Methods for dealing with each of these exist but usually require some data manipulation. Varbrul is also limited to categorical variables and in its most recent versions to binomial dependent variables. Given these constraints, some linguistic data may not lend themselves to Varbrul and require a different method of analysis. Decision tree analysis via C4.5 is suggested as an alternative in these cases since it is not adversely affected by these constraints, that is, it allows data containing interacting variables, knockouts, etc. without being adversely affected. In order to contrast and compare the two methods, a Varbrul and a decision tree analyses of Labov’s New York department store study are discussed. Steps in performing an analysis using C4.5 are outlined and compared with Varbrul.

Decision trees: An alternative to Varbrul for analyzing variation

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An Analogical Approach to English Adjective Comparison

There are two strategies for forming the comparative degree of adjectives in English; a synthetic strategy which suffixes *-er* to the adjective stem, and an analytical strategy which uses *more* in composition with the adjective. While there have been many descriptions of the choice between analytical and synthetic comparative constructions, it has defied an account of sufficient predictive power to count as an explanation. Traditionally, such approaches have consisted of formulating rules or constraints which capture generalizations over a range of data. Such rule-based accounts can only approximate actual linguistic behavior; problems such as the variation seen in English adjective comparison are accounted for only with great difficulty in rule-based approaches, if at all.

In this paper I propose that *analogy* is the mechanism which English speakers use to form the comparative degree of adjectives. I show that an explicit and rigorous formulation of analogical principles, Analogical Modeling of Language (AM), can account for the distribution of analytical and synthetic comparison as well as traditional rule-based approaches. AM is an *instance-based* approach to predicting linguistic behavior. Rather than extracting generalizations from data in the form of rules which are then applied to novel forms, an instance-based approach uses a database of stored examples which serve as possible models to predict the shape or behavior of a novel form.

Using a computational implementation of AM I show that it provides an excellent fit to usage information on English adjective comparison gleaned from the World-Wide Web by correctly predicting the preferred comparative construction 92.6% of the time. This lends credence to the idea that analogy can be an explanatory principle for linguistic behavior beyond its usual role in structuralist descriptions in merely accounting for exceptions. I also report on the results of an adjective comparison survey which was conducted among English speakers. AM is shown to fit the range of responses very well, coinciding with the survey participants 87.9% of the time and making the same sorts of mistakes actually found in the survey results. This demonstrates that the AM account is psychologically plausible as well as being descriptively adequate.

An Analogical Approach to English Adjective Comparison

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I have implemented a project in my Spanish class where I invite native speakers to help my students practice their Spanish. The native speakers present mini-lessons, give presentations and conduct interviews. This communicative approach allows students to connect new input to prior knowledge, to experience linguistic complexity (the Input Hypothesis of Krashen) and to be exposed to large quantities of comprehensible input. The real-life situations and the one-on-one activities allow students to use Spanish at a higher level. The data is encouraging; the class working with the native speakers has higher scores on the oral exams. However, the results on the final exams indicate that the writing component is hurt by focusing solely on communication. The class section with no contact with the native speakers did better on the written final exam. This indicates that there has to be a balance between the oral and the writing component when teaching a language. Nevertheless, the students in the controlled group were motivated and were aware of the importance of the native speakers in the classroom as evidenced by the following comments:
"I love speaking with the native Spanish speakers. It is very helpful."
"I like that most of the class period is conversational and not "lecture." It's a good practice in this environment and it's hard to learn when you simply listen to an instructor speak about the language and grammar."

Native speakers in the Spanish classroom. Aracely Esparza, Texas Tech University Department of Classical and Modern Languages P.O. Box 42071 Lubbock Texas 79409-2071, (806) 742-3145, a.esparza@ttu.edu.
LANGUAGE AND SOCIAL ROLES: 
CHALLENGING BERRY’S HYPOTHESES

Abstract
Social interaction generally indicates power relations between members, and depending on whether the interaction is verbal or non-verbal, power possessed or role occupied by a participant in an interaction may change or, in fact, be reallocated from time to time, a fact implicitly attested by Margaret Berry’s (1987) hypotheses used to predict roles and discourse power on account of participants’ talk in certain ritualised and formal contexts. But, depending on certain cultural, linguistic, social or economic criteria, power and role in several discourse situations may run at cross-purposes, thereby challenging some of Berry’s predictions and requesting a few additional hypotheses to account for the facts especially as observed in several work settings, e.g., television programmes involving more than one presenter, numerous advertisements in which talk underscores participants’ power and role, and even the language of children at play – all instances of language in use not accounted for by the hypotheses, even though these also involve some discourse/power/role ascription. Thus, in accordance with her own suggestion that other researchers apply the hypotheses to other discourse situations, this paper studies the overall ambit of Berry’s Hypotheses and not only suggests some modification but also advances supplementary hypotheses to enable them to account sufficiently for the relationship between language and interaction in situations beyond the formalised domains of teacher-student classroom talk, doctor-patient interaction and chairman-member (committee) talk.

Essentially, Berry’s concern in the hypotheses is the use of certain forms of discourse (e.g. three-move exchanges, evaluates, and frames) and the ascription of roles (±HIGHER, ±higher, etc.) on the basis of whether a participant in an interaction uses those forms, etc.

The present paper takes into consideration the cultural implications of talk in certain settings (a criterion disregarded or overlooked by Berry) and assigns roles not on account of any fixed theoretical notions but strictly on the basis of what members are doing with or through talk ‘at this time’.

Keywords: Berry’s hypotheses; talk-role-power distribution; occurrence/non-occurrence of discourse forms.

LANGUAGE AND SOCIAL ROLES: 
CHALLENGING BERRY’S HYPOTHESES

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Syntax and Semantics:
Two Accounts of Delayed L2 Acquisition of the Spanish Subjunctive

Processability Theory (Pienemann, 1998) accounts for delayed L2 acquisition of the Spanish subjunctive in that it purports that long-distance transfer of information across the clause boundary is necessary in order for an L2 learner to produce a subjunctive form within the subordinate clause during spontaneous speech. Pienemann states that such forms cannot be acquired unless learners are “ready” to first acquire the transfer-of-information procedure. Input Processing (VanPatten, 1998) provides a wholly different line of reasoning for delayed acquisition of subjunctive forms that is entirely meaning based. Input Processing implies that, unless the subjunctive forms are attended to for meaning, they will not be held in working memory and processed by the developing system. Furthermore, VanPatten (1998) outlines a type of intervention called processing instruction that takes into account the need for meaning-based focus-on-form practice. Both the syntactic and semantic account of delayed subjunctive acquisition will be discussed and the merits of each will be outlined.

The corresponding study that will be presented investigates interactions between learner “readiness” and instruction type as they affect stage development in second language (L2) learners of Spanish. Working from a Processability framework (Pienemann, 1998) and Johnston’s (1995) proposed stages for Spanish, learner development was examined in terms of emergence of stage forms in oral L2 production. Three instruction types were administered to L2 Spanish learners categorized as ready or unready for personal a and the subjunctive. These two forms were predicted by Johnson (1995) to belong to Stage 4 and Stage 7 respectively in his hierarchy. Results indicate that learners produced a form for which Pienemann and Johnston would classify them as unready. In addition, processing instruction brought about effects that were significantly different from the other treatments. These results do not lend support to Processability Theory as presented by Pienemann (1998) and call into question the hierarchy for Spanish proposed by Johnston (1995).

Syntax and Semantics:
Two Accounts of Delayed L2 Acquisition of the Spanish Subjunctive

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Macuiltianguis Zapotec (MacZ) is a northern member of the Zapotec language family of the Oto-Manguean stock. Like other Zapotec languages (see Speck 1994), MacZ has a group of positional verbs which are used in predicative locative constructions, existential constructions and predicative possessive constructions. Some of these verbs are listed below in their stative aspectual forms in 1 and the locative and existential uses are illustrated below in 2-3:

1. duani sits  siia is on (lies?)  duua lives  yù'ú is in(side)  
duu stands  ttse'e are (plural)  nu'a carries  yusu(a liquid) is in

2. Duu Felipe =à' loo mesa =à' 'Felipe is standing on the table.'  
STAT/stand Felipe =DISTAL on table =DISTAL {locative}

3. Duu ttu beyùú' loo mesa =à' 'There's a man standing on the table.'  
STAT/stand a man on table =DISTAL {existential}

In this paper, I will focus on the possessive use of these verbs and restrictions on the ways in which the possessor argument is licensed. In predicative possessive constructions, the possessor argument may be introduced as the genitive complement of the preposition què’'of, for’ or by the applicative clitic morpheme =ni which attaches to the verb and assigns dative case to the possessor (Foreman 2004, 2005a,b). These two possibilities are seen below in 4-5:

4. Siia ttu pluma què' =ni loo mesa =à' 'He has a pen on the table.'  
STAT/be.on a pen of =3 GEN on table =DISTAL {què’ possessive}

5. Siia =ni =nà ttu pluma loo mesa =à' 'He has a pen on the table.'  
STAT/be.on =APPL =3 DAT a pen on table =DISTAL {=ni possessive}

Both constructions are typically interchangeable, but in certain syntactic environments only one of these constructions is grammatical. For example, when the possessum is indefinite as in 4-5, both constructions are possible, but when the possessum is definite, only the positional verb plus applicative =ni is grammatical. The possessor cannot appear as the object of què’:

6. a. Làànà duu =ni =nà carru =á liisi =nì  
3PRO STAT/stand =APPL =3 DAT car =INVIS home =3 GEN  
'He has the car at his home.'

   b. *Làànà duu què' =nì carru =á liisi =nì  
3PRO STAT/stand of =3 GEN car =INVIS home =3 GEN

In addition, the possessum argument cannot undergo movement to a preverbal position, such as wh-movement, in the què’ construction. Only the dative =ni construction allows this:

7. a. ¿Bííní yù'ú =ni =nà llè'è bolsa què' =ni =à'?  
what STAT/be.in =APPL =3 DAT in pocket of =3 GEN =DISTAL  
'What does he have in his pocket?'

   b. *¿Bííní yù'ú què' =ni llè'è bolsa què' =ni =à'?  
what STAT/be.in of =3 GEN in pocket of =3 GEN =DISTAL

Movement of the existential argument is available in both the locative and existential constructions of 2-3, but the addition of the possessor in 7b blocks the availability of movement.
While conducting fieldwork on the dialect of Ottawa spoken on the Walpole Island reserve in Ontario, Canada I have investigated an ongoing restructuring of the person reference system and the contributing factors to this change. The data is drawn from documentation sessions with six fluent speakers using a combination of audio and visual elicitation techniques, recording short narratives as well as conversations between speakers in addition to elicited paradigms. There is ample evidence in the speech of all consultants of variation in the person reference system.

The most noticeable phonological process in Ottawa is a relatively recent innovation of vowel syncope according to a pattern of metrical stress. This phonological process has resulted in the restructuring of semantically salient morphemes, particularly the prefixes, which due to their position are extremely vulnerable to reduction. Verbs are inflected to indicate grammatical roles of arguments according to an animacy hierarchy. In transitive constructions, the animacy hierarchy of 2>1>3 ranking plays an important role in the composition of the verb: a prefix references the highest-ranked participant, and suffixes indicate the person of other argument, grammatical roles, and number. If the person prefix hierarchy is unstable or undergoing reanalysis this indicates a significant change is in progress in the reference system as a whole.

In any grammatical system which is affected by phonological changes in the language there are three directions for development: 1) retention of the system with only minor changes; 2) phonological or morphological reanalysis and restructuring of forms within the system to make contrasts more transparent; or 3) decay of the system by variable use of and finally omission of the changed forms, perhaps supported by the employment of a different independent element to serve the original function. Each of these developments can be observed in the prefix system at this point in time due to the phonological composition of initial verbal elements. In the future tense the system is fully retained in a stable state; in the present tense there is a restructuring to strengthen and regularize, with the creation of an alternate pattern of inflection; while in the past tense the system has decayed, showing variation with omission of previously required prefixes and the use of supporting elements in innovative roles. The morphological system of person reference is being restructured due to a phonological process. A question that arises is the primary cause for these changes: are they the manifestation of language attrition and declining use or an internal process of language change perhaps accelerated by language contact? While elsewhere in Canada there are positive prospects for the survival of the language, Ottawa on Walpole Island is highly endangered: to my knowledge there are no first-language speakers under 60 and no children learning the language as a first language. Although the trigger for these changes may be due to factors other than language decline, the reduction of contexts for language use may have an impact on the rate at which the language changes.
Positional Verbs and Body Part Locatives in San Juan Yaee Zapotec

In San Juan Yaee Zapotec (SJYZ), a variety of Zapotec spoken in the Sierra Norte region of Oaxaca, Mexico, location of a figure is expressed via a construction called the Basic Locative Construction, schematicized in (1) and exemplified in (2) and (3):

(1) \[
\text{figure}_i \quad [\text{locative verb}]-(cl) \quad [\text{locative phrase}]
\]

(2) Pluuma yaazi zhaan meesa.
   \[
   \begin{array}{ll}
   \text{pluuma yaazi} & \text{pen} \\
   \text{zhaan} & \text{neut.lie.in.low.place} \\
   \text{meesa} & \text{under table}
   \end{array}
   \]
   ‘The pen is under the table.’

(3) Mariia deenu loo Peedru.
   \[
   \begin{array}{ll}
   \text{Mariia} & \text{M.} \\
   \text{deenu} & \text{neut.lie.down-3respf} \\
   \text{loo} & \text{face P.}
   \end{array}
   \]
   ‘Maria is lying down in front of Pedro.’

The most common locative verbs in SJYZ are as follows: 
\textit{dee} ‘is lying down’, \textit{dzhyaa} ‘is sitting, having been raised from a lower location’, \textit{yu’u} ‘is (in)’, \textit{naala} ‘is hanging (from)’, \textit{ri} ‘is sitting’, \textit{yaazi} ‘is lying down (in a relatively low place), \textit{zee} ‘is standing’, \textit{zwaa} ‘is located or lives’, and \textit{zhwaa} ‘is extended across’.

Although the locative verb in some particular sentences may simply be translated by a form of the verb be in English, the translation often can include information regarding the figure’s orientation (e.g., hanging, face up) or posture (e.g., sitting, standing, or lying down). In fact, the SJYZ copula naaka ‘is’, which is used to attribute qualities to or classify its subject, cannot be used to express location.

The choice of locative verb to be used in any particular circumstance is determined by the following factors: (i) shape of the figure, (ii) animacy of the figure, (iii) orientation of the figure with respect to the ground, (iv) posture of the figure, and (v) number. I will explain in this paper the particular conditions under which each of the SJYZ locative verbs may be used.

I will also discuss how some of these positional verbs are used in existential constructions, possessive constructions, and/or as auxiliaries, similar to what Speck discusses (1994) for Texmelucan Zapotec.

Lastly, I will discuss the syntax of the locative phrase used in this construction. The locative phrase may be manifested as a prepositional phrase, as a demonstrative used adverbially, or a noun phrase used adverbially. If the locative phrase appears as a prepositional phrase, it is sometimes headed by a Body Part Locative (BPL), as discussed in Lillehaugen (2003) for Valley Zapotec languages, such as the following: \textit{loo} ‘face/in front of’, \textit{iikyij} ‘head/on top of’, \textit{le’e} ‘stomach/on (vertical surface)’, \textit{kuudzu} ‘back/behind’, \textit{zhaan} ‘rear end/under’. At other times, these PP’s are headed by elements that are not synchronically BPL’s, such as \textit{nu} ‘in’, \textit{lu} ‘surface/on’ [cf. \textit{loo} ‘face’] and \textit{ra} ‘(at) the edge of/near’ [cf. \textit{ru’a} ‘mouth’].

References:
Partitive Proclitic Constructions in English

English has a set of closely related constructions involving a partitive proclitic attached to one of a variety of phrasal categories. Partitive proclitics include part-, all-, half-, quarter-, and others. Examples of their use:

(1) They own two half-Arabian horses.
(2) This film is part-documentary, but the core of it is pure fiction.

Like some other constructions (e.g. focus constructions in many languages), English partitive proclitics have the somewhat unusual property of attaching to constituents of a great variety of grammatical categories:

(3) Her essay was at least half-brilliant. [Adjective (Phrase)]
(4) Their only companion was a part-German shepherd with one bad leg. [Noun (Phrase)]
(5) The inscription was part-below the waterline. [Preposition -al Phrase)]
(6) He half-skipped, half-stumbled into the room [Verb (Phrase)]
(7) She part-naively, part-overeagerly pushed for the group's most ambitious proposal. [Adverb (Phrase)]

As the labels above suggest, these partitives attach not to word units but to phrasal ones, as shown by examples like

(8) Her essay was at least half-incredibly brilliant.
(9) He half-skipped, half-clumsily stumbled into the room.

That the partitives are clitics is shown by the combination of weak phonological interaction with the phrases they attach to and the inability of other material to intervene between the clitic and its base phrase.

The semantics of these partitives is hardly trivial. For instance, example (3) is consistent both with one section of the essay's being brilliant and the remainder mundane or even highly flawed and with one where the essay throughout is a mixture of brilliant insights and sloppy oversights. In (5), note that what is "divided" is not the spatial relation BELOW but rather the inscription --- part of the inscription is below the waterline and part of it is not. In order to describe the range of meanings conveyed by part-, half-, etc., it is necessary to attribute to them the construal of the relevant partitive relation to the overall and contextually determined meaning of its argument. No quasisyntactic truth-functional operation suffices, even for the semantics of a single type of phrase (e.g. noun phrase or adjective phrase).

Finally, some secondary developments of these constructions will be described, such as the denominal adjective construction exemplified in

(10) She is at least half-genius [Not synonymous with "She is at least a half-genius"]
(11) My dog is part-pedigreed Keeshond [Not synonymous with "My dog is a part-pedigreed Keeshond"]

Partitive Proclitic Constructions in English
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Discipline-Specific Practica for International Teaching Assistants
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Abstract

A topic of continued discussion has been whether international teaching assistant (ITA) education is best done within academic departments, or within university-wide programs organized by English as a Second Language (ESL) specialists. This report describes a pilot ITA practicum which may potentially combine the best of both approaches: Academic departments which seek to help ITAs learn how to teach within their disciplines, and a university-wide ESL program which is committed to developing ITAs’ classroom communication skills. Through a cooperative effort, an ESL specialist and five academic departments paired fifteen pre service ITAs with experienced TA or ITA mentors, with the intention that over an entire semester, the ITAs would attend the mentors’ classes, observe and listen to them teaching, and interact with and teach students. Using a student- and response-based evaluation approach, the report investigated the extent to which ITAs’ participation in the practica generated significant opportunities for ITAs’ second language acquisition in discipline-specific settings. Data from ITAs and mentors suggested that participants found the practica to be worthwhile and that ITAs had some opportunities to attend to input, interact with U.S. undergraduates, and engage in comprehensible output. However, observations of ITAs in two departments revealed that opportunities for second language development varied depending on the format of the classes (lab versus lecture), and on personal attributes of ITAs. Although the study is limited, the results suggest the need for continuing the practica with revisions, as well as an overall need to conduct investigations into ITA second language acquisition as constrained by sociocultural contexts and ITA choices.
Thirty Years After: From Kooanga Reo to Waananga

A 30 minute DVD Presentation

This presentation brings the process of the revitalization of Maori alive.

The period of 1930 to 1970 was a grim period for many Maori: Maori children were punished for speaking their language in schools. The Maori speaking population was aging with fewer and fewer children being brought up in the language. As a consequence, individuals within communities came together to reverse the language loss. The kohanga reo (language nests) were part of this. At the same time, some people had a dream of having all education, including higher education (waananga), in Te Reo (the Maori language). What has happened since about 1975 can best be described as an all out assault. According to the 2001 New Zealand Census results, 25% of Maori and 30,000 non-Maori can speak the language; 136,000 or 42% of Maori adults have some level of proficiency in the language. A little over 29,000 Maori adults speak Maori well or very well.

Not being content with these statistics, the Maori continue to create new solutions. The DVD presentation includes kohanga reos, kura kaupapas (immersion schools)—both private and public schools, a bilingual school, Te At rangi (a community program using Gattegno’s Silent Way), one University of Cantebury Maori class, and one immersion class for educators at the Christchurch College of Education. Also, included are excerpts from audio taped interviews with Maori of various ages.

The final destination, as far as some Maori are concerned, is for Aotearoa (NZ—the name change has also been proposed) to be a completely bilingual nation. In fact, this legislation has been proposed. This demonstrates what a group with a strong purpose can do.

Thirty Years After: From Kooanga Reo to Waananga
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ABSTRACT

Reporting test score reliability: We still don’t get it

Tests and resulting score are an important part of Applied Linguistics research, and one important aspect of test scores is reliability. As Bachman & Palmer (1996, p. 20) assert, “Reliability is clearly an essential quality of test scores, for unless test scores are relatively consistent, they cannot provide us with any information at all about the ability we want to measure.” Accordingly, research methodologists urge researchers to report score reliability (Brown, 1988). Nevertheless reliability is not being reported and perhaps not being calculated. For example, Whittington (2003) checked 220 articles in 22 randomly selected education research journals and found that only 36% of the articles (25% of the instruments) reported reliability on the sample study in the article and Griffee (1997) investigated the 1976 to 1996 issues of a popular EFL teaching journal and a more specialized research journal in Japan and found no articles which reported reliability.

The purpose of this paper is to explore test score reliability from both a practical and theoretical point of view, to draw not only from contemporary thinking, but also Spearman’s original 1904 and 1910 papers, and to explain why after almost one hundred years, reporting score reliability remains largely ignored. Six questions are addressed:

1. How is reliability described in practice?
2. How is reliability defined in theory?
3. How many types of reliability are there?
4. How is reliability calculated?
5. How can instrument score reliability be increased?
6. Is there an acceptable level of reliability?

One finding is that there is no generally accepted level of reliability although the claims of three schools of thought can be discerned: the “higher the better” school, the “moderate to low” school, and the “it depends” school. Each of these positions is documented and discussed in terms of its theoretical underpinnings and practical implications.

Finally, a terminological misconception regarding test score reliability reporting is discussed. It is argued that confusing “test reliability” with “test score reliability” leads to the false view that it is the test that is reliable rather than test scores. It is further argued this is the root cause of the lack of reliability reporting.

Reporting test score reliability: We still don’t get it
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La expresión de la pasividad en hablantes de español en Houston, Texas

La expresión de la pasividad en español puede expresarse a través de una frase verbal formada de *ser + participio* (llamada pasiva perifrástica); o a través de una construcción con *se* (llamada pasiva con *se*). Aunque muchas oraciones con *se* pueden tener una interpretación ambigua, las construcciones pasivas requieren siempre un agente implícito (Mendikoetxea 1999). La diferencia esencial entre ambas estructuras es que mientras en la pasiva perifrástica se supone la presencia del sujeto concreto, en la pasiva con *se* éste aparece diluido; esto es precisamente lo que ha llevado a algunos estudiosos a afirmar que las oraciones con *se*, precisamente, tienen como objeto desfocalizar el agente (García 1975; Bogard 1999).

Nuestro trabajo está enmarcado dentro de la sociolingüística, y nuestra principal preocupación es describir la lengua hablada y la variación que en ella tienen lugar los distintos modos de expresar la pasividad en el español. Para el presente estudio se han considerado veintiuna entrevistas semi-dirigidas de entre cuarenta minutos y una hora de duración de hablantes hispanos residentes de la ciudad de Houston.

El estudio muestra ciertas tendencias de los hablantes en el uso de las expresiones pasivas que indican que 1) cuando las necesidades del discurso requieren la utilización de la voz pasiva, el hablante prefiere la pasiva con *se* y esta preferencia duplica en uso a las formas perifrásticas; y 2) parecería haber en el español de Houston una contravención a lo normativamente aceptado para el español estándar en el sentido de que sólo los verbos aspectualmente imperfectivos pueden aparecer en construcciones de pasiva perifrástica sin ningún tipo de limitación aspectual Mendikoetxea (1999: 1673), admitiéndose como aceptables expresiones como “era prohibido”.

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Recent fieldwork in Southwest Oklahoma documents lack of consensus by Comanche tribal members towards using writing as the preferred mode for preserving language and culture. However, Comanche tribal members have surprisingly embraced contemporary electronic technology (audio and film) to carry out these functions. Comanche songs of prayer and praise, sometimes called hymns, are congregationally sung in churches and at ceremonies such as funerals. In the past four months, an unprecedented three compact discs have been commercially released on by individuals, as well as the tribally endorsed Comanche Language and Cultural Preservation Committee. Several Comanches’ reactions to electronically recorder versus written hymns are presented as examples of this emerging insistence on Comanche orality.

For Comanche people, film production is a relatively new enterprise. Comanche documentary films recently produced by the journalist brothers Darrell and Mike Kosechequetah include the 2005 Oklahoma Broadcasters Education Association documentary award winning film on Comanche singer/actor Marla Nauni and professional boxer George Tahdoohahinnippah. Comments by the films’ subjects and the producers reveal and model strong tribal identity and solidarity.

The new orality opportunities presented by CD and film does not require Comanches to learn the written form of their heritage language or to preserve the traditional social contexts of events to express their Comanche identity. Broad acceptance of electronic technologies over writing also has implications for Comanche language preservation efforts. Should the Comanches adopt a high-tech approach to language preservation, would writing Comanche be abandoned?
In early research on narratively organized discourse, sentence-level grammar provided a model for inquiry into roles played by participants in the world of the story: roles were construed as invariant semantic functions fulfilled by characters with variable surface features (e.g., both Claudius in *Hamlet* and Lex Luther in *Superman* instantiate the role of “villain”). Raising concerns about the scalability of sentence-level theories and constructs for the study of narrative discourse, story analysts have subsequently drawn on a range of explanatory paradigms—including models of discourse processing, semantic and functionalist frameworks, and discursive-psychological theories of “positions” as constructs mediating between speech acts and “storylines”—to develop richer accounts of roles and their bearing on narrative understanding. Drawing on a range of narrative data, the present paper provides an overview of this research, arguing for the advantages of an integrative approach in which roles assume the profile of complex, multidimensional inferential constructs. From this perspective, roles in narrative are constellations of structural, semantic, and other factors any subset of which may be more or less salient, depending on the nature and distribution of the discourse cues used to trigger role-based inferences in narrative contexts. The multifacetedness of roles in stories, and the resulting need to combine multiple role-theoretic perspectives, are pertinent for emergent research initiatives concerned with “narrative intelligence” (Davis 2005; Mateas and Senger 2003), among other approaches to narrative viewed as a cognitive and sociosemiotic resource.

**Role-Theoretic Frameworks for Narrative Analysis**

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Twang Thang: An Explanatory Model and Optimality Theoretic Account of Poetically Motivated Variation in Country Music Lyrics

In poetic language, the distribution of linguistic forms is determined by poetic factors such as meter, rhyme and syllabism in addition to linguistic factors. This poetic organization is reflected by linguistic variation between truth-conditionally identical forms. Country music lyrics are ideal for studying the interface between poetic and linguistic structure as country music diction, or *Twang*, allows both non-standard forms derivative of Southern American English and standard forms. For example, in the chorus to Hank Williams “Are You Walkin’ and A-talkin’,” the distribution of “a-talkin’” and “talkin’” is not governed by their aspectual distinctions, but rather by the song’s strong trochaic pattern, realized musically on the first and third beat of each measure:

Are you walkin’, (are you walkin’)? Are you *talkin’* (are you talkin’)?
Are you walkin’ and a-*talkin*’ for the Lord?
Are you travlin’ in his light Ev’ry day and ev’ry night?
Are you walkin’ and a-talkin’ for the Lord?

If the emboldened forms are reversed, prefix “a-” would unnaturally fall in a stressed position in the first line, and metrical and aural parallelism between the two hemistiches would be lost. In the second line, “talk” would unnaturally occur in a weak position.

While few scholars address this type of variation, some Generative Metrists account for alternations that are phonologically, morphologically or syntactically related by positing the outranking of a linguistic constraint by a metrical constraint (Reindl and Franks (2001) and Rice (1997)). This ranking, which assumes one form to be linguistically normal, accurately captures some types of variation, such as stress-shift in Spanish songs, where stress occurs on syllables which could not receive stress in ordinary language (Janda and Morgan 1988). However, it is often the case, as in the above example from Williams, that both forms are derivative of the speaker’s ordinary language grammar(s). Furthermore, often forms which are only semantically related, such as “ain’t” and “isn’t,” alternate according to these same constraints.

In my paper I suggest that all poetically governed linguistic variation can be understood as the relationship between two components in the lyricist’s grammar, which I have adapted and extended from Kiparsky (1977): a pattern generator, which generates the relevant poetic patterns, and a paralinguistic grammar which contains multiple grammars and forms derivative of multiple grammars.

![Diagram](Pattern Generator -> Paralinguistic Grammar)

In optimality-theoretic terms, the various forms permitted by an artist’s paralinguistic grammar constitute the candidate set for any given meaning. Poetic patterns are articulated as interacting constraints that determine which of the permissible forms occurs. For example, Williams’s song requires that each grid position be linked to a syllable, and each syllable to a grid position. Below violates this constraint because it contains a grid position that is not linked to any syllable.
The explanatory model and optimality-theoretic approach enable a formalization of the intuition that variation such as that between “talkin” and “a-talkin’” in Williams’s song is poetically motivated.

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Has Navajo Language “Tipped” Too Far to “Tip Back”? A Characterization of the State of the Navajo Language Today

For decades, researchers have pointed to the decline in Navajo language knowledge and use. However, these findings are tempered by anecdotal accounts of individuals who have learned or re-learned their ancestral language, crediting various sources for their success: programs in schools, Navajo speaking families or spouses, and opportunities provided by communities and peers. As yet, however, we can’t generalize motivations or situations prompting individual, family, or community choices in language use or dis-use. Furthermore, great disparities exist between what Navajos say about the importance of Navajo language and their actual speaking practices.

I spent years examining Navajo language shift. Today, I am again studying the health of the Navajo language and the play of factors affecting it. Beyond an avalanche of new publications, the Internet offers resources, models, and inspiring narratives of ancestral language revitalization. New stories are told by and of individuals committed to learning, speaking, teaching, and, therefore, preserving this traditionally sacred language. There are also communities who have come together in support and use of the language. Contrarily, there are contrasting domains in which Navajo continues as a living language versus those in which it has shrunk to a symbolic existence. Is there evidence enough to talk about a “tip back” for Navajo language? Or are there merely individuals and errant communities swimming futilely against the current of English language and its dominant culture?

Has Navajo Language “Tipped” Too Far to “Tip Back”? A Characterization of the State of the Navajo Language Today. Deborah House. Texas Tech University; Department of Sociology, Anthropology, and Social Work; P.O. Box 41012; Lubbock, TX 79409; (806) 742-2401, ext. 237; deborah.house@ttu.edu.
A Restructuring of Case Theory – Evidence from Syntax and Semantics Interface

Under standard Case Theory (Chomsky, 1986) Case is either analyzed as Structural or Inherent. Inherent is checked along with theta-role assignment. Structural is independent from theta-role assignment, it can be checked with pleonastics or with arguments of predicates. The data presented in this paper suggests that a third type of Case marking is needed. The first two type of Cases are the commonly known Structural and Inherent Cases. The third type of Case marking is S-selected Case, derived from the notion of semantic selection. Following Chomsky (2000), Structural and Inherent Cases are [-interpretable]; the significant property of S-selected Case is that it is a [+interpretable] feature that does not need to be checked and deleted in the course of derivation.

This talk provides a cross-linguistic survey and shows that there are predictable instances where the standard assumptions of Case cannot account for the structures examined. The data shows that the Case “assigner” and the Case “assignee” stand in a semantically driven relationship, where S-selected Case is marked. By applying the three-way Case distinction in the constructions in question, the S-selected Case analysis uncovers the general properties of the Case system among the languages examined here. Consider the following sample data.

**Russian:**

Babyy (1988) Franks (1996) argue that numerals check Q-GEN with its complement, (1a). However, there are instances where Q-GEN is not marked, (1b).

(1) a. Sasha kupil pjat’knig
   Sasha-NOM bought five-ACC books-Q-GEN
   ‘Sasha bought five books’

b. s pjat’ju knigami
   with five-INS books-INS
   ‘with five books’

Q-GEN cannot be a Structural because numerals are not predicates; nor can Q-GEN be Inherent because numbers do not assign theta-roles. This study shows that Q-GEN reflects the semantic selection on count nouns by the numeral, therefore Q-GEN is an S-selected Case. By treating Q-GEN as S-selected Case we can account for the contrast in (1).

**English:**

Consider (2a) where the NP ‘Peter’ is an argument, and receives a theta-role and Inherent Case from the head-noun. In (2b) however, ‘Peter’ cannot be analyzed as Inherent Case, because it does not receive a theta-role from the head-noun. Nor is (2b) Structural, because GEN cannot be checked with pleonastics or in Exceptional Case constructions.

(2) a. [The pronunciation of “Peter”] varies from person to person.
   b. [Peter’s book] is on the table.
   ‘The book owned by Peter’ or ‘The book written by Peter’

Following Hartmann and Zimmerman’s (2002) claim that there are two GENs in German, this study argues that English has Inherent GEN and S-selected GEN. Inherent GEN is licensed by N, where N checks the Inherent GEN of with its internal argument along with theta-role assignment. S-selected GEN is licensed by n+N (Carstens, 2000), and marked with –’s to an NP that is s-selected by the head-noun.

Similar Case patterning illustrated here can also be found in Italian, Spanish, Finnish, German, Korean, and Papiamento. All these languages exhibit a Case patterning displaying a semantically driven relationship, where S-selected Case is marked.

Title: A Restructuring of Case Theory – Evidence from Syntax and Semantics Interface (word count: 500)

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The data in (1-4) are representative of a small class of Spanish nouns which accept modifiers of different genders under certain circumstances. Specifically, when a feminine noun begins with a stressed [a] it is preceded by the masculine definite article el 'the' in order to prevent hiatus that would be occasioned by the use of the feminine article la, as shown in (1). Such data are problematic for current models of the syntax-morphology interface, because phonological rather than morphosyntactic properties seem to determine the form of the article. Similar phenomena are found in Catalán (Mascaró 1996) and French (Tranel 1998, Perlmutter 1998).

In models of the interface based on morphological blocking (Andrews 1990, Halle & Marantz 1993, Stump 2001), the inflected form most compatible with the morphosyntactic specifications of the containing phrase is selected. This data is problematic because such models must choose a unique form for a given set of features. But, there is no reason to believe that the relevant features differ in phrases like (1) and (4), despite the fact that they contain different determiners (in (4) stress is shifted to the suffix /-ita/). This model incorrectly predicts that the same determiner would appear in both (1) and (4), and that the article and attributive adjective forms in (3) should be the same gender.

Models of the interface like the ones adopted by Principles and Parameters and the Minimalist Program (Chomsky 1995) assume full specification of lexical morphosyntactic features. Thus, examples like (1-4) would force us to posit two feminine articles, a 'feminine' el, to account for examples like (1), and the standard la for other feminine nouns. In these grammatical architectures the syntactic component of the grammar provides the input to the phonological component, so it is unclear how the grammar could choose between these two forms, since phonological considerations may not override the syntactic process of concord.

We argue that the solution to this problem requires adjustments to interface conditions rather than to the syntactic representations, or to the inventory of agreement morphemes. Following Perlmutter (1998) and Jackendoff (2002), we argue that the syntax-morphology interface can be effectively modeled in terms of faithfulness constraints on the correspondence between morphosyntactic features of syntactic terminal nodes, and the features of the lexical items (potentially underspecified) that fill them. By allowing a phonological constraint to outrank these correspondence constraints, but not constraints governing syntactic structures, a morphologically sub-optimal form can surface in certain phonological environments. We are therefore able to account for the morphological facts without having to alter the syntactic representation or adopt some ad hoc morphological device. In addition to explaining the basic phenomenon, we are able to show why the opposite gender singular article el is chosen, instead of the like-gender plural article las in spite of the fact that either article would suffice to resolve the hiatus problem.

(1) a. el águila
    the.masc eagle

b. *la águila
    the.fem eagle

(2) la-s águila-s
    the.fem-pl eagle-pl

(3) el águila brav-a
    the.masc brave-fem

    'the fierce eagle'

(4) la aguil-ita
    the.fem eagle-diminutive.fem

    'the little eagle'

Spanish Discord and the Syntax-Morphology Interface

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The prosody-scope interface in sentence processing

It is well established that prosody is involved in a wide range of interfaces, from phonology (Nespor & Vogel 1986) and syntax (Selkirk 1984), to pragmatics (Pierrehumbert & Hirschberg 1990) and sentence processing (Schafer 1997), but the status of the relation between prosody and logical scope is more controversial. The study reported here uses a novel language production method to investigate a variety of operators, including negation and three different quantifiers. The results do reveal prosodic differences between different scope readings, and the differences appear to have a complex yet coherent structure.

Subjects saw 196 sentences containing two of four different operators (“every”, “a”, “a few”, and “not”), such as “Every circle hits a square”. Each sentence was accompanied by two pictures, representing both potential scope readings. Subjects were instructed to read aloud each sentence verbatim, in such a way as to communicate just one of the pictures. A variety of acoustic parameters were analyzed, including duration of the operators and final pitch contour.

We performed a series of ANOVAs using the factors Scope (wide vs. narrow) and Context Operator (the other operator in the sentence) for each acoustic measure, for each operator. One finding is that the relevant acoustic factors are different for different kinds of operators. For the measure of final pitch contour, Context Operator interacted significantly with the Scope of negation ($F(2, 372) = 4.89, p<0.01$), but showed no effects with the quantifiers (all $p’s >.05$). Conversely, for the measure of operator duration, Context Operator interacted significantly with the Scope of each quantifier (for every – $F(2, 372) = 3.04, p<0.05$; for a few – $F(2, 372) = 4.12, p<0.05$; and for a – $F(2, 372) = 3.40, p<0.05$), but showed no effects with negation (all $p’s >.05$).

Planned contrasts within these complex interactions revealed a strikingly coherent picture. The magnitude and direction of effects depend on the identity of both operators in the sentence. In short, if we posit the hierarchy in (1) and the Scope-Prosody Correspondence Rule in (2), we can fully describe the pattern of operator duration for all three quantifiers.

(1) **Quantifier Hierarchy:** every >> a few >> a

(2) **Scope-Prosody Correspondence Rule:** If quantifier A scopes over quantifier B, increase the duration of A if B is higher on the hierarchy, but decrease the duration of A if B is lower.

The pattern of interactions with the scope of negation and the direction of final pitch contours further reinforces the above pattern.

A possible explanation for these results is that prosody is being used to reflect unexpected or dispreferred readings. Many researchers agree that different quantifiers have different scope preferences (Ioup 1975, Fodor 1983, Filik et al. 2005), but what those preferences are is still controversial. We are currently running a follow-up experiment to help confirm or falsify this “preference” hypothesis, which will provide additional information on what the preferences are. Regardless of those results, the study reported here gives a novel insight into the finely structured interface between prosody and logical scope.

Word count (not including title): 498
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The cost of linguistic loyalty: Socioeconomic factors in the face of shifting demographic trends among Spanish speakers in the Southwest.

In a census-related study on language maintenance among U.S. Spanish-speakers, Hudson et al. (1995) stated that, given negative correlations between language maintenance and years of education and per capita income, “educational and economic success in the Spanish origin population are purchased at the expense of Spanish language maintenance in the home” (179). While this has traditionally been the case, the recent growth of the Spanish-language population in the United States, which has grown by a factor of ~2.5 over the last twenty years, begs a reexamination of these correlations. A recent study on the state of Colorado (McCullough & Jenkins 2005) found a weakening of these correlations, especially with regard to the measure of language maintenance vs. median income.

A large percentage of the growth of the U.S. Spanish-speaking population can be found in urban centers, where relative economic prosperity has attracted both rural and immigrant populations. This study examines how Spanish speakers figure in the economics of these urban environments and studies the correlations between Spanish language use and loyalty with the socioeconomic factor of income. Education will likewise be studied given the positive correlation between median income and years of education. The following questions will be considered: Has there been a shift in the earning power of the Spanish-speaker in the Southwest? Do Spanish language maintenance and loyalty come at an economic cost? What extralinguistic factors affect and are affected by use of the Spanish language in the Southwest?

The cost of linguistic loyalty: Socioeconomic factors in the face of shifting demographic trends among Spanish speakers in the Southwest.

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The Hispanic population in the Southwest: An update on demographic changes

Studies on U.S. Spanish have consistently remarked on the fact that the population of Spanish speaking origin is far from homogenous, as speakers from all regions of the Spanish speaking world are represented to one degree or another in this nation. This paper seeks to underscore that such lack of homogeneity is also true for a region in which the majority of Hispanic population is of Mexican origin. The authors are currently mapping the Hispanic populations on a county by county basic in what might be called the Greater Southwest, comprising the states of Texas, New Mexico, Arizona, California, Colorado, and Nevada. Recent changes in demographics have resulted in significant changes in the Hispanic presence in these regions. Many areas have a Hispanic population well above the national average of approximately 12%, and indeed in some locations such populations form majorities of over 50%.

Such demographic shifts call into question the finding of many previous studies on Spanish in the U.S. Such studies have correctly approached the language contact situation as one in which Spanish is a minority language. However, during the last decade, the number of Spanish speakers in the regions under study has increased to the point that, at least from a demographic point of view, Spanish cannot be understood as strictly a minority language. A major goal of the research presented in this paper is to better understand the demographic distribution in relatively reduced geographic regions in order to better understand the linguistic environments that are increasingly Hispanic in character.

The Hispanic population in the Southwest: An update on demographic changes

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The syntactic and Semantic status of Body Part locatives in San Marcus Tlapazola (Valley) Zapotec

The present study contributes to recent analyses of the syntactic and semantic status of Body Part locatives in Valley Zapotec languages. Current studies that have examined Body Part locatives in Zapotec languages disagree towards whether BP locatives are syntactically nouns or prepositions and whether the grammaticalization of BP locatives is best understood as a synchronic or a diachronic process.

Although San Marcos Tlapazola (SMT) Zapotec Body Part locatives do pattern, to some extent, within the criteria proposed by Lillehaugen for categorizing Valley Zapotec Body Part locatives as prepositions rather than as nouns, SMT Zapotec Body Part locatives, as opposed to prepositions borrowed from Spanish, seem to group morphologically together with open-class words, such as nouns and verbs. Furthermore, the psychological status of Body Part locatives also suggests that they form a distinct word class than prepositions. The semantics of SMT Zapotec Body Part locatives support the metaphorical extension view in conjunction with culture-specific choices determining which lexical item will become employed. It is suggested that on a path of grammaticalization SMT Zapotec Body Part locatives may be at a different stage than what has been proposed for other Valley Zapotec languages.

The fact that monolingual Zapotec-speaking children tend to over emphasize the cliticized form in the early production of Body Part locatives suggests that they rely on a strategy that helps them distinguish the potentially ambiguity between a possessed Body Part NP and the Body Part locative. The reliance on contextual and social pragmatic cues in combination with the metaphorical extension view, thus would explain the status of SMT Zapotec Body Part locatives, which is more consistent with the diachronic approach.

The analyses draw on four sets of SMT Zapotec field data: spontaneous discourse in naturalistic settings, elicitation of basic spatial relationships between a landmark and a trajectory object, Bowerman and Petersen’s topological spatial relationships and Frog Story narratives.

The syntactic and Semantic status of Body Part locatives in San Marcus Tlapazola (Valley) Zapotec

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ABSTRACT FOR POSTER SESSION

Acoustic characteristics of Russian and Spanish /r/

Russian and Spanish are both languages with an apical, tongue-tap trill /r/. This sound is notoriously difficult for native English speaking second language learners to acquire consistently. Successful trill production is possible only when a highly restricted set of physical conditions obtains. An appropriate amount of muscular tension at certain points on the tongue combines with aerodynamic factors such as airflow and oropharyngeal pressure to produce the trill. When one of these factors does not obtain, the result is not a degraded trill but another non-target kind of segment. This research is a preliminary study of the acoustic and aerodynamic characteristics of Russian and Spanish trills, for the purpose of comparing the characteristics of trills in the two languages. In a future stage of this research, this data will be compared to data gathered from native English speaking learners of Russian and Spanish as second languages in order to determine which production factors non-natives control most accurately and which characteristics they fail to control accurately, resulting in failure to produce the segment. Subjects are five native speakers of Spanish and Russian, recorded reading a word list in their native language. The words on the list contain the trill in word-initial and word-medial intervocalic positions. Acoustic information, including segment length, occlusion and aperture lengths, and peak and minimum amplitudes is analyzed, as are aerodynamic factors such as airflow and oropharyngeal pressure in order to determine the characteristics of native trill production in each language. Preliminary predictions regarding L2 data are discussed.

Acoustic and aerodynamic characteristics of Russian and Spanish /r/

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The 1689 De León/Massanet Expedition: A Philological Study of Manuscript Variation

The 1689 De León expedition into Texas represented an official commitment by the Spanish crown to fund efforts to explore the northern reaches of New Spain. The monarchy’s piqued interest in this territory stemmed from credible news that the French had entered and established a settlement among the natives of the area near Matagorda Bay. Fray Damián Massanet’s presence on this expedition also signaled the Church’s overt involvement with the Crown to extend its dominion to the inhabitants of these lands.

Many studies have concentrated on expeditions into Texas (Foster, Bolton, Chipman, Imhoff, Weddle, Wade). The 1689 expedition merits special attention because the accounts for this expedition come from three different authors, which therefore produced very different viewpoints, historical and philological variants of great interest of each author’s account. Alonso de León kept a personal diary, the religious leader of the entrada, Fray Massanet, filed his account of the expedition by means of a letter written to Carlos Góngora y Sigüenza, and a third account was kept by an assistant of De León, Juan Bautista Chapa, as recorded in his Historia de Nuevo León y Coahuila. The manuscript sources studied for De León’s diary include: 1) AGN, Provincias Internas, vol. 182, fols. 428-40; 2) AGN, Historia, vol. 27. The manuscript history for Massanet’s letter includes: 1) AGN, México, Historia, vol. 301, exp. 16, fols. 315-336; 2) AGN, México, Historia, vol. 302, fols. 10-30; 3) a manuscript from the private library of José Fernando Ramírez purchased initially by Texas A&M University and later sold to the archival holdings of the University of Texas at Austin.

In this paper, I present the results of a philological study of the paleographic variation contained in the manuscripts of the different accounts. Finally, I will present results of a comparative study of the manuscripts with their English translations. This is particularly important because these translations serve as the primary sources of documentation for studies concerned with these expeditions.

The 1689 De León/Massanet Expedition: A Philological Study of Manuscript Variation
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L1 Attrition of Turkish Native Speakers in English L2 Environment in Lubbock

Abstract
The focus of present is the cases of L1 loss that are observed in people who move to another country and use the language of that country while maintaining little or no contact with the native language. Consequently, they begin to exhibit wrong applications of their native language grammar (Seliger, 1996; Pan & Berko-Gleason, 1986). This study will examine the attrition effects in binding conditions of overt and null pronouns in pro-drop L1 Turkish under the influence of non pro-drop L2 English. In other words, the study will be searching for the Turkish language attrition of Turkish native speakers living in Lubbock, TX, who use English most of the time as an L2. For this investigation, 20 native Turkish speakers who are L2 speakers of English (each with a score of more than 213 in the TOEFL) will participate in this study. Their age range is between 18 and 30. They are graduate students at Texas Tech University, and having been living in the USA over two years. First, they will be interviewed, and then they will be provided with a comprehension task and a translation task. The results of the tests will be analyzed using one-factor ANOVA by SPSS program. In line with the previous studies, it is assumed that L1 attrition will occur due to extensive L2 exposure; however, attrition is predicted to be selective. L1 elements that have no corresponding forms in the L2 will not be vulnerable to attrition as they will not be in competition with the L2 elements. Accordingly, in overt pronoun binding, under the influence of L2 English, it is supposed to cause restructuring of the L1 Turkish binding domain in line with the L2 grammatical option. Thus, the items like the overt pronominal kendisi (himself/herself) and the null pronoun and their relevant binding features are predicted to be well preserved in the grammars of Turkish attriters.

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Rethinking the Relevancy Condition on Internally-Headed Relatives in Korean

The goal of this paper is to revisit a well-known pragmatic condition that has been stipulated for the so-called Internally Headed Relative Clause (IHRC) construction in Korean (and Japanese), illustrated in (1), and to show that this condition follows from a more general semantic constraint that governs the interpretation of complex sentences that lack overt connectives.

(1) The IHRC construction in Korean:
John-un [[sakwa-ka thakca-wi-ey iss-n]-un kes]-ul
J.-top [[apple-nom table-top-loc exist-imperf]-rel kes]-acc
cip-e tul-ess.ta.
grasp-comp lift-pst-decl.
‘There was an apple on the table and John picked it up (from where it was).

In his seminal works in the 1970’s, Yuki Kuroda observed that, for a sentence illustrating the IHRC construction to be acceptable, the embedded clause’s content must be interpreted in such a way as to be “directly relevant” to the matrix clause’s content (Kuroda 1976, 1992). To illustrate, unlike (1), (2) is judged unacceptable, because the event described by the IHRC is not simultaneous as the event described by the matrix clause (Kuroda 1992).

(2) #/*John-un [[sakwa-ka ece thakca-wi-ey iss-tel]-un
J.-top [[apple-nom yesterday table-top-loc exist-perf]-rel kes]-ul onul cip-e tul-ess.ta.
kes]-acc today grasp-comp lift-pst-decl.
Intended: ‘There was an apple on the table yesterday and John picked it up today.’

In the literature, attempts have been made to recapture the Relevancy Condition in more explicit and formal terms. One important motivation for these attempts is that the set of relations that the embedded clause can bear to the matrix clause is not entirely unlimited, unlike what the Relevancy Condition predicts (see Fuji 1998, Y. Kim 2002, M. Kim 2004). Despite these various attempts, however, we do not as yet have a firm grasp of the notion of “relevancy”.

In this paper, I propose that the Relevancy Condition is essentially about ensuring that the embedded clause’s content is temporally or causally related to the matrix clause’s content. I show that the acceptability of a sentence can vary depending on what kind of state the embedded clause describes and what kind of relation it bears to the event described by the matrix clause. Furthermore, I show that sentences whose embedded clauses describe temporary states and those whose embedded clauses describe semi-permanent states have different truth-conditions, paralleling the differences between weak and strong free adjuncts in English discussed by Stump (1984), which are illustrated in (3) and (4), respectively.

(3) Lying on the beach, John sometimes smokes a pipe.
(4) Being a sailor, John sometimes smokes a pipe.

On the basis of this observation, I claim that the Relevancy Condition should be reconsidered as a way of addressing the more fundamental question of why, in the absence of an overt logical connective, temporary state descriptions are interpreted as bearing different logical relations from semi-permanent state descriptions.

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The Korean Resultative Verb Construction and Telicity

A resultative construction in English indicates the termination of an event, when it is used with an unergative main verb, as illustrated in (1). Unlike the English version, the resultative verb construction (RVC) in Korean can be ambiguous in telicity. I trace this ambiguity to the availability of two different syntactic structures for the same RVC string.

According to Lee (1999) and Kim (1993), the Korean RVC is made by attaching either of two morphemes –key or –tolok to the predicate of the resultative clause, depending on whether RVC is a clause or a predicate. Also, Korean has two types of RVC created with -key. One is the non-subject RVC, as illustrated in (2), where the main verb is already underlyingly telic. Here, the resultative clause provides additional description of the already-present endpoint. The other is the so-called subject RVC, where the main verbs are typically atelic, as seen in (3). Two previous studies argued that the subject of the resultative clause must be inalienably possessed by the subject of the main clause, but this is not always true, as seen in (3). While the English RVC (1a) only has the telic interpretation, the Korean subject RVC (3a) has two interpretations; one is an atelic hyperbolic interpretation like John shouted excessively and the other is the telic interpretation like John shouted and became hoarse. As seen in (4), this semantic difference can be correlated with a syntactic difference by testing the placement of temporal adjuncts. In (4), han sikan-maney ‘in an hour’ cannot be moved after the resultative clause, because han sikan maney only modifies the predicate of the resultative clause swk-key. However, han sikan-tongan ‘for an hour’ modifies the main verb oyichi-ta, positioned before or after the resultative clause. This means mok-i swi-key can be either a resultative small clause (giving the telic interpretation) or an adverb phrase (giving the hyperbolic interpretation), as seen in the tree structures of (5).

This fact can be more clearly seen, when we change the nominative case marker of the main subject to the genitive case marker, forcing it to be interpreted as a complex DP. In that case, han sikan-maney can be inserted into the resultative clause, but cannot be after it. However, han sikan-tongan can be positioned freely.

However, some Korean subject RVCs have only atelic interpretation like (3b). The reason for such cases is pragmatic rather than syntactic, considering han sikan-maney can be used neither before nor after the resultative clause. Such sentences are idiomatically used in Korean in such a way that they only have hyperbolic interpretation, as seen in (3c).

In conclusion, if the RVC with an unergative verb in main clause has only the hyperbolic interpretation, the resultative clause fails to give a telic interpretation to the entire sentence, because it is behaving as an adverbial modifier rather than a true resultative. However, if the RVC sentence is syntactically ambiguous, then its telicity is also ambiguous. The position of temporal adverbal phrases can reveal this structural ambiguity.

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Overview. This paper shows that question interpretation from NP (-um) clausal complement in Korean displays subject-object asymmetry [1-2] as that-trace in English [3-4]. An analysis about question interpretation from NP (-um) and CP (-ko) clausal complements in Korean is provided.

Background. Since Huang (1982), it is assumed that wh in-situ languages like Chinese do not show subject-object asymmetry as in English, and the fact argues for that ECP, which targets only the trace of moved elements and not other empty categories, does not apply to LF movement.

Clausal complements in Korean. Clausal complement –um is NP, because case markers and postpositions (nominal property in Korean) can be attached to it. NP (-um) takes TP as a complement from the presence of tense marker. Clausal complement –ko is CP. No case marking is possible and -ko does not select NP directly.

Puzzle: NP clausal complement (-um) differs from CP clausal complement (-ko), but only in question interpretation for wh-subjects, not in that for wh-objects. If ECP does not apply at LF, this asymmetry is difficult to account for [1-2, 5].

L-marking and Anti-subject movement. Deprez (1992) proposes that L-marking can be done by functional categories via local agreement [6]. If TP is not L-marked, TP will block the movement across TP. If the subjects do not have any unchecked feature in the derivation, there is no local agreement to apply to L-marking. Therefore TP will not allow any movement outside of TP. However, adjunction to TP is an escape hatch for movement out of TP. Both features and phrases can move to matrix CP for question interpretation via adjoined to TP position.

The escape hatch does not apply to question interpretation of wh-subjects based on the independent evidences against the movement of subjects (Deprez 1992). The subject movement can also be argued as impossible from anti-locality (Grohmann, to appear), which bans too-close movement both in overt and covert movement.

Analysis. Both in overt phrasal movement and covert feature movement, clausal complements do not L-mark TP if the head of TP has no features to agree with the head of CP via local agreement. TP blocks the movement of wh-objects, but adjoined to TP makes the question interpretation possible. Wh-subject in CP clausal complement has unchecked wh-feature to agree with the head of CP, therefore the head of C L-marks TP [7b] and allows the wh-feature to be interpreted. Wh-subject in NP clausal complement does not L-mark TP, and wh-subject cannot use the escape hatch due to the anti-locality. Therefore, the question interpretation of wh-subjects from NP (-um) clausal complement is blocked. Note that overt phrasal movement is always blocked by NP (-um) [8].

Conclusion. We have argued that the subject-object asymmetry in embedded questions does not have to rely on ECP. The distinction of covert feature movement and overt phrasal movement can explicated the subject-object asymmetry in Korean as well as English. The phrasal movement has more restriction in terms of movement than feature movement. Thus, if other conditions are the same, features can move and check their features in the derivation, but not the overt phrases.
On the Structure of the Syllable in Korean: Evidence from Short-Term Memory Errors

The central debate in syllable structure research is the status of the intra-syllabic structure of natural languages. Korean has often been cited as an interesting case in this debate in that a number of experimental investigations carried out on Korean have suggested that the structure of the syllable in Korean is likely to be left-branching (Derwing et al. 1993, Wiebe & Derwing 1994, and Yoon & Derwing 1994). That is, the relation between phonemes at an intra-syllabic level of Korean is such that the syllable’s vowel and the syllable’s onset are grouped into a constituent called the body. The final consonant forms the coda. The Korean syllabification pattern is significant particularly for researchers that hold a hierarchical (as opposed to flat) view of syllable structure in natural languages since the Korean pattern assures that the massive experimental evidence on the right-branching structure of the syllable in many languages including English does not depend on some hidden experimental artifact.

Based on an experiment on short-term serial memory for Korean spoken syllables, the current study, however, argues that Korean is not necessarily a left-branching language. Rather, the emergence of certain intra-syllabic units in Korean varies critically as a function of statistical dependencies among certain pairs of consonants and vowels in Korean. To show this, in the current study, the normative measure of contingency, $\gamma_p$, between 152 Consonant and Vowel pairs ($C_1V$ pairs) and 76 Vowel and Consonant pairs ($VC_2$ pairs) that appear in Korean monosyllabic $C_1VC_2$ words were calculated (following Perruchet and Peereman 2004). If Korean syllables are indeed coded in terms of body and coda units (the left-branching as has been argued in previous literature), then short-term memory errors involving retentions of two phonemes for Korean spoken syllables should predominantly preserve as units the $C_1V$ pairs, regardless of the strength of the association between Cs and Vs in Korean. For example, suppose that the stimuli are CVC syllables like /kan/. If an error retains two phonemes of /kan/, then errors involving retentions of /ka/ (the body unit, $C_1V$) should outnumber retentions of /an/ (the rime unit, $VC_2$) in majority of the cases. Analyses of subjects’ errors, however, show that it is not always the body unit that was retained most often. The $C_1V$ pairs were retained more often than $VC_2$ pairs only when the contingency, $\gamma_p$, values of the former were much higher than those of the latter. In cases where the contingency, $\gamma_p$, values of the $VC_2$ pairs were higher than those of the $C_1V$ pairs, then it was rather the $VC_2$ pairs that were retained most often. Contra what has been suggested in previous literature, these results thus strongly suggest that Korean syllables are not inherently coded in terms of a body (the initial consonant and the vowel) and the coda. Rather, the cognitive representation of Korean syllable is affected by the statistical regularities present in the distribution of vowels and consonants in Korean lexicon.
For many years, researchers of all backgrounds have been interested in different aspects of communication. Communication theorists, anthropologists and psychologists, to name a few, have come up with hypotheses and theories of human communication based on their observations of both humans and animals. On occasion, their research findings are derived not only from what is actually said in a verbal fashion, but also from what is observed nonverbally. Nonverbal communication is only one facet of the giant field of communication, and yet it has been claimed that 65% of meaning is conveyed through nonverbal communication (Birdwhistell, 1970). Therefore, communication in the broadest sense is an interface of the verbal with the nonverbal.

The teaching profession is one that is based on communication. Every day teachers are responsible for conveying aspects of knowledge to their students not only via their competence in a field but also via their personal communication skills. Consequently, students are affected by the communication patterns of their teachers, and vice versa, both verbal and nonverbal (Simpson & Erickson, 1983).

In recent decades researchers from a variety of disciplines have demonstrated the existence of differences in nonverbal communication patterns between men and women. In addition, some researchers have studied nonverbal communication patterns in the classroom context. However, few researchers have looked at gender and nonverbal communication at the same time in the classroom context.

What does nonverbal communication on the part of language instructors really communicate in the classroom setting? How does nonverbal communication differ in relation to the instructor’s gender? What influence might such differences have on students’ learning? The goal of this paper is to shed light on this hitherto unexplored area of research at the intersection of gender, nonverbal communication, and language pedagogy, based on observational research by the author in university classroom settings.
**Multifaceted Lohoh:**

*The Meanings of Lohoh 'Face' in Colonial Valley Zapotec*

The Valley Zapotec (VZ) word *lohoh* as a body part noun means 'face', and as a preposition has the locative meanings of 'on' and 'in front of' and non-locative meanings including a range of dative meanings such as 'to' and 'from' (e.g. Munro, Lopez, et al. 1999, Lillehaugen 2003).

Data from analyzed texts written between 1560 and 1721 in the Tlacolula Valley (Munro, Terraciano, Sousa, Lillehaugen, and Martínez, in progress) reveal that *lohoh* had an extremely rich array of both nominal and prepositional meanings in Colonial VZ as well. The nominal meanings attested give evidence for metaphorical extension as in MacLaury (1989) and projecting space metaphor, as described for Mixtec by Hollenbach (1995). Examples of these are presented below.

(1) tiopa yocho tobij n-ohuij lao=nij nesaa loolaha (1721)
    two house one NEU-look face=3 toward Oaxaca
    'two houses: one, its face looks toward Oaxaca'

(2) Ri-guixelee-naalii=a lao pizaa. (1642)
    HAB-declare-truly=1s face border.marker
    'I truly declare the boundaries.'

Colonial VZ exhibits both the modern VZ locative and non-locative prepositional meanings of *lohoh* and in additional other non-locative meanings that do not seem to have been retained in modern VZ, such as the 'with' and 'for' meanings below.

(3) r-oni=a xygaba-testamento xijteni=a lao qui-tobij guelaanayanij (1721)
    HAB-do=1s account-testament of=1s with IRR-one understanding
    'I make my account and testament with total understanding'

(4) Laaca tomines nijxij ... guij-nabaa tio xijteni=a laoo Pascual Peres
    same money this ... IRR-ask uncle of=1s from Pascual Peres
    guij-quij=nij laoo guela-guichija xijteni=a=laa laoo guela-gooti xteni=a (1721)
    IRR-pay=3 for NOM-sickness of=1s=and for NOM-death of=1s
    'This same money, ... my uncle will demand from Pascual Peres. He (or it) will pay for [the expenses of] my illness and for my death.'

This paper examines the full range of meanings of *lohoh* in Colonial VZ of seeks to present a unified account of the meaning types.

**References**


Munro, Pamela, Kevin Terraciano, Lisa Sousa, Brook Danielle Lillehaugen, and Olivia Martínez, et al. (in progress). *Analyzed Colonial Valley Zapotec Documents.*
Multifaceted *Lohoh*: The Meanings of *Lohoh 'Face'* in Colonial Valley Zapotec
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Predicate Inversion, Person Asymmetries and Agreement in Brazilian Portuguese

Subject-verb agreement is usually obligatory in Brazilian Portuguese (BP) (1). However, there are constructions which allow for two grammatical possibilities for verb agreement: the verb can either agree with a DP present in the sentence or have third person singular agreement (2):

(1) As meninas foram/*foi a causa da briga.  
the girls were/was the cause of the fight  
‘The girls were the cause of the fight.’

(2) A causa da briga foi/foram as meninas.  
the cause of the fight was/were the girls  
‘The cause of the fight was/were the girls.’

In this talk, I will propose that what differentiates cases where there is only one possibility of verb agreement (1) and those where there in only one (2) is that the latter group involves predicate inversion of the type proposed by Moro (1993, 1997). I will also analyse the alternation in (2) as being due to the presence of two predicative expletives in BP: one similar to French ‘il’ (leading to third person singular agreement) and the other to English ‘there’ (leading to the other agreement possibility).

Copular sentences as (1) and (2) are standardly assumed to be different at the point of merging (as meninas introduced in the derivation in the merge subject position in (1) and in the merge object position in (2)). However, based on English and Italian data, Moro (1993, 1997) proposes that sentences like (4) and (5) are derived from the same merge structure, represented in (3), with two different sentences arising depending on whether ‘the girls’ (a canonical copular as in (4)) or ‘the cause of the fight’ (an inverse copula as in (5)) raises to spec TP:

(3) Be [sc the girls the cause of the fight]
(4) The cause of the fight was [sc the girls t]
(5) The girls were [sc t the cause of the fight]

The BP asymmetry in (1) and (2) provides new data of in support of Moro’s proposal: if (1) and (2) had a parallel structure, as standardly assumed, no systematic agreement difference would be expected. I propose Moro’s analysis better accounts for BP agreement, showing that exactly the cases proposed to be inverse copulars by Moro show the agreement alternation.

Additional support comes from other cases of the agreement alternation in BP. Moro extends his approach to unaccusatives and existential constructions, arguing that predicate inversion is also possible in these cases. Interestingly, existential (6) and unaccusative (7) sentences are the other environments in which the agreement alternation is possible in BP:

(6) Tinha/m uns meninos no parque.  
have-imp-3-sg/pl a boy in-the park  
‘There were some boys in the park.’

(7) Chegou/Chegaram umas cartas.  
arrive-pst-3-sg/pl some letters  
‘There arrived some letters.’

Sentences like (6) and (7) involve inversion of a predicative pro, differently from (8), where the subject of the unaccusative raises to spec-TP, preventing predicate inversion, and the agreement alternation is not allowed:

Adopting Moro’s idea that copular sentences, existential and unaccusative sentences involve an expletive subject, I propose to explain the restriction of the alternation to predicate inversion cases by relating it to a lack referential pro-drop in BP. It is proposed that BP has only predicative pros, of two kinds: one pro which behaves like French ‘il’ (leading to 3rd singular agreement) in that agreement is always third person singular and another like English ‘there’ (leading to agreement with a coda DP):

(8) Il y a/*ont des chats dans le jardin.  
it there has/have of cats in the garden  
‘There are cats in the garden.’

(9) There are/*is cats in the garden.

As both pros are predicative, only when there is predicate inversion will either of them be able to trigger verb agreement.

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Abstract for the paper:

The description of interlanguage phases based on the analysis of sources of errors in written production by Spanish and Russian ESL learners.

This paper will present a description of the different phases in ESL learners' interlanguage based on the analysis of the sources of errors such as Interlingual, Intralingual, and Unique. Interlanguage plays a critical role in Second Language Acquisition because it is a linguistic bridge from the native language to the target language and can be used to analyze the sources of errors. Using the written production by Spanish and Russian ESL college students as an example, the presenter will show how ESL learners construct interlanguage and what sources of errors are more significant in interlanguage development. Each source of errors indicates a different phase in interlanguage. This presentation will demonstrate what sources of errors dominate if ESL learners miss one of the interlanguage phases. The similarities and differences of Spanish and Russian L2 acquisition will be explained based on the analysis of Interlingual, Intralingual, and Unique sources of errors. The presenter has designed the classification of error identification steps which will be introduced together with a new definition of an error and interlanguage. The description and explanation of Interlingual, Intralingual, and Unique sources will provided as well as numerous examples. The technique of how to identify different sources of errors will be shown. The review of previous research studies and suggestions for future research will be made as well as recommendations and pedagogical applications. This paper will contribute to the understanding of what sources of errors are involved in the mental processes of ESL learners when they convert linguistic input into knowledge before they reach native speakers’ proficiency. This paper will explain some implicit mechanisms of error making process which is one of the goals of Second Language Acquisition research.

Title: The description of interlanguage phases based on the analysis of sources of errors in written production by Spanish and Russian ESL learners.
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Analyzing the validity of linguistic elements as cues for represented perception

The following is an examination of Comanche, a Uto-Aztecan language historically spoken in Texas, Oklahoma, and New Mexico. It is concerned with a particular type of narrative perspective that can be found in the language, known in literary theory as represented perception, a perspectival stance viewed through the eyes or ears of a storyworld character. An illustrative example is given below:

(1) (Canonge and Riddles 1958, 37-38)

\[ S-u-\text{`ana-ki-se}' \text{ ma-mu-nai } \text{hini } \text{tu-háni-ki-na}. \]

TOP-DIST-ADV-NAR-DM OBV-front-from something black-do/be-DIR(come)-PROG

‘There, from in front of her, something dark was coming.’

Drawing on assistance from Deictic Center Theory (Duchan et.al. 1995) it will be shown how a represented perception interpretation may be constructed circumstantially through the presence of a variety of linguistic cues. Three of these cues which play a very influential role in Comanche are; a) the presence of a set of deictic adverbs, b) a directional marker meaning ‘come’, and c) incompleted aspect markers. The methodology for establishing the validity of these cues is an important and innovative advance. The methodology is based on the observation that, in a represented perception interpretation, the continuity of a protagonist as a main clause subject is temporarily interrupted by a main clause subject which constitutes the object of perception that the protagonist is viewing, yet, following that, a resumption of the protagonist is again readily available in main clause subject form once the point of view recedes back out from the character’s internal visual experience. This circumstance is referred to as a continuity gap. One can predict that hypothesized cues for represented perception will show a statistical correlation with continuity gaps. Some data that demonstrates this is given in Table 1 below:

Table 1  The degree to which deictic adverbs occur within continuity gaps

<table>
<thead>
<tr>
<th>Deictic adverbs</th>
<th>Continuity Gap</th>
<th>No Continuity Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deictic adverbs</td>
<td>20</td>
<td>9</td>
</tr>
<tr>
<td>Random control sample</td>
<td>4</td>
<td>32</td>
</tr>
</tbody>
</table>

It can be seen in Table 1 that there is a skewing of deictic adverbs toward continuity gaps: 20 with continuity gaps versus 9 without. This is a strong skewing because it flouts the standard expectation that, other things being equal, a main clause subject referent will be expected to continue as main clause subject, an expectation predicted by Deictic Center Theory’s principle of deictic inertia (Zubin & Hewitt 1995: 142). The standard expectation of main clause subject continuity is quantified in Table 1 by the random sample which controlled for deictic adverbs and the other hypothesized cues for represented perception. With this sort comparison in mind, the identification of a statistical correlation of deictic adverbs (or any other factor) with continuity gaps is an indication that that factor functions as a cue for represented perception. The benefit of this approach is that it offers the linguist a sound means for studying narrative perspective in languages for which they are unable to apply their own intuitions. The results of this study in particular show that a language with a purely oral tradition can be a source for sophisticated perspectival effects.

Analyzing the validity of linguistic elements as cues for represented perception

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Philological study of original, unpublished manuscripts often reveals significant substantive and linguistic differences in manuscript content. The 1690 expedition into Texas conducted by Governor Alonso de León produced two "different" diaries that have survived in six manuscript copies, two of which have never been cited in the literature pertaining to this expedition. Of the six extant copies, one version is thought to have been revised by Governor De León after completion of the expedition, producing emendations of great interest to scholars. In this paper, I will present the results of a philological analysis of the six manuscript copies, focusing on substantive paleographic difference vis-à-vis the "original" and "revised" versions of the diary.

Sources of Governor Alonso de Leon's expedition into Texas (1690)
BNMex, AF, caja 1/1.66, folios 126bis-141v
AGI, Audiencia de Mexico, legajo 617, folios 4v-18r
AGNMex, PI 182, fols. 418r-426v
Gilcrease Museum, Item 67.1
Gilcrease Museum, Item 67.2
Beinecke, WA MSS S-327
The Inherent Case of Ergative Displacement in Basque: A study of ergative verbal agreement patterns.

Ergative displacement, which occurs when any verb that requires both a theme/direct object in the 3rd person singular or plural and an agent/ergative argument in the 1st or 2nd person with a past tense and/or remote conditional event, is a common construction in Basque. Despite being a well known phenomenon in Basque linguistics, there has yet to appear clear explanation to the problem.

The displacement occurs in the verbal agreement. The 3rd person absolutive is null and when ergative displacement does not occur requires a default prefix or expletive to fulfill a obligatory prefix requirement. In the canonic construct the agreement order is : Abs-Aux-(Dat)-Erg. In the ergative displacement construct the absolutive agreement prefix agrees with the ergative subject; the absolutive agreement is not missing from the structure however, as seen with the 3rd person plural direct object which requires the absolutive plural morpheme to follow the absolutive prefix, which is in agreement with the ergative subject, with the following ordering: Erg(abs.prefix)-Abs.pl-Aux-Dat-Erg.

Ergative displacement, however, isn't the only agreement pattern that must be accounted for. Default prefixation also occurs in two separate environments, one of which is identical to the conditions for ED except for the present tense instead of the past tense.

I review the proposals minimalist proposal of Fernández and Albizu (2000) and the Optimality Theory proposal of Albizu and Eguren (1996, 2000). They have similar conclusions to explain why the absolutive agrees with the ergative...because of an obligatory prefixation. However they explain the past tense/remote conditional requirement quite differently and to an inconclusive degree.

The proposal of Albizu and Eguren (1996, 2000), unlike Fernández and Albizu's (2000), accounts for all four agreement patterns that occur with transitive verbs. However, the account explains the use of default prefixation instead of ED with present tense predicates as the result of a high-ranking *HOMOPHONY constraint and refers to potential homophones if ED had occurred instead of default prefixation.

The proposal of Fernández and Albizu (2000), while it may not account for why default prefixes appear instead of ED with the present tense, gives a fully syntactic account of the agreement patterns it does account for and thus recognizes the importance of the tense feature [+past].

I conclude that a phonological account cannot account for these four verbal agreement patterns and cite cross-linguistics evidence.

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Pedagogical Implications of Ultrasound Technology in the Second Language Acquisition of English by Native Korean Speakers

Foreign language instruction focuses almost exclusively on grammar, vocabulary building, and comprehension skills; comparatively little attention is given to the pronunciation of the target language. A major reason for this is the lack of effective materials for teaching target language pronunciation. The goal of this research is to develop instructional materials for helping native speakers of Korean learn to pronounce American English more accurately. In this pilot study, we focused on one English sound-pair that is problematic for native speakers of Korean: [i:] as in the word ‘peep’ vs. [i] as in the word ‘pip’, to ascertain if the ultrasound technology contributes to the subjects’ learning of American English sounds. We tested the hypothesis that subjects who have visual access to their own production via the ultrasound as well as access to ultrasound imagery in still and moving images (full access, full imagery) will exhibit an improvement in production over two subsequent subject groups: (a) subjects do not have visual access to their own production via the ultrasound but do have access to illustrations taken from ultrasound images (no access, partial imagery), and (b) do not have any visual access at all (no access, no imagery).

The experimental design took the following form. Subjects are native speakers of Korean who are currently studying English in an intensive ESL program on the campus of the University of Arizona. In the Pre-Test session, all subjects were given a pre-experiment perception/production test which focused on the target sounds of our study. Next, in the Treatment session, the subjects were divided randomly into three groups. While each group participated in a web-based language lesson over the target sounds of our study, subjects were presented with different variants of the lesson reflecting the grouping organization found in the hypothesis above: (full access, full imagery), (no access, partial imagery), (no access, no imagery). In the Post-Test session, subjects’ perception and production of the target sounds were recorded once again for analysis. Subjects’ production was analyzed by three evaluators who are native speakers of American English. Their evaluation scores were averaged to determine a percentage of native-speaker attainment achieved by each individual subject and were compared between pre- and post-treatment occasions. The results show a small percentage increase in production with the first group (full-access, full-images), but a small production decrease with the subsequent groups (no-access, partial imagery & no access, no images). Thus, the hypothesis of the pilot study was supported according to a simple comparison of the percentage numbers. Nevertheless, an ANOVA analysis of the percentage results yielded no significance in the results. Although the current pilot study does not reveal strikingly significant results, we remain optimistic about the beneficial application of the ultrasound to the ESL classroom. The pilot study consisted of an extremely small population (11 subjects), thus generalizations are not possible at the present time. Additionally, we suspect that a longitudinal study will reveal results overwhelmingly in favor of the ultrasound. Future research will address these two concerns.

Title: Pedagogical Implications of Ultrasound Technology in the Second Language Acquisition of English by Native Korean Speakers

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This talk provides evidence from a learning simulation which supports a theory of phonology in which phonetically natural classes emerge as a result of phonetics in language change, rather than as a result of Universal Grammar. It is well known that classes of sounds which take part in sound patterns tend to be phonetically natural. Different explanations for this observation have been offered, such as the innatist claim that common classes (or common sounds patterns) can be described using a conjunction of innate distinctive features (e.g., McCarthy 1994, Clements and Hume 1995), and the emergentist claim that common classes (or common sounds patterns) result from common historical changes (e.g. Blevins 2004, Mielke 2004). While these two claims are not contradictory, this talk provides an account of the abundance of natural classes without recourse to innate features.

Evidence that phonetically natural classes are favored by language change is provided from a learning simulation. A learning algorithm (a Bayesian mixture model implemented in Python) is shown to favor phonetically natural classes as a result of imperfect learning. The learner is provided with phonetic similarity information (from a similarity metric, described below), an expanding set of linguistic data, and the ability to make inferences on the basis of its observations. The learner can be coaxed either to reproduce observed patterns or to make learning errors which favor phonetically natural classes, depending on how the parameters are manipulated.

By contrast with previous models of phonetic similarity (e.g. Frisch, Broe, and Pierrehumbert 1997), the phonetic similarity metric which forms the basis for the simulation uses no features, thereby addressing the question of whether phonetically natural classes can emerge in the absence of innate features. This metric is based on four articulatory and three acoustic dimensions. The articulatory dimensions were generated by measuring the size of the lip aperture during the production of 63 crosslinguistically frequent vowels and consonants, the size of the tongue constriction and its location along the palate (both using ultrasound imaging), and the ratio of nasal to oral airflow. The acoustic dimensions were generated by multidimensional scaling of acoustic distances between the segments, as measured by a dynamic time-warping algorithm applied to matrices of mel-scaled cepstral coefficients based on three waveforms of each segment.

Given this similarity information, the learner demonstrates a bias toward phonetically natural classes in the cases where it learns imperfectly. For example, given a sound pattern affecting /p m/ in a language which also has a /b/, the learner shows a tendency to overgeneralize the class to /p b m/, indicating that the recurrence of classes such as labial stops do not require the postulation of innate features. The simulation shows that natural classes emerge in a model that has access to the observable phonetic properties of sounds, but no innate features, supporting the emergentist account of the prevalence of phonetically natural classes in phonological systems.
Acculturation and Language Shift in the Home: An Intergenerational Look at an Arizona Community

The various issues and factors involved in the maintenance or shift of Spanish among Hispanic populations in the United States continue to challenge sociolinguists, as we strive to better understand the many forces at work in this shift continuum. Variables such as age of arrival, generation, education, and immigration patterns have solid evidence, which demonstrates their relationship to a steady pattern of Spanish language shift in the United States.

Besides these concrete variables, many others have been observed as having varying levels of influence in the process of language shift. Both interethnic and intraethnic attitudes have been correlated to social divisions in speech communities which contribute to a loss of Spanish varieties (Zentella, 1990; Mejías & Anderson, 1988), or on the other extreme, attitudes that promote solidarity within a homogeneous community contribute to an increased use of a specific Spanish variety (Galindo, 1998).

Despite the large body of literature that is available regarding Spanish maintenance and shift and the forces affecting this product of language contact, we continue to expand the current body of knowledge by applying what is known to lesser-studied geographic areas and lesser-known variables. For example, with respect to the latter, it is only in recent years that variables such as acculturation, communicative need, and geographic distance from the border have begun to receive the attention they deserve as additional factors that play an important role in the process of language shift.

To this end, the present study looks at language maintenance and shift in the small northern Arizona community of Flagstaff. Sociolinguistic studies that look at the Spanish of Arizona are few (Bills 1995, Jaramillo 1995, Galindo 1993 & 1996,) and those that study the Spanish of northern Arizona are non-existent. In addition, the present study looks at the lesser-known variable of acculturation in an effort to better understand its influence in the process of language shift. These reasons make the present study a valuable contribution to the field.

Using a sociolinguistic approach, Spanish language use by Hispanics residing in this community is examined and compared to another community with a similar profile located in northern California. Specifically, two variables serve as the focus of this study: generation and acculturation, as they relate to Spanish language use in the home domain. Results show a strong correlation between generation and the participant’s reported level of acculturation; which in turn, has a significant effect on the use of Spanish in the home. All of these relationships will be presented and explored within a comparative framework.

Acculturation and Language Shift in the Home: An Intergenerational Look at an Arizona Community

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I examine the distribution of diphthongs in Tohono O’odham (otherwise known as O’odham, formerly Papago). O’odham has a relatively large set of diphthongs [ai, ia, io, iu, ii, ui, ia, io, au, oa, and ua]. O’odham does not seem to show the necessity of a traditional rising/falling classification, but rather a classification based on vowel quality, defined as whether or not the high front vowel [i] is included. This is supported by two phonological conditions: reduplication and stress.

Reduplication may support the classification. Fitzgerald (2000) analyzes the O’odham diphthongs’ reduplicative behavior in Optimality Theory and describes the two reduplicative patterns: C₁V₂-C₁V₂V₃X and C₁V₂-C₁V₃X (C = consonant, V = vowel, and X = other segment(s)). In the former pattern, an example of segment retention, the first consonant and the vowel of the base are copied and the base stays the same as the non-reduplicated form (1). In the latter pattern, an example of segment skipping, the first consonant and the vowel are copied as well, but the first vowel element of the base is no longer present as if the base is “skipping” the first vowel (V₂).

(1) Segment Retention (C₁V₂-C₁V₂V₃X)                         (2) Segment Skipping (C₁V₂-C₁V₃X)
Reduplicated    Non-redup.    Gloss      Reduplicated    Non-redup.    Gloss
a. ʤi-ʤiawul      ʤiawul     ‘a devil cactus’  a. ʧɨ-ʧɨdʒ ʧɨdʒ      ‘boy’
b. ɲi-ɲiid        ɲiid        ‘seeing’       b. ho-ha    hoa         ‘basket’
c. ku-kui          ku          ‘mesquite tree’  c. ɲi-ɲok ɲiok        ‘talking’
(Data from Saxton et. al. 1983)

Based on the dictionary by Saxton et al. (1983), I found that vowel sequences [ai, ia, io, iu, ii, ui] belong to the “segment retention” type, and [ia, io, oa and ua] to the “segment skipping” type. The former include [i] as an element of the sequence, and the latter does not. (A slightly different group [io, io, ua and oa] is reported by Fitzgerald (2000).)

Secondly, another condition that supports this classification is to look at a syllable position with respect to stress. 325 diphthongs occurring in words are found in the dictionary. 167 out of the 325 occur in stressed position and include all diphthong types. 111 words include unstressed diphthongs, and all the vowel sequences that involve [i] falls in this category. Other diphthongs [ia, io, oa, au, and ua] are never found in unstressed position, and these do not contain [i]. The suffix [–wua] “doing” seems to be an exception which can appear in unstressed position.

Towards the end of the presentation, I raise a question [of] concerning the mora structure of these diphthongs. My preliminary hypothesis [is to] accounts for the difference between these two groups in terms of separate quantities: heavy and light. In order to make the claim, phonological issues such as foot typology (Hayes 1995), general quantity sensitivity and inconsistent quantity sensitivity in O’odham (Fitzgerald 2003) must be considered. I intend to discuss syllable quantity containing these diphthongs along with these issues.
The role of the narrator-focalizer in Spider stories from Brazil and Nigeria.

The way that the characters in a narrative are presented have a powerful effect on the manner in which a reader or listener perceives both the character and the story. For this paper I will consider three narratives, a spider story from Brazil and two spider stories from Nigeria which are very similar because they contain the same themes. I will discuss how the combination of two narrative techniques, i.e. focalization and direct speech, make the readers of these narratives not only “see” the characters but also make the characters appear very human-like. Stories are told by a narrator who narrates the events in a narrative. The focalizer, however, is the agent that "sees" the elements in the narrative. The theory of focalization was postulated by Mieke Bal who describes focalization as “the relationship between the ‘vision’, the agent that sees, and that which is seen” (Bal 1985; 104). It is therefore through the eyes of the focalizer that the reader visualizes the characters and the other elements in the narrative, or the focalized.

In the beginning of many narratives, the narrator and focalizer are the same agent. However, by separating the verbs of perception, such as "see", and the characters who perform these actions, I point out the role of the focalizer. The narrator-focalizer may yield the floor to a character who then becomes the narrator-focalizer. The use of direct speech gives the reader the impression that he is directly involved in the world of the narrative (Chafe 1994; Tannen 1986). An analysis of the themes of the three narratives in terms of focalization and direct speech lead to the following conclusions. Focalization occurred in each of the narratives. Several direct quotes could be considered instances of dual focalization, because the narrator-focalizer made him/herself the object of focalization. I also found evidence for focalization without the use of verbs of perception in the text, but through the incorporation of verbs of movement. I call this phenomenon indirect focalization.

Viewing a character and the other elements in a narrative from the perspective of the narrator-focalizer creates a nearly human image of the characters so that the reader has the impression of nearly touching the characters in a world that only exists in our imagination.

The role of the narrator-focalizer in Spider Stories from Brazil and Nigeria.

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Playing fast and loose with the definition of phonemic vs. morphemic rules: The case of phonological shape and the assignment of grammatical gender in Spanish

The result of Bull's (1965: 103-110) NORSEL rule (nouns ending in -n, -o-, -r, -s, -e, and -l, are overwhelmingly masculine; those in -a, -d, -ción, -sis, -itis, feminine) has been much subsequent research that assumes the phonological shape of the word as the primary criterion for gender assignment (e.g., Bergen 1978, Teschner and Russell 1984, among others). Poplack, et al. (1982) continues to assume the importance of "phonological gender" (in addition to other conditioning factors), while others (Smed 2000) rightly argue that gender assignment may correlate only weakly with phonological shape. Here I will argue that the concept of "phonological shape" as applied in much existing research results in important over- and under-generalizations because it: 1) consistently confuses phonemic rules with morphemic rules, 2) fails to distinguish between phonological sequences that form part of the noun base, and phonological sequences that are derivational suffixes, and 3) fails to distinguish between gender and other markings such as plural. Based on the Pérez and Bosque (1987) Diccionario inverso de la lengua española I will reexamine one terminal phoneme from each group (-d for feminine and -s for masculine), and show that in each case, Bull's rules, and the manner in which they have been applied, lead to false generalizations about phonological shape and gender assignment in inanimate nouns.

Bull (1965:108) gives a nod to the importance of terminal morphemes, but fails to consistently capture their significance. In the case of -z he correctly separates out abstract nouns ending in -triz and -ez, and concludes that the remaining words ending in -z show no significant gender pattern. However, he then identifies 21 masculine nouns and 717 feminine nouns ending in -d (97% f.), but fails to mention the parallels between words in -z and those in -d. Bosque and Pérez (1987) list 20 masculine nouns in -d and 826 feminine. Fifty-six end in -tud (e.g. juven+tud), and 756 end in the highly productive dad (e.g. turbie+dad). This leaves only 20 underived masculine nouns vs. 12 feminine nouns not ending in -tud or -dad. Thus, there are actually more underived masculine nouns in -d than feminine, if we sort out terminal phoneme from terminal morpheme, as Bull correctly did in the case of -z, and there is no significant pattern of gender assignment among words ending in -d either.

Another problem that surfaces when no clear distinction is made between terminal phoneme and terminal morpheme, be it derivational or inflectional is particularly well illustrated by the case of -s. According to Bull, 92.7% of nouns in -s are masculine, but he fails to distinguish between plural and singular, and compound and non-compound nouns. In plurals, -s is an inflectional morpheme that marks number not gender. Teschner and Russell (1984) point out that the nouns in -s present the added complexity of plurality, but they do not accord it the necessary significance. Bosque and Pérez list 1,276 nouns in -s. In 669 of these, -s is a plural, not a gender, marker. There are only 136 feminine singular nouns (excluding those in -sis and -itis), and 261 masculine singular nouns in -s. There are approximately twice as many singular masculine as feminine nouns that end in -s, but these numbers are not nearly as categorical as those presented by Bull and assumed in much subsequent research.

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Early Literary Portrayals of Spanish-English Bilingualism:
María Amparo Ruiz de Burton’s The Squatter and the Don

This paper analyzes the use of Spanish in The Squatter and the Don, a novel written in English by María Amparo Ruiz de Burton, a Mexican who immigrated to Alta California at the time of its annexation to the U.S. and became the first Hispanic American woman writer. Although the author had acquired full command of English and was writing for a mainly English-speaking audience, the novel exhibits selective use of Spanish. This paper identifies the use of Spanish by different characters, the ways the language is embedded into the text, and the specific purposes of code-mixing, linking these findings to overall narrative purposes.

The Squatter and the Don was Ruiz de Burton’s second novel, written between 1880 and 1885, and published in San Francisco. The author hoped that it would be a literary and a commercial success, which meant that she had to appeal to an English-speaking readership. As a concession to her audience’s linguistic limitations, use of Spanish in The Squatter and the Don is sparse. However, both Californio and Anglo protagonists use the minority language. In fact, bilingualism is a measure of high culture and aristocracy on both sides of the ethnic divide, whereas monolingualism and limited bilingual proficiency are an undesirable trait of antagonists.

Spanish is incorporated in the novel through various devices. One is the metalinguistic reference to language choice or proficiency, with no overt switch. Another is the use of special typographical marks to flag Spanish words. Often, when Ruiz de Burton uses a common Spanish borrowing in English, she retains its original spelling, as a form of ‘eye code-switching’ (cf., the notion of ‘eye dialect,’ Traugott and Pratt 1980). Thus, she achieves both a lexical reappropriation and a foreignizing effect without hindering comprehension. Finally, she may include longer stretches of Spanish, normally in the form of proverbs and poetry. These are often self-contained, and although understanding them certainly enhances appreciation of the novel, skipping them causes virtually no loss of information.

Spanish borrowings often serve the purpose of portraying the old economic order based on ranching and the concomitant rural society. They also evoke Californio life and culture through references to the environment, foods, and household objects. In this respect, language acts as an emblem of the novel’s ongoing comparison between Californio and Anglo ethnicity, and as a backdrop for other explicitly mentioned differences. Occasionally, Ruiz de Burton indulges in bilingual puns, only understandable by readers with at least some knowledge of Spanish, such as the following remark made to the heroine: “Be merciful! Remember your name is Mercedes!” (Ruiz de Burton 1997:204). Through these sporadic touches, the author succeeds in exploiting opportunities for in-group complicity even amidst discourse meant for the out-group.

It has been stated that Ruiz de Burton was the first writer to grapple with the tensions of being a Hispanic in the U.S. This paper demonstrates that her literary language mixing exhibits the ambiguity resulting from conflicting impulses to achieve realism while simultaneously winning over her intended Anglo readership. (500)

Title: Early Literary Portrayals of Spanish-English Bilingualism: María Amparo Ruiz de Burton’s The Squatter and the Don

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Title: “The Art of Putting the ‘Story’ in Storytelling: Functions of Grammatical Incorporation in Kiowa Séndé Narrative”

Abstract: Grammatical incorporation in Kiowa, a language of the Southwestern Plains, shows signs of attrition in everyday speech as the language is used with decreasing frequency and decreasing fluency. Yet incorporation remains tenaciously productive in storytelling. Word-formation via incorporation of verbal, adverbial, and nominal stems in ingenious ways fulfills a number of functions in Kiowa storytelling. Kiowa storytelling itself fulfills important social functions for the Kiowa people, not least among them humoristic and artistic expression, entertainment value, and referencing culturally and locally important concepts. Particularly the infamous Séndé (Saynday) narratives, tales of the Kiowa trickster who is always out for adventure or just getting into trouble, combine artistry and cultural values, or sometimes just plain fun, to provide an interface between traditional meanings and contemporary experience. Based on analysis of incorporation in Séndé narratives and supported by interviews with Kiowa speakers, this paper outlines the linguistic functions that incorporation performs in these narratives in addition to the social functions via the interface of storytelling practice with embodiment of Kiowa identity. Concurrently an argument is developed regarding possible constraints on incorporation of elements relating to these functions. Finally, the paper suggests potential uses for incorporation as a teaching aid in stories and incentive for language revitalization purposes.

Title: The Art of Putting the ‘Story’ in Storytelling: Functions of Grammatical Incorporation in Kiowa Séndé Narrative

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A-V equipment: Power Point Projector
Zapotec spatial relations in a comparative perspective

Zapotec is a family of five to ten languages subdivided into around sixty dialects (Kaufman n.d.; Grimes et al. 2000). Zapotec is spoken mainly in the State of Oaxaca, Mexico, and is commonly divided into Northern, Central (Valley and Isthmus), Solteco, Papabuco and Southern clusters. Together with Chatino, Zapotec forms a subbranch of the Otomanguean macrofamily. Together with the rest of Otomanguean, Zapotec forms part of the Mesoamerican linguistic area (cf. Campbell et al. 1986).

Zapotec spatial relations are built around a system of ten to fifteen positional verbs and up to ten relational nouns. Zapotec positional verbs are used to express locative, existential and possessive notions (cf. Operstein 2001). In performing these functions, positional verbs necessarily classify the nouns they refer to in terms of their shape and spatial orientation, thus expanding and supplementing other existing classificatory devices (which include the third person pronouns that categorize the nominal system based on a completely different set of parameters). Zapotec relational nouns, which have been explored by MacLaury (1989) and, more recently, by Lillehaugen (2003), are functionally equivalent to the prepositions of Indo-European languages. In parallel with the historical trajectory of prepositions, certain relational nouns may suppress their locative meaning and develop into what amounts to case markers. For instance, reflexes of Proto-Zapotec noun *lawo ‘face’, that normally express such locative notions as ‘on, in, towards’ in their function as relational nouns, may develop into markers of indirect objects.

The present paper provides a description of spatial relations in Zaniza Zapotec, a language from the Papabuco subbranch of the family, against the background of similar systems in related languages. In particular, an attempt has been made to delimit the factors that determine the choice of the particular positional verbs in their locative, existential and possessive uses. The descriptive portion of the work is based on the author’s field data, and the comparative portion is based on both published materials and personal communications from the authors. A comparison with non-Zapotec Mesoamerican languages, as well as with non-Mesoamerican languages with typologically similar systems is also provided.

References

Zapotec spatial relations in a comparative perspective
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“Lo mejor que tenemos para defender nuestra cultura: el propio idioma”

Actitudes lingüísticas de la comunidad colombiana de Arizona hacia la variante mexicana y mexicano-americana

La reputación de la variedad colombiana del español como una de las más "puras" ha sido generalizada y ampliamente compartida tanto por los nacionales, como por hablantes de otras variedades, incluyendo muchos españoles (Fitch, 1988). Esta noción alimentada, entre otros, por el Instituto Caro y Cuervo (Lipski, 1994), la Academia Colombiana de la Lengua en conjunto con la Real Academia Española, otros organismos académicos y algunos medios de comunicación, permanece y crece en quienes moran en el país y se traslada con aquellos que, por diferentes motivos, se han movilizado para establecerse en otras latitudes, como Arizona, Estados Unidos.

Este estudio ilustra y analiza las actitudes lingüísticas de 30 miembros (15 hombres y 15 mujeres) de la comunidad colombiana residente en el área metropolitana de Phoenix, Arizona frente a la variante mexicana y mexicano-americana del español. Después de que cada uno de los informantes respondiera un cuestionario de 14 preguntas, se encontró, entre otros, que 1) la comunidad mexicana y mexicano-americana es mayoritariamente percibida como un grupo pobre, que ejerce ocupaciones de bajo reconocimiento social y con poca escolaridad; 2) como sucedió en el estudio de Fought (2003), existe una visión indiscutible de superioridad al examinar la variante propia; 3) confirmando la noción de variante estándar descrita por Hidalgo (1990), existe una mención repetitiva del español como castellano y su asociación con la Real Academia de la lengua aunque no haya claridad sobre el papel de esta institución; 4) la proximidad geográfica con anglohablantes es percibida como una amenaza a la lengua del país, lo cual se traduce en una lucha constante por evitar las influencias lingüísticas externas; 5) los colombianos están mayoritariamente en contra de la enseñanza de la variante mexicana y mexicano-americana; 7) existe una tendencia general a considerar el cambio de código el calco lexicosintáctico o el calco de una palabra como no gramaticales. Los encuestados mostraron parecen tolerar mejor el cambio de código; 8) los medios de comunicación juegan un rol fundamental en la propagación de la concepción perfeccionista de la lengua.

Partiendo de lo anterior, y de la consulta de otras fuentes públicas en las que colombianos expresan su actitud frente a su propia variante, es urgente propiciar estrategias y espacios para la tolerancia lingüística que partan de la reconstrucción del carácter de puro que acompaña el ideal de la lengua en la comunidad colombiana. Como lo afirma Zentella (1990), “Si ponemos a un lado las actitudes puristas… no cabe duda que… podriamos gozar de los frutos de la creatividad lingüística de todos los grupos que son atacados por su forma de hablar, y elaborar una política lingüística que reconozca esa creatividad y la ayudara a florecer para el bienestar de los hispanos y de toda la nación”.

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ABSTRACT

SPANISH IN LOUISIANA: OBSOLESCENCE AND DEATH

Very little is known about Spanish presence in Louisiana, because all the attention has been on French and the Cajun culture. Louisiana is very much a Spanish state also. In fact, the Spanish were the very first Europeans to arrive in the territory, explore the land, and sail along the Mississippi. There are three Spanish-speaking groups in Louisiana – the Adaeseños, the Brules, and the Isleños. The Adaeseños date back to 1717 and at present can be found in Natchitoches and Sabine Parishes. They are the descendants of the residents of the Los Adaes presidio. The Brules and the Isleños date back to 1778, when soldiers and their families were shipped from the Canary Islands after the beginning of the American Revolution to augment the Spanish military force in Louisiana for fear of British encroachment. The Brules can be found today in Ascension Parish, and the Isleños are further south in St. Bernard Parish, near New Orleans.

The purpose of my research was to study the historical background of the three groups, examine their present situation with regard to their language and culture, and compare their linguistic features. My principal sources of information for this project were my own research on the Adaeseños which was carried out by means of interviews, as well as studies carried out by Hiram Gregory, James McCorkle, Samuel Armistead, and John Lipski on the Isleños, and Charles Holloway on the Brules.

The results of the study revealed that all the three Spanish-speaking groups are in a vestigial state with regard to their language. In the case of Brule, there are no speakers left. In the case of Adaeseño and Isleño, although there are a few speakers left, the death of their dialects is inevitable, because the speakers are all very old. There are some remnants of the culture also, which are demonstrated by their religion, domestic activities, musical instruments, food, tools, and names. However, while the Isleños have been able to conserve their communities and culture through the establishment of the Los Isleños Heritage and Cultural Society, the Adaeseños have no communities left although they have also recently established the Adaeseño Foundation.

The three dialects share many linguistic features with other vestigial dialects, such as a reduced vowel system and elimination and neutralization of sounds. They however differ considerably with regard to their lexicon.
Durante las últimas décadas se ha recrudecido la polémica respecto del dialecto estándar frente al vernáculo, en el español de los Estados (Ver, por ejemplo, Hidalgo 1987; Villa 1996; García&Otheguy 1997; Porras 1997; Valdés 1997; Carreira 2000; Fairclough 2002; Martínez 2002). Dicha polémica está polarizada entre los defensores y los detractores de una u otra variedad. Parte del problema parece radicar en la falta de precisión respecto de lo que se debe entender por estándar y a malentendidos respecto de sus relaciones con la variedad vernacular. Por lo tanto, en este trabajo se replantean los criterios valorativos y desvalorativos de ambas variedades y las vías de procedimiento de orden lingüístico, sociolingüístico y pedagógico, tendientes a sentar las bases teóricas para la implementación de un programa bidalectal para estudiantes de heredad, en los Estados Unidos.

Primero se discuten temas de índole cognoscitiva y afectiva pertinentes a estas dos variedades del español, es decir, temas de carácter tanto conceptual como actitudinal. Después se analizan las características intrínsecas y extrínsecas del dialecto estándar en su calidad de variedad comunicativa pan-hispánica, cotejándolas con las equivalencias funcionales del vernáculo. Una parte importante de este estudio es indicar las bondades sociolingüísticas y pedagógicas de un currículo escolar de base bidalectal y esbozar las bases para una educación bidalectal de los estudiantes de heredad, en escuelas primarias y secundarias del país. Se enuncian también las implicaciones sociolingüísticas, sociolingüísticas y pedagógicas del programa bidalectal en el sentido de retener el vernáculo y añadir el estándar, o sea el proceso mismo de la adquisición de un segundo dialecto.

Uno de los replanteamientos es valorar al estándar en términos de dos criterios funcionales positivos: competencia comunicativa y comunalidad de uso. Estos dos valores prometen reemplazar estereotipos tradicionales negativos tales como uso prescriptivo, poder y dominio y prestigio elitista. Por último, se equiparan las dos variedades funcionalmente y se concluye que los estudiantes de heredad se pueden beneficiar de una educación bidalectal en español y que los distritos escolares deben implementar este programa como parte de su currículo, de manera formal y sistemática.

“Fundamentos sociolingüísticos para un programa bidalectal de español para estudiantes de heredad en los Estados Unidos”

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In this paper, I focus my attention on the rich and interesting singular and plural marking system of Classical Nahuatl. On the surface, this system seems very complex. In the singular, some nouns are marked with a /-tl/, some are marked with an /-in/ suffix, and some bear no singular marking. In the plural, some nouns are marked with the /-tin/ suffix, some with the /-meʔ/ suffix, some with the /-ʔ/ suffix, some reduplicate, and some bear no plural marking. In addition, there does not seem to be any direct correlation between the singular and plural suffixes any given noun will take. But I argue that, upon closer examination, this distribution of suffixes reveals an underlying noun-class system in Classical Nahuatl. Further, I am able to show some of the evolution from the noun class system of Classical Nahuatl to the noun class system of a modern dialect of Nahuatl, Eastern Huasteca Nahuatl.

In addition to presenting arguments for a noun-class system in Classical Nahuatl, I present a morphological analysis of Classical Nahuatl nouns using Distributed Morphology. Distributed Morphology is a semantically- and syntactically-driven model of morphology. In Distributed Morphology, the syntax generates structures which are abstract representations that are ultimately realized as words, phrases and sentences. These structures have terminal nodes which are invested with specific features. Then the insertion of phonological expressions, called Vocabulary Items, begins. Vocabulary Items contain features as well, and they compete with each other to realize the terminal nodes. The Vocabulary Item which has the most features matching those of a terminal node “wins” insertion on that node. I show here that the singular and plural noun formation system of Classical Nahuatl may be thoroughly and concisely captured using Distributed Morphology. Thus I emphasize the advantages both of a noun-class hypothesis for Classical Nahuatl and of Distributed Morphology as a tool for analysis.
ABSTRACT:

According to the 2000 census, 35.3 million Hispanics live in the United States. This number comprises 12.5% of the overall population rendering the Latino community the largest minority in the United States. Of all Hispanic groups represented in these figures, the Mexican community is not only the largest but also the fastest growing. Indeed, from 1990 to 2000, the Mexican population grew 52.9% increasing from 13.5 million to 20.6 million and the vast majority chose the Southwestern United States as their new home (U.S. Department of Commerce News 2001).

It has long been argued by socio-linguistic, psychoanalytic, and social theorists that language and identity are undivisible entities whereby they share a symbiotic relationship (cf. Granger 2004 and works cited within). To the extent that this is true, Spanish is synonymous with being Mexican and by extension, to some degree, Chicano. Equally, English is directly linked to mainstream American culture and society. However, the Mexican-American paradigm is steadfastly becoming more and more part of mainstream America, especially in the southwestern region of the United States. This trend is not encroaching per se on the already existing culture, but rather modifying it to better fit the mixed reality of the people who are natives of it.

The expansion of the Mexican-American community within the United States, particularly in the Southwestern region, has created an unparalleled situation of language contact. This presentation will provide a linguistic analysis of Mexican-American Spanglish that has resulted from this language contact and subsequently liken it to the notion of identity. Interview data from Mexican-American Spanglish users will provide insight into the multifaceted issue of Spanglish as it relates to the development and characterization of a unique identity. Interview data will show that second-generation Mexican-Americans embrace Spanglish as a viable means of communication that reflects a dual-identity in which they live while first-generation Mexican immigrants do not associate Spanglish with their identity and often have a negative view of this variant.

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A Comparative Analysis of Spatial Concepts in English and Korean

Space is a basic category of human conceptualization and thus the spatial concept is nearly indispensable in encoding grammatical concepts in language. Drawing on corpus data, this paper compares the ways the spatial concepts are represented in two typologically different languages, English and Korean, in order to identify commonalities and differences, with special focus on grammaticalization of their space terms into the adpositional systems. It investigates the sources of the spatial terms, paths of their emergence, and their current states of affairs in terms of their intra-paradigmatic divisions of functions.

With respect to source lexemes, unlike many other languages discussed in literature, the two languages do not exploit the anthropomorphic model in grammaticalizing spatial terms to any degree of significance, but rather recruit the sources from diverse sources including the relator nouns, more extensively so in the Korean postpositionoids.

This paper examines Svorou's (1994) hierarchy of likelihood of grammaticalization of spatial terms by different axes such as Interior, Top-Bottom, Front-Back, and Lateral. This proposed hierarchy is largely in line with the findings from English corpora, but not so in Korean. An analysis shows that it is due to the conflation of non-axial AT, Interior IN, and Top ON in this language.

Also examined in the paper is the markedness suggested by Levinson (2003) with two parameters of dimensions and 'ground-marking'. The level of fine-grainedness of the spatial concepts is highest in the 2-dimensional Locative in both languages, but there is considerable variation due to different grammaticalization patterns, i.e., unlike the English system which seem to have equal weighting on the two parameters, the Korean system has the tripartite distinction of ground-marking as the basic parameter and the dimension is only subordinate parameter to it.

Finally, it is shown that English has basically a two-layered prepositional system comprising primary and secondary (i.e. complex) prepositions, exhibiting 'renewal' (Hopper & Traugott 2003[1993]), whereas Korean has a two-layered postpositional system comprising native and Sino-Korean systems. The two languages show intricate inter- and intra-systemic division of labor in marking diverse spatial and space-related grammatical concepts. Some aspects of this specialization phenomenon is contra widely-accepted paths of progression, which this paper intends to elaborate on.

A Comparative Analysis of Spatial Concepts in English and Korean

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NO A-V Equipment Needed
The Tocharian Lexicon and Centum Language Cognates:  
A Numerical Analysis

Tocharian, which forms its own subgroup within the centum subdivision of Indo-European languages, is attested in two dialects, commonly designated as Tocharian A and B (TA and TB), but relatively little of the language has been preserved. The lexicon, as reflected in documents from the seventh and eight centuries, has been analyzed by various scholars taking different approaches. Windekens (*Lexique éymologique des dialectes tochariens*, 1941) lists ca. 800 native lexemes for TA and ca. 930 for TB; compounds, fragments, and borrowings are not included. In general, Windekens adduces TA cognates for TB forms, and vice versa. He proposes Indo-European cognate sets for nearly all of the forms, but it is difficult to determine how many reconstructed Proto-Indo-European (PIE) roots are involved in the etymologies. Poucha (*Thesaurus Linguae Tocharicae Dialecti A*, 1955) provides the most exhaustive treatment of the TA lexicon: he lists ca. 3440 lexemes, including the 800 attested basic native lexemes, but most entries are compounds, proper nouns, undefined fragments, or Sanskrit borrowings. To account for the etymology of the basic native lexemes, he adduces 681 PIE roots. However, since the three PIE stop series all reduce to Tocharian /p t k/, some of the proposed Indo-European relationships may be spurious. Pokorny (*Indogermanisches etymologisches Wörterbuch*, 1959) provides the most conservative analysis: only 288 PIE roots are adduced as being reflected in Tocharian. Presumably, he felt that etymologies for most of the basic lexicon cannot be reliably provided. Gamqrelize (1995) and Ji (1998) have also made valuable contributions to the discussion.

In the current investigation, the 288 relevant entries in Pokorny 1959 were examined in detail. It was found that nearly all the roots reflected in Tocharian appear in other centum languages as well: only one root is reflected in Tocharian and satem languages only, while 33 (11%) are unattested in satem languages. Among the five other centum subgroups, Germanic shows the greatest number of Tocharian cognates: 242 of the roots (84%) are represented in Germanic, 227 (79%) in Greek, 207 (72%) in Italic, 173 (60%) in Celtic, and 69 (24%) in Hittite. Of the roots reflected in Tocharian, 37 (13%) are also represented in one other centum group, 48 (17%) in two others, 56 (19%) in three others, 101 (35%) in four others, and 45 (16%) in five others. An examination of Watkins 1969 revealed that 95% of the Tocharian forms adduced by Pokorny have cognates in English; these will be provided. The discussion will also include historical considerations and some interesting cases of semantic shift.

The Tocharian Lexicon and Centum Language Cognates:  
A Numerical Analysis

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Role Shift in American Sign Language:
The Linguistic Marking of Narrative Theme.

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The very first linguistic analysis of American Sign Language (ASL) began in the 1960's by William Stokoe. Since then, phonological divisions and syntactic structures have been the predominate areas of study. In recent years, discourse analysis has emerged (Roy, 1989), (Bienvenu, 1993), (Morgan, 1995), (Behan, 1995), (Winston, 1991, 1992).

The narrative feature “role shift” is a prominent feature in ASL. This term primarily involves what Tannen (1989) refers to as constructed dialogue. The signer produces constructed dialogue via assuming the role of the character, using their body, head and eye gaze to report the actions, thoughts, words and expressions contained within the discourse (Meier, 1990) and (Liddell, 1980). Another element joined to constructed dialogue is constructed action (Metzger, 1995). Constructed action directly expresses the actions of narrative characters.

Role shift has not often been the subject of discourse analysis research until recently. Few studies mention constructed dialogue as a discourse component. Roy (1989) mentions using it as an aid to narrative vividness. Winston (1995) suggests constructed dialogue functions as a cohesive device. A more complete picture of role shift’s usage and function is necessary since constructed dialogue is not an obligatory aspect of ASL. Comparison-contrast linguistic studies of constructed dialogue and constructed are needed. It is not clear yet if more than these two functions exist or if these elements serve any paralinguistic purpose.

This research uses two commercially available ASL narratives and two independent data sets. The commercial story is entitled “A Deaf Man Takes a Train Ride” which makes extensive use of constructed dialogue and action. The second narrative is entitled “A Strange Funeral”. The second story presents a contrastive style, yet the theme is nearly identical. The narratives were glossed using an enhanced coding system to illustrate the multiple features of each role shift occurrence. Each token of role shift is analyzed as to its location in the narrative, type and specific features. This study then analyzes two Deaf persons giving the same narrative. The narrative is the “pear film” used in spoken languages to do cross-linguistic studies in Greek, English, Japanese, Chinese, Malaysian, Thai, Persian, German, Creole, and Mayan (Chafe, 1980).

The analysis shows that not only does role shift provide support in creating vividness, cohesion but also acts as a template for information sequencing, in addition, findings validate that it creates a mapping of information structure and organization at the discourse level.

The data is statistically analyzed showing a correlation between the use of role shift, and narrative theme development.

The forms and meanings of this rich array of visual elements contained in signed languages are just beginning to be understood. This study into one of those elements helps to enhance our understanding of the language. The greater the understanding, the better the Deaf community is benefited through improved interpreter training and a growing hearing community appreciation of this most dynamic language.

Role Shift in American Sign Language:
The Linguistic Marking of Narrative Theme.

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During the past decades, numerous studies have investigated the situation of linguistic contact between Spanish and English in the US. Within the variationist tradition, researchers have investigated many linguistic and social constraints; however, the study of stylistic variation has been less continuous and productive (Eckert and Rickford 2001:1-2). This paper examines the style and register variation in heritage language speakers of Spanish (henceforth, HLS) at the college level. In particular, the production of both informal and academic oral registers produced by college HLS is examined in order to identify their characteristics and distinctive features.

English is the dominant language of these speakers, as it is often the case with heritage speakers in the US, and so the question is whether there is indeed register and style variation in the speakers’ non-dominant language (i.e. Spanish) and, if so, what the extent of such variation is. The study of the linguistic features of different registers produced by HLS has much to offer to our understanding of bilingualism, especially how “non-dominant” language varieties are acquired and developed in different sociolinguistic contexts (Valdés 1995).

For the purpose of studying register and style variation, spoken samples from college HLS were recorded and analyzed. These data were collected in three different situations of use ranging in a scale from less to more formal: 1) private conversations, 2) interviews, and 3) class presentations. The linguistic features analyzed include the use of colloquial vs. technical items, type/token ratio, and the use of words in English or code-switching.

The results of this study suggest that bilingual speakers make use of different linguistic features and communicative strategies to mark different registers. This indicates that bilinguals understand the difference among registers in their non-dominant language and the fact that academic language is characterized by a variety of features not present in informal interactions.
Every theory of syntax recognizes that not all syntactic constructions are compatible with all verbs. However, typical analyses are not compatible with Distributed Morphology (DM, Halle and Marantz 1993, 1994), which rejects the Lexicalist Hypothesis, since, in DM, verbs are inserted into a grammatical construction after it has finished being constructed by the syntax, so a verb cannot influence the construction of a sentence. Therefore, DM must explain why certain verbs cannot be inserted into certain structures. From this perspective, this behavior of verbs is better called “thematic licensing”.

I propose a means of capturing thematic licensing within a Late-Insertionist framework that is compatible with the principles of the Minimalist Program (Chomsky 1995). Each functional head which licenses an argument (see Neo-Davidsonian work done by Borer 1994, Jelinek 1998, Ramchand 1997) carries a feature whose meaning is roughly equivalent to the θ-role of that argument (e.g. v carries the feature [v] which means CAUSE). Like any other feature manipulated by the syntax, these “thematic features” are selected for by a Vocabulary Item (VI).

These thematic features are adjoined to the root (i.e. “l-morpheme”, see Harley and Noyer 2000) as it moves to v through head movement. The morphological process of fusion (see Halle and Matantz 1994, Marantz 1997) is applied to the resulting complex node allowing its contents to be reduced to a simple node. In this way the root gains the features of the heads projected above it. For example, in the sentence Julie delivered a bone to Ripley, the root realized by deliver gains the features [v], [V], and [L] from the functional heads that project the subject, object, and dative (here called L for locative, see Harley 1995) arguments respectively. The VI for deliver is specified for requiring only a root and a [v] feature, so it can be inserted into the node created by the fusion, yielding the grammaticality of Julie delivered the bone to Ripley.

This approach makes specific claims about the behavior of verbs with respect to their arguments: a verb is required to appear with a certain number of arguments, but it is underspecified for other arguments. Since the VI for deliver is specified for only requiring the feature [v], the VI will also be inserted into sentences without a theme or locative argument, yielding: We deliver, We deliver pizza, and We deliver to Douglass. To account for the ungrammaticality of sentences where ungrammaticality is due to an “extra argument” (such as *The captain arrived the ship), I propose that a VI can be specified not only for what it must realize, but also for what it must not realize (indicated by ¬). For example, deliver is specified as (¬ [G]). This means that deliver cannot be inserted into a node containing the feature [G] (G is the head present in double object constructions, see Siddiqi 2005). It follows from such a specification that *Julie delivered Ripley a bone is ungrammatical.
Frequency effects in Brazilian Portuguese: The case of nós and a gente

In Brazilian Portuguese there are two first-person plural pronouns: nós and a gente. The older form nós occurs with a first-person plural verb and may be expressed or left implicit as in examples (1) and (2), whereas the latter, which developed from the expression ‘the people’, occurs with a third-person singular verb and is not left unexpressed as in example (3).

(1) ele trouxe o bandolim aí nós éramos TRÊS
‘he brought the bandolin, then we were- 1PPL three’
(Inquérito 48:55)

(2) temos de tudo por aqui
‘(we) have- 1PPL everything here’
(Inquérito 07:152)

(3) a gente é professor de Educação
‘we are- 3PSNG education teachers’
(Inquérito 34:62)

The apparent interchangeability in usage between the two forms has been widely studied through a sociolinguistic perspective (Monteiro, 1994; Ilari, 1996; Naro, 1999), however, the linguistic conditioning on their use has not been as broadly studied. The purpose of this paper is to analyze the syntactic and lexical context of a corpus sample of both pronouns in order to develop some explanation of their behavior and how they differ.

This study is based on data drawn from a sample of 13 interviews from the corpus PORCUFORT (Português Oral Culto de Fortaleza – Corpus of Oral Portuguese of Educated people from Fortaleza) consisting of 140,000 words from which all 1st person-plural verb forms including expressed and unexpressed were extracted, yielding 766 tokens, 462 tokens of a gente and 304 tokens of nós in both expressed and unexpressed form. The analyses shows that the use of nós is favored by the present tense, with auxiliary verbs and verbs of possession. A gente, on the other hand, shows a much wider distribution both in tense in which it occurs and verb type that follows the pronoun. However, the strongest finding is in relation to the frequency of the verb and the frequency of the word preceding the pronoun. In particular, it is shown that 23% of the tokens of nós occur in fixed expression with 8 different verbs, namely dizer ‘to say’, estar ‘to be’, fazer ‘to do’, ir ‘to go’, passar ‘to pass’, pegar ‘to take’, poder ‘can’, and ser ‘to be’, while a gente occurs with a much wider selection of verbs suggesting that nós is going out of use because it is connected to a restricted set of constructions, while a gente is used more broadly and moving into more and more domains.

Frequency effects in Brazilian Portuguese: The case of nós and a gente
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Title: Identity and Evaluation in Texts: An Analysis of Language Innovations in Advanced EFL Writing

This project compares advanced EFL student academic writing with professional published writing in English using corpus linguistic research methods and an interpretive framework based on functional grammar and critical discourse analysis. The corpus data comprise three groups of texts from EFL university seniors, English professors, and English short story writers. Several control measures were used: student and professor academic texts were holistically scored to control within-group variability; students completed questionnaires on language use to control for language proficiency level; and short stories contained dialog to help inform a baseline description of tense/aspect use in conversation. The analysis consists of interpreting collocations of lexicogrammatical features (e.g., voice, subject type, clause location, semantic verb category, adverbial support) that interact with tense/aspect to express various language functions at both sentence and discourse levels (e.g., durativity, punctuality, counterfactuality, proposition validity, speaker stance). The main purpose of the study is to examine unusual uses of tense/aspect in highly advanced EFL writing and identify uses that represent linguistic innovation. Thus, results are presented in two steps. First, a brief overview of general patterns (i.e., frequent tense/aspect functions) in the data is given. This analysis reveals similar and different uses of tense/aspect. Second, the study pushes beyond the most salient patterns to investigate less frequent and rare uses of tense/aspect. This analysis reveals different patterns in tense/aspect use, particularly with regard to aspect. These infrequent uses of tense/aspect in the EFL texts are syntactically correct at the sentence level but unexpected at the discourse level. The different patterns are motivated by pragmatic efforts to organize discourse, express speaker stance, and relate with the reader. Results of the study point to the grammaticalization of stance, showing that tense/aspect are used as grammatical tools for expressing evaluation in text.

Title: Identity and Evaluation in Texts: An Analysis of Language Innovations in Advanced EFL Writing
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Two Classes of Causative/Unaccusative Alternation

In the debate about the syntax and semantics of inchoatives and causatives, there are two common positions. One views inchoatives as derived from underlying causatives via a detransitivization process. For example, Levin and Rappaport-Hovav (1995) suggest 'clear' and 'lengthen' are underlying transitive, and the intransitive uses are derived from a rule deleting the external argument. The same structure is argued for 'burn'. The other views the same verbs as inherently intransitive, with additional structure to produce the transitive. For example, Hale and Keyser (2002), suggest that 'clear' is underlyingly an adjective that can be inchoativized and then causativized. The same structure is suggested for verbs like 'break' or 'burn'. This paper shows that both types of derivations exist in the same language for different classes of predicates. The language I use for this is the Uto-Aztecán language Pima.

To argue that 'lengthen' is underlyingly causative, Levin and Rappaport show that the range of possible subjects for the intransitive version is smaller than the possible objects of the transitive. They suggest this points to the transitive version being more basic, because it is easier to see how to tighten selectional restrictions than loosen them.

The mad scientist lengthened the days.
The days lengthened.
The dressmaker lengthened the skirt.
* The skirt lengthened.

In Pima, essentially the same facts hold: many intransitive forms have more strict selectional requirements than their transitive counterpart. However, in Pima the transitive forms are clearly derived with a causative morpheme.

Hoog 'at cevdac heg tash. 'The witch lengthened the day.'
Tash 'at cevda. 'The day lengthened.'
John 'at cevdac heg shaliv. 'John lengthened the pants.'
* Shaliv 'at cevda. 'The pants lengthened.'

Words like 'break' are, in Pima, inherently transitive and interpreted as causatives. The language has no basic intransitive forms for concepts like 'break' or 'crack'. To express such changes without an external argument, the verb must be detransitivized. This is typically done with the addition of an anaphoric proclitic.

John 'at hai heg ha'a. 'John broke the vase.'
Ha'a 'at 'e-hai. 'The vase broke.'

Hale and Keyser (2002) account for obligatory transitivity by appeal to "bound features" that appear when the manner of action specified by the verb root is linked to the behavior of the agent. Thus, 'kick' and 'smear' require an agent because the manner of their action is linked with the behavior of the agent. This cannot be extended to the present cases, because the verbs in question are linked to the manner of the theme, not the agent.

The observed patterns are correlated with the likelihood of the resulting state to hold spontaneously (Haspelmath, 1993). Things tend not to be in a broken state without having been put into that state by an external force, thus break is lexicalized as a causative that must be detransitivized. On the other hand, things are often long without having been made to be long, thus long is lexicalized as an intransitive state that must be causativized.

Two Classes of Causative/Unaccusative Alternation
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The use of –le as a directional clitic in San Bartolomé Zoogocho Zapotec

In this paper, I will describe the use of the phrasal clitic –le in San Bartolomé Zoogocho Zapotec. –le is used largely to describe the orientation of a figure with respect to some landmark or direction. It complements the functions of the positional verbs and body part locatives by further specifying the orientation of the figure with respect to the environment in addition to the position of the figure (positional verbs) and the location of the figure with respect to the ground (body part locatives). –le is quite frequently used with animate figures and the verb –na ‘to look at’ with a meaning approximating English facing, especially when speakers are forced to differentiate more carefully the location and orientation of the figure. As such, it forms an important additional component to the basic locative construction. –le can be used with directions (including borrowings from Spanish) as seen in (1) and (2).

(1) na zee to bidao sh=na=te=be dxa=le
and stat.stand one child hab-look=emph=3inf north=dir
‘...and a boy is standing there facing uphill.’

(2) se-na=te=be norte=le
hab.pl-look=emph=3inf north=dir
‘They’re facing north.’

–le can also be used with demonstratives as seen in (3) and (4).

(3) sh-na=te=be ni=le
hab-look=emph=3inf demprox=dir
‘He’s facing this way.’

(4) na=le
demdist=dir
‘That way’

The directional clitic can also be used with landmarks as in (5) and (6).

(5) se-na=te=be yaa bdoaha zxile=le
hab.pl-look=emph=3inf mountain waterfall purring=dir
‘They’re facing Yaa Bdoaha Zxile.’

(6) na se-na=te=be yoo dao=le
and hab.pl-look=emph=3inf house sacred=dir
‘They’re facing the church.’

Note that it can also be used with landmarks which are quite close as in (7).

(7) se=na=be dxioo=le
hab.pl-look=emph=3inf patio=le
‘They’re facing the patio.’

In this paper, I will describe the use of –le in the expression of location in San Bartolomé Zoogocho Zapotec and investigate the interaction of this directional marker with positional verbs and body part locatives. I will also compare its use with the concepts of absolute and relative reference.
“Grenade launchers to jet packs:
A critical discourse analysis of Mail Call”

“Suck in your gut! It’s time for Mail Call,” bellows R. Lee Ermy, reaching into his burgeoning bag of military commands. The retired Marine turned Hollywood star regularly opens his show on the History Channel with a loud, authoritarian tone of voice that embodies every negative characteristic associated with a Drill Instructor. Although he name-calls, threatens or demeans at the very beginning, he subsequently invites viewers to join him in a world that explores the world of the US military, both past and present, as he responds to viewer emails that serve as the basis for each segment.

In Mail Call, Ermy assumes a variety of identities – investigative reporter, expert, narrator, active participant in military games, just to name a few. In these different roles, he addresses several audiences, shifts between multiple registers and wanders back and forth through numerous competing frames (Goffman [1974]1986; Tannen 1993) in order to deliver the necessary information. Intertwined with his Marinespeak are humor, metaphor and slang, all of which seem somewhat out of place in the established context.

This paper employs a framework of critical discourse analysis (Chouliariki and Fairclough 2000; Fairclough 1989, 1995; Kaplan 1990) to discuss what typically transpires during an episode of Mail Call. In the program chosen for an in-depth analysis, the language is as widely varied as the following:

(1) There is a running comparison between grenade launchers and the game of golf, e.g. “The M203 can drive a world of hurt straight down the fairway,” and “The grenade launcher is one of the best go-to clubs in the bag.”

(2) Off-color slang is liberally sprinkled throughout in evaluations of the Flyer 21 as a “kick-ass multipurpose vehicle [that can] make mincemeat out of any terrain” and the British leg bag as “a dog [that] scattered the gear to hell and gone.”

(3) Gear geek, hard-chargin’ paratroopers, and souped-up dune buggy are just a few of his colorful noun phrases.

Such verbage challenges our concept of the coherent structuring of [our] experience (Lakoff and Johnson 1980) with military discourse. Because our frames, schema and scripts (cf. Bateson [1954]1972; Rumelhart 1975, Schank and Abelson 1977; Chafe 1977) expect one sort of linguistic behavior and another is presented, we need a way to make sense out of the current experience. This analysis demonstrates how the Mail Call presents military information in alternative frames and how mediated discourse (Scollon 2001) analysis can also be useful in examining the relationship between language and social practices and actions.

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Chomsky (1995, 2001, 2002) assumes that a language L derives <PF, LF> representations for sentences that are interpreted at the sensorimotor and the conceptual-intentional interfaces. Under his analysis, these derivations begin by merging Lexical Items (LIs) from the lexicon and they terminate after checking all the morphophonetic and syntactico-semantic features of each LI for interface legibility. In other words, well-formed <PF, LF> representations consist of LIs which have all of their features syntactically checked for interface interpretability. This view of syntax is widely held—see Collins (1997), Epstein et al (1998), Lasnik (1999), Hornstein (2000), and others.

Although Chomsky assumes that the lexicon participates in syntactic derivations, he never discusses the relationship between the lexicon and the interfaces. However, his minimalist analysis does appear to suggest that the lexicon is extraneous to (i.e., not part of) the interfaces because the (possibly exotic) lexical features of each LI must be checked for interface compatibility. In this paper, we argue that rather than being extraneous to the interfaces, the lexicon is subsumed within the interfaces. That is, the lexicon is contained within the sensorimotor and the conceptual-intentional interfaces; in fact, the lexicon is where the two interfaces converge. We offer two arguments in support of our proposal. First, we examined the lexical features of various LIs and we show that all these features are interface-compatible features prior to any syntactic checking. For example, the lexical item she has as its array of features [+3rd person, +singular, +female, +nominative]. Notice that all these features are inherently interface features; hence one needn’t check these features for interface compatibility. The same situation arises for all LIs. Second, we argue that lexical acquisition actively involves the interfaces: lexical items and their features must be extracted from <PF, LF> outputs; consequently, one’s lexicon cannot help but consist of LIs that possess interface features.

Our re-analysis of the lexicon has profound effects on minimalist syntax. Given that lexical features are inherently interface-compatible, syntactic operations do not, contra-Chomsky, serve to check (or to value) lexical features and the well-formedness of syntactic derivations is not dependent upon feature legibility. Following work by Stroik (2004) and Putnam (2005), we propose instead that syntactic operations have two inter-related properties--they concatenate LIs and they check their concatenations for interface legibility. Syntactic operations, under this view, take interface-interpretable LIs and they build interface-interpretable concatenations from them.
There is significant variation across English accents and dialects concerning the range of contrastive possibilities in various pre-/r/ positions (cf. e.g. Kurath & McDavid 1961, Wells 1982), which often display a reduced inventory of contrastive items compared to other positions. This paper presents a study of the pre-/r/ vowel system in the Shetland Islands, the northernmost locality of the British Isles, in which a comparison is made with General American (Wells 1982), partly on the basis of historical processes. The study is based on data from a recent phonological survey, which utilized a range of elicitation methods, including a dialectological questionnaire, a minimal pairs test, word lists and sociolinguistic interviews (Sundkvist 2004).

The Shetland accent is firmly rhotic; /r/ is pronounced in all positions, most commonly as a tap or a brief trill (cf. Romaine 1978). Shetland displays an inventory of thirteen contrastive vowels before /r/ (/i, ɪ, e, ɛ, æ, a, ɔ, ɔ, u, ai, ɔi, ɔu/), one of which is highly variable and marginal (/ɛ/). Unlike most American dialects, there is no contrast between /æ/ and /a/ before /r/ in words such as tarry (“linger”) and tarry (“covered in tar”), which are both pronounced as /tari/. There are also no mergers within the set Mary /e/-marry /a/-merry /e/ (cf. e.g. Kurath & McDavid 1961; Labov et al. 1991; Vaux).

Like some American dialects, Shetland displays two vowels /æ/ and /a/ that are in contrast before /r/. The present study traces their distribution through the lexicon on the basis of recent data consisting of an extensive number of words, and it may be concluded that /æ/ occurs in words of the CLOTH and NORTH sets and /a/ in words of the FORCE set (Wells 1982). A model of their lexical distribution based on orthographical classes is presented. In addition, Shetland preserves the Middle English pattern with three vowels corresponding to the lexical set NURSE (<ir, yr> skirt /ɪl/; <er, ear> prefer /e/; <ur, or> hurt /ɜl/). An additional, marginal item /æl/ was found in the function words her and hers, and its contrastive status is examined using several methods. Words such as hurry and furry constitute a rhyming pair in Shetland just as in most American accents, but for a different reason; Shetland preserves the historical pattern of hurry /æl/ : furry /ɜl/, whereas most American dialects reflect the application of two mergers that have given hurry /ær/ : furry /ɜr/ (cf. Wells 1982).

Various mergers and irregular lexical distribution for /et/ (SQUARE) and /et/ (prefer) have also been reported for the Scottish Mainland (cf. e.g. Macaulay 1977, Wells 1982, Macafee 1994). This study shows that there is no general merger in Shetland, but reveals some signs that function words of the SQUARE set may show a centralized variant [ɛ] (their and theirs).

Overall, the evidence suggests that the Shetland accent displays a larger inventory of contrastive vowels before /r/ than most varieties of American English, which may be due to the fact that it remains unaffected by some of the sound changes that have affected American English and its precursors.
Negative prestige and sound change: a sociolinguistic study of the assibilation of /r/ in Brazilian Portuguese.

Michael Taylor & David Eddington

Recent studies have correlated sociolinguistic notions such as prestige, innovation, and solidarity to the assibilation of /r/ in regional variants of Spanish (e.g., Adams 2003; Chela-Flores & Chela-Flores 2002; Gomez 2003; Matus-Mendoza 2004). Until now no work has been done to document and analyze a similar sound change within Brazilian Portuguese (BP). The purpose of this study was to carry out a sociolinguistic analysis using traditional methods in the northeast region of Brazil, specifically in the city of Piripiri, Piauí, with regards to the assibilation of the phoneme /r/. In standard BP, the phoneme /r/, found post-vocically in coda position, has many possible realizations, such as: [r, h, x, r, ř]. However, in Piripiri, the pronunciation of /r/ in coda position before /t/ (as in quarta-feira) becomes assibilated and is realized as a voiceless apical alveolar fricative [ś]. Because of Piauí’s very high illiteracy rate (40% according to the state government), oral interviews were the primary source for the corpus. Interviews were done with 85 natives of Piripiri, using a combination of pictures and questions to elicit various token words. Variable rule analyses were performed in order to determine the influence of non-linguistic variables of age, sex, and class, as well as the surrounding linguistic environments on this pronunciation. The results, along with some interesting observations made during fieldwork, show that the pronunciation has acquired negative prestige among middle- and upper-class citizens of Piripiri, although it has not disappeared completely. To the middle and upper classes, which subsequently have more contact with the neighboring capital Teresina, the assibilated variant of /r/ has become associated with illiteracy and a lack of education.

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At the very least, an overhead projector will be needed, unless a computer with PowerPoint and a projector is available.
On story structure and the narrative art of Somerset Maugham

There is considerable consensus amongst discourse analysts that what makes a story a distinct discourse-type is its unique componential structure; in Labovian terms, the key story components are the orientation, complication, evaluation, resolution and coda (Labov & Waletzky 1979, Labov, 1989). It has not been fully acknowledged, however, that there are likely to be dissimilar manifestations of this core structure in different genres of storytelling. In this paper I will study the short stories of Somerset Maugham, to describe the particular realization of the above-described story structure in a defining genre of his stories: the psychological suspense drama. I will do this by identifying a common and distinct internal constituency for each major story component (referred to above) for stories of this genre. Such an assessment amounts to a micro-level accounting for the general pragmatic effect we are referring to as ‘psychological suspense drama’. It also contributes to the broader objective of explaining narrative art as essentially the strategic use of certain well-defined discourse devices, rather than mere enigma.

On story structure and the narrative art of Somerset Maugham

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It is not uncommon for establishments catering to (or interfacing with) English-speaking tourists in Mexico, especially in the zona fronteriza and in major tourist centers, to adopt English labels and even elements of English syntax such as the Saxon genitive, as in Jose’s Bar y Grill. The phenomenon is found in urban centers throughout Latin America, as distant as Buenos Aires and Lima. Farther from the beaten track, however, English has made few inroads. It is surprising, therefore, to find the term restaurant pervasively replacing restaurante throughout Mexico. This paper reports on a 2,500-mile roadside survey of names of eating establishments through much of western, central, and southern Mexico, supplemented by document analysis of telephone directories, focusing on this alternation. The study, taking a cue from archeological research, can claim to break new ground methodologically. Photographic evidence from signage confirms the terminological stratification. Comparative research elsewhere in Latin America suggests that the change is thus far confined to Mexico. Seemingly, the change has attracted no public notice, since even a prominent Mexican sociolinguist was unaware of it. The crux for Spanish orthographic practice created by the change will be noted.
Discourse Analysis of Undergraduate Research Papers in the Life Sciences

Linguistics has provided well-articulated analyses of the phrase structure of sentences, and psycholinguistics has helped to link the formal structure of sentences to meaning. At the syntactic level, we can analyze a sentence like “John gave Bill the book” as [S [NP[PN: John]] [VP [V: gave] [NP[PN: Bill]] [NP [Det: the][N: book]]]]. A propositional (predicate-argument) analysis for meaning might look something like this: gave[John: Source, Bill: Recipient, book: Received]. A formal analysis is necessary but not sufficient for understanding—in order to comprehend the utterance, the listener must assign semantic roles to the phrasal constituents, roughly as indicated. In our current research, we are attempting to generalize these principles of sentence analysis to the analysis of specific types of extended discourse, viz., research reports in the life sciences. The overall goal is an applied goal, which is to be able to characterize with some level of precision the complexity of the information being communicated in a single document, and the changes in the kinds of things that are communicated over time by the same individual. There are two parts to this task: parsing the text and assigning communicative (semantic) functions to the parsed elements. For the first task, we have had to define the sentential constituents that should be parsed for the sake of role assignment. Roles that are assigned include, for instance, constituents that indicate the general purpose of the study, that state a hypothesis, or that present a research result. The possibility of parsing and role assignment are aided by two related factors: the reports generally follow a fixed “schema” of development, including predictable elements; and the content comes from a restricted domain, which makes it more predictable than arbitrary text. In this presentation, we will give examples of text analyses, and we will present preliminary results from the analysis of a set of undergraduate research reports.

Discourse Analysis of Undergraduate Research Papers in the Life Sciences

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Looking to Einstein for inspiration: A panchronic approach to language change

The synchronic/diachronic dichotomy in linguistic studies is deeply ingrained in the vast majority of theoretical approaches to language studies. This tradition stretches back to Saussure in recent research, and to Aristotle in a Western classical academic tradition. However, such a paradigm cannot capture the dynamics of language change through time. In order to characterize language change in a real universe, theories that capture change in progress are necessary. This paper presents an initial attempt at formulating such an approach to language study. In particular, the process of language loss/maintenance is considered through such a lens, focusing on the dynamics of English and Spanish in contact in the U.S. Virtually all studies to date on this area tend to based on a synchronic approach through data such as those provided by the U.S. Census Bureau. However, evidence will be presented that bring into question the accuracy that such analyses suffer, due to a non-dynamic approach to language shift.

This paper presents research paradigms based on temporally dynamic models, such as the ‘synthetic cohort’ approach developed in the field of economics. Fishman’s intergenerational model is re-examined, in as much as it is applied to studies that measure loss using a cross-sectional sample of Census data. Evidence is presented that changes in the traditional patterns of language shift from Spanish to English in the U.S. are underway, and cannot be captured by a synchronic approach to language change. Different types of data are included in the study, both qualitative and quantitative in nature. Regarding the reference to Einstein: the formula ‘e=mc^2’ represents a dynamic approach to observable reality that can benefit language studies.

Looking to Einstein for inspiration: A panchronic approach to language change

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Abstract

The Navajo inverse requires both syntactic and morphological change. In short, the Subject and Object “switch” positions and the bi- direct object prefix alternates with the yi-, e.g.,

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<td>at’éd</td>
<td>yi-zts’_s</td>
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<td>AGT</td>
<td>PAT</td>
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<tr>
<td>boy</td>
<td>girl</td>
<td>her-he-kissed</td>
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<td>PAT</td>
<td>AGT</td>
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</tr>
<tr>
<td>girl</td>
<td>boy</td>
<td>her-he-kissed</td>
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Both active and inverse constructions construe the boy having kissed the girl. The boy in the inverse construction is still the agent and the girl is still the patient even though the boy and the girl have switched grammatical positions. The bi- prefix indicates their semantic roles as unchanging. Since Hale (1973), the inverse commonly is glossed as a passive in English so that at’éd ashkii bizts’_s is translated as “the girl was kissed by the boy.” Actually, Navajo has two passives, the Simple and Agentive, e.g., yilóós ‘she/he/it leads her/him/it’ (Active), yidlóós ‘it is being led’ (Simple), and shi’didlóós ‘I’m being led’ (Agentive). The difference between the Simple and Agentive is that the Agentive employs an indefinite human subject pronoun, ‘someone unspecified.’ The alternation of the 3rd person pronominals and inversion has been explained by models of animacy hierarchy (Young, 1987, 65-66; Young, n/d; Creamer, 1974), discourse (Willie, 2000: 160-382; Willie and Jelinek, 2000: 252-287), and culture (Witherspoon, 1977: 63-81; Palmer, 1996: 150-159). In a cognitive usage-based approach, I investigate the 3rd person pronominals as reflecting conventionalized cultural notions of control and volition. I hope to show that by using Force Dynamics Theory (Talmy, 2000 and 1988), the yi-/bi- alternation and inverse in Navajo mark natural experiences of causal events initiated by the agent but provoked by the patient.
An Acoustic Study of Trill Variation in the Dominican Republic

There are variable reports on the acoustic realization of the trill in Dominican Spanish. These differences ranged from characterizations of the trill with: no assibilated or velar forms (Henríquez Ureña 1940), slight differences as compared to a Peninsular norm with apico-alveolar productions and occasionally some assimilation (Navarro Tomás 1956), to a trill or maybe a pre-aspirated trill (Jiménez Sabater 1975:85-87). Several phonological analyses for Dominican Spanish trills are based on these previous descriptions (Bradley in press, Núñez Cedeño 1989, 1994), yet the phonetic facts are limited and contrast among the accounts. Willis (2005) presents acoustic data on the trill in Cibaeño Spanish among university students and finds that a pre-aspiration occurs in the majority of the tokens. The Cibaeño dialect is renown for liquid variation, i.e., liquid neutralization and coda vocalization, not found (or significantly less so) in other dialects of Dominican Spanish. However, dialectal characterizations of Dominican Spanish up to this point have not noted dialectal difference in the production of the trill, likely due to lack of investigation. This paper examines dialectal variation of the Spanish trill in the Dominican Republic based on an acoustic study on the production of the Spanish trill in intervocalic position and word initial position in Santo Domingo Dominican Spanish compared to the “Cibaeño” trill reported in Willis (2005).

The informants for the study were ten university students, five males and five females, native to the capital Santo Domingo, and studying at the Pontificia Universidad Católica Madre y Maestra, Recinto Santo Tomás de Aquino. The data for the study is based on a narrative telling of a wordless children’s picture book by Mercer Mayer (1969), Frog Where Are You?. The story is about a perro ‘dog’, a rana ‘frog’ and a little boy, and induced multiple productions of the trill in both word initial and word internal position. The trill was often produced both within the tonic syllable as well as atonically due to the speaker’s spontaneous addition of a diminutive morpheme. Each speaker was also engaged in an informal interview about himself or herself to gather additional tokens. There was an average of 15-25 tokens of the trill per speaker. The informants were recorded using USBpre external sound card and a Shure 512 microphone. Each production of the trill was extracted from the interview recording and analyzed using PRAAT. The acoustic measurements include the duration of the ‘trill’, the duration of the preaspiration, the number of occlusions, and the presence of voicing.

The analysis finds a number of distinct trill productions including a pre-aspirated tap characteristic of the Cibao dialect, a fricative, a multiple closure trill, and a single tap. In contrast to the Cibao dialect (Willis 2005), the distribution of the tokens in the Santo Domingo dialect was affected by the sex of the speaker. The characteristic “pre-aspiration” of the Cibaeño trill described by Willis (2005) occurred frequently in the speech of the female informants; however, it was rarely found in the speech of the male informants. Females also occasionally produced a voiced fricative. In general, the females produced a trill that was above 50 ms in duration. The male speakers, however, tended to have less pre-aspiration and less fricativization of the trill. Additionally, the male speakers tend to reduce the multiple closure trill to a single tap without any additional “phonetic stuff” such as pre-aspiration or fricativization to increase the duration. Additional comparisons of the Santo Domingo trill with the Cibaeño trill are elaborated in the paper.

The current data on the trill in Santo Domingo Spanish provide a deeper understanding of dialectal variation of the trill in Dominican Spanish than earlier auditory descriptions, including differences between the Santo Domingo and the Cibao dialects not previously known. The current findings also explain some of the variability in the previous reports on Dominican Spanish trills. Finally, the data provides new facts for discussions of prestige forms and linguistic conservatism based on gender within Dominican Republic Spanish (Alba 1990).

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What Can We Still Believe About Krashen’s Monitor Theory?

Krashen’s (1982) Monitor Theory was the impetus for the “Communicative Revolution” in second language pedagogy when it swung the emphasis 180 degrees from accuracy to fluency. It also made history because it marked the first time that second language acquisition theory had such an immediate impact on the methodology used in the classroom, as students went from memorizing grammar rules and mechanically working through decontextualized grammar exercises, to working in pairs and groups engaged in meaningful communication.

The Focus on Form approach to teaching second languages (Doughty & Williams, 1998) challenges Krashen’s Monitor Theory with increasingly persuasive evidence for the need to re-evaluate the assumptions made in Krashen’s five hypotheses. This new evidence has inspired the proposal of four new hypotheses to account for the second language acquisition process. The Noticing Hypothesis (Schmidt, 1990, 1993) proposes that it is not enough to be exposed to comprehensible input, but that the learner must be consciously aware of the input in order for it to convert from input into intake, and therefore be available for developing hypotheses about the L2 grammar. The Output Hypothesis (Swain, 1995) challenges Krashen’s proposal that simply comprehending input is sufficient for language acquisition to occur, but that producing output is even more crucial to second language learning since it allows learners to proceduralize their L2 knowledge (De Keyser, 1998) and to “notice the holes” in their L2 interlanguage (Doughty & Williams, 1998). The Interaction Hypothesis (Long, 1991) proposes that producing output is even not sufficient, but that the act of negotiating for meaning is the real site of language acquisition because receiving negative feedback from more proficient speakers allows learners to “notice the gaps” between their interlanguage production and the language of native interlocutors (Schmidt & Frota, 1986), causing learners to restructure their L2 interlanguage to more native-like forms. Finally, the Interface Hypothesis (De Keyser, 1998; Doughty & Williams, 1998; Ellis, 2001) challenges Krashen’s notion that acquired language and learned language, now referred to as “implicit knowledge” and “explicit knowledge” (or “declarative knowledge”), respectively, are not associated in the mind and cannot transform from one type to the other.

This paper looks at each of the five hypotheses proposed by Krashen and examines what aspects of each hypothesis are still supported by the data, and which ones are not. It also discusses in what ways these four new hypotheses that supplant the Monitor Theory by showing what aspects of Krashen’s hypotheses they incorporate and which ones they reject.

What Can We Still Believe About Krashen’s Monitor Theory?

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The Acceptability of Dative Possessors in Spanish: The Role of Gender

One manner in which possession may be expressed in Spanish is through the use of the dative possessive. In this construction, a dative clitic, co-referent with the understood possessor of the possessed noun, appears in lieu of a possessive determiner or a genitive phrase. Optionally, a co-referential DP, case-marked with the dative preposition a ‘to’, may also appear in the sentence. This structure has been grammaticalized in certain contexts, such as in predicates involving bodily sensations as in (1), where neither a genitive phrase, nor a possessive determiner is acceptable. In other contexts, such as (2), there is some variability, depending on the circumstances.

(1) a. Le duele la cabeza a Felipe.  
   CL.DAT.3S hurt.3S the head to Felipe  
   'Felipe's head hurts.'
   b. *Duele la cabeza de Felipe
   hurt.3S the head of Felipe
   c. *Duele su cabeza.
   hurt.3S his head

(2) a. Marta le oyó la voz (a Pablo).
   Marta CL.DAT.3S heard.3S the voice (to Pablo)  
   'Marta heard his (Pablo's) voice.'
   b. Marta oyó la voz de Pablo / su voz
   Marta heard.3S the voice of Pablo / his voice
   'Marta heard Pablo's voice / his voice.'

One of the factors that can condition the speaker's choice of the dative possessive structure is the affected nature of the possessor and possessed, or the speaker's perception of an affected nature (cf. Spanoghe 1995, Dumitrescu 1990, and Kliffer 1983, among others). In essence, the use of the dative possessive is a manner in which the speaker can emphasize the possessor's affectedness and participation in events. This emphasis can be seen as signaling the speaker's sympathy/empathy for the possessor.

This study compares the rate of acceptability of dative possessive sentences to native Spanish speakers. Given the differences in affective language use that exists between male and female speakers (cf. Eckert & McConnell-Ginet 2003, and Lakhoff 1975, among others), it is predicted that dative possessive sentences will have greater acceptability for female native speakers of Spanish than they do for male native speakers. Twenty informants completed a survey asking them to rate Spanish sentences containing a dative possessor for their degree of acceptability. Female informants showed a significantly greater acceptability for this type of sentence than did male informants, p < .05. This study shows further evidence of differences in language usage among male and female speakers, as well as illustrating the affective aspect of dative possessive sentences.

TITLE: The Acceptability of Dative Possessors in Spanish: The Role of Gender  
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Subjects in Spanish: The Semantics of Subjects, Word Order, and Verb Transitivity

Spanish, unlike English, requires the presence of a definite or indefinite article with a subject in sentence-initial position, as in (1a). The omission of the article renders sentence (1b) ungrammatical (unlike English, where bare plural nouns are commonly used to denote a generic subject in sentence-initial position), but is acceptable in postverbal subject position, as in (1c).

(1) a. *Los niños salen a la calle.
   b. *Niños salen a la calle.
   c. Salen niños a la calle.
      ‘(The) children go out to the street.’

In addition, there are contrasts between different types of verbs (intransitive vs. transitive) in their (dis)allowance of certain subject types:

(2) a. *Le falta salud. ‘He lacks health.’
   b. *No sale agua. ‘The water does not come out.’
   c. *Los ruidos los trae noche. ‘(lit.) Night brings the noises.’
   d. *Le falta silla. ‘He is missing a chair.’

The sentences with the bare singular subjects are grammatical only when the subjects are in postverbal position and occur in intransitive constructions as in (2a) and (2b), but are ungrammatical in transitive constructions, as in (2c). Even with intransitive constructions, however, there are semantic restrictions on subject NPs, in that only mass nouns such as salud ‘health’ and agua ‘water’ are grammatical (count nouns are unacceptable, as shown in [2d]).

This study analyzes subject possibilities for different verb types in Spanish, such as intransitive stative verbs (e.g. quedar), transitive stative verbs (e.g. querer), intransitive action verbs (e.g. salir), and transitive action verbs (e.g. traer), specifically, whether they allow or disallow certain types of subjects such as bare plural nouns (libros), mass nouns (agua), referential indefinite nouns (un libro), and definite nouns (el libro). It further explores the interaction of the sentence structure, the verb semantics (e.g. emotive-factive verbs), the semantics of the subject NPs (e.g. (un)specific referent, referent (un)known to the hearer), and the word order (subjects in pre- or postverbal position), as possible licensing conditions of subjects in sentences.

I argue that a cognitive schema, that is, a subject-VP construction, should be posited in Spanish with its own meaning (Goldberg 1995; Lakoff 1986, 1987), which children acquire through a process of generalizing learned instances into patterns (Goldberg 1998, 1999). Based on the acquisitional studies of L1 Spanish children (Hawayek 1995) and L1 English-speaking children (Zehler & Brewer 1982), I propose that L1 Spanish children, in the initial stage of language development, first learn a construction consisting of a bare singular subject and a verb or an adjective predicate (e.g. Perro corre ‘Dog runs’ or Perro grande ‘Dog (is) big’), given that a determinerless subject is considered to be the subject acquired at a very early stage of L1 development. Children acquire the meaning of subject-verb constructions in a developmental progression (Goldberg 1999), and that knowledge of basic syntactic patterns (i.e. a combination of a bare singular subject and a verb or an adjective predicate, as in Perro grande) leads to acquisition of more complex structures (e.g. El/Un perro es grande ‘The/A dog is big’). The cognitive map of the subject-VP construction proposed will demonstrate how all the variables such as the semantics of subjects and verbs, word order, and sentence structure are interrelated within and between constructions.

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