NEWS ABOUT MEMBERS

Lassovians Rachel Showstack and Damián Wilson’s article "Pragmatics research on acquisition, teaching and curricula for heritage speakers" appears in the new volume Routledge Handbook of Spanish Pragmatics, edited by Dale Koike and César Félix-Brasdefer.

Rachel’s article, "Making Sense of the Interpreter Role in a Healthcare Service-Learning Program" was also published this year, in the journal Applied Linguistics.

The book "Spanish in the United States: Attitudes and Variation", published in 2020, was edited by LASSOvians Scott Alvord and Greg Thompson and also includes chapters by several LASSOvians.

CONGRATULATIONS, RACHEL, DAMIÁN, SCOTT AND GREG!!!

If you have published a book, if you have other news to report about yourself, or if you would like to publicize an event that would be of interest to other LASSO members, please send a message to: Michelle F. Ramos Pellicia at lasso.executive.director@gmail.com for inclusion in the next newsletter.

2020 HELMUT ESAU PRIZE

Daniela Narvaez Burbano, UMASS, Amherst, is the 2020 Helmut Esau Award recipient. paper “Church role in the (re)negotiation of identities in diasporic communities: the case of Kichwa-Cañari Ecuadorians in the US”. Her work has been selected to receive the award after a review of all high-quality submissions received.

CONGRATULATIONS, DANIELA!!!

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

Students must first present at the Annual Meeting and then submit a revised, polished version of their paper to the LASSO Vice President. The prize is awarded to the best of all high-quality submissions received. Recipients of this prestigious prize receive a $400 cash award.
Dear colleagues,

We would like to remind you that the abstract submission deadline for the fully virtual III International Conference in Linguistic Research "Jose Joaquin Montes Giraldo"/III Jornadas Internacionales de Investigación Lingüística "José Joaquín Montes Giraldo" is 2nd October 2020. Abstracts may be submitted in English, Spanish or Portuguese. The Conference will focus on the following lines of research:

- Spanish Dialectology and Sociolinguistics
- Indigenous Languages of Colombia
- Corpus and Computational Linguistics
- Phonetics and Phonology
- Cognitive Linguistics and Psycholinguistics
- Teaching of Spanish as a Foreign Language/L2
- Lexicography
- Language Policy and Planning

The conference will be held virtually from November 17th to 20th 2020 through special channels of Caro and Cuervo Institute/Instituto Caro y Cuervo, due to the epidemiologic situation.

Applicants can only submit abstracts for presentations. Abstracts for presentations must be no more than 600 words including examples, tables, charts, and references, Times New Roman 12 point font, with 2,5 cm on all margins; *.pdf, *.doc or *.docx file extensions.

Abstracts should have the following header:

- Title of presentation
- Line of research
- Author’s name
- Institutional affiliation
- Contact information (phone numbers, e-mail address)

Abstracts should be shared with jornadasmontes@caroycuervo.gov.co with Subject: III Jornadas Internacionales de Investigación Lingüística "José Joaquín Montes"

Registration fees: free.

There will be with 2 panels of experts:

- Teaching and Learning processes of Spanish as L2
- UNESCO Chair on Language Policies for Multilingualism (LPM)

For any further information, you could email us at jornadasmontes@caroycuervo.gov.co, or at nestor.ruiz@caroycuervo.gov.co (Assoc. Prof. Nestor Ruiz, Head of Organizing Committee)

With the best wishes,
Organizing Committee
Program Highlights and General Information

For the first time ever, LASSO will have its first virtual meeting September 24th-26th, 2020. In the midst of these unprecedented times of two pandemics: COVID-19 and the relentless racial injustices against our Black siblings, the Executive Board made the decision of holding our annual meeting online. We did this in the spirit of our continued commitment to our graduate students and junior faculty so that they still have a space to share their research work and receive feedback given that many conferences have been postponed and/or cancelled. We also believe our organization should continue nurturing our graduate students and junior faculty by institutionalizing the Tenure and Promotion Workshop. Drs. Meenakshi Gigi Durham, Patricia MacGregor-Mendoza and Mercedes Niño-Murcia will moderate this workshop on Saturday, September 26th, 2020.

We continue our commitment to the communities we serve as scholars and members. As we renew our commitment, we will also explore through our sessions different issues related to language while continuing to examine and interrogate our social justice work. It is in this spirit that we have organized a special panel on Friday, September 25th, 2020: "Language, identity, and racialization in the lived experiences of a diverse group of Spanish linguists: A trio ethnography" with the participation of Eva Michelle Wheeler, Adam Schwartz and Michelle Ramos Pellicia.

Our LASSO President, Rey Romero, University of Houston-Downtown, will deliver his address, "Incorporating Social Justice Elements in Linguistics and Language Teaching" to our association on Saturday, September 26th.

For this year's Plenary Talk, we are honored to have Dr. Jonathan Rosa, Stanford University, as our invited speaker. Dr. Rosa will deliver his address on: "Unsettling Raciolinguistic Barriers: From Diversity and Inclusion to Abolition and Decolonization in Educational Linguistics", Friday, September 25th, 2020.

We will hold our Executive Committee Meeting on Thursday, September 24th, 2020 at 5:30pm - 7:30pm, and our Business Meeting on Saturday, September 26th, 2020 at 3:30pm-5:30pm. Detailed program information appears in the following pages of this Newsletter.

Incorporating Social Justice Elements in Linguistics and Language Teaching

Dr. Rey Romero
University of Houston-Downtown

The language and linguistics classroom is the perfect environment for students to analyze and get exposed to target language cultures. However, much of what is learned is seen through a lens that either perpetuates stereotypes or completely ignores the social dynamics of the community under study, especially issues of inequality, discrimination, lack of representation and inclusion, and other sociopolitical contexts. In this talk, I will propose three guiding principles that can aid language and linguistic instructors incorporate social justice themes. These seemingly small changes can shape intra- and extra-curricular dynamics and further the goals of modern social justice movements in the United States.
Unsettling Raciolinguistic Barriers: From Diversity and Inclusion to Abolition and Decolonization in Educational Linguistics

Jonathan Rosa
Stanford University

Legacies of colonialism often lead to the framing of racially marginalized populations’ linguistic practices as learning impediments, thereby scapegoating language as a primary cause of educational and broader societal problems. Such thinking relies on the assumption that assessments of linguistic practices and proficiencies are unbiased and objective, and that purported language (dis)abilities are self-evident signs of one’s broader life trajectory toward becoming a more or less desirable citizen-subject. Based on this logic, the accumulation of institutionally recognized linguistic skills through educational language learning is presented as a key intervention for communities and populations framed as communicatively deficient. In the US, language classifications such as English learner, Long-term English learner, and proficient English user serve as a population management structure that provides or restricts opportunities based on one’s hierarchical position. Violent US histories of linguistic dispossession, domination, elimination, policing, prohibition, stigmatization, and containment are part of broader legacies of Indigenous genocide and African enslavement that founded and continue to organize the nation. This presentation draws on critical abolitionist and decolonial perspectives to understand historical and contemporary efforts to consolidate and contest borders delimiting languages, identities, and geographies. Such a reconceptualization points to opportunities for reckoning, redress, and reimagination that emerge when we approach racially marginalized communities not as communicatively deficient, but rather as dynamic linguistic contexts that unsettle conventional assumptions about knowledge, skills, and schooling. By situating linguistic struggles alongside broader political struggles, we can identify new strategies for connecting language learning projects to the imagination and creation of possible worlds.

Biography

Jonathan Rosa is Associate Professor in the Graduate School of Education, Center for Comparative Studies in Race and Ethnicity, and, by courtesy, Departments of Anthropology and Linguistics, at Stanford University. He is author of the book Looking like a Language, Sounding like a Race: Raciolinguistic Ideologies and the Learning of Latinidad (2019, Oxford University Press) and co-editor of the volume Language and Social Justice in Practice (2019, Routledge). His work has appeared in scholarly journals such as the Harvard Educational Review, American Ethnologist, Journal of Linguistic Anthropology, and Language in Society, as well as media outlets such as MSNBC, NPR, CNN, and Univision. Dr. Rosa obtained his M.A. and Ph.D. from the Department of Anthropology at the University of Chicago, and his B.A. in Linguistics and Educational Studies from Swarthmore College.
Program for the 49th (Virtual) Meeting of LASSO

September 24 - 26 (Central Time)

Thursday, September 24th, 2020

Session 1: 2:00 – 3:00 PM

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<th>Room 1</th>
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<tr>
<td>Language contact and variation</td>
<td>Dialects of Spanish</td>
<td>Language variation: Morphosyntactic phenomena</td>
<td>Phonetics and Phonology</td>
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<td><em>Chair:</em> Tris Faulkner</td>
<td><em>Chair:</em> Camilo Enrique Díaz Romero</td>
<td><em>Chair:</em> Irene Moya</td>
<td><em>Chair:</em> Jiefang Li</td>
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<tr>
<td>A comparison of Spanish loanwords in two varieties of Ecuadorian Kichwa</td>
<td>Evidence of dialectal divergence in the vowel system of Chilean Spanish</td>
<td>Eliminating presuppositions via the subjunctive: Evidence from DOM languages</td>
<td>Testing Speech Learning Model through Investigating the Mandarin Vowels produced by &quot;Naïve&quot; Mandarin Speakers</td>
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<td>Kelsey Bergeson</td>
<td>Brandon Rogers, Mauricio Figueroa &amp; Dario Fuentes</td>
<td>Samuel Jambrović</td>
<td>Jiefang Li &amp; Yiwen Peng</td>
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<tr>
<td>Morfema Kichwa. ¿A en el Castellano Andino Ecuatoriano: ¿marcador de tópico o foco? Christian Puma Ninacuri</td>
<td>The unmarked emerges: An OT analysis of paragoge in Traditional New Mexican Spanish Aurora Kane</td>
<td>‘En el que’ vs. ‘En que’: The evolution of the omission of definite articles in propositional relative clauses in rioglanense Spanish Irina Lifszyc</td>
<td>Kitan Official Title Mili Mateben (馬特本) as a Chilaiad Commander Pengin Wang</td>
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Break 3:00-3:30 pm
### Thursday, September 24th, 2020

**Session 2: 3:30-4:00 PM**

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<th>Room 1</th>
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<tr>
<td><strong>Syntax</strong></td>
<td><strong>Language Pedagogy</strong></td>
<td><strong>Language Acquisition</strong></td>
<td><strong>Sociolinguistics and Language Identity</strong></td>
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<tr>
<td><em>Chair:</em> Lara Boyero</td>
<td><em>Chair:</em> Megan Strom</td>
<td><em>Chair:</em> Laura Lenardon</td>
<td><em>Chair:</em> Susana de los Heros</td>
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<tr>
<td>Lexical Effects on Subject Pronoun Expression</td>
<td>Cultural and Linguistic Inclusiveness in the US University Spanish Classroom</td>
<td>The Development of Verbal Morphosyntax by Novice Second Language Learners of Spanish</td>
<td>Bilingualism in Gentefied: Portraying Generational Differences in a Bilingual Community of Practice</td>
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<tr>
<td>Johnny Orozco &amp; Rafael Orozco</td>
<td>Raisa Canete Blazquez</td>
<td>Kara Yarrington</td>
<td>Elise DuBord</td>
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<tr>
<td>The Syntax of Expressivity in Arabic: Deprecation and Aggrandizement <em>Saleem Abdelhady</em></td>
<td>Digital Resources for the Public: Virtual Community Engagement and its Impact Madeline Hernandez, José Jiménez and Katherine Christoffersen</td>
<td>La adquisición, ehh, de muletillas en L2 español: Frequency and variety of filler words in L2 Spanish of advanced learners</td>
<td><em>Mexicana nacida en el extranjero</em>: Bilingüismo e identidades en hablantes de español como lengua de herencia transfronterizos Rosalva Alamillo</td>
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<tr>
<td>Introducing a Modal Clause in a Few Iranian Languages <em>Roohollah Mofidi Sepideh Koohkan</em></td>
<td>Formulaicity in Portuguese as a Second Language Writing: a structural and functional analysis of lexical bundles across levels of proficiency Larissa Goulart</td>
<td>Linguistic Identity Negotiation in a Multilingual Family Alba Arias Alvarez &amp; Patricia Guaditosi</td>
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**LASSO Executive Meeting: 5:30-7:30 pm**
Weekday: September 25, 2020

Session 3: 9:00 – 10:00 AM

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</table>
| **Pragmatics**  
*Chair*: Catherine Rockey | **Discourse Analysis**  
*Chair*: Megan Strom | **Phonetics and attitudes**  
*Chair*: Tris Faulkner | **Language in medical setting**  
*Chair*: Rachel Showstack | **Translanguaging**  
*Chair*: Marina Carcamo-Garcia |

**9:00-9:30 AM**
- Mola Mazo Tla: Vocatives in Madrid Spanish  
  *Alexandra Mastromartino*  
  #Chinazo. Narrativas de identidad y duelo migratorio de la diáspora venezolana en las redes sociales digitales  
  *Elena Cardona*
- Oklahoma voices in the workplace: Effects of Southern features on employability  
  *Zoe Haddad & Valerie Freeman*
- Seven Minutes for a Diagnosis: Code-Switching as a Communicative Strategy in Bilingual Medical Consultations  
  *Vanessa Rodríguez Tembrás*
- Translanguaging disruptions in English literature classroom: Perspectives from a Bangladeshi public university  
  *Abu Saleh Mohammad Rafi*

**9:30-10:00 AM**
- Politeness, Formality or Pragmatically Non-Markedness? A Comparison of Basque and North Peninsular Spanish  
  *Gorka Basterretxea Santiso*  
  Cognition and subject selection: A comparative analysis of written and oral narratives in Spanish discourse  
  *Ingrid Abisambra*
- Coda /θ/ of 3 top Medellin-born music artists: A comparative acoustic study of their music and interviews  
  *Elizabeth Naranjo Hayes*
- English-accented Spanish in healthcare: Analyzing trust between Latino patients and medical professionals  
  *Paloma Pinillos Chávez*
- Intra-sentential code-mixing in L2 Portuguese acquisition of Venezuelan immigrants in Brazil  
  *Marina Carcamo-Garcia*

**Coffee break: 10:00-10:30 AM**
**Friday, September 25th, 2020**

**Session 4: 10:30 AM – 12:00 PM**

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<th>Room 1</th>
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<tr>
<td><strong>Language ideologies</strong>&lt;br&gt;<em>Chair: Patricia Gubitosi</em>&lt;br&gt;10:30-11:00 AM&lt;br&gt;Puerto Rican social perception of /s/ aspiration: Comparing mainland and islander evaluations&lt;br&gt;Christina García, Abby Walker &amp; Mary Beaton</td>
<td><strong>Language attitudes</strong>&lt;br&gt;<em>Chair: Salvatore Callesano</em>&lt;br&gt;10:30-11:00 AM&lt;br&gt;The phonetic realization of R in coda position in Brazilian Portuguese: Discussing language attitudes&lt;br&gt;Raquel Márria Fontes Martins Ana Paula Hrubak &amp; João Vitor Lima Barbosa</td>
<td><strong>Language Pedagogy</strong>&lt;br&gt;<em>Chair: Sheryl Bernado-Hinesley</em>&lt;br&gt;10:30-11:00 AM&lt;br&gt;The Effects of NNS-NNS and NNS-NS Telecollaborative Interaction on the Development of Second Language Confidence&lt;br&gt;Lauren Hetrovicx</td>
<td><strong>Bilingualism</strong>&lt;br&gt;<em>Chair: Camilo Enrique Díaz Romero</em>&lt;br&gt;10:30-11:00 AM&lt;br&gt;Bilingualism under a morphological approach to discourse&lt;br&gt;Jose Sequera-Villegas</td>
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<td><strong>11:00 -11:30 AM</strong>&lt;br&gt;“Spanish Words You’ve been saying WRONG”: Language ideologies and standardization in Spanish in the US&lt;br&gt;Claudia Matachana Lopez &amp; Daniela Narvaez</td>
<td><strong>11:00-11:30 AM</strong>&lt;br&gt;The red hot Cheetos fingers’ Language attitudes toward heritage students’ Spanish in the advanced mixed class’&lt;br&gt;Vana Bosi</td>
<td><strong>11:00-11:30 AM</strong>&lt;br&gt;“Pushed me out of my comfort zone”: Effects of virtual exchanges on level of comfort/anxiety among learners of Spanish&lt;br&gt;Angela George</td>
<td><strong>11:00-11:30 AM</strong>&lt;br&gt;Codeswitching in Rap: An analysis of contemporary Ghanaian songs&lt;br&gt;Ewurama Okine</td>
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<tr>
<td><strong>11:30 AM-12:00 PM</strong>&lt;br&gt;“Ajeno”, “innecesario” e impronunciable”: ideologías lingüísticas sobre el lenguaje inclusivo en el discurso de la Real Academia Española&lt;br&gt;Kristel Alvarado</td>
<td><strong>11:30 AM-12:00 PM</strong>&lt;br&gt;Evolving Attitudes toward Galician-Spanish Code-Mixing: A Discourse-Analytic Study&lt;br&gt;Annie Ornelles</td>
<td><strong>11:30 AM-12:00 PM</strong>&lt;br&gt;The effects of explicit grammar instruction: what kind of knowledge results from it? A study with L2 and heritage language learners.&lt;br&gt;Sara Fernández Cuenca &amp; Anthony DeVincenzi</td>
<td><strong>11:30-12:00 PM</strong>&lt;br&gt;Identity in crisis: Asserting Moroccanness through stories of struggle&lt;br&gt;Carol Ready</td>
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Friday, September 25, 2020

Session 5: 1:30 – 3:00 PM

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<th>Room 1</th>
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| **Special Panel Presentation:** Rachel Showstack | **Linguistic Variation**  
*Chair:* Ana Paula Huback | **Discourse Analysis**  
*Chair:* Ingrid Abisambra |
| 1:30-3:00 PM | 1:30-2:00 PM | 1:30-2:00 PM |
| Language, identity, and racialization in the lived experiences of a diverse group of Spanish Linguists: A tri-ethnography  
Eva Michelle Wheeler, Adam Schwartz & Michelle Ramos Pellicia | Where is the Spanish Future *Going*?: A Variationist Analysis  
Rafael Orozco & Johnny Orozco | Soy mujer, inmigrante y latina: estudio interseccional del capital lingüístico en mujeres latinas inmigrantes  
Lara Boyero |
| 2:00-2:30 PM | 2:00-2:30 PM | 2:00-2:30 PM |
| Linguistic Variation in Nevada’s Spanish-Language Miranda Warnings  
Ashley Keaton | Media representations of Covid-19 in ICE detention centers  
Megan Strom & Rosa Salas | |
| 2:30-3:00 PM | 2:30-3:00 PM | 2:30-3:00 PM |
| Prelateral mergers in Oklahoma  
Valerie Freeman and Molly Landers | ¡Uno se acostumbra! Uno se acostumbra: The co- construction of memory and agency in the narratives of US Salvadorans  
Deb Waughtal | |

Coffee break: 3:00-3:30 PM
Friday, September 25, 2020

Session 6: 3:30-5:00 PM

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<tr>
<td><strong>Discourse Analysis</strong></td>
<td><strong>Pedagogy and language corpora</strong></td>
<td><strong>Amerindian language &amp; Historical linguistics</strong></td>
<td><strong>Sociolinguistics</strong></td>
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<td><em>Chair:</em> Rachel Showstack</td>
<td><em>Chair:</em> Sara Fernández Cuenca</td>
<td><em>Chair:</em> Mercedes Niño-Murcia</td>
<td><em>Chair:</em> Alba Arias Alvarez</td>
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<tr>
<td>Reinterpreting American Blackness through Racial Language in Translations of African American Literature and Film Eva Michelle Wheeler</td>
<td>Language contact in the written mode as an ecological process: Spanish loanwords in colonial Nahuatl Israel Sanz</td>
<td>Boricuas in the Big Easy: Linguistic white privilege and language choice Tom Lewis</td>
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<td>Latinx and the Decolonization of Spanish Benjamin Papadopoulos</td>
<td>Linguistics online: Teaching Morphology via linguistic diversity during the pandemic Daniel Ross</td>
<td>Requiem for Rarámuri: As Sociolinguistic Analysis Sofia Alfaro</td>
<td><strong>4:30-5:00 PM</strong></td>
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Break: 5:00-5:30 PM

Plenary talk: 5:30-6:30 PM – *Unsettling Racial Linguistic Barriers: From Diversity and Inclusion to Abolition and Decolonization in Educational Linguistics.* Jonathan Rosa, Stanford University
### Saturday, September 26, 2020

**Session 7: 9:00 – 10:00 AM**

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<tr>
<td><strong>Language Variation &amp; Phonetics and Phonology</strong></td>
<td><strong>Pedagogy and Critical Awareness</strong></td>
<td><strong>Discourse Analysis &amp; Language Attitudes and Ideologies</strong></td>
<td><strong>Language Landscape</strong></td>
<td><strong>Sociolinguistics</strong></td>
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<td><em>Chair: Rafael Orozco</em></td>
<td><em>Chair: Alba Arias Alvarez</em></td>
<td><em>Chair: Kristhel Alvarado</em></td>
<td><em>Chair: Annie Ornelles</em></td>
<td><em>Chair: Michelle Ramos Pellicia</em></td>
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<tr>
<td>An acoustic and perceptual examination of phonological variation of stop consonants in eastern Andalusian Spanish</td>
<td>Faith, Culture, and Language Learning: Negotiating Tensions in Mission and Promotion of a Community-Based ESL Program</td>
<td>Islamophobia, Ideology, and Discourse Analysis in Ecuadorian Social Media: &quot;Which Day is the Class on Car Bombs and Rewards for Killing Christians?&quot;</td>
<td><em>Situación de paisaje lingüístico bilingüe en Pawtucket, Rhode Island</em></td>
<td>¿Qué te leo cuando te leo?las actitudes lingüísticas de los lectores frente al tuteo y el voseo en la literatura infantil uruguayo contemporánea.</td>
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<tr>
<td>Fernando Melero-García</td>
<td>Salena Anderson</td>
<td>Troy E. Sper</td>
<td><em>Eija Sandra Severinkangas</em></td>
<td>Johanna Holt &amp; Talia Bugel</td>
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<td>Approaching cross-linguistic analyses of intonation: American English vs. Peninsular Spanish Covadonga Sánchez-Alvarado</td>
<td>Una aproximación a la historiografía de la American Association of Teachers of Spanish: la configuración de la enseñanza del español en Estados Unidos</td>
<td>Indexing Inauthenticity to Promote White Space: Conservative Media’s Criticisms of Rep. Alexandria Ocasio-Cortez’s Linguistic Repertoire</td>
<td><em>Linguistic landscape in Mie Prefecture</em></td>
<td><em>Kichwa Hatari: Un radioprograma como modelo de mantenimiento de lenguas de la diáspora indígena</em></td>
</tr>
<tr>
<td>Inés Valle García</td>
<td>Gabriella Licata</td>
<td>Miguel Román</td>
<td>Brenda Castañeda Yupanqui</td>
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**Coffee break: 10:00-10:30 AM**
Saturday, September 26, 2020

Session 8: 10:30 AM – 12:00 PM

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| **Semantics and Corpus Linguistics**  
*Chair:* Vanessa Rodríguez Tembrás | **Spanish Heritage speakers**  
*Chair:* Megan Strom | **Language Acquisition**  
*Chair:* Kara Yarrington | **Panel**  
*Chair:* Sheryl Bernado-Hinesley | **Pedagogy**  
*Chair:* Antonio Medina-Rivera |
| 10:30-11:00 AM  
Building Sociolinguistic Corpora: CESA & CoBViA  
Katherine Christoffersen, Ryan Bossett & Ana Carvalho | 10:30-11:00 AM  
Heritage language attitudes and maintenance: a comparison between Korean and Spanish  
Esther Hur, Julio Cesar Lopez Otero & Eunjie Lee | 10:30-11:00 AM  
Experience matters: The acquisition of trill variation by L2 learners with varying degrees of experience with Spanish  
Fernando Melero-Garcia & Alejandro Cisneros | 10:30-12:00 AM  
Peddling Linguistic Knowledge in university language programs  
Sheryl Bernado-Hinesley, Alba Arias Álvarez, Covadonga Sánchez Álvarez, Andie Faber, Fiona Dixon | 10:30-11:00 AM  
Integration of TalkAbroad conversations: A study on students’ preparation and perceptions with different tasks  
Sean Muller & Sara Fernández Cuenca |
| 11:00-11:30 AM  
A corpus analysis of some usage differences among Spanish-speaking countries  
David Eddington | 11:00-11:30 AM  
Discovering and Acknowledging SHL Learners’ Reading Skills  
Patricia McGregor Mendoza & Gabriela Moreno | 11:00-11:30 AM  
How early should we teach pronunciation? Sound category formation in beginner and intermediate learners  
Rebeca Campos-Astorkiza, Olhane Muxika-Loitza, Katriese DeLeon, Kendall Locasio & Shannon Sullivan | | |
| 11:30 AM-12:00 PM  
A taco by any other name still tastes as good: Reconsidering lexical variation in U.S. Spanish  
Daniel Villa | 11:30 AM-12:00 PM  
The Changing Face of Counterfactuality: The Use of the Conditional in the Antecedents of Counterfactual Statements  
Tris Faulkner | 11:30 AM-12:00 PM  
L2 processing of Spanish dialectal phonetic variation in the “at-home” and study abroad contexts  
Lauren Schmidt | | |
| | | | | 11:30 AM-12:00 PM  
Proyectos para las clases de lingüística  
Antonio Medina-Rivera |
Saturday, September 26, 2020

Session 9: 1:30-2:00 PM

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<td>Chair: Lara Boyero</td>
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<td>Meenakshi Gigi Durham,</td>
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LASSO Business Meeting: 3:30-5:30 pm

Presidential Address: 5:30-6:30 PM – Incorporating Social Justice Elements in Linguistics and Language Teaching. Rey Romero, University of Houston-Downtown
**FUTURE LASSO MEETINGS**

LASSOvians who would like to host a future LASSO Conference should contact Executive Director Michelle F. Ramos Pellicia, lasso.executive.director@gmail.com for more information. Proposals may be presented at the Business Meeting. You do not have to be on the Executive or any other committee to present a proposal to host a LASSO Conference. If you are interested in hosting a conference, we encourage you to let us know!

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**International Journal of the Linguistic Association of the Southwest**

**Update on IJLASSO 34 and 35.1**

Joint Editors Jeremy King and Jill Brody at Louisiana State University are pleased to update us that all the proofs for the articles to appear in Volume 34, the special double issue guest edited by Daniel Villa, are in the hands of the authors. Volume 35 is still in process.

We are currently working on a transition to a new Editor. More details will be announced as they become available. Stay tuned!

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**MEMBERSHIP RENEWAL TIME!**

If you have renewed your membership for 2020, we thank you. If you haven’t renewed yet, you will find a copy of the 2020 membership form on the last page of this newsletter.

Membership in LASSO demonstrates commitment to the study of linguistics and provides scholars and students alike the opportunity to develop professional friendships, to obtain information about teaching and research, and to exchange ideas and network with each other. LASSO members receive newsletters and issues of our journal. Presentation of papers at the annual LASSO conference is a privilege of membership, and only those who are LASSO members may have their work published in our journal.

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Sincere **THANKS** are extended to those named below who contribute their time and talents as officers and volunteers for the Linguistic Association of the Southwest:

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Reviews Editor:
María Ciriza, Texas Christian University (2022)

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LASSO owes much of our success to the generosity of time, effort and talents of our members serving as volunteers in various capacities. If you are interested in assisting with the operations of LASSO, please contact Michelle F. Ramos Pellicia, lasso.executive.director@gmail.com.

THANKS YOU, IJLASSO VOLUNTEERS!!!

Sincere thanks are also extended to those named below who contribute their time and talents to our journal:

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Jeremy King, Louisiana State University (2019)
Jill Brody, Louisiana State University (2019)

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Karen Dakin, Universidad Nacional Autónoma de México
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