Language Contact, Conflict and Confluence at the Edge of the Nation

Contacto, conflicto y confluencia de lenguas al borde de la nación

The 24th Conference on Spanish in the United States and 9th Conference on Spanish in Contact with Other Languages

XXIV Congreso sobre el español en los Estados Unidos y IX Congreso sobre el español en contacto con otras lenguas

Sponsored by
The University of Texas Pan American

Cover Credit: Photography by Verónica Cárdenas
Welcome! / ¡Bienvenidos!

Welcome to McAllen, Texas and to the Lower Rio Grande Valley of Texas! We are pleased and proud to bring the historic Conference on Spanish in the United States to this important geographic region within the sociolinguistic mosaic of the United States. Never before has this conference been celebrated on the U.S.-Mexico border. Never before has it highlighted the role of political geopolitical borders in the construction and constitution of sociolinguistic inquiry as its major theme. In hosting this event on the U.S.-Mexico border, we hope to elevate the importance of the border in academic discourse about Spanish in the United States and Spanish in contact with other languages. As these topics are considered and debated over the next several days, furthermore, we invite you to stroll down Main Street in downtown McAllen, to listen attentively to the discourse around you, and to consider the multiple ways in which border space shapes language use and the ways in which language use constitutes border space. In doing so, we hope that you will leave our border area with a renewed appreciation of Henri Lefebvre’s insightful observation that “space is social morphology; it is to lived experience what form itself is to the living organism, and just as intimately bound up with function and structure.” The particular space that Spanish inhabits on the border is imbricated in linguistic structures, language attitudes, and language ideologies. The language spoken within border space, furthermore, is intimately bound up with the conflict and confluence that perennially straddle the nation’s edges.

Welcome again to our border region and please let us know if there is anything we can do to make your stay more enjoyable.

Sincerely,

Glenn Martinez and José Esteban Hernández
2013 Meeting Details

All events scheduled for Wednesday, Thursday, and Saturday will take place in the Renaissance Casa de Palmas Hotel. Hotel meeting space is located on the second and third floors of the hotel. Sessions will be held in the Royal Palm and Ruby Red meeting rooms. Luncheons will be held in the Ruby Red Banquet Hall.

All events scheduled for Friday March 8 will take place at the University of Texas Pan American campus in Edinburg, Texas.

Transportation will be provided for all conference participants staying at the Casa de Palmas hotel or other overflow hotels in McAllen. The bus will depart the Casa de Palmas at 7:00am and 8:00am on Friday morning. The bus will be available to take participants back to the hotel at 7:00pm and at 8:00pm on Friday. Participants who have their own transportation will be given a visitors parking permit to park on the UTPA campus. Please notify conference staff if you will be needing a parking permit.

Conference events on the UTPA campus will be held in the University Ballroom complex and in the Student Union. The location of these venues on campus can be found on the campus map available at http://www.utpa.edu/maps/campusmap.pdf.
Acknowledgements

The organization of a conference of the size and scope of Spanish in the United States is a major feat that requires the coordinated effort of many people. We would like to thank all of those who graciously helped to put this conference together. Our student committee has provided invaluable logistical support. The student committee consists of the following graduate students: Daphne García, Karen García, Michelle Madrid, Belinda Lopez, Hyanghee Lee, Jonathan Godinez, Viridiana Gallegos, and Rossy Lima. Our Department staff has also done an excellent job in ensuring that the business aspect of the conference was attended to. We thank María Elena Reyna for all of her work on the conference. Finally, we thank undergraduate student Verónica Cárdenas for sharing excellent photographic artwork with us for use in the conference materials.

We would like to recognize those individuals who worked to organize panels including Rena Torres Cacoullos, Catherine Travis, Rafael Orozco, Michael Woods, Andrew Ross, and Stephanie Alvarez.

We would like to recognize the thorough and timely work of the colleagues who assisted us in reviewing abstracts. These colleagues are critical to maintaining the high quality that has characterized the Spanish in the United States Conference for the past 30 years. Reviewers included: Damián Vergara Wilson, Rena Torres Cacoullos, Barbara Bullock, Jacqueline A. Toribio, Ana María Carvalho, Pablo Vila, Jeenifer Leeman, Adam Schwartz, Azucena Palacios Alcaine, Andrew Lynch, José Luís Blas Arroyo, Chad Howe, John Lipski, Kim Potowski, Luis A. Ortiz López, Nydia Flores, Pedro Martín Butragueño, Rafael Orozco, Scott Schwenter, Susana Rivera-Mills, Irene Moyna, Manuel Lacorte, Anna María Escobar, Catherine Travis, Carol A. Klee, Daniel Villa, Sara Beaudrie, Juan Manuel Hernández-Campoy, Roca Ana, Cecilia Colombi, Elaine Shenk, Mayra Cortés-Torres, Manuel Gutierrez, MaryEllen García, Claudia Parodi, Jessica Elana Aaron, Devin Jenkins, Patricia MacGregor-Mendoza, Israel Sanz-Sanchez, Jeniffer Dumont, Marta Fairclough, and Esther Brown.

We would also like to recognize previous conference organizers who generously offered sage advice on various issues related to the organization of this conference. Jennifer Leeman, Cecilia Colombi, Ana Roca, Kim Potowski, and Luis A. Ortiz Lopez were all quick to respond to our queries and doubts.

We would also like to acknowledge the financial support that made this conference possible at UTPA. The Dean of the College of Arts and Humanities, Dr. Dahlia Guerra, provided significant funding in support of our plenary speakers. The UTPA program in Mexican American Studies provided funding to assist with plenary speakers and events. Provost Havidán Rodríguez generously sponsored the luncheon on the UTPA campus. The Department of Modern Languages and Literature provided funding for plenary speakers and publicity materials. We also thank Sandra Quintanilla of University Advancement for her excellent coverage of our event and the College of Social and Behavioral Sciences for their participation in Friday’s plenary address.
The UTPA Department of Music and Dance and particularly professors Francisco Loera and Kurt Martinez have generously provided us with music throughout the event. We thank Dr. Edna Ochoa for organizing a reading of creative works by students in the MA in Spanish program at UTPA. We thank Ms. Yolanda Cantú and art Village on Main for use of their lovely facility during the opening reception. Finally, we thank the McAllen and Edinburg Chambers of Commerce for providing conference bags, essential area attraction information, and the McAllen Chamber of Commerce for sponsoring the Border Buttermilk closing reception.
Conference Organizing Committee
José Esteban Hernández and Glenn Martínez, Co-Chairs
Victoria Contreras
Hugo Mejías
María Elena Reyna
Karen García
## Language Contact, Conflict, and Confluence at the Edge of the Nation

### 24th Conference on Spanish in the United States and 9th Conference on Spanish in Contact with Other Languages

The University of Texas Pan American  
March 6-9, 2013

### Schedule

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<th>Thursday, March 7, 2013 Casa de Palmas Hotel</th>
<th>Friday, March 8, 2013 University of Texas Pan American</th>
<th>Saturday, March 9, 2013 Casa de Palmas Hotel</th>
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<tbody>
<tr>
<td>9:00-9:50am Plenary 2</td>
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<td>9:50-10:00am Break</td>
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<td>10:00-12:00pm Session 2</td>
<td>10:00-12:00pm Session 5</td>
<td>10:30-12:00pm Session 8</td>
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<td>12:10-1:50pm Lunch</td>
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<td>1:50-2:00pm Break</td>
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<tr>
<td>4:00-4:50pm Plenary 1</td>
<td>2:00-4:00pm Session 3</td>
<td>2:00-4:00pm Session 6</td>
<td>2:00-4:00pm Session 9</td>
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<td>4:00-4:10pm Break</td>
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<tr>
<td>5:00-6:30pm Session 1</td>
<td>4:10-6:10pm Session 4</td>
<td>4:10-5:40pm Session 7</td>
<td>4:10-5:40pm Session 10</td>
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<tr>
<td>6:30-7:00pm Break</td>
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<td>5:40-6:10pm Break</td>
<td>5:40-6:15pm Break</td>
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<tr>
<td>7:00pm Opening Reception</td>
<td>7:00pm Dinner Banquet</td>
<td>7:00-7:10pm Break</td>
<td>6:15pm Closing Reception</td>
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<td>7:10-8:00pm</td>
<td>8:00-9:00pm</td>
<td>Nuestra Gloria</td>
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<td>8:00-9:00pm</td>
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<td>Return Hotel</td>
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# Conference Schedule

**WEDNESDAY, MARCH 6TH**

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<th>Time</th>
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<td>3:00 - 4:00pm</td>
<td>Registration in Front Lobby</td>
<td>Casa de Palmas Renaissance Hotel</td>
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<tr>
<td>4:00 - 4:50pm</td>
<td>Royal Palm Ballroom</td>
<td>Welcome by Dr. Dahlia Guerra, Dean of the College of Arts and Humanities, UTPA</td>
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<td></td>
<td></td>
<td>Introduction by Dr. Glenn Martínez, Chair of the Department of Modern Languages and Literature, UTPA</td>
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<td><strong>Plenary Address: Jennifer Leeman</strong></td>
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<td>Race-making and Latina/os in the U.S. Census: Official categories, interaction and ideological reproduction</td>
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<td>4:50 - 5:00pm</td>
<td>Break</td>
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<tr>
<td>5:00 - 6:30pm</td>
<td>Royal Palm I</td>
<td><strong>Linguistic Ideologies</strong></td>
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<td>Concepción Hickey</td>
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<tr>
<td>5:00 - 6:30pm</td>
<td>Royal Palm II</td>
<td><strong>Language Maintenance &amp; Shift</strong></td>
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<td></td>
<td></td>
<td>Hugo Mejias</td>
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<tr>
<td>5:00 - 6:30pm</td>
<td>Royal Palm III</td>
<td><strong>Borrowing</strong></td>
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<td>Debbie Cole</td>
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<tr>
<td>5:00 - 6:30pm</td>
<td>Session 1</td>
<td><strong>Performing the good worker: Using English to convey a hirable persona in day laborers’ job negotiations</strong></td>
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<td>DuBord, Elise</td>
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<td>Drew University</td>
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<td>5:00 - 6:30pm</td>
<td>Session 1</td>
<td><strong>Spanish on the map: Population growth and Spanish language maintenance in the United States</strong></td>
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<td>Jenkins, Devin</td>
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<td>University of Colorado Denver</td>
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<tr>
<td>5:00 - 6:30pm</td>
<td>Session 1</td>
<td><strong>TheSpanish of Los Angeles: Lexical hybridity</strong></td>
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<td>Guerrero, Armando</td>
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<td>CEEUS, University of California, Los Angeles</td>
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<tr>
<td>6:30 - 7:00pm</td>
<td>Break</td>
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| 7:00 - 9:00pm | Remarks by Dr. Havidán Rodríguez, Provost and Vice President for Academic Affairs, UTPA  
Music provided by Alejandro Tovar  
Opening Reception @ art village ON MAIN, 800 N. Main, Ste. 400 |

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| ¿Hablamos lo que parecemos?: Elección de lengua y etnicidad en encuentros de servicio | Francom, Claudia  
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| La nueva frontera: Spanish at the northern edge of the nation        | Villa, Daniel  
New Mexico State University  
Shin, Naomi Lapidus  
University of New Mexico  
Nagata, Eva  
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| Las rutas del árbol casi no se pueden ver: Calque use in Spanish-English bilinguals from Cuba, Puerto Rico, Mexico, Honduras, and El Salvador | Dorado, Dorian  
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| English influence on the Spanish of the Southwest | Clegg, Jens  
Indiana University-Purdue University Fort Wayne |
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<tr>
<td>8:00 - 9:00am</td>
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<td>Introduction by Dr. Esther Brown, University of Colorado at Boulder</td>
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<td><strong>Plenary Address: Rena Torres Cacoullos</strong></td>
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<td><em>Hay veces que quiero poner una... Spanish word in there: Code-switching in the community</em></td>
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<td>10:00-12:00pm</td>
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<td>Language Policy in Education</td>
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<td><em>Daniel Villa</em></td>
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<td><em>Isabel Velázquez</em></td>
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<td>10:00-12:00pm</td>
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<td>Code-Switching in New Mexico</td>
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<td><em>Devin Jenkins</em></td>
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<td>Spanish language teaching in Laredo, Texas: Bilingual education and the Americanization movement, 1860 - 1930</td>
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<td>Texas A&amp;M International University</td>
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<td>Language attitudes among Chilean Spanish speakers in Los Angeles</td>
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<td>Ruby Red I</td>
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<td>La marca diferencial de objeto en el español en contacto con el inglés y en el español exento de éste</td>
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<td>Dual language programs: How the appropriation of federal funding affects academic success</td>
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<td>University of Houston</td>
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<td>10:00-12:00pm</td>
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<td>The whole enchilada on language attitudes: The lack of phonetic adaptation of words of Spanish language origin in English</td>
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<td><em>Carr, Jhonni</em></td>
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<td>10:00-12:00pm</td>
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<td>Spanish-English bilingual VOT production in natural code-switching contexts</td>
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<td><em>Koops, Christian</em></td>
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<td>University of New Mexico</td>
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<td>12:00 - 12:10pm</td>
<td><strong>Break</strong></td>
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<tr>
<td>12:10 - 1:50pm</td>
<td><strong>Lunch @ Ruby Red I &amp; II Ballroom</strong></td>
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<td>1:50 - 2:00pm</td>
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<td>2:00-4:00pm</td>
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<td><strong>Heritage Language Pedagogy</strong></td>
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<td>Patricia Gubitosi</td>
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<td><strong>Language and Identity</strong></td>
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<td>Kim Potowski</td>
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<td><strong>Contact and Change</strong></td>
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<td>Scott Schwenter</td>
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**The Prohibition of Spanish in stage plays at the University of Texas-Pan American, 1950-2010**
- Wiley, Eric
- University of Texas-Pan American

**Attitudes and judgments towards accented speech: The influence of ethnicity and language experience**
- Gutiérrez, María Elena
- Amengual, Mark
- The University of Texas

**Políticas de lenguaje y sus repercusiones en el sistema escolar: Clasificación y evaluación de estudiantes de inglés como segundo idioma**
- Lima-Padilla, Rossy
- University of Houston

**¿Así me escucho cuando hablo?: Actitudes hacia el español, el inglés y el cambio de código en dos ciudades fronterizas de Texas**
- Rangel, Natalie
- Moyna, María Irene
- Texas A & M University
- Loureiro-Rodríguez, Verónica
- University of Manitoba

**The emergent grammar of bilinguals: The Spanish verb hacer with a bare English infinitive**
- Wilson, Damián
- Vergara
- University of New Mexico
- Dumont, Jennifer
- Gettysburg College

**Syntactic processing in Spanish heritage speakers**
- Keating, Gregory
- San Diego State University
- Jegerski, Jill
- University of Illinois
- VanPatten, Bill
- Michigan State

**The construction of Salvadoran identity in a Houston barrio: Lengua, identidad y transnacionalismo**
- Brock, Stephanie
- University of Arizona

**I think, therefore soy yo: Variable position of subject pronoun yo in New Mexican Spanish-English code-switching**
- Benevento, Nicole
- Dietrich, Amelia
- The Pennsylvania State University

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<th>El contacto y los pronombres de sujeto en español: Una perspectiva comparativa dialectal, sociolingüística y pragmática</th>
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<td>Montoya, Angelica</td>
<td>Lamboy, Edwin M. City College of New York</td>
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<td>Español para hablantes de herencia: Comunidad de práctica, reflexión y escritura sobre identidad</td>
<td>Spanish and English in Mexican Town, Detroit, Michigan: A sociolinguistic profile and implications for classroom instruction</td>
<td>Discourse, semantic, and morphological predictors of Spanish subject pronoun expression by migrant workers and their bilingual children in the Northwest</td>
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<td>Munné, Joan</td>
<td>Martinez, Francia University of Michigan-Dearborn Morales, Francisco Michigan State University</td>
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<td>Duke University</td>
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<td>Spanish heritage speakers’ Spanish and English writing: What have we learned so far?</td>
<td>Ethnolinguistic contact zones: Identity and language use within mixed Mexicano-Nuevomexicano families</td>
<td>Perifrasis de gerundio en el español portocruceño</td>
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<td>Gonzalez-Rivera, Melvin Bucknell University</td>
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<td>Utah State University</td>
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<td>4:00 - 4:10pm</td>
<td>Break</td>
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<tr>
<td>Royal Palm I</td>
<td>Royal Palm III</td>
<td>Ruby Red I</td>
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<tr>
<td>Session 4</td>
<td>Spanish in Indigenous Communities Anna María Escobar</td>
<td>Pragmatics / Discourse Analysis Esther Brown</td>
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| 4:10-6:10pm | Spanish / Kaqchikel-Mayan contact in the Guatemalan central highlands: A focus on youth  
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Universidad de Salamanca / Wake Forest University | Spanish and English in Southern California: An ecological view  
Field, Fredric  
California State University, Northridge |
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| Los “retornados”: U.S.-raised Mexican-origin youth in Mexican schools  
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| Una minoría dentro de otra: Los hablantes de lenguas indígenas mexicanas en California  
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University of California, Los Angeles | Bien y muy en el español puertorriqueño  
Gonzalez-Rivera, Melvin  
Bucknell University  
Gutierrez-Rexach, Javier  
The Ohio State University | Transcultural border stances: Colonialities and localities of language and learning on the northern edge of 18th century New Spain  
Train, Robert  
Sonoma State University |
| 6:10 - 7:00pm | Break | The hippest Spanglish: *Así* and *like* as pragmatic markers of social distinctiveness  
Holguín Mendoza, Claudia  
University of Oregon | |
<p>| 7:00 - 9:00pm | Dinner Banquet @ Capellini - Galeria Ristorante, 701 N. Main | Reading of Creative Works by Verónica Gaitán and Alejandro Cabada Fernández |</p>
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<tr>
<th>Time</th>
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<th>Event</th>
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<tr>
<td>8:00am</td>
<td>UTPA Ballroom</td>
<td>Registration in UTPA Ballroom</td>
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<tr>
<td>9:00am</td>
<td>Student Union Theater</td>
<td>Welcome by Dr. Walter Díaz, Dean of the College of Social and Behavioral Sciences, UTPA</td>
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<td>Introduction by Dr. Margaret Dorsey, Assistant Professor and Curator of the Border Studies Archive, UTPA</td>
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<td>Plenary Address: Pablo Vila</td>
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<td>Processes of identification and the Spanish language on the U.S.-Mexico border</td>
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<tr>
<td>9:50am</td>
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<td>10:00am</td>
<td>Session 5</td>
<td>Heritage Language Pedagogy</td>
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<td>Damián Vergara Wilson</td>
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<td>Language Attitudes</td>
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<td>Jennifer Leeman</td>
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<td>Spanish Dialects in Contact</td>
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<td>Jacqueline Toribio</td>
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<td>Contact and Change</td>
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<td>Luis Ortiz-Lopez</td>
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<td>Houston's Hispanic community: Understanding culture through research in the SHL classroom</td>
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<td>Belpoliti, Flavia Fairclough, Marta</td>
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<td>Heritage Spanish speakers: Attitudes towards Spanish and bilingualism</td>
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<td>Contact-induced pragmatic innovations?: Discursive ya in Basque</td>
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<td>Un enfoque funcional del lenguaje para la enseñanza del español como lengua heredada</td>
<td>Phonetic outcomes of dialect contact: Mexicans, Puerto Ricans, and &quot;MexiRicans” in Chicago</td>
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<td>Colombi, Cecilia University of California, Davis</td>
<td>Potowski, Kim University of Illinois at Chicago O'Rourke, Erin University of Alabama Petree, Beth Joliet Junior College</td>
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<td>Contacto, uso del español y actitudes lingüísticas en una escuela secundaria del medio oeste: El caso de tres hablantes bilingües en su temprana adultez</td>
<td>Tracing the sources of attributive possession in Andean Spanish</td>
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<td>Pinilla-Herrera, Angela Georgia Southern University</td>
<td>Escobar, Anna Maria University of Illinois at Urbana</td>
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<td>Developing a second dialect during a semester abroad: Heritage language learners</td>
<td>&quot;Easy credits&quot;: Actitudes y percepciones de maestros universitarios</td>
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<td>George, Angela University of Minnesota, Twin Cities Hoffman-González, Anne University of Wisconsin, Madison</td>
<td>No hay voseo que por tuteo no venga: A variationist approach to voseo/tuteo among Salvadorans in the United States Pacific Northwest</td>
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<td>&quot;Easy credits&quot;: Actitudes y percepciones de maestros universitarios</td>
<td>Woods, Michael The University of New Mexico</td>
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<td>Reznicek-Parrado, Lina M. University of Nebraska, Lincoln</td>
<td>Chilean heritage speakers in the United States: Preterit and Imperfect change not simply simplification</td>
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<td>Chilean heritage speakers in the United States: Preterit and Imperfect change not simply simplification</td>
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<td>12:00 - 12:10pm</td>
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<td>12:10 - 1:50pm</td>
<td>Lunch @ UTPA Ballroom (sponsored by the Office of the Provost, UTPA)</td>
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<td>Music provided by UTPA Mariachi Aztlán under the direction of Mr. Francisco Loera</td>
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<td>1:50 - 2:00pm</td>
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| Session 6 | Networks and Communities: Hispanidades  
Joan Munné | Linguistic Ideologies  
Adam Schwartz | Language and Identity  
María Irene Moyna | Contact and Change  
Rena Torres Cacoullos |
|-----------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| 2:00 - 4:00pm | Hispanidades: The genesis and development of collaboration in the service of culture and language learning in Hispanic communities  
Ross, Andrew  
Arizona State University  
Charitos, Stéphane  
Columbia University | Racialization and Spanish in the linguistic landscape of the American museum  
Callahan, Laura  
The City College and Graduate Center, CUNY | Análisis de la entonación de frases enunciativas en hablantes bilingües precoces de vasco y español  
Aurrekoetxea, Gotzon  
Gaminde, Iñaki  
Etxebarria, Aintzane  
UPV/EHU | An implicational hierarchy of contact features in Asturian Spanish  
Barnes, Sonia  
Schwenter, Scott  
The Ohio State University |
| | Hispanicidades: Spanish heritage learning at Arizona State University  
Elias, Vanessa  
Negrón-Medina, Melissa  
Arizona State University | The proliferation of wild tongues: What sociolinguistics can still learn from Gloria Anzaldúa  
Cole, Debbie  
Johnson, Robert  
University of Texas-Pan American | Ethnic personal names and Spanish receptive bilinguals: Attitudes and sociolinguistic functions  
Parada, Maryann  
University of Illinois at Chicago | The social meaning of Spanish article choice in the Colombian Japanese community  
Diaz Collazos, Ana Maria  
University of Florida |
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<tr>
<th>4:00 - 4:10pm</th>
<th>Break</th>
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<tr>
<td><strong>Session 7</strong></td>
<td><strong>Student Union (2nd Floor)</strong></td>
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<tr>
<td>4:10 - 5:40pm</td>
<td><strong>Oleander Room</strong></td>
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<tr>
<td><strong>Networks and Communities:</strong></td>
<td><strong>Spanish for Professional and Academic Purposes</strong></td>
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<tr>
<td><strong>Cosecha Voices</strong></td>
<td><strong>Jennifer Dumont</strong></td>
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<td><strong>Viridiana Gallegos</strong></td>
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| Building community and culture: Hispanidades, ASU, and Boys & Girls Club, Tempe | Spanish-language print media in the United States: A critical analysis of ideology across text and image | Acomodación lingüística, transiciones y exclusiones de idiomas entre hispanohablantes residentes en Japón | Adquisición natural y pidginización: Un caso de Puebladelfía |
| Fonseca, Vanessa | Strom, Megan University of Minnesota, Twin Cities | Vitale, Analia Kwansei Gakuin University | Regan, Brendan The University of Texas |

<p>| Hispanicidades: Interactivity and community-based learning at Columbia University | Spanish-English learner biographies: Acculturation and language ideologies | Core assimilationist beliefs on national identity and the Spanish language: Confronting the language attitudes of the American monolingual majority | Amazonian Spanish: Uncovering variation and deconstructing stereotypes |
| Romero, Diana Koulopoulos, Bill Columbia University | Valencia, Valeria University of California Los Angeles | Vidal, Monica University of Hawaii at Manoa Castillo, Leopoldo University of California, Los Angeles | Vallejos, Rosa University of New Mexico |</p>
<table>
<thead>
<tr>
<th>Title</th>
<th>Author(s)</th>
<th>Institution(s)</th>
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<tr>
<td>Critical race theory and the pedagogy of testimonio and performance in Cosecha Voices.</td>
<td>Stephanie Alvarez and Edna Ochoa</td>
<td>University of Texas-Pan American</td>
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<tr>
<td>Meeting the needs of the professional student: Spanish for health care online</td>
<td>King de Ramírez, Carmen</td>
<td>Arizona State University</td>
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<td>“Somos la Iglesia Hispana”: Spanish language maintenance and religion in a Hispanic church</td>
<td>Gugliani, Laura</td>
<td>University of Southern Mississippi</td>
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<td>La variante de la /s/ final nasalizada en el español de Guatemala: Un estudio pionero</td>
<td>Hernandez, Luz</td>
<td>University of Minnesota</td>
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<td>Varianción sintáctica en Twitter en el español fronterizo de Estados Unidos</td>
<td>Ruiz Tinoco, Antonio</td>
<td>Sophia University, Tokyo</td>
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<td>The impact of Cosecha Voices on migrant farmworker students: The role of community building</td>
<td>Reyna, Roberto C.</td>
<td>San José State University</td>
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<td>Una intervención pedagógica facilitadora de la comprensión de textos expositivo-argumentativos en español lengua extranjera</td>
<td>Krsul, Leticia</td>
<td>CIEE Buenos Aires Study Center at FLACSO/ Universidad de Buenos Aires</td>
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<tr>
<td>Social factors that influence Spanish maintenance and shift among Hondurans in metropolitan New Orleans</td>
<td>Mondada, Joke Gabaldon-Vielma, Juan</td>
<td>University of New Orleans</td>
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<td>Factors affecting the Miami-Cuban Spanish and English vowel systems</td>
<td>Rogers, Brandon</td>
<td>University of Minnesota</td>
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<td>The Doña Ana Bend Colony: Language and identity at a moving edge of the nation</td>
<td>Villa, Daniel</td>
<td>New Mexico State University</td>
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## Session Schedule

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<tr>
<th>Time</th>
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<tr>
<td>5:40 - 6:10pm</td>
<td>Break</td>
<td>Student Union Theater</td>
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| 6:10 - 7:00pm | **Introduction by Dr. José Esteban Hernández, University of Texas Pan American**  
**Guest Speakers: Barbara Bullock and Jacqueline Toribio**  
Spanish in the U.S.: Developing an open linguistic corpus | Student Union Theater        |
| 7:00 - 7:10pm | Break                                                                 | Student Union Theater        |
| 7:10 - 8:00pm | **Introduction by Emmy Pérez, University of Texas Pan American**  
El Retorno: El Valle celebra nuestra Gloria Anzaldúa “How to tame a wild tongue” with Carmen Tafolla | Student Union Theater        |
<p>| 8:00 - 9:00pm | Return to Casa de Palmas Renaissance Hotel                             |                               |</p>
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<tr>
<th>Time</th>
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<tr>
<td><strong>8:30 - 9:30am</strong></td>
<td>Casa de Palmas Renaissance Hotel</td>
<td><strong>Registration in Front Lobby</strong></td>
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| **9:30 - 10:20am** | Royal Palm Ballroom       | **Introduction by Luis A. Ortiz López, Dean of the College of Humanities, University of Puerto Rico at Río Piedras**  
**Plenary Address: Ana M. Carvalho**  
**Sociolinguistic continuities in language contact situations: the case of Portuguese in contact with Spanish along the Uruguayan-Brazilian border** |
| **10:20 - 10:30am** | Royal Palm I, Royal Palm III, Ruby Red I | **Break** |
| **10:30 - 12:00pm** | Royal Palm I | **L2 Pedagogy**  
*Barbara Bullock*  
An early intervention: Exposing beginning Spanish learners to L2 pronunciation features  
*Bailey, Ann Aly*  
*University of California, Los Angeles*  
*Brandl, Anel*  
*Florida State University* |
| **10:30 - 12:00pm** | Royal Palm III | **Language Attitudes**  
*Eduardo Faingold*  
Implicit inferiority, external pride: Mapping the sociolinguistic perception of Spanish and English in Miami  
*Carter, Phillip M.*  
*Florida International University*  
*Lynch, Andrew*  
*University of Miami* |
| **10:30 - 12:00pm** | Ruby Red I | **Contact and Change in NYC**  
*Michael Woods*  
*Nivelación dialectal en Nueva York, ¿o sólo convergencia lingüística?**  
*Carranza Brito, María del Rocío*  
*UNAM* |
| **10:30 - 12:00pm** | | **“Esta fotografía es de mis abuelos”: Participatory research as critical pedagogy in a L2 Spanish course**  
*Terry, Helen*  
*Schwartz, Adam*  
*University of South* |
| **10:30 - 12:00pm** | | **Actitudes hacia el idioma español en Waco, Texas**  
*Carrillo, Yolanda*  
*University of Houston* |
| **10:30 - 12:00pm** | | **Expresión de sujeto en la segunda cláusula de las oraciones compuestas subordinadas co-referentes**  
*Darwich, Berenice*  
*The Graduate* |
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<td>12:00 - 12:10pm</td>
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<td>Lunch @ Ruby Red I &amp; II Ballroom</td>
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<td>1:00 – 1:50pm</td>
<td>Conference Planning and Business Meeting (Royal Palm I)</td>
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<td>Royal Palm III</td>
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<td>Ruby Red I</td>
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<td>Session 9</td>
<td>Heritage Language Pedagogy</td>
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<td>Rossy Lima-Padilla</td>
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<td>2:00 - 4:00pm</td>
<td>Translation strategies in the Spanish for heritage learners’ classroom: Fostering vocabulary growth</td>
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<td>Bermejo, Encarna Houston Baptist University</td>
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<td>Bilingual/bicultural future health care providers: How they see Latin@ patients’ identity</td>
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<td>University of Texas - San Antonio</td>
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<td>2:00 - 4:00pm</td>
<td>Pragmatics / Discourse Analysis</td>
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<td>Michelle Madrid</td>
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<td>2:00 - 4:00pm</td>
<td>Bordertown Spanish heritage speakers: Age of acquisition effects</td>
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<td>Gonzalez, Patricia</td>
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<td>Texas A&amp;M International University</td>
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<td>2:00 - 4:00pm</td>
<td>¿Qué es este label? Language and identity in a dual immersion classroom</td>
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<td>McEvoy, Trudie</td>
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<td>Ducar, Cynthia</td>
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<td>2:00 - 4:00pm</td>
<td>Inmigración y discriminación: Análisis discursivo de blogs de latin@ en los Estados Unidos</td>
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<td>Flores Ohlson, Linda</td>
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<td>Göteborg University</td>
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<td>2:00 - 4:00pm</td>
<td>The medical interview with rural Mexican patients in the Southwest: Genre analysis</td>
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<td>Session 10</td>
<td>Language and Literacy</td>
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<td>Patricia Gonzalez</td>
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<td>4:10 - 5:40pm</td>
<td>La representación de la niña hispana en una muestra de literatura infantil publicada en los Estados Unidos</td>
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<td>Bernate, Emily</td>
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<td>Use it or lose it: The impact of language inheritance, affiliation and expertise of Spanish in academic achievement</td>
<td>Perspectivas sobre el mantenimiento y cambio lingüístico mediante la elección y uso del inglés limonense y del español en Limón, Costa Rica</td>
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<td>5:40 - 6:15pm</td>
<td>Break</td>
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<td>6:15 - 7:00pm</td>
<td>Border Buttermilk Closing Reception @ Casa de Palmas Pool Side</td>
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<td><strong>Music provided by the UTPA Guitar Ensemble directed by Dr. Kurt Martínez</strong></td>
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In this presentation, I offer a sociolinguistic analysis of varieties of Portuguese and Spanish spoken in bilingual communities in northern Uruguay alongside the Brazilian border. First, I discuss the historical reasons behind the presence of Portuguese in Uruguay during colonial times, and the social context that has allowed the maintenance of Portuguese-Spanish bilingualism in a (semi) diglossic situation until the present. Next, I examine language contact phenomena and sociolinguistic patterns in these border dialects that review clear sociolinguistic continuities with national varieties of Brazilian Portuguese and Uruguayan Spanish. Thus, I offer a perspective that diverges from the idea that a new variety is formed, a monostylistic Portuguese-Spanish hybrid, or portuñol (Lipski 2006, 2009, 2010, 2011, Marín 2001, Sturza 2004), which would represent a rupture from the surrounding national varieties. By revealing Portuguese and Spanish bilingual and multidialectal repertoires in these communities as an alternative proposal to the idea of a single, mixed code, this presentation sheds light on the contributions of the variationist framework of analysis to the study of language contact. Furthermore, this interpretation brings to the fore the standardizing impact that national dialects have on border varieties, revealing the importance of social and ideological forces in keeping highly cognate linguistic systems apart even in situations of prolonged contact.
Censuses play a crucial role in the institutionalization and circulation of specific constructions of national identity, national belonging, and social difference, and they are a key site for the production and institutionalization of racial discourse (Anderson 1991; Kertzer & Arel 2002; Nobles 2000). With the recent growth in the Latina/o population, there has been increased interest in the official construction of the “Hispanic/Latino/Spanish origin” category (e.g., Rodriguez 2000; Rumbaut 2006; Haney López 2005). However, the role of language in the ethnoracial classification of Latina/os has been largely overlooked. So too, little attention has been paid to the processes by which the official classifications become public understandings of ethnoracial difference, or to the ways in which immigrants are interpellated into new racial subjectivities. This presentation addresses these gaps by examining the official construction of “Hispanic/Latino/Spanish origin,” analyzing Spanish-language telephone interviews conducted as part of Census 2010, and interrogating census-takers’ understandings of ethnoracial classification as revealed in semi-structured interviews. I incorporate insights from recent sociocultural research on the language and identity (Bucholtz and Hall 2005) in my analysis of how racial identities are instantiated and negotiated during census-taking. I discuss the role of Spanish in the official constructions and I demonstrate how respondents alternatively resist and take up the identities ascribed to them, highlighting the negotiated nature of ‘objective’ ethnoracial statistics and providing insights on the reproduction and dissemination of particular ideologies of race and language.
I present a model for corpus compilation in bilingual communities, illustrated through the New Mexican Spanish-English Bilingual corpus (NMSEB, Torres Cacoullos & Travis In preparation), in which the same speakers use both Spanish and English in the same conversations, smoothly alternating between the two. Fundamental are: the recording of sociolinguistic interviews by community members; scrupulously compiling information about the demography and linguistic history of the participants; and comprehensive transcription taking into account prosodic aspects. This community-based approach yields linguistic data situated in its social context and amenable to systematic quantitative analysis, which allows confronting the many claims about language contact with the facts of bilingual usage. I exemplify this through investigation of the contribution of code-switching and priming to variable expression of the Spanish first-person singular subject pronoun (yo ‘I’) in NMSEB, which suggests that what scholars have construed as code-switching effects are the result of associated structural priming and shifts in contexts of occurrence. This work is in collaboration with Catherine Travis and funded by the National Science Foundation.

Processes of Identification and the Spanish Language on the U.S.-Mexico Border
Pablo Vila
Temple University

In this paper I try to show different ways in which Spanish is used, performatively, to help in the processes of identity construction among different social actors on the U.S.-Mexico border. In the first part of the paper I deal with the way Spanish is used to convey the idea that, on the border, “all poverty is Mexican.” Used mostly by Anglos, but also by many other social actors who follow such a thematic plot, Spanish is strategically deployed to name those things that connote poverty on the region, bypassing the ready available English words that can easily be used to convey such meanings. From there I move to a particular use of Spanish that I have baptized as the “I don’t care for your language” register, in which absurd, usually hilarious, Spanish translations are used in bilingual messages targeting Spanish speakers store patrons and the users of different kind of county, state and federal services. If at first glance this register can sound ironic, it is not purposefully so because is the product of plain ignorance in a volatile mixture with racial and ethnic arrogance.

Showing how performative uses of Spanish are not restricted to the Anglo population of the region, I show in the last part of the paper how even Mexican and Mexican American bilingualism is performative on the border. I illustrate this point showing how many Mexican Americans avoid talking in Spanish with Mexican immigrants (even though they know the language), to avoid showing less proficiency on the language than the latter; but, at the same time in doing so, remarking the lack of English proficiency of the former. My last example is the effort made by many Mexican immigrants to maintain the Spanish proficiency of their children once they move to the American side of the border, among other things, in order of not being call “pochos,” i.e, cultural traitors, by their friends who still live in Mexico. As we can see a very complicated scenario in which Spanish, performatively, goes well beyond what the words uttered connote.
This presentation documents our efforts to develop a corpus of Spanish in Texas as a contribution to linguistics ‘in the public interest’, following the lead of scholars such as William Labov, Guadalupe Valdés, Walt Wolfram, and Ana Celia Zentella. This project is distinct from many others in that it has two distinct audiences and aims. In the first instance, we are creating a sociolinguistic corpus for pedagogical use by teachers and learners; in the second, we are creating an open corpus for use by professional linguists. In the spirit of the movement toward facilitating teaching and learning through Open Educational Resources (OERs), we seek to publically provide research protocols, tagged and parsed data, authoring tools, python scripts, and search capabilities that will allow for the use of the current archive and for its replication in other contexts. In this presentation, we review the resources that are currently available and discuss the collaborative, crowd-sourcing approach to linguistic research that we envision. We explain why such an approach is necessary for the study of US Spanish, in general, and how it can emphasize the locally relevant aspects of linguistic diversity and invite a dynamic engagement between classroom and community. We close by inviting other linguists to share in this opportunity to enhance our educational mission by involving others in an exploration—and valorization—of variation in US Spanish.
Colloquia

_Cosecha Voices: A Critical Pedagogical Intervention for Migrant Farmworker Students_

This colloquium will demonstrate a critical instructional model that promotes and revolves entirely around the importance of incorporating the migrant farmworker student’s experience in the classroom. Having originated as a university level Advanced Spanish Composition course at The University of Texas-Pan American and now expanding to conduct outreach in surrounding public middle schools, Cosecha Voices aims to provide a counterspace in which migrant farmworker students may empower themselves through performance, testimonio writing and digital story-telling. This panel will; describe the project, explore the students’ educational obstacles, look at the intersectionality of voice, performance and self-determination, the politicization of the students, and finally the reflections of Cosecha Voices alumni to understand the impact it has had on them. Moreover, in addition, students will share their own oral and digital testimonios about growing-up as migrant farmworkers. Lastly, we conclude that incorporating the lived experiences of the students in the Spanish classroom can have a tremendous impact on their educational success and the development of a critical consciousness among the students.

_Critical Race theory and the pedagogy of testimonio and Performance in Cosecha Voices._
Stephanie Alvarez and Edna Ochoa, University of Texas - Pan American

We will demonstrate a critical instructional model that promotes and revolves entirely around the importance of incorporating the migrant farmworker student’s experience in the classroom. Having originated as a university level Advanced Spanish Composition course at The University of Texas-Pan American and now expanding to conduct outreach in surrounding public middle schools, Cosecha Voices aims to provide a counterspace in which migrant farmworker students may empower themselves through performance, testimonio writing and digital story-telling. This panel will; describe the project, explore the students’ educational obstacles, look at the intersectionality of voice, performance and self-determination, the politicization of the students, and finally the reflections of Cosecha Voices alumni to understand
the impact it has had on them. Moreover, in addition, students will share their own oral and digital testimonios about growing-up as migrant farmworkers.

**Intervention Changes the Lives of Migrant Farmworker Students at a University in The Rio Grande Valley**

Belinda López, University of Texas - Pan American

This presentation explores the experiences of migrant farmworker students and their participation in an upper-division Spanish course. Furthermore, the students’ experiences within this course and their relationship with Cosecha Voices, a student organization on campus that serves to advocate for an awareness of the migrant farmworker experience, will also be discussed. Specifically, Cosecha Voices utilizes students’ digital stories and testimonios to advocate and achieve an awareness of the migrant farmworker experience. Through the use of testimonios, the hardships and obstacles of their migrant struggle are exposed. The students’ process re-living their migrant farmworker lifestyle shapes their perspective on the importance of attaining an education. Here, the impact of the course on the lives of the participants will be outlined and explored.

**The Impact of Cosecha Voices on Migrant Farmworker Students: The Role of Community Building**

Roberto C. Reyna, San José State University

In this presentation, I explore the role of community building inside and outside of the classroom. Community building occurs as participants of the course and student organization gain an appreciation to who they are as individuals, where they come from, along with who their peers are. These students have become politicized, informing leaders around the nation of their contributions to society and their growth through this project. Cosecha Voices shapes individuals’ goals to succeed and abstain themselves from being just another drop-out statistic. As a result of this intervention analysis we uncover the outcomes and success of this project; for example better academic performance and higher graduation rates. We integrate students’ testimonios and data collected on of their experience in Cosecha Voices. We analyze their perspectives on schooling before joining Cosecha Voices and their perspectives after. Through this process we have come to an understanding of whether the upper-division Spanish course and Cosecha Voices have been reaching their desired goals.

**Voice as a Method toward Academic Success for Migrant Students**

Annabel Salamanca, San José State University

This presentation analyzes the way in which Cosecha Voices serves as a tool that has shed light to a process that is helping its participants realize their own agency by constructing their own counter-stories/testimonios based on their own analysis, understanding, and critique of their
personal experiences and struggles as migrant farmworkers and migrant students. Cosecha Voices allows them to contextualize and develop a rich understanding of how their life style directly alters their education based on epistemologies that speak to a critical reflection of self, family and community. The migrant experience, therefore, is no longer silenced and forgotten. Instead it is something worth sharing with others publicly, through voice. The power of our written personal testimonios and counterstories and have been recited multiple times and each time liberating us, the students, from chains that once attached us to a migration cycle that seemed to be unbreakable. I argue that I have come to determine that Cosecha Voices is in fact an educational praxis that creates a counterspace for self-empowerment and self determination.
**Hispanidades: Interactivity and Community-Based Learning**

Hispanidades/Hispanicities is a joint venture between Arizona State University and Columbia University intended to provide heritage learners of Spanish an opportunity to research local communities, develop deeper understandings of Hispanic identities in the US, and share those observations with student colleagues at partner institutions. Building on ethnographic approaches to cultural exploration — including visits to barrios, interviews with community members and photography -- students develop digital stories as the end-products of their research and, over time, assemble an integrative multi-author narrative of their chosen communities. This pilot project has grown to include the University of Washington this semester, and plans to welcome the University of New Mexico and the University of Texas – El Paso in the Spring.

**Hispanidades: The Genesis and Development of Collaboration in the Service of Culture and Language Learning in Hispanic Communities**

Andrew Ross and Stéphane Charitos, Arizona State University. Columbia University.

In 2010, the authors began some discussions on implementing digital storytelling techniques within a curricular model that privileges inter-institutional collaboration, and cultural exploration and research by students. Given the logistical impediments to sharing a course or series of courses between Arizona State University and Columbia University, the authors developed a framework for collaboration that leveraged technology’s innate potential to connect two geographically distinct locations, and allowed teachers and learners in both locations to capitalize on one another’s resources and skills by actively interacting and reflecting on shared experiences.

In 2011-12, Arizona State University and Columbia University piloted a collaborative language for undergraduate heritage speakers project within two distinct Spanish courses at our respective institutions. The project focused on the exploration and articulation of identities within Hispanic American communities in two regions in the US, and provided a collaborative framework for students to pursue ethnographic research and share their results with their counterparts at each institution. Other presenters in our proposed panel will outline the specific work of the courses, including incorporation of national standards and ethnographic approaches to learning, and outcomes.

As important as the outcomes have been for the faculty members and students involved in the project, the structure of the interaction and the employment of “micro-collaborative” strategies involving intentional learning, project-based learning and portfolio-based learning
promises to serve as a model for inter-institutional collaborations in instances where academic calendars, instructional models and standards, and course content may not coincide between partner institutions. Micro-collaborative practices allow for the development of inter-institutional relationships in a flexible, needs-based way that de-emphasizes administrative and logistical burdens and permits partnerships to flourish without onerous technical and bureaucratic overhead.

The authors will present the structuring philosophy and theoretical underpinnings of Hispanidades, and frame the more detailed discussions of the instructional process and outcomes that follow in the panel.

**Hispanidades: Interactivity and Community-based Learning at Columbia University**
Diana Romero and Bill Koulopoulos, Columbia University

Following a suggestion by Maria Carreira and Olga Kagan who advocate for a community-based curriculum for Spanish for Native Speakers and taking advantage of an opportunity to interact with SNS class at Arizona State University, I redesigned a Spanish for Native Speakers class around a semester-long project involving bibliographic and ethnographic research on the experience of being Hispanic/Latino in New York City. By making the project the centerpiece of the curricular design, the course materials were more unified and students became more motivated as they saw a connection between class topics and their heritage outside the classroom. Also, by adding an interaction with Arizona State University, students were able to learn about the experience of being Hispanic/Latino in Phoenix. This made the whole experience even more meaningful and exciting.

In my talk, I will share the major aspects of how I redesigned my curriculum and the main aspects of the project. I will also share some samples of students’ work and their comments and assessment of the project.

**Hispanidades: Spanish Heritage Learning at Arizona State University**
Vanessa Elías and Melissa Negrón-Medina, Arizona State University

Trueba (1993) has shown that the use of ethnographic research, the study of culture from the point of view of an insider, in a classroom is essential because culture and language are inseparable and you cannot have one without the other. This presentation will highlight a pilot collaborative ethnographic research project, Hispanidades, in its third semester at Arizona State University. The Hispanidades project was implemented into SPA 316, a conversation and composition course for Heritage Speakers of Spanish and has incorporated heritage language pedagogy as well as national foreign language standards. The students engage in ethnographic research in Arizona, reporting on various aspects, such as history, culture, and the Hispanic population of a “barrio” of their choice, while comparing and contrasting the communities with a partner institution. One of the goals of this project has been to bring the real world into the
classroom, while giving the students the necessary tools need for the 21st century. They create a blog where they must write a series of reflections and facilitate a written discussion with the students at the collaborating university, and at the end of the semester the students create a 5-7 minute digital story where they showcase the barrio they have investigated. The project has shown much success in enriching the learning process as well as the education of the students. It has received positive feedback from the students, whom not only learned about themselves and their culture, but also about another Hispanic community in the country.

**Building community and culture: Hispanidades, ASU, and Boys and Girls Club, Tempe**

Vanessa Fonseca, Arizona State University

Due to the recent attacks on Ethnic Studies Programs in Arizona, it has become increasingly important to focus on building strong foundations of culture and community within [author’s state]’s different Hispanic barrios. This presentation will highlight a pilot project at the Boys and Girls Club of Phoenix to show how one group of students is engaging in an effort to learn about the cultural, political, linguistic and political implications of being Hispanic in Phoenix, Arizona while at the same time expanding their knowledge of technology through photography lessons, development of a community wiki and the creation of digital histories based on their research. This endeavor draws from a larger project started by Arizona State University and Columbia University titled *Hispanidades* in which students conduct ethnographic research of Hispanic communities using a variety of technology-based tools. Thus, this project not only pulls from a larger university based framework of research and presentation surrounding Hispanic communities in Arizona, but also provides a space for larger community outreach and discussions that critically analyze the future of language, culture and social politics as it pertains to Hispanic populations.
Does code-switching promote grammatical convergence, that is, the infiltration of grammatical properties from one language into another leading to more similar grammars? Lack of consensus on this issue is exacerbated by the methodological predilection for elicited judgments, which may display random error, or reports of the behavior of stray individuals, which are uninterpretable without knowledge of the systematic community pattern (Labov 1996; Labov 2006/1966: 5). The papers in this panel are grounded in a corpus of Spanish-English bilingual speech, by members of the Hispanic New Mexican community. The New Mexico Spanish-English Bilingual Corpus (NMSEB) is comprised of interviews with 42 traditional New Mexican Spanish (Bills & Vigil 2008) speakers conducted in 2010-2011 by eight Hispanic New Mexican students of the University of New Mexico (Torres Cacoullos & Travis In preparation). Approximately 30 hours were transcribed in ELAN (Lausberg & Sloetjes 2009) for a total of some 250,000 words, in which multi-word code-switching is recurrent. A sample is given below.

... and there we were,
you know con la pata cruzada,
just más suave,
smoking away.  (03.Dos comadres, 52-55)

The papers follow the variationist scientific approach to the synchronic study of code-switching and convergence (Poplack & Levey 2010; Poplack et al. 2012; Torres Cacoullos & Travis 2010, 2011) to test the hypothesis that code-switching promotes convergence (e.g., Backus 2005; Gumperz & Wilson 1971; Thomason 2001). The panel will include the following papers: La marca diferencial de objeto e n el español en contacto con el inglés y en el español exento de éste Spanish-English bilingual VOT production in natural codeswitching contexts I think, therefore soy yo: Variable position of subject pronoun yo in NM Spanish-English codeswitching

Probabilistic cross-language phonological influence: Analyses of Spanish-English cognates The emergent grammar of bilinguals: The Spanish verb hacer with a bare English infinitive
La marca diferencial de objeto en el español en contacto con el inglés y en el español exento de éste
Sonia Balasch, University of Montana

Estudiamos la marca diferencial de objeto (uso variable de a con ODs) observada en (1), en el español de Nuevo México (EEUU). Además, este uso es comparado con el constatado en el español de Mérida (Venezuela) y en el de Madrid (España).

(1) a. he messed up... a la gente(NMBSE)
   b. no maltratan Ø la gente(NMBSE)

Los datos provienen del New Mexico Bilingual Spanish-English corpus (TorresCacoullos y Travis, en-prensa), el Corpus de Mérida/Venezuela (Domínguez y Mora 1995) y el de Madrid/España (Esgueva y Cantarero 1981). Extraídas todas de cláusulas transitivas con ODs animados y uso variable de a+OD (147, 798 y 226 cláusulas, respectivamente), se codifican según rasgos lingüísticos regentes de a+OD señalados en la bibliografía especializada: la clase verbal, la animacidad del OD y su número gramatical, especificidad, definitud, la posición sintáctica y la co-referencia de éste en el previo y/o subsiguiente contexto.

Como ilustra (2), el inglés es ajeno al uso de a con todo OD. El español, en cambio, es terreno fértil que espera por más estudios cuantitativos, especialmente en situaciones de contacto. La presente investigación remedia este vacío e indaga si la gramática del inglés, como vaticinaría la hipótesis de convergencia lingüística, hace que a+ODs en el español nuevomexicano tenga una fisonomía lejana a la observada en el español exento de este contacto.

(2) they mess up Ø people(NMBSE)

El análisis variacionista de a+OD contraviene la presupuesta erosión de a en el español de Nuevo México. La clase verbal es el factor más significativo en que se dé a+OD en las tres variedades. La definitud del OD gobierna a+OD, en el español en contacto con el inglés y en el exento de éste, en la variedad latinoamericana y en la peninsular. El porcentaje global de a+OD en el español nuevomexicano es casi idéntico al del español de Mérida (49% y 46%) y similar al del español de Madrid (61%). Todos los factores, excepto la co-ocurrencia del OD, presentan la misma dirección de efecto en las tres variedades examinadas. El contacto con el inglés no repercute ni en el porcentaje global de uso de a+OD ni en la jerarquía de sus restricciones lingüísticas.
Spanish-English bilingual VOT production in natural code-switching contexts
Colleen Balukas and Christian Koops, Penn State University and University of New Mexico

This study examines language influence at the sub-phonemic level in the context of codeswitching by bilingual speakers of New Mexican Spanish and English in natural conversation. The variable under investigation is voice onset time (VOT), i.e. the temporal lag of vocal fold vibration following a stop release. The well-known VOT difference between monolingual Spanish and monolingual English stops (Lisker & Abramson 1964) provides a measure of phonetic convergence. We investigate the effect of the recent use of English or Spanish on the VOT of word-initial voiceless stops in the other language. The Spanish-English VOT contrast is often reduced in bilinguals (e.g. Flege et al. 1995, Flege et al. 1997). Code-switching can lead to further VOT convergence (e.g. Bullock & Toribio 2009, Antoniou et al 2011; cf. Grosjean & Miller 1994). Importantly, prior findings were based on elicited code-switching in experimental settings (with the exception of Piccinini 2012). Thus, their relevance for spontaneous speech production remains unclear. The New Mexico Spanish/English Bilingual Corpus (NMSEB) (Torres Cacoullos & Travis, in prep.), which contains natural conversations among bilinguals who code-switch as an ingroup discourse mode (Gonzales 1999), provides an optimal context to test this hypothesis. Our preliminary results show only a non-significant trend (p = 0.0504) toward the predicted VOT decrease in English stops immediately following the use of Spanish, as in (1).

(1) ... (0.9) para que no se me saliera. / “so it wouldn’t come out on me,”
... cause it was –

Similarly, Spanish voiceless stops show only a trend toward a VOT increase when immediately following a code-switch from English. This lack of a clear influence between the languages differs from the previous experimental findings, and may be explained in part by differences in the level of speaker control over relative language activation and inhibition in internally-driven (versus elicited) switches.

I think, therefore soy yo: Variable position of subject pronoun yo in New Mexican Spanish-English code-switching
Nicole Benevento and Amelia Dietrich, The Pennsylvania State University

The present study investigates the role of code-switching and parallel activation of a bilingual’s grammars during online planning and production (Libben & Titone, 2009; Marian & Spivey, 2003) as a precursor to grammatical convergence in the Spanish-English contact situation of Northern New Mexico. Using the New Mexico Spanish-English Bilingual Corpus (Torres Cacoullos & Travis, in preparation), we examine the variable position of expressed 1sg Spanish pronoun yo—pre- vs. post-verbal—to answer two questions: 1) Are code-switchers the agents of structural change as is frequently assumed (e.g., Backus, 2005; Winford, 2008)? 2) If not, why do Spanish-speakers post-pose yo? We test factors hypothesized to account for choice of post-
posing yo in New Mexican Spanish using variable rule analysis (Goldvarb X: Sankoff, Tagliamonte, & Smith, 2005).

Of 626 tokens of 1sg pronoun + verb, we find a 16% post-positioning rate. This is higher than rates found in non-contact varieties (e.g. 5% in Cali, Colombia, Travis & Torres Cacoullos 2012) and is contrary to the convergence hypothesis. Of particular relevance, we find that a preceding post-verbal yo favors post-positioning—a priming effect—while a preceding pre-verbal yo or I equally disfavor post-positioning, providing stronger support for an anti-convergence account. Not only are the grammars not converging, but the presence of English in preceding discourse is not an influential factor in favoring more English-like structures. Thus, even during frequent and fluid code-switching, bilinguals can keep their two grammars separate.

This variability may be better described as resulting from language-internal factors (e.g. Poplack, Zentz, & Dion, 2011; Torres Cacoullos & Travis, 2011). Considering semantic class we find that while cognitive verbs disfavor post-position, enunciatives—particularly decir, highly favor post-positioning of yo. The effects of (language-particular) highly frequent verbs and constructions are discussed, together with priming and information flow effects.

**Probabilistic cross-language phonological influence**

Esther Brown
University of Colorado Boulder

Interlingual phonological effects detected in experimental and naturalistic data suggest fine-grained phonetic variability attributable to language convergence (e.g.; Bullock & Gerfen 2004, Amengual 2001). Additionally, the variable rates with which certain variants of a word or phone are chosen for use reveal phonological transfer effects (e.g.; Author, in preparation). Studies of cross-language phonological effects, thus, suggest *long-term* (lexicalized) effects on the cognitive representations of words which reflect knowledge and use of another language. Is there evidence for *short-term* (ie; online) effects of the phonologies of languages interacting? Evidence of this type would suggest active priming between languages and could provide a basis for understanding the role language use plays in shaping lexical representations.

To explore the question of detectible cross-language priming effects, this current work examines the variable realizations of word-initial /d-/ in Spanish words in an oral corpus of bilingual English ~ Traditional New Mexican Spanish (NMSEB: Torres Cacoullos & Travis, in preparation). For word-initial /d/, Spanish prescriptively has two allophones ([d], [ð]) and English just one ([d]). All tokens of word-initial /d-/ are coded perceptually as reduced ([ð], Ø) or non-reduced and the contribution to variation by independent linguistic factors known to constrain /d-/ realizations in Spanish (ie; phonetic context, prosodic stress, word frequency) are controlled in regression analyses. Significant differences apparent in the cognate/non-cognate contrasts provide evidence for an independent effect of knowledge and use of English /d-/ articulations on Spanish articulations: or lexicalized effects. Effects attributable to the use of two
language systems prior, during, and after code-switched utterances argue for short-term interlingual influences: or priming. The results are interpreted from within a usage-based framework in which the lexicon is viewed as a highly entwined network of connections based upon phonological, orthographic, and semantic overlap (Bybee 2001) that extend to bilingual cognitive representation.

The emergent grammar of bilinguals: The Spanish verb hacer with a bare English infinitive

Damián Wilson Vergara and Jennifer Dumont, University of New Mexico and Gettysburg College.

Noting the predisposition toward studying bilingualism from a monolingual perspective, Treffers-Daller & Sakel (2012) call for a renewal an cite research showing that “contact between the languages in the bilingual can lead to the emergence of unique, hybrid features that exist in neither of the two source languages”(4). The present study examines the bilingual compound verb hacer used with a bare English infinitive: hacer + V (cf. Jenkins 2003; Medina 2005). This construction is used by bilinguals in the Southwest, as in Example (1)from the NMSEB (Torres Cacoullos & Travis in preparation):

(2) Miguel: …(H) pero si el Ricky venía,
pero el Ricky le decía smoking,
es e hacía smoke.
(04.Piedras&Gallinas, 2537-9)

The present study applies a usage-base approach to spoken New Mexican data in order to explore this emergent bilingual phenomenon and implications for theories of what drives bilingual behavior, such as cognitive load (Dumont 2010; Silva Corvalán 1994:6). Examining 61 spontaneously-produced tokens over 43 types we present evidence that hacer+ V is a schematic and productive construction in which hacer has grammaticalized as a TAM marker. There is evidence that certain combinations are the conventionalized way of expressing certain situations (e.g. hacer retire ‘to retire’). We argue that this construction represents the seamless merging of two languages. As with code-switching, use of this construction requires a high degree of fluency in both languages. Unlike code-switching, where it is often thought that the boundaries between languages can be delineated, this construction represents the creation of new grammar from bilingual input. This calls in to question notions such as transfer and calquing, in which one language impacts another. These findings suggest that the bilingual who regularly engages in bilingual discourse readily draws on resources from both languages, leading to the emergence of new grammatical patterns in the community. For inclusion in the following panel:

Code-switching in New Mexico: Does Spanish convergence with English ensue? Rena Torres Cacoullos and Catherine E. Travis
Abstracts

Aly Bailey, Ann. Brandl, Anel
University of California, Los Angeles. Florida State University.

An early intervention: Exposing beginning Spanish learners to L2 pronunciation features

There is currently no clear consensus about the role of pronunciation instruction in beginning L2 classrooms. Trofimovich and Gatbonton (2006) and Hurtado and Estrada (2010) found that and focus on form and meaning activities resulted in greater improvement in the production of intermediate learners than beginning learners. Hurtado and Estrada (2010) and Arteaga (2000) both suggest that perceptual training could be helpful for beginners under the assumption of Major (2001), that accurate perception develops before accurate production in most cases.

This study seeks to investigate the effects of two types of pronunciation instruction on the perception of beginning L2 Spanish learners (L1 English) in a university setting in the United States. A ‘formal’ group will present learners with information on target sounds via formal phonetic explanations. An ‘informal’ group will be aurally exposed to the target sounds and be made aware of their orthographical contexts, but without formal terminology. Both groups will complete perception activities that include identification of a segment, target-like Spanish pronunciation, or differentiating between two distinct Spanish dialects.

Three second-semester groups of learners will be included in the experiment: formal instruction \((n=19)\), informal instruction \((n=18)\), and control \((n=17)\). Assessments will be online and consist of a pre-test, post-test and delayed post-test that will measure participant accuracy as well as their reaction times on identification tasks.

Analyses of the assessments reveal significant improvement for all groups at each assessment point. There was a significant effect for instruction at the immediate post-test, in which the informal group outperformed the control. This effect was neutralized on the delayed post-test, which revealed no significant differences between groups. Reaction times from the assessments will also be analyzed to determine any sensitivity to target sounds or target/non-target-like pronunciations in Spanish.

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UPV/EHU

Análisis de la entonación de frases enunciativas producidas por hablantes bilingües precoces de vasco y español

Esta investigación se basa en materiales recogidos a 50 informantes de las cuatro provincias del País Vasco peninsular (Álava, Guipúzcoa, Navarra y Vizcaya). Todas las informantes son mujeres jóvenes (entre 18 y 28 años), bilingües y con estudios universitarios, cursados principalmente en vasco. Además de la distribución geográfica equilibrada entre las diferentes zonas se ha tenido en cuenta la lengua materna de las informantes, de tal forma que el 50% tienen como lengua materna el vasco y han adquirido el español como L2 dentro del sistema educativo vasco; el 50% restante tiene como lengua materna el español y a su vez han adquirido el vasco como L2.

Para el análisis de los datos se ha tomado como marco teórico el modelo métrico autosegmental de análisis de la entonación (Sosa, 1999; Gussenhoven, 2004; Hualde 2003; Jun, 2005; Ladd, 1996; Prieto 2003, 2009; Face 2008, Henriksen, 2010).


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Barnes, Sonia. Schwenter, Scott
The Ohio State University

An implicational hierarchy of contact features in Asturian Spanish

Asturian, the regional language of Asturias (Spain), and Spanish have been in contact since the 14th Century. Despite the fact that language shift is gradually taking place in Asturias in favor of Spanish, some linguistic features of Asturian are still being used in the Spanish of Asturian speakers (Sánchez Álvarez 1979, D’Andres 2001). These features characterize the speech of the urban areas and differentiate it from other varieties of Spanish outside of Asturias. D’Andres refers to those phonological and morphosyntactic features as “differential features”. He states that speakers recognize this set of features as belonging to the Asturian linguistic system. He also claims that the features appear as a cohesive block in the speech of the urban population, explaining that speakers of Asturian Spanish choose a particular variety of the language and not single features.
In this study we show, contra D'Andres, that there exists a hierarchical implicational scale of features (cf. Rickford 2002) and that, crucially, only some of these features imply the presence of others. We examine data from thirty speakers collected via sociolinguistic interviews in the Asturian city of Gijón. Our results show that the diphthongized form of the verb “ser”, the deletion of /-t/ in infinitives and the deletion of final /-e/ in third-person singular verb forms do not imply the presence of any other Asturian feature. The presence of raised vowels in verb endings implies the presence of raised vowels in the nominal categories but not vice versa. Finally, the use of the Asturian indirect object pronouns and the enclitic placement of any object pronouns imply the presence of the other Asturian features. We conclude that the variable use of contact features in Asturian Spanish is orderly and hierarchically organized, and suggest that these features are chosen strategically by speakers in order to index "Asturianess" when desired.

Belpoliti, Flavia. Fairclough, Marta
University of Houston

**Houston's Hispanic community: Understanding culture through research in the SHL classroom**

Developing of language competence through the study of cultural perspectives, products, and practices has been a fundamental landmark in language pedagogy. Integrating an inquiry-based approach (Lantolf, 2000; Alfieri et al, 2011) to learning, understanding, and appreciating Hispanic culture is, therefore, an essential piece in the linguistic development of heritage language learners of Spanish. This type of approach allows students to create their own learning paths.

Almost half of the population residing in the Houston area is Hispanic (US Census, 2010). Although the majority is of Mexican origin, all the Spanish-speaking countries are represented in different degrees. Therefore, students of Hispanic background who are learning Spanish in Houston have an excellent opportunity to learn first-hand about Hispanic cultures in their own community. Through cultural projects students examine Hispanic history, education, politics, media, language, and traditions in their communities. By integrating an inquiry-based approach to projects especially designed for specific language proficiency levels, students expand their language abilities in the interpersonal, interpretative and presentational modes, while working on a topic of personal interest.

The purpose of this presentation is to briefly describe three different semester-long course projects that show how university students in a Spanish Heritage Language Program can advance their knowledge of Spanish and Hispanic cultures while carrying out community-based research. First, second, and third-year students use different tools including the internet, surveys, interviews and field data collection to carry out their research. At the end of the course, students are able to articulate their research findings through written, performance, and/or oral presentations. The scaffolding of these projects allows for the gradual expansion of their
connection and appreciation of their culture, moving from their immediate family context to the broader community.

University of Houston. University of Houston. Houston Baptist University.
Translations strategies in the Spanish for heritage learners’ classroom: Fostering vocabulary growth

Research in second language vocabulary learning and teaching has continued to grow in the field of Second Language Acquisition in the past two decades and it has come to influence the research in Heritage Language pedagogy as well. Findings on this research area continues to inform pedagogical proposals for the heritage classroom seeking to meet the needs of the Heritage Learners (HLs), whose numbers continue to increase in the language classroom.

HLs functions as mediators, or ‘linguistic brokers’ since childhood in bilingual communities. This means these learners manage to mediate messages, manipulating their linguistic and cultural knowledge in order to make communication happen. They rely on their intuitive translation/interpretation abilities to build a message and bridge communication in their communities; for many HLs, these are common and everyday skills. A strong pedagogy that implements translation techniques and adequate input can strengthen and consolidate these skills and foster vocabulary growth.

This study focusses on two areas: firstly, it aims to examine the impact of explicit and implicit classroom teaching methods in the HLs lexical development; secondly, it aims to show the positive outcomes of teaching translation techniques as main pedagogical intervention that connects what students-as-mediators do with the classroom practice. Participants are currently enrolled in an intermediate level of Spanish for Heritage Learners (SHL) at a large university in the Southwest. Data was collected with a background questionnaire and pre / post translation exercise. The analysis concentrates in three relevant areas of lexical knowledge: sophistication; use of idiomatic expressions and usage of cognates.

The preliminary results illustrate that translation techniques taught had a positive impact on the heritage learners’ production in the three areas: lexical sophistication, production of accurate idiomatic expressions and usage of cognates; additionally, it provide some insights into the vocabulary development of Spanish Heritage Learners in the academic setting.
Bernate, Emily  
University of Houston  
**La representación de la niña hispana en una muestra de literatura infantil publicada en E.E.U.U.: análisis del texto e implicaciones pedagógicas**

Aunque existen muchos estudios acerca de la pedagogía y la política concerniente a la educación bilingüe, hay una falta de exploración en cuanto a los materiales que se utilizan en el aula de educación bilingüe; entre los pocos ejemplos se incluyen Bradford (2000) y Cruger Dale (2003). Partiendo de este vacío, el presente trabajo intenta indagar en la problemática que se asocia con la literatura infantil bilingüe destinada a niños hispanos. Un breve análisis de la historia de la educación bilingüe demuestra que la cultura y la lengua hispana han sido atacadas por el sistema escolar. Este deseo de silenciar la diferencia ha resultado en una producción de literatura infantil que niega la subjetividad a los niños hispanos. Sin embargo, la serie de Pepita por Ofelia Dumas Lachtman consiste en siete libros que otorgan agencia a la niña hispana y celebran su hispanidad en vez de borrarla.

Utilizando el concepto de disglosia de Bakhtin (1981), este trabajo analiza las múltiples voces de las obras en la serie de Pepita, incluyendo el texto en cada lengua, las imágenes y la voz de la narradora bilingüe junto con las metáforas. El resultado es un texto polifacético que logra funcionar como una contrahistoria de la socialización y silencio de la voz hispana. Sin embargo, también se encuentran instancias de contradicciones, en las cuales el texto valora la hispanidad mientras las ilustraciones la escencializan.

El trabajo concluye con las implicaciones pedagógicas de utilizar libros que reflejan la realidad lingüística y cultural de los estudiantes bilingües al nivel primario. Se presume que estas implicaciones no se pueden considerar fuera del contexto político de la educación bilingüe en que el grupo dominante tiene el control de la producción de conocimiento e ideologías (Foucault 2002, González 2001).

Bessett, Ryan  
University of Arizona  
**La extensión de estar en Hermosillo, México y el Sur de Arizona: ¿Aceleración como el resultado de contacto?**

Este estudio variacionista compara la extensión de estar en contextos donde normativamente se espera ser en las variedades de español habladas en Hermosillo, Sonora, y en el Sur de Arizona. A través del análisis de 1,300 ocurrencias en 36 entrevistas, este estudio determina los factores sociales y lingüísticos que condicionan la realización de esta variable entre grupos bilingües y monolingües.

Los resultados de este estudio muestran un uso innovador de *estar* de 16.2% en Hermosillo y 20.8% en el Sur de Arizona, porcentajes comparables a los estudios anteriores. La procedencia del hablante (Hermosillo/Sur de Arizona) no es estadísticamente significativa y la distribución de los factores es bastante parecida en las dos comunidades. Esto surgiere que el bilingüismo (español/inglés) no resulta en una aceleración del uso innovador en este corpus, lo cual concuerda con Ortiz-López (2000) y Lowther y Lindsy (2005) y difiere de Silva-Corvalán (1994) y Salazar (2007). Los factores de tipo de adjetivo (edad, tamaño), grado de menos atención y nivel académico más bajo favorecen el *estar* innovador. Los resultados de este estudio concuerdan con estudios anteriores en cuanto a los factores que favorecen el uso innovador, los tipos de adjetivo (Gutiérrez 1992; Silva-Corvalán 1994; Cortés-Torres 2004) y nivel académico (Gutiérrez 1992; Cortés-Torres 2004). Este estudio contribuye al conocimiento de la variable en general y provee evidencia que no hay una tendencia general de una aceleración del uso innovador como resultado del bilingüismo (español/inglés).

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Brock, Stephanie
University of Arizona

**The Construction of Salvadoran Identity in a Houston Barrio: Lengua, Identidad y Transnacionalismo**

Previous research has highlighted language as a significant factor that contributes to the negotiation of identity (Fought 2006; Zentalla 2007). Therefore, the present study examines Salvadoran identity construction in Segundo Barrio, Houston, Texas with a special emphasis on language. This is investigated by analyzing two distinct Salvadoran corpora, the Female Salvadoreña Corpus (FSC) collected by this author and the Segundo Barrio Corpus (Hernández 2009) in order to obtain a more critical understanding of the role of language within the identity construction of the participants. The factors discussed during the semi-directed sociolinguistic interviews included but were not limited to: self and group identification, time spent in Houston and El Salvador, music and gastronomical choices, experiences with other Salvadorans and non-Salvadorans, and language use. All informants varied in external factors. What’s more, aspects of Critical Race Theory (CRT) are developed within this work to legitimize the lived experiences.
of this marginalized community through linguistic counternarratives. The present study yielded intriguing results pertaining to perceptions on ethnic identity and linguistic attitudes. This work can be considered innovative due to the speech community that is being studied, that is, research involving U.S. Salvadorans and U.S. Salvadoran Spanish is lacking. For that reason, this study is but a first step in continuing efforts to amplify our understanding of this community and its practices.

Callahan, Laura
The City College and Graduate Center, CUNY

Racialization and Spanish in the linguistic landscape of the American museum

Racialization is a process by which a group of people is associated with and then comes to be defined by certain essentialized characteristics. Racialization assumes unindividuated populations, and qualities such as educational attainment and other aspects of socioeconomic status can attach to an entire ethnic group (Morning 2009, Urciuoli 1996). I argue that some common linguistic practices in American museums can, unwittingly, contribute to the racialization of Spanish-speakers in the United States. This happens, first, by virtue of what printed language appears in Spanish and what does not, and second, by the particular features of the written Spanish that does appear.

How much space does written Spanish occupy in the typical museum? The answer ranges from none whatsoever, to a translation of the admission policy for patrons unable to pay the full amount, to a few paragraphs on laminated pages for a single show, to Spanish alongside English for every word on every wall within the building. Museums constitute an important venue and one that has received little attention as a site for written Spanish. They are custodians of knowledge and high culture, and thus offer access to symbolic capital. This capital attaches to what languages are visible to all museum visitors. Out of multiple exhibitions in a museum does the only one with titles and explanations in Spanish happen to treat undocumented workers? If the written Spanish seen in a museum is unidiomatic or contains deviations from formal written language, what message might this communicate as to the status of Spanish and Spanish-speakers in the United States? Are there significant differences between the prevalence of written Spanish in Latino museums versus less culturally specific venues (Luby 2011)?

Data for this paper was collected from a total of 35 museums in the San Francisco Bay Area and New York City.
The Whole Enchilada on language attitudes: The lack of phonetic adaptation of words of Spanish language origin in English

A bilingual Spanish-English speaker walks into a Los Angeles restaurant and sits down to order enchiladas. How does this speaker pronounce this particular food item when speaking English? Some bilinguals would opt to phonetically adapt the word, yielding [ɛntʃoˈladəz]. Another option would be to pronounce this word in its language of origin, Spanish: [enˈtiʃas]. This seemingly arbitrary decision can have great consequences; linguistic characteristics can have a strong effect on the way that we perceive others or are perceived by others (Gal 1998, Gómez de García et al. 2009). Lexical use, perceived accent, and even intonation may cause interlocutors to assume things about a speaker (Hill 2008). These assumptions can have social, educational and even economic ramifications (Kroskrity 2000, Schieffelin et al. 1998).

Though a common enough phenomenon, the present study is among the first to analyze this particular linguistic trait, that is when speaking in English, a bilingual speaker does not adapt a word originating from Spanish to English sound inventory as exemplified in the introduction. This investigation identifies the attitudes associated with the aforementioned types of articulations.

In order to elicit these attitudes, participants were asked to listen to a speech sample in which a bilingual spoke in English about her experience at a party. The speaker maintained Spanish pronunciation when uttering words of Spanish language origin, such as: “There were chips, tacos [ˈtakos], rice and beans, and then they had tortillas [torˈtiyas] so that you could make your own burritos [burˈitos].”

After hearing the speech sample, 32 informants answered a variety of questions regarding the speaker’s education, income level, ethnic background, and English skills helping to reveal underlying associations between a non-English language and lower education, English skills, and income level (Zentella 1990, Mendoza-Denton 1999). Half of the participants (16) identified as Hispanic and the other half identified as White. The sample was also equally divided between males and females. Preliminary results suggest that those of Hispanic origin stigmatize this behavior, while White individuals do not stigmatize it to the same degree. This research has potential applications for bilinguals, their teachers, and broader community members.
Ese paisa no va, nene

Lo interesante es que son producidas por migrantes mexicanos que residen en la ciudad desde hace más de 10 años y estas expresiones originalmente no pertenecen a ningún dialecto hablado en México.

Contrario a lo que sostienen algunos estudios (Silva-Corvalán, 1990, 1994), los resultados de esta investigación sugieren que estos hablantes de origen mexicano no están sustituyendo el español para adoptar el inglés, sino que han optado por incorporar a su habla vocabulario y expresiones del dialecto mayoritario de la ciudad o de la mayoría hispanohablante en su entorno inmediato.

En este trabajo se propone la tesis de que el proceso que está teniendo lugar en el habla de los mexicanos en Nueva York es el de convergencia lingüística y no una nivelación dialectal como lo sugieren Zentella (1990); Otheguy, Zentella, Livert (2007), y Otheguy y Zentella (2012).

Las conclusiones se apoyan en datos que indican que los mexicanos no aportan elementos léxicos de su variedad a la de Nueva York, sino que adoptan los de la variante de uso mayoritario en su entorno. De acuerdo con el análisis de las entrevistas realizadas, algunas razones para que esto ocurra es que, para los inmigrantes, es más conveniente en términos sociales y económicos.

Finalmente, se sugiere que la participación de los hablantes mexicanos en este proceso es pasiva, pues la incorporación del léxico de la variedad mayoritaria a su propio repertorio lingüístico se debe a la búsqueda de su inclusión en su nuevo hogar.

Carrillo, Yolanda.
University of Houston

Actitudes hacia el idioma español en Waco, Texas

El mantenimiento del español en los Estados Unidos depende tanto de la inmigración como de las prácticas lingüísticas de las familias de inmigrantes. Algunos quieren mantener la lengua materna como medio de comunicación valorativo, mientras que otros la desplazan con el inglés. Según las teorías de Spolsky (2009), la política del lenguaje es una presión social equivalente a otros factores sociales que pueden motivar la conservación o la eliminación de la lengua nativa de los inmigrantes. El Greater Waco Chamber revela una distribución étnica de hispanos del 21.93% en comparación con no hispanos que alcanza el 79.02% en el 2011. De hecho, la propia comunidad puede animar o desanimar la difusión del español [Tse (2001), García, et. al (1988)] y la distancia entre Waco y México puede ocasionar procesos demográficos y socioculturales como se han visto en otras ciudades en otros estudios [Lipski (2008), Hudson, et. al (1995)] como la asimilación de los inmigrantes y sus hijos a la cultura anglosajona estadounidense. Por estas razones es fundamental la indagación de este tema en una ciudad como Waco, Texas.

El propósito de este estudio es la investigación de las prácticas lingüísticas de familias de inmigrantes mexicanos en Waco para determinar si ciertos factores sociales, tales como la comunidad y la cuestión sobre la oficialidad del inglés afectan el uso y la valorización del
español, y por ende, conducen a su pérdida o mantenimiento. Los cincuenta informantes son cada uno el adulto de un núcleo familiar. La muestra consta de tres partes cuyos fines obtienen información sobre 1) idiomas utilizadas en los intercambios a diario y 2) razones que favorecen el uso de uno u otro idioma. Los datos destacarán las actitudes de los inmigrantes hacia cuestiones lingüísticas al nivel local y nacional mediante el uso de una encuesta.


Perhaps no topic has commanded more attention from linguists studying Spanish in the U.S. than cross-generational loss of Spanish (e.g., Wolford & Carter 2010, Hurtado 2002, Potowski 2003, Lynch 2000, Silva-Corvalán 1994, Bills et al. 1995, Roca 1991). Variationists and dialectologists interested in this topic have largely been concerned with understanding the structural effects of attrition on varieties of Spanish in the U.S. As a result, we know a great deal about the ways in which attrition and diachronic change are interacting in U.S. Latino communities. Emphasis on the structural effects of attrition, however, has obscured an equally valuable domain of research for linguists, namely, the causes of attrition to U.S. Spanish. Understanding why certain communities and certain speakers faithfully transmit Spanish while others do not requires that we understand how varieties of Spanish are perceived vis-à-vis varieties of English by Latino bilinguals.

The current study addresses this research gap by adapting the methods of the matchedguise technique introduced by Lambert et al. (1960) to the study of Spanish/English bilingualism in metropolitan Miami, where Spanish attrition is clearly underway (Otheguy et al. 2000). In addition, we exploit recent developments in social psychology that allow us to examine both implicit and explicit biases. 220 Latino, African American, and Anglo participants listened to the four speakers in each of the guises (Spanish and English), believing they were hearing eight different speakers. Participants were asked to rate each speaker on a 7-point Likert-scale for a range of personal characteristics (e.g. ambition, friendliness, etc.) and to answer hypothetical questions about each speaker’s estimated income, profession, and family history. Results were analyzed statistically using SPSS and findings point to a series of complex interactions between listener ethnicity, language perception, and political ideology. Surprisingly, all judges, including Latinos, showed an implicit preference for the English guises for a majority of characteristics. This was true even for Latinos who at the explicit level valued bilingualism. This distinction is important in helping us understand how breaks in transmission occur even while Spanish is discursively valued. Most strikingly, Latino participants rank English-speakers higher for several traits (e.g. ‘intelligence’) than Anglo participants rank English-speakers.
Clegg, Jens
Indiana University-Purdue University Fort Wayne

**English influence on the Spanish of the Southwest**

The Spanish of the Southwest is primarily Spanish with some English influence. This influence is mostly seen in individual words and simple phrases that are borrowed for use in Spanish. Researchers of U.S. Spanish, and specifically Spanish of the Southwest, have compiled many lists of English-origin words (Espinosa 1914-15, Kercheville 1934, Bowen 1952, Cobos 1983, Galván and Teschner, 1989, etc). Nouns occur most frequently, but there are lists of verbs and other parts of speech as well. The long lists and dictionaries give the appearance that English has had a profound affect on the lexicon of Spanish of the Southwest. However, it is unclear just how much the lexicon has been influenced. For New Mexico Spanish, Clegg (2010a) estimated that only 10% of the nominal lexicon in his corpus was of English origin. In subsequent research on Spanish of the Southwest, Clegg (2010b, 2009) found that for frequent verbs English plays very little role. To date there is no research that has analyzed the exact ratio of English influence on Spanish of the Southwest in a sociolinguistic corpus. This paper is an analysis of all words or phrases influenced by English in a sociolinguistic corpus of Southwest Spanish compiled by Lope Blanch (1990). Each of the nearly 7,000 unique words from the corpus was analyzed and words of English origin, together with all other words, were extracted, categorized, and analyzed. Using the comparative method, the English origin words were compared to the non-English origin words in the same corpus to see which are more frequent in both token and type frequency. The results show that for both token and type frequency the amount of English influence on the Spanish of the Southwest is minimal with native Spanish words forming the preponderance of the types and tokens.

Cole, Debbie. Johnson, Robert
University of Texas-Pan American

**The proliferation of wild tongues: What sociolinguistics can still learn from Gloria Anzaldúa**

Despite some institutional changes with respect to bilingual education and speech testing in the Rio Grande Valley, the conditions of linguistic inequality for local language users have changed very little since the time when Gloria Anzaldúa attended Pan American University in the 1960’s. This paper re-examines Anzaldúa’s experiences with the conflict and confluence of Spanish and English in the borderlands of the United States and Mexico in light of current sociolinguistic theory. For example, in her well-known essay “How to tame a wild tongue”, Anzaldúa (1987)
presents a list of eight languages she speaks, including Standard English, Standard Spanish, Tex Mex and Pachuco. Her early insight – that all of these varieties were themselves languages and that individual speakers could make use of each to perform a variety of identities – foreshadowed the themes and concepts in contemporary sociolinguistics theories responding to language use in current globalized contexts. In particular, her ideas presaged current attention to synchronic descriptions of languages (Flores Farfán 2008) and the shift to conceptualizing speakers’ language competence as truncated repertoires (Blommaert 2010).

Our thesis is that local linguistic inequalities are most fervently perpetuated in two language ideologies: The ideology of standard (Hill 2008) and the ideology of strict linguistic partitioning (Uricuoli 2003). We take a discourse analytic approach to a variety of historical and contemporary documents to demonstrate the ways in which these ideologies have been and continue to be circulated in local discourses. We then turn to linguistic examples of code switching and code mixing from Anzaldúa’s oeuvre and from current student work to demonstrate how actual language use requires a rethinking of these ideologies and accompanying institutionally-sanctioned practices. We argue that changes are not only required to ensure social equity locally but also to align institutionalized practices with the insights of contemporary sociolinguistic research globally.

Colombi, Cecilia
University of California, Davis

Un enfoque funcional del lenguaje para la enseñanza del español como lengua heredada

Esta ponencia presenta un panorama del bilingüismo en español/inglés en los Estados Unidos enfatizando la importancia de una teoría funcional del lenguaje en la enseñanza de lenguas. Las últimas investigaciones sobre el bilingüismo (García, 2009; Grosjean, 2010; Hornberger, 2008) muestran como a pesar de que el tema del mantenimiento del español en el contexto familiar ha sido muy estudiado recién se empieza a investigar cómo los estudiantes bilingües alcanzan niveles avanzados de bi-literacidad en la lengua heredada. Desde una perspectiva funcional, el desarrollo avanzado del lenguaje se define como cambios que ocurren gradualmente en el tiempo en relación a contextos académicos donde existen formas institucionalizadas de usar el lenguaje que caracterizan el discurso en las distintas disciplinas de la comunidad académica. En contextos académicos el lenguaje se utiliza para dar información y se caracteriza por presentar un léxico técnico, un alto nivel de estructuración y un tono autoritativo (Schleppegrell & Colombi, 2002).

En este trabajo describo prácticas y políticas educativas de la enseñanza del español como lengua heredada dentro del marco de la lingüística sistémico funcional, prestando especial atención al continuo bilingüe del lenguaje en relación a su contexto situacional y social.
• ¿Cuáles son las diferencias o semejanzas entre la enseñanza de lenguas extranjeras, lenguas heredadas y primeras lenguas?
• ¿Cuál es la variedad que se debe enseñar en la clase? ¿La variedad estándard, de prestigio? En muchos departamentos de lenguas se espera que los estudiantes puedan llegar a hablar como “los hablantes monolingües de español”. ¿Dialecto, registro?
• ¿Cuáles son las pedagogías más efectivas para desarrollar niveles avanzados de bi-literacidad?

Cominé, Juan
Rutgers University

Resolución de catáforas intraoracionales en hablantes casi nativos de español L2

Según Larson y Luján (1989), la resolución de catáforas intraoracionales en español está regida por la Restricción de la Precedencia (RP), la cual impide que los sujetos pronominales expresos en cláusulas subordinadas sean correferenciales con los sujetos de las cláusulas matrices. Esto se debe a que los sujetos pronominales expresos como él en (1) presentan Ascenso de Cuantificador cubierto con el objetivo de valuar el rasgo [iCuant] de Co con el rasgo interpretable [Cuant].

(1) * Cuando él trabajo, Pedro no bebe.

La RP, un fenómeno de la interfaz entre la sintaxis y la semántica, permite explorar las predicciones hechas por la Hipótesis de la Interfaz (HI) propuesta por Sorace y Filiaci (2006). Según la HI, los fenómenos que involucren la interacción de la sintaxis con otros dominios cognitivos presentan dificultades infranqueables para el aprendiz de segundas lenguas. Así, se espera que los hablantes casi nativos de español exhiban patrones no nativos respecto de la resolución de catáforas regidas por la RP.

En este estudio, investigamos la interpretación de catáforas intraoracionales por parte de diecinueve hablantes nativos de español argentino, y doce hablantes nativos de inglés de nivel casi nativo en español L2 que viven en Argentina. Los participantes completaron una tarea de verificación de imágenes que testeaba la operatividad de la RP, una tarea de juicios de gramaticalidad sobre las propiedades asociadas al Parámetro del Sujeto Nulo (Alexiadou y Anagnostopoulou, 1998), además de otra diseñada para elicitar oralmente la producción de oraciones con sujetos posverbales.

Los resultados apoyan la HI, ya que muestran que existen diferencias estadísticamente significativas entre los grupos respecto a la operatividad de la RP. El grupo no nativo presenta una preferencia por escoger sujetos matrices como antecedentes de catáforas expresas como él en (1). En las otras tareas, no se encontraron diferencias
estadísticamente significativas.

Contreras, Victoria. Márquez, Judith.
University of Texas-Pan American. University of Houston-Clear Lake.

**Heritage Spanish Speakers: Attitudes towards Spanish and bilingualism**

The many factors that affect the heritage speaker of Spanish have been topics of interest for researchers, especially in the last ten years. As we continue to explore these factors, one that is of utmost importance is attitudes, since language attitudes influence our maintenance and our use of the language. Due to the increasing number of Heritage Spanish Speakers in university classes, it is important to provide a positive experience when these students study the language formally. This presentation will focus on findings from a study on student attitudes towards Spanish and bilingualism. The results of a survey developed to measure attitudes will be presented, together with recommendations for addressing the needs of college level heritage speakers.

Darwich, Berenice
The Graduate Center, CUNY

**Expresión de sujeto en la segunda cláusula de una oración compuesta subordinada correferente**

Se utiliza una muestra de hablantes de la variedad mexicana y de la variedad dominicana extraída del corpus *Otheguy & Zentella* para presentar información cuantitativa detallada sobre el fenómeno variable de la expresión de sujeto, específicamente en la segunda cláusula de una oración compuesta subordinada con sujeto correferente.

En el análisis se reporta la selección de los hablantes –expresión o ausencia de expresión de sujeto– según la generación (inmigrantes vs. nacidos o criados en NY) y la clasificación sintáctica de la segunda cláusula –principal o subordinada–.

En general, los resultados concuerdan con numerosos estudios sobre este fenómeno en que la variedad caribeña favorece la expresión pronominal del sujeto más que la mexicana. En particular, da cuenta de los patrones que favorece cada grupo de hablantes según las variables consideradas:

a. Los mexicanos, en general, favorecen la ausencia de expresión de sujeto independientemente de la clasificación sintáctica de la segunda cláusula de la oración compuesta –principal o subordinada–. Sin embargo, la expresión de sujeto aumenta más de diez puntos porcentuales en los mexicanos nacidos y criados en NY para ambas.
b. Los dominicanos, por su parte, muestran patrones diferentes. En este caso, los nacidos o criados en NY reducen porcentualmente la expresión de sujeto cuando la segunda cláusula es la subordinada, pero la expresión aumenta si la segunda cláusula es la principal, superando en porcentaje a la ausencia de expresión.

Se concluye que si bien parece haber una tendencia niveladora respecto al fenómeno de la expresión de sujeto en la segunda cláusula en contextos de oraciones compuestas subordinadas entre los hablantes de segunda generación, es posible que los dominicanos nacidos y criados en NY recurran a la expresión de sujeto en la segunda cláusula como una señal de que ésa es la cláusula principal de una oración compuesta subordinada.

Ejemplos:

(1) Oración compuesta subordinada correferente:
   a. la primera vez que Ò fue a mi casa, él tenía que venir a mi casa con su hermana (228D)
   b. ahí Ò me di cuenta de una cosa que Ò te voy a decir (346M)

(2) Segunda cláusula es la cláusula principal
   después de que Ò terminé la licenciatura, Ò estuve trabajando un tiempo como periodista (339M)

(3) Segunda cláusula es la cláusula subordinada
   Ò Siento que ahí Ò me aburriría el ambiente entonces (354M)

(4) Expresión de sujeto en la segunda cláusula
   a. Mi mamá siempre tenía esa foto ahí porque mi mamá se mudó de aquí (329D)
   b. Como ella habla despacio, ella entiende más que expresarse (317M)

(5) Ausencia de expresión de sujeto en la segunda cláusula
   a. ya Ò no sé cómo Ò le voy a hacer (351M)
   b. después de que Ò llegó, Ò fui en septiembre

Díaz Collazos, Ana María
University of Florida
The social meaning of Spanish article choice in the Colombian Japanese community

Research on article usage has frequently been based on the categories of specificity and definiteness, especially in second language acquisition (e.g. Ionin, Ko, & Wexler 2004, Huebner 1983, Young 1996). Specificity is a semantic feature implying whether a referent is real or not real, as in the examples (taken from Davis):

(1) Specific: El perro de enfrente. ‘The dog in the front’
(2) Non-Specific: Usted no puede tener un perro. ‘You cannot have a dog’
In (1), the speaker refers to a certain dog located in front of his house, while (2) refers to a hypothetical dog. To account for these differences, research usually takes mentalist or introspective approaches, often omitting the consideration of a precise linguistic context. With regards to definiteness, it is widely recognized that definite articles mark referents that the speaker assumes the hearer already knows, while indefinite articles mark those that the speaker assumes the hearer does not know.

This paper proposes a variationist methodology that provides empirical evidence for both these features. I claim that they emerge from an overlap of linguistic factors observable within discursive contexts as related to the social identity of the individuals. My data come from 18 sociolinguistic interviews with Japanese bilinguals and native speakers of Spanish in Cali, Colombia, categorized as follows: Group 1: 6 Japanese traditional immigrants, all advanced speakers who have been exposed to Spanish for more than 30 years, without explicit instruction (spontaneous learners); Group 2: 4 Japanese temporary visitors with advanced knowledge, who have received more than one year of explicit instruction (scholar learners); Group 3: 4 Japanese temporary visitors at the beginner level, who have received little instruction; and Group 4: 4 native speakers of Spanish. I coded 1452 cases of article uses, including factors such as: (1) number, (2) gender, (3) syntactic case (subject/object), (4) clause (main/subordinated), (5) presence of modifier, (6) verb type associated to the noun (e.g. existential/others), and (7) noun type. Within noun-type I included the following categories: (1) definite noun type (e.g. abstractions, names of professions, collectivities, or unique natural objects); (2) quantities; (3) lexical pro-forms; and (4) those not fitting into the foregoing categories, which were coded according to whether they were first or second mentions. These variables were analyzed in a multi-variate statistical analysis for indefinite articles within each group.

The results show that quantities, lexical pro-forms, and first mentions favor indefinite articles in a similar fashion for all speakers. For all Japanese native speakers (Groups 1, 2, and 3), but not for Spanish native speakers, indefinite articles use to mark nouns in object positions, which could be due to transfer of a native structure of the Japanese language. However, the speakers who do not belong to the community of traditional immigrants rely more on syntactic factors, such as existential complements or modifiers for advanced-scholar speakers, or feminine nouns for beginners. Traditional immigrants rely on assumptions on world-knowledge for making the choice. They also use more indefinite articles in first mentions when the interviewer was Spaniard than with the Colombian interviewer.

Dorado, Dorian. Bivin, Alexandria
Louisiana State University
Las rutas del árbol casi no se pueden ver: Calque use in Spanish-English bilinguals from Cuba, Puerto Rico, México, Honduras and El Salvador.
Silva-Corvalán (1994, 2001), Otheguy & García (1993), and Otheguy, García & Fernández (1989) look at calque use in bilingual Mexican-Americans, Puerto Ricans, Dominicans, Spaniards, and South and Central Americans and they found that topics discussed in conversation affected calque production as well as the arrival age to the United States. As there are not many studies that have been done on the use of calques in Spanish-English bilinguals in the United States, this study specifically focuses on the social factors that contribute to calquing in various groups. To add to the field we have studied Mexican and Puerto Rican bilinguals but have also included Cubans, Hondurans, and Salvadorians. Furthermore, this investigation centers solely on the use of single-word and phrasal calques instead of all four types established by Silva-Corvalán (1994). The study has a total of forty-four Spanish-English bilinguals separated into three groups based upon their age of arrival to the United States. Similar to Silva-Corvalán (1996), the first group, group I, is comprised of participants who arrived to the United States after the age eleven. The participants in group II immigrated to the United States before the age of six while the participants in group III were born in the United States and also have at least one parent who was either born in or moved to the U.S before the age of six.

The following are the research questions that motivated this study: 1. Does the age of arrival have an influence on calque production? 2. What is the relationship between an individual’s proficiency levels in Spanish and English and his/her rate of calquing? 3. Is there a difference in the rate of calquing between nationalities? 4. Do social factors such as educational background, income, and gender impact the number of calque production? In this study each participant completed two tasks; the first was an open-ended sociolinguistic interview and the second task was a question-answer activity. Based on the work of Silva-Corvalán (1994) it was hypothesized that group III, those who were born in the U.S and have a parent who was born in or came to the U.S before the age of six, would produce the most calques while group I, those who came to the U.S after the age of eleven, would produce the least due to a higher degree of proficiency in both languages.

In conclusion, a statistical analysis using SPSS was performed and the social factors that appear to influence the use of calques are gender and age of arrival to the U.S. We found that women produced a slightly higher percentage of calques than men. We also discovered that the participants who were born in or moved to the U.S before the age of six produced the most calques, and those who moved to the U.S after the age of eleven produced the least. Finally, we determined that nationality had no effect on the production of calques.

DuBord, Elise
Drew University
Performing the good worker: Using English to convey a hirable persona in day laborers’ job negotiations
This presentation examines gatekeeping encounters in the context of street-corner job negotiations between day laborers and employers, drawing on a year of ethnographic research with immigrant day laborers from Mexico and Central America in interaction with their employers at a day labor center in Southern Arizona. In these ‘drive-through interviews’ both parties assessed the desirability of an employment match based on snap judgments of discursive interactions and physical observations. Authors such Butler (1993, 1997), Inda (2000), and Mirón and Inda (2000) have extended Austin’s (1975) definition of performatives in their analysis of the social construction of identities such as gender and race through everyday discursive practices. Drawing on this framework, I explore how day laborers perform bilingualism and citizenship in order to differentiate themselves from their peers and contest the assumed default identities of monolingual Spanish speaker, unskilled laborer, and undocumented. I argue that performative acts that established workers’ ability to speak English worked in tandem with other performances – such as physicality, trade skills, race/ethnicity, and citizenship – that contested the ‘illegalizing’ discourses that socioeconomically marginalize this population.

Escobar, Anna María
University of Illinois at Urbana

Tracing the sources of attributive possession in Andean Spanish

Heine and Kuteva (2002:245-246) argue that belong/property-type possessive periphrases can give rise to attributive uses cross-linguistically (see also Heine & Kuteva 2005; Heine 1997). Although not reported for other dialects of Spanish, Peruvian Andean Spanish has been found to have belong/property-type (1a) and attributive uses (1b) in possessive periphrases preceded by the possessor su 'POSS.3' (AUTHOR 2012).

(1) a. su hermana de mi tío, su libro del maestro, su párroco de la iglesia
   Lit.: 'his sister of my uncle, his book of the teacher, POSS priest of the church'

   b. su capital de la provincia, su gente de clase, su carácter de investigadores
   Lit.: 'POSS capital of the province, POSS people of class, POSS character of researchers'

This apparently 'redundant' marking of possession occurs in other varieties of Spanish only to disambiguate or emphasize the human possessor, such as in su esposa de Marco (no Julio) (Lit.: 'his wife of Marco (not Julio)'). However, the su in the examples in (1) is not serving to disambiguate the possessor, and some of the examples have a [- animate] in possessor position. Mexican Spanish also uses su in non-disambiguation contexts, where it has generalized to kinship relationships (Huerta 2009). By contrast to Mexican Spanish, su appears in Andean Spanish varieties with other belong/property-type possessives in addition to kinship (as in 1a), and with an attributive use (as in 1b) that is not found in other varieties of Spanish (AUTHOR 2012).
Andean Spanish is a dialect that emerged in a region where Spanish has been in long-term and intense contact with Quechua. Interestingly, Quechua marks possession with a genitive marker in the possessor and a possessive marker in the possessed (2), and does so for both belong/property-type and attributive uses. Consequently, language contact emerges as a possible explanation for the origin of the attributive use.

(2) a. tayta-yki-pa animal-ni-n-kuna father-POSS.2-GEN animal-TRANS-POSS.3-PL Lit.: 'his animals of your father'
b. iskuwila-pa wawa-n-kuna school-GEN child-POSS.3-PL Lit.: 'POSS children of the school'
c. wayqo-pa yaku-n river-GEN water-POSS.3 Lit.: 'POSS water of the river'

The Endogeneity Hypothesis (that the causes of a given change are language-internal) has always been favored in diachronic studies as providing a more 'parsimonious' explanation (Lass 1997), with the Contact Hypothesis requiring more scrutiny. For Mougeon et al. (2005), there are "two types of [potential] transfer-induced innovations that can be the object of methodological scrutiny in order to demonstrate that they are indeed due to inter-systemic transfer." The first (overt intersystemic transfer) refers to a qualitative change in the host language consisting in the relaxation or generalization of a rule of the host language. The second (covert intersystemic transfer) refers to a quantitative change in the frequency of a minority variant in the host language (see also Heine and Kuteva 2005). In his study of English varieties spoken in Celtic-speaking areas of the British Isles, Filppula (2003) adds that "the case for contact influence remains strong even with respect to features which have formal parallels both in earlier English [the host language] and in the various Celtic 'substratum' languages [the source language]" (161), if the phenomenon under study is "shown to exhibit some qualitative features which are not found in other dialects of English [the host language] or in their earlier stages." (167). The feature at issue in the present paper fulfills Mougeon et al.'s and Filppula's requirements.

Tracing the possible connection of this change in Andean Spanish to Quechua influence is the focus of this paper. The analysis follows Mougeon et al.'s four-step approach for the demonstration of contact-induced change (2005). The steps are: (i) determining that the innovation in the host language has an equivalent feature in the source language, (ii) considering whether or not the innovative feature can be attributed to internally-motivated processes, (iii) determining whether other varieties of the host language include or not the feature in question, and (iv) carefully examining the distribution of the innovation within the speech community in terms of factors such as degree of contact or bilingualism. The methodology is also complemented by the 'strict criteria' that Oplack et al. (2012) have more recently brought forward for validating the contact hypothesis. Along the same lines as Mougeon et al., they propose that (i) it must first be clear that the feature in question is in fact an innovation in the host language, (ii) that it was not present in the pre-contact variety, (iii) that it is not present in a contemporaneous non-contact variety, (iv) that it behaves in the same way as its putatively
borrowed counterpart in the source language, and (v) that it differs in non-trivial ways from superficially similar constructions in the host language, if any.

To determine whether the Endogeny Hypothesis or the Contact Hypothesis better explains the attributive use in Andean Spanish, this paper presents detailed analyses of the expressions of possession in Quechua (e.g. –pa + POSS, -yuq, -sapa; Soto & AUTHOR i.p.) and of relational constructions in Spanish (e.g. Bosque 1998; Picallo & Rigau 1999), as well as an analysis of the roles of the contact or bilingualism factor (cf. Mougeon et al. 2005) and of linguistic stigmatization.

Faingold, Eduardo
University of Tulsa
Recuerdos del futuro: Devolution in Wales as a road map for the Southwest of the US

Devolution is a political project which grants financial and/or legislative powers from the central government of a sovereign state to a community, rather than to individuals, governed at the regional, local or, state levels. It has been equated with true democracy by some (Strubell 1999). While devolution does not require giving a state to the stateless, it allows for powers to be devolved to the lowest possible governing level, which in turn reports to superior levels, in order to solve problems in the community (Burrows 2000). For example, as a result of the Welsh Language Act of 1993, a devolution scheme which transferred powers from the central government of the UK to the regional government of Wales, the Welsh people has regained its identity as well as access to bilingual services, bilingual education and protections against official English hitherto denied by the UK (Welsh Language Act 1993). This paper argues that under a similar scheme parts of the Southwest of the US could be subject to devolved language rights, especially where counties in which portions of minorities increase become bilingual as in, e.g., Switzerland and parts of Finland, and as it already applies to Indian reservations in the US (Strubell 1999). This argument is supported by the shared geopolitical similarities between Wales and the Southwest of the US. Both geographical regions were historically inhabited by rural populations of less than 200,000, which were conquered and incorporated into a powerful English-speaking neighbor, and currently have growing bilingual populations.

Field, Fredric
California State University, Northridge
Spanish and English in Southern California: An ecological View

The global spread of Spanish and English has led to continual contact in the so-called New World. Both consist of a wide range of postcolonial varieties that differ in many respects—from standardized varieties to diverse vernaculars and creoles. In the American Southwest, the effects
of contact can be seen in multiple ways in the emergence of regional and social varieties, plus the occurrence of such bilingual language phenomena as borrowing, code-switching, diglossia, externally motivated processes of change, convergence, and language loss via attrition.

This paper, as part of a larger study, investigates the utility of the ecological view of language (Mufwene 2001, 2008 and Schneider 2007) in tracing the historical and linguistic trajectories of these two linguistic titans, particularly in examining two separate socio-historical layers of Postcolonial Spanishes: (1) long-established Borderlands varieties along the 2000-mile frontier between the U.S. and Mexico and the densely populated conurbation centers on either side of the border (based ostensibly on Mexican Spanish) and (2) a patchwork of Latin American varieties (e.g., Puerto Rican, Cuban, Dominican…) which have relocated in urban centers on the Atlantic Seaboard. Language ecology views languages as analogous to biological species. Thus, all languages differ in their linguistic, social, and cultural characteristics across time and place, like biological species that interact with their environments and evolve accordingly. This paper, therefore, looks at language evolution as adaptation. This kind of approach is invaluable when looking at places like Southern California. According to recent estimates, the total population of L.A. County is approaching ten million. Approximately 56.4% speak languages other than English at home (Spanish speakers outnumber those of other minority languages combined), leaving just 43.6% who speak only English. In that the vast majority of Spanish-speakers are bilingual in English, what can we expect the cultural and social consequences to be?

Flores Ohlson, Linda
Göteborg University

Inmigración y discriminación : Análisis discursivo de blogs de latinas en los Estados Unidos

¿Cómo tratan latinas blogueras en los Estados Unidos los temas de la inmigración y la discriminación en sus blogs? ¿Se incluyen en el grupo de inmigrantes discriminados o tratan los temas como una cuestión ajena? ¿De qué tipo de lenguaje se valen para tratar dichos temas? En el directorio Blogs by Latinas (http://blogsbylatinas.com/) se encuentran más de 2000 blogs escritos por mujeres que se identifican como latinas. Blood (2002:60ss.) discute cuatro motivos principales por los que se escribe un blog: la autoexpresión, mantener el contacto, repartir información y ganar reputación. Blood (2002:65) apunta que el objetivo del blog será lo que decida el autor, sin embargo, generalmente no existe un solo motivo por el que se bloguee sino que se consiguen varios de los objetivos simultáneamente. En los blogs de nuestro corpus encontramos autoras de diferentes orígenes, edades, lugares de residencia e intereses. Sin embargo, todas tienen en común el hecho de haber publicado entradas que tocan los temas de la inmigración de los países hispanohablantes a los Estados Unidos y la discriminación de dichos inmigrantes. Realizamos un análisis discursivo de las entradas de los temas en cuestión y nos detenemos específicamente en las cuestiones gramaticales.
presentadas como grama interludes por Gee, las cuales son deixis, sujetos, léxico, oraciones y frases, tópicos y temas, estrofas, cohesión, relación y encadenamiento entre tópicos (Gee 2011). Vemos que las blogueras tratan los temas de la inmigración y la discriminación desde diversas perspectivas, pero generalmente partiendo de un mundo figurativo (figurative world, Gee 2011:189) en el que la toma de posición a favor de la inmigración y en contra de la discriminación es supuesta.

Francom, Claudia
Wake Forest University
¿Hablamos lo que parecemos?: Elección de lengua y etnicidad en encuentros de servicio.

En este trabajo se analiza la elección de lengua de encuentros de servicio (inglés y español). El lugar en donde se realizó la investigación es un panadería ubicada en el centro este de la ciudad de Tucson, Arizona. Las herramientas metodológicas empleadas son dos: una tarea controlada y un experimento de percepción visual en línea. La hipótesis central consiste en que el fenotipo étnico juega un papel importante en la elección de lengua en encuentros de servicio que se llevan a cabo por primera vez.

En la tarea controlada se reclutaron a 21 participante/participantes para que acudieran a la panadería y actuaran como clientes; todos ellos nunca habían visitado este establecimiento; asimismo, las trabajadoras no tenían conocimiento de quién era un participante o un cliente regular. El experimento de percepción visual tuvo como objetivo decidir sobre la etnicidad de los clientes/participantes y las trabajadoras. De esta forma, se obtuvo un juicio de etnicidad para cada participante y trabajadora.

Los resultados destacan de que el fenotipo étnico no es un factor de importancia cuando las trabajadoras y los clientes/participantes abren el encuentro de servicio; éste no tiene gran influencia en su elección de lengua, ellas siempre abren el encuentro mercantil en español sin importar la etnicidad del interlocutor. El español destaca como la lengua usada por defecto en estas transacciones mercantiles. Asimismo, se propone que la influencia del contexto en el que sucede la elección de lengua es fundamental, puesto que crea un espacio ideológico donde se le brinda un valor simbólico al español.

George, Angela. Hoffman-González, Anne.
University of Minnesota, Twin Cities. University of Wisconsin, Madison.
Developing a second dialect during a semester abroad: Heritage language learners
Research has shown how a dialect in a first language emerges (Siegal, 2010), but less is known about how a dialect in a second language develops. While learners of Spanish have adopted more target-like dialectal features after study abroad (Geeslin, 2011; Salgado-Robles, 2011), less is known about heritage speakers abroad. The current study examines how heritage speakers of Mexican descent with varying degrees of Spanish/English bilingualism develop dialectal features during a semester abroad and how their identity affects this development.

The participants were four advanced U.S. university students, studying in Argentina and Central Spain. A variety of tasks elicited salient phonological dialectal features. In addition, interviews and questionnaires ascertained information regarding identity and attitudes toward the target dialects. The results varied depending on the learner, and to an extent the proficiency level. Of the two participants in Spain, one adopted a salient dialectal feature to identify more with the local dialect and its speakers and one did not adopt any, thereby asserting her Mexican heritage. Of the two participants in Argentina both adopted local dialectal features. One cited interest in fitting in both in Argentina and in a larger Latino community, while the other higher proficiency speaker, struggled more with the dichotomy between fitting in and preserving her Mexican heritage.

Considering that heritage speakers have received little attention from study abroad scholars investigating the acquisition of second dialects, this presentation reaches novel conclusions. It shows that the extent to which learners identify with their heritage along with their proficiency level affects whether or not their first dialect of Spanish changes after being immersed in an additional dialect during a semester abroad. These mainly qualitative results have implications for heritage learners planning to study abroad.

Gonzalez, Patricia
Texas A&M International University
Bordertown Spanish heritage speakers: Age of acquisition effects

This study addresses a variable involved in explaining the competence divergence in adult heritage speakers’ interpretation of Spanish nominal compounds: Age of Acquisition. Two hundred and forty five Mexican-Americans university students that speak a border dialect of Spanish and live in Laredo, Texas, participated in the study. Participants include 31 Late sequential L2 learners who acquired Spanish monolingually in Mexico and learned English after age 12 when they emigrated to the U.S.; 60 Early sequential speakers who acquired Spanish monolingually in Mexico or in the home but came to contact with English at age 6 when they started school; and 154 Simultaneous speakers who acquired both languages at home and for whom English has been the language of instruction and the dominant language in most social contexts. The simultaneous vs. sequential (McLaughlin, 1984) and the early vs. late (Lambert, 1985) dichotomies were considered when classifying the participants. The simultaneous type begins from the onset of language acquisition with a cut-off of exposure to two languages by age.
3; the sequential begins after age 5, when the basic components of first-language knowledge are in place. The sequential type makes a distinction between early and late bilinguals, according to the age at which second-language acquisition occurred (Genesee et al., 1978). Through a language use questionnaire, participants were classified according to their age of L1/L2 acquisition. This was followed by an interpretation task in which the participants selected the correct definition for 40 compound words. The results show a negative correlation between accurate interpretation of Spanish nominal compounds and years of contact with English. The proficiency mismatches among the groups highlight the notion that there is a critical period for L1 attrition (Montrul, 2008). I discuss the potential loss of the L1 that points to conceptual reinterpretation of these Spanish nominal compounds.

Gonzalez-Rivera, Melvin
Bucknell University
Perífrasis de gerundio en el español portocruceño

En la actualidad existe una vasta bibliografía que documenta los varios fenómenos lingüísticos del español puertorriqueño. La mayoría de estos estudios se han acercado al habla de los habitantes del archipiélago de Puerto Rico, mientras otros han investigado el habla de los puertorriqueños en los Estados Unidos: New York, Chicago, Ohio y Hawái, entre otros. Los hispanistas olvidaron por muchos años que muy cercano al archipiélago puertorriqueño yacía un conjunto de islas pequeñas que acogió a un grupo significativo de puertorriqueños durante las décadas del 20 y 30 del siglo pasado, que se desplazaron a ellas por razones socioeconómicas. Una de estas islas fue Santa Cruz, Islas Vírgenes, que resultó ser un lugar idóneo para muchos puertorriqueños dado a su cercanía con Vieques, isla que queda al este de Puerto Rico. El poco interés hacia la comunidad cruceña resulta más asombroso aún si tomamos en cuenta que en Santa Cruz vive un grupo significativo de puertorriqueños e hijos de puertorriqueños, quienes han mantenido el español a través de los años. Con excepción de Simounet (1990, 1993, 1999 y 2005), no encontramos muchos estudios sobre el español cruceño o, lo que es lo mismo, del español que hablan los Porto-Crucians (Simounet, comunicación personal).

Simounet (1999) ha demostrado que esta comunidad mantiene el español como un rasgo de identidad, de apego a un aspecto cultural que posiblemente los defina como individuos y los diferencie de otros grupos migratorios que conviven en Santa Cruz. Con este panorama es necesario entonces que se realicen estudios lingüísticos sobre el habla de los cruceños, y se comparan los hallazgos con el español que se habla en Puerto Rico como en zonas donde han emigrado otros puertorriqueños. Además de González Rivera (2005) y Morales Reyes (2007), no encontramos muchos trabajos que analicen desde una perspectiva lingüística y formal el habla de los cruceños.

En esta investigación examinamos la distribución del morfema –ndo, especialmente las formas perifrásticas (auxiliar + -ndo) en Santa Cruz, y comparamos los hallazgos con el español.
puertorriqueño en general. Tres preguntas de investigación se examinan en este trabajo: 1. ¿Con qué aspecto gramatical se asocian las perífrasis de gerundio en el español portocruceño?; 2. ¿Cuál será el aspecto léxico predominante en las perífrasis de gerundio?; 3. ¿Cuál es el comportamiento del gerundio portocruceño en comparación con el español puertorriqueño?. Nuestra hipótesis principal es que el comportamiento gramatical del –ndo estará determinado por su significado léxico y aspectual.

La muestra la componen diez (10) sujetos bilingües (español/inglés) que pertenecen a la primera, segunda y tercera generación de inmigrantes puertorriqueños en Santa Cruz, y quienes proveyeron un total de 295 formas en –ndo. Las variables lingüísticas examinadas son el aspecto léxico y el gramatical. Las formas en -ndo han sido examinadas a través del programa estadístico SPSS>

Los datos examinados para el español portocruceño nos permiten concluir que el morfema –ndo perifrástico tiene un valor aspectual Imperfectivo (85% de los casos) y se construye principalmente con predicados dinámicos (88% de los casos), especialmente predicados de actividad, es decir, atélicos y durativos. En este sentido el español de los hablantes cruceños tienen un comportamiento similar al documentado en el español general, pero también en el español documentado en otras zonas del Caribe: e.g., español puertorriqueño.

Este trabajo reporta los hallazgos de un área del Caribe poco estudiada y, por tanto, amplía el conocimiento que tenemos de los distintos sistemas gramaticales en el Caribe, pero especialmente el español caribeño.

Gonzalez-Rivera, Melvin. Gutierrez-Rexach, Javier
Bucknell University. The Ohio State University.
Bien y Muy en el español puertorriqueño

En el español general hay varias expresiones de grado o elativos. Algunas de estas formas son morfológicas o elativos morfológicos (-ísimo; hiper-) y otras adverbiales o elativos léxicos (extremadamente; increíblemente) (RAE 2010). Un elativo denota normalmente el grado extremo de una escala o un punto que excede una escala convencional (cf. Bosque 2002). Los elativos se diferencian de los intensificadores de grado como muy en muy alto ya que estos últimos no denotan el punto más alto de una escala o uno que la exceda. En esta investigación analizamos las propiedades sintácticas, semánticas y pragmáticas del elativo bien en el español puertorriqueño en construcciones del tipo (1-2),

(1) Tu nuevo apartamento es bien bonito.
(2) La ciudad de Nueva York es bien peligrosa.
(3) Tu nuevo apartamento es muy bonito.
(4) La ciudad de Nueva York es muy peligrosa.
y proponemos que, a diferencia de otros dialectos del español, bien se comporta como un
elativo o cuantificador de grado extremo (Bartra & Villalba 2006, González 2005,
Morzycki 2010). Muy carece de esta interpretación en el español puertorriqueño, i.e., muy
no denota el punto más alto en una escala, no coloca al individuo o entidad sobre la que
se predica en una posición alta ni excede necesariamente las expectativas del hablante,
como mencionamos anteriormente. Proveemos además varias pruebas sintácticas y
semánticas que nos ayudan a diferenciar la interpretación de muy y bien en el español
puertorriqueño, entre estas, el contraste con poco (5-6) y las construcciones
cualitativas atributivas (7-8):

(5) *No es bien listo, es sólo un poco.
(6) No es muy listo, es sólo un poco.
(7) *el bien idiota del gobernador…
(8) el muy idiota del gobernador…

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

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Gorman, Lillian
University of Illinois at Chicago

Ethnolinguistic contact zones: Identity and language use within mixed Mexican-
Nuevomexicano families in Northern New Mexico

In early 2009, an immigrants’ rights group based out of Santa Fe, New Mexico launched
a public information campaign entitled “Somos Primos”. The campaign sought to open dialogue
between Hispanic New Mexicans (Nuevomexicanos) and Mexican immigrants in order to dispel
the notion that the two communities do not interact, get along, or support each other. The role of
language took center stage in the public dialogues. Although short-lived, the campaign
highlighted the understudied cultural and linguistic interactions between these two groups.
Previous ethnographic research (Pugach,1998; Roberts, 2001) as well as research regarding
language shift (e.g. Bills, Hernández-Chávez, and Hudson, 1995; Bills, Hudson, Hernández-
Chávez , 2000) do not emphasize the differences within the Hispanic population of New Mexico.
The present study seeks to examine these inter-Latino interactions by exploring what I term *ethnolinguistic contact zones*. I use this phrase recalling both Silverstein’s (2003) notion of ethnolinguistic identity and Mary Louise Pratt’s (1992) concept of “contact zones”. Together, these allow for exploration of the dynamic meeting places in which Nuevomexicanos and first and second-generation Mexicans negotiate their respective notions of linguistic and cultural sameness and difference. I propose that the mixed Mexican-Nuevomexicano family unit serves as a particularly intimate and useful ethnolinguistic contact zone from which to explore issues of language maintenance, recontact, and language ideologies from within the same family. More specifically, I ask, (1.) How do Mexicans and Nuevomexicanos in New Mexico define and view themselves and each other, and what roles do Spanish and English play in these conceptualizations? (2.) What factors, including linguistic, shape the cultural identities of the Mexican-Nuevomexicano mixed Latino subject?

Using qualitative research methods and taking as a point of departure the case study approach of Schecter and Bayley (1997) as well as the extensive studies of the Mexican-Puerto Rican mixed-Latino subjects in Potowski (2008) and Potowski and Matts (2008), my study documents a series of interviews with nine mixed Mexican-Nuevomexicano family units from seven towns in northern New Mexico. The families consist of two parents and at least one adult child. I conducted individual (n=32) and group (n=9) interviews. My preliminary analysis of the transcribed and coded interviews focuses on the following three categories: 1.) the ways in which family members characterize their own and other family member’s Spanish; 2.) the family’s Spanish language maintenance practices; 3.) identity categories invoked by the participants. My preliminary findings reveal a more nuanced understanding of the sociolinguistic realities of Latinos/as in New Mexico and illuminate potentially new identity categories from within these Mexican-Nuevomexicano families.

Gubitosi, Patricia
University of Massachusetts – Amherst
**Struggling identity in a dialect contact setting**

In Massachusetts, 21% of total population declares to speak a language other than English at home, one number slightly above the average for the whole nation (20%). Hispanics are one of the most important minority groups in the state as they represent 9% of the total population: Puerto Ricans 43% and other Hispanics or Latino 57%. Puerto Ricans are the most prevalent Hispanic groups, and Puerto Rican Spanish is the most spoken Spanish dialect in the state, although not the only one.

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

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

In this presentation, we argue that although accommodation theory (Trudgill 1983, Niedzielski & Giles 1996, Auer & Hinskens 2005) has been useful in studying some linguistic features (Hernandez 2002) in dialect contact environments, it does not provide a suitable framework for analyzing the construction of speakers’ identity. We further discuss our findings, implications and recommendations for future studies.

Guerrero, Armando.
CEEEUS, University of California, Los Angeles

The Spanish of Los Angeles: Lexical hybridity

Parodi (2010, 2011) has evidenced a Spanish variety unique to Los Angeles, which she has named Los Angeles Vernacular Spanish (LAVS). The variety is a koiné of many rural varieties of Mexican Spanish and some varieties of U.S English; the aforementioned are in contact and create a dialect of U.S Spanish. The current study primarily focuses on the lexical hybridity of LAVS with respect to English and Spanish. These two languages have a long history of contact in the region; due to this rich history, a plethora of English lexical items have been borrowed, adapted, and incorporated into the Spanish vernacular.

The study analyzes responses given by twenty contributors in a sociolinguistic interview. The contributors are monolingual Spanish speakers who came to Los Angeles as adults and have lived in the city longer than five years. The analysis focuses on production and passive knowledge of hybrid lexical items that incorporate linguistic elements of English and Spanish (such as: tíquete (ticket), chores (shorts), marqueta (market), troca (truck), etc.). As a native speaker of LAVS, I have chosen the lexical items for the study based on my personal experience with the community. Additionally, in order to illustrate the uniqueness of the regional variety in question, lexical items identified as “common” in other studies on bilingualism and/or dialectology in the U.S. were used (cf. Parodi 2010, 2011; Valdés 1993; Zentella 1997, etc.).

The preliminary results indicate that there is significant lexical hybridity in Los Angeles, hybridity that is different and unique from other Spanish varieties. Moreover, many of the hybrid lexical items produced by the contributors are not found outside of the country, evidence which supports the existence of a U.S. Spanish variety. This can lead to linguistic rejection when returning to the country of origin, as such varieties are often considered pochismos.
“Somos la Iglesia Hispana”: Spanish language maintenance and religion in a Hispanic church

Religion has been recognized as a highly significant factor influencing language maintenance (Spolsky 2003; Moelleken 1996; Mackey 1988; Kloss 1966). In the United States, while immigrant churches have played a positive role in minority language maintenance, language usage has often become a major source of conflict within these churches (Chafetz & Ebaugh 2000; Chai 1998; Mullins 1987). This paper looks at the role of religion in language maintenance in one particular Hispanic church community.

It is based on the findings of a recent study conducted by the author in ‘Iglesia hispana de Cristo’, a Hispanic church in Western New York. Data come from ethnographic interviews conducted with 48 subjects aged 13 to 80 years, together with interviews of church leaders and participant observation. The investigation examines factors within the ‘Iglesia’ that are supportive of language maintenance and those that are detrimental to language maintenance.

Findings indicate that several factors are supportive of Spanish language maintenance, including the sense of cultural community and identity provided by the church, informal church policy, congregational support for teaching Spanish, and language mixing. In addition, the church offers a venue for developing Spanish language proficiency and Spanish monolinguals, including the pastor and church elders, serve as Spanish language models.

However, other factors may prove detrimental to maintaining the minority language. Among these are an emphasis on evangelism over Spanish language preservation, programming changes introduced to accommodate English speakers, and the increasing acceptance of English in formal and informal contexts.

Attitudes and judgments towards accented speech: The influence of ethnicity and language experience

Listeners’ perception of accent and a speaker’s intelligibility can be influenced by nonlinguistic factors, such as race and ethnic identity or perceived nationality, even when these characteristics are artificially associated with a speaker (Rubin 1992; Bresnahan et al., 2002; Niedzielski, 1999). However, previous studies investigating the effect of social information have considered only English monolinguals, although listeners from the same linguistic background as the
speaker may show different patterns of both comprehensibility and social judgments (Beebe, 1981; Thakerar and Giles, 1981). To address how the linguistic and ethnic background of participants influence judgments, the current study examines how English monolinguals and Spanish-English bilinguals respond to accented speech in the presence of differing visual cues.

Twenty-four English monolinguals and 24 heritage Spanish speakers participated in a matchedguise test in which they listened to three female voices paired with three pictures and rated their perceptions of each speaker on a Likert scale. Both speakers and pictures were independently judged by English monolinguals to include a range of exemplars: stereotypically white, stereotypically Hispanic, and mid-range pictures, and native, foreign-accented, and mid-range voices. Voice-picture pairings and order were counterbalanced across subjects, but the mid-range picture was always presented first. After each voice-picture pair, listeners responded to questions about their affective judgments and the speaker’s linguistic proficiency.

Preliminary results indicate that a speaker’s presumed ethnicity influences how listeners perceive proficiency and accent. Participants rated accented English as less proficient and understandable significantly more when paired with a non-white visual cue. Participants’ language experience also impacted the listener’s degree of identification with the speaker. These results suggest that a speaker’s supposed ethnicity skews perception of accent and proficiency. While this study supports previous findings that visual cues may lead to discrimination in perception, it also indicates that familiarity with ethnic and linguistic diversity mitigates this effect.

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Hernandez, Luz.
University of Minnesota

La variante de la /s/ final nasalizada en el español de Guatemala: Un estudio pionero.

Los estudios sociolingüísticos del español Guatemalteco y de la variante fonológica de la /s/ final nasalizada son escasos. El estudio sociolingüístico que se presenta es una contribución a ambos campos. A diferencia de estudios anteriores que describen la variante de /s/ final nasalizada meramente en términos fonéticos (Marden, 1896; Ureña, 1921; Nykl, 1930; Wright y Robe, 1939; Cárdenas, 1955,1967) este estudio pionero presenta un análisis variacionista utilizando el programa Gold Varb 2001. Se demuestra que tanto el contexto fonológico precedente como subsecuente a la /s/ final son factores que favorecen la ocurrencia de la nasalización de la /s/.

Se analizó el habla de mujeres inmigrantes guatemaltecas originarias de San José Calderas, Guatemala; quienes viven actualmente en Postville, Iowa. Para el análisis se examinaron las variables dependientes: /s/ al final de la palabra y la /s/ final nasalizada. Se codificaron las palabras que contenían ambas variables. Cada palabra fue codificada de acuerdo con las variables independientes: número de sílabas (monosílaba o polisílaba), frecuencia de uso y contexto fonológico subsecuente a la palabra (vocal átona o tónica, consonante o pausa).
Los resultados obtenidos del análisis variacionista revelaron que la variante /s/ final nasalizada ocurrirá con mayor frecuencia si es seguida de una vocal átona o tónica. Por otro lado, el análisis cualitativo revela que el contexto fonológico que antecede a la /s/ final es una vocal media o baja. Ambos análisis muestran que el contexto fonológico precedente y subsecuente favorece dicha variante.

Hickey, Concepcion
Texas A&M International University


This study presents the state of bilingual education practice in Laredo, Texas prior to and after the hostile Americanization Movement. By 1918 this movement had criminalized the teaching of foreign languages in public schools, requiring that English be the only language of instruction.

Laredo, founded in 1755 and annexed to Texas in 1846, maintained a strong allegiance to its Mexican heritage, bolstered by its border location. Immigration from Mexico created a virtually monolingual Spanish speaking community. The Spanish press also played a vital role in Spanish language maintenance. However, the arrival of the railroads in 1881 brought an influx of Anglos. This demographic change resulted in intercultural marriages between the Mexican elite and Anglos and ultimately shared political power.

Due to its unique history, it was of interest to find out how Laredo responded to the Americanization movement, and how it protected its linguistic heritage and parents’ wishes to teach children in their mother tongue. To investigate this issue, documentary evidence was obtained from a number of public and private sources, especially Spanish and English newspaper advertisements, editorials, and articles. Personal correspondence and other documents from the UT Benson Latin American Library were also consulted.

It was found that in spite of the growing public opposition to Spanish language education in Texas, Laredo offered opportunities not just for Spanish language maintenance by native speaker children, but also for the acquisition of Spanish and English by adults. Instructional language options included escuelitas for school aged children, Spanish language schools for the young and for adults, private English language schools, bilingual schools, and business Spanish and English schools. The picture that emerges is of a community that held on to its mother tongue successfully but also valued bilingualism.
Los marcadores discursivos en estudiantes de español universitarios de Estados Unidos

Esta investigación, realizada en la Universidad de Salamanca con colaboración de The Ohio State University, se centra en el conocimiento de los marcadores discursivos por parte de estudiantes de español como segunda lengua en un ambiente de educación superior estadounidense. El objetivo de este estudio fue comprobar las carencias que estos alumnos presentan a la hora de conocer y utilizar estos elementos discursivos de la lengua, que nos sirven para hilar oraciones, para expresar un sentimiento o para organizar el discurso. Por tanto, un alto dominio de los mismos es imprescindible a la hora de comunicarse. Los datos provienen de una encuesta realizada a cien estudiantes. La herramienta metodológica se compone de varias viñetas representando situaciones cotidianas, y que el participante debe completar utilizando expresiones que le son familiares. Los resultados muestran que, efectivamente, en muchos casos el conocimiento de estos marcadores no es suficiente para poder llevar a cabo un intercambio comunicativo exitoso con un hablante nativo. Esto puede deberse a que en numerosos manuales de español estos elementos tan importantes se estudian en un segundo plano, dando prioridad a la gramática y al vocabulario, que, si bien son extremadamente importantes, su estudio no debería considerarse más relevante que el de los marcadores, elementos primordiales para la comunicación. Los resultados sugieren asimismo que viajar durante un periodo de tiempo extenso a un país hispanohablante influye notablemente en el conocimiento de este tipo de expresiones, lo que demuestra una vez más la necesidad de enseñarlos dentro del aula desde los primeros niveles de aprendizaje.

The hippest Spanglish: Así and like as pragmatic markers of social distinctiveness

This paper analyzes the construction of an emerging upper class identity through language among bilingual Mexican youth on the U.S.-México border of Ciudad Juárez, and El Paso, Texas. This research explores conversations within three networks of 42 women and 36 men. Results show stylistic variation through particular uses of discourse markers in Spanish and English, especially the use of the word así and its variants como, así como, and como que (among others), and the word like (within instances of codeswitching). Several studies have found that discourse markers are “sites for the production of epistemically stanceful elements that can signal speaker identities,” since they show “phonological reduction, relative syntactic freedom, and semantic bleaching that are outcomes of processes of grammaticalization” (Mendoza-Denton 2004: 491). The use of the word así (and its variants), especially among
speakers of one of these networks, does not seem to conform to prescriptive norms in “standard varieties.” Due to the frequency and its particular uses, it seems that the word *así* is also being used as a pragmatic marker, meaning that these uses “are predominantly associated with (especially informal) spoken language, their function is to express pragmatic aspects of communication” (Andersen 1998: 147). Additionally, the word *así* behaves in many cases similarly to the word *like* in English and should not be characterized solely as a hesitation device or as a filler (cf. Andersen 2001). These linguistic variants appear to be involved in the formation of a particular language style of socio-economic distinctiveness in this region that is highly feminized and which also signals ethnic affiliation. These results bring to the foreground how stylistic variation is intimately bound up with social distinctiveness at the individual level and with specific social networks that depend not only on local but on regional, national, and transnational ideologies as well.

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Holmquist, Jonathan
Temple University

**Spanish / Kaqchikel-Maya Contact in the Guatemalan Central Highlands: A Focus on Youth**

This paper will present initial findings of a collaborative research project that has been carried out by myself, linguist, and a colleague, Hana Muzika Kahn, a professor of comparative literature, both from Temple University. The project examines aspects of Spanish / Kaqchikel-Maya contact in the municipality of Parramos (pop. approximately 13,000), which is located between the cities of Antigua and Chimaltenango in the Guatemalan central highlands. The project combines three foci: the first is a linguistic study of the influence of Kaqchikel on spoken Spanish, the second is a study of oral narratives told in Kaqchikel and Spanish, and the third is a study of social spheres, attitudes, and proficiency in the use of Spanish and Kaqchikel. The basis for this presentation are responses of 170 school age children to an orally administered questionnaire concentrating on spheres, attitudes, and proficiency in the use of both languages. The questionnaire was administered with the assistance of bilingual teacher/consultants from Parramos. Participating students are from the 3rd, 6th, and 9th grades. They are drawn from four schools, two public and two private, in the town of Parramos and from three schools in mountain villages overlooking the town but belonging to the same municipality. The findings will delineate some of the conditions of family and community life that promote proficiency and use of Kaqchikel and Spanish among students of indigenous and non-indigenous (Ladino/Mestizo) background, among younger and older students, and among students residing in the neighborhoods of the commercialized municipal center or in the agricultural villages overlooking the town. The presentation will also highlight attitudes that may support revitalization of Kaqchikel through its recent inclusion as a subject of instruction in the schools.

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Spanish on the map: Population growth and Spanish language maintenance in the United States

The United States has seen extraordinary growth in Spanish-speaking communities over the past twenty years; this growth has come not only in numbers of overall Spanish speakers and increased Spanish-speaking densities in traditional Spanish-speaking areas, but the growth has also been geographical—in effect, an expansion of what has traditionally been known as the Spanish-speaking Southwest. The Mexican population, while strongest in the Southwest, makes up a robust majority of Hispanics in the country and the increase in this group has been the driving force of the growth throughout the nation. Mexicans now represent the majority Hispanic group in 40 of the 50 states, including every state outside of the Eastern Time Zone, other than Hawaii, and every southern state outside of Florida (itself boasting the sixth-largest Mexican population). States with the most dramatic growth are not the border states of the Southwest, but rather southeastern and northwestern states such as North Carolina, Georgia, Washington and Oregon.

One apparent effect of this growth is a change in the social situation of Latinos throughout the country. As the largest minority group in the country, Hispanics are encountering less of the negative societal impacts associated with speaking Spanish. Using 2010 Census data, a re-examination of the relationship between Spanish language maintenance and social factors in the U.S. shows that strong correlations that once existed are weakening or are now nonexistent. Education shows no negative correlation with Spanish-language density and loyalty, when a generation ago educational measurements showed that language maintenance came at a very steep price. Other social factors such as income, poverty and unemployment also show dramatically decreased correlations. While in some cases still significant, in most cases these correlations are weak. The cost of language loyalty appears to be diminishing as the Spanish-speaking population grows and expands throughout the country.

Kasri Ben Ghorbal, Lamia
IPELSHT
Language Contact in South Florida and its implications for the English and Spanish-speaking communities

The geographic contiguity of South Florida to Cuba is considered as an important factor which has encouraged a large number of Cubans to establish home north of their border. The cultural and linguistic differences between these newcomers and the already established English-speaking community have led to a socio-cultural friction between both groups, culminating in the emergence of Language Politics, as the language issue has become highly politicized and English
legislation drives surfaced to the fore of the political arena. This language politics resulted in turn in language planning, thus splitting Miamians along linguistic lines. “English-Only” proponents contend that legislating English helps the Spanish-speaking community integrate socially, economically and politically into the host society, as native language maintenance is held to be an obstacle for their integration. In order to verify this hypothesis, we adopted an empirical approach by administering a questionnaire to 268 respondents residing in Miami-Dade (South Florida). These respondents are a randomly selected representative sample of the major ethnic groups living in that county. Results have revealed a systematic correlation between the Cubans’ native language maintenance and their social, economic, and political integration into the host society. They have indeed shown that the Spanish language is a facilitative tool for their adaptation to their new socio-economic environment. Henceforth, contrary to the contention of “English-Only” proponents that English language planning is an important mechanism for ethnic integration, the latter has spawned antagonism and ethnic strife in the Miami-Dade community, as power relations have proved to be at the core of those societal mechanisms underlying LP. In conclusion, through studying ethnolinguistic diversity and evaluating different linguistic strategies, it was shown that biculturation is highly recommendable, as it was demonstrated to be more efficient than acculturation.

Keating, Gregory. Jegerski, Jill. VanPatten, Bill
San Diego State University, University of Illinois, Michigan State University.

Syntactic processing in Spanish heritage speakers

The linguistic tuning account of language parsing (e.g., Cuetos et al., 1996) states that comprehenders’ initial interpretations of ambiguous sentences reflect the success of past experiences, which differ crosslinguistically. For example, when reading complex NPs followed by RCs, as in (1), Spanish monolinguals interpret the RC as referring to the first NP (el criado), whereas English monolinguals prefer the second NP (la actriz).

(1) Alguien disparó contra el criado de la actriz [RC que estaba en el balcón.]

Similarly, when confronted with the pronominal ambiguities depicted in (2), speakers of null subject languages tend to link the null pronoun in (2a) with the antecedent in SpecIP (María), and the overt pronoun in (2b) with the antecedent in object position (Carmen) (e.g., Filiaci, 2010). English requires overt pronouns regardless of the syntactic position of the antecedent.

(2a) María llamó a Carmen [CP cuando pro estaba en la oficina.]
(2b) María llamó a Carmen [CP cuando ella estaba en la oficina.]

This study examines the extent to which Spanish heritage speakers (HSs) are ‘tuned’ to the syntactic preferences of their home language (Spanish) when reading Spanish sentences containing the syntactic ambiguities depicted above. Monolinguals residing in Mexico (n = 46)
and proficiency-matched HSs in California (n = 29) participated in a clause-by-clause self-paced reading task. Twenty-four sentences contained RCs that were pragmatically biased for and against the Spanish NP1 bias, and 32 sentences contained null and overt pronouns that were semantically biased for and against antecedents in SpecIP. Similar to monolinguals, HSs preferred NP1 attachment of RCs (Fig. 1) and also preferred antecedents in SpecIP for null pronouns (Fig. 2a). Unlike monolinguals, they had no preference for the overt pronoun (Fig. 2b). We discuss the findings in terms of the different challenges each ambiguity poses to bilinguals.

King, Brandon
University of South Florida

Differentiating Spanish heritage language learner instruction with Second Life in the foreign language classroom

This study follows three Spanish Heritage Language Learners’ (HLL) experiences with Second Life (SL), while enrolled in a SL integrated Spanish foreign language education (FLE) course. Task-based SL assignments elicited rich qualitative and quantitative data from chat-logs and reflective journals, while post-course interviews elicited student perceptions of SL and heritage language (HL) learning.

HLLs are uniquely motivated language students with a self-identified familial connection to an HL (Carreira, 2004); commanding varying cultural, linguistic, and pragmatic proficiencies, which may present unique challenges to FLE teachers needing resources to accommodate them (Valdés, Fishman, Chavéz, & Pérez, 2006). This study considers SL as a resource for differentiating HL/FLE instruction.

Andreas, Tsiatsos, Terzidou, & Pomportsis (2010) describe SL as an immersive virtual world of diverse populations, affordances, and cultural artifacts that is experienced through what Yamada (2009) describes as perceived social presence via an avatar self. Research shows that SL augmented FLE can be motivating (Wehner, Gump, & Downey, 2011) and facilitate HL/FL community (HLC/FLC) interaction for acquiring linguistic, cultural, and pragmatic knowledge (Sykes, 2005, 2008).

Throughout the study, all three HLLs expressed their impetus for studying Spanish being to (re)connect with their heritage and gain a sense of language ownership, in addition to confidence speaking Spanish. Two HLLs described accessing HLCs (like those they expressed previously feeling alienated from); an SL Spanish speaker self-establishment process; and establishing friendships with HL speakers. This is especially important for HLLs desiring (re)connection to their heritage and HLCs that may have previously rejected them (Carreira, 2004) or where membership may have been lost through the effects of subtractive bilingualism (Wei, 2001).
Other preliminary findings suggest SL may be adapted into the FLE classroom, using synchronous chat, to accommodate diverse HLL linguistic aptitudes, needs, and goals; also in promoting proficiency and confidence speaking.

King de Ramírez, Carmen
Arizona State University

Meeting the needs of the professional student: Spanish for Health Care Online

In a recent study regarding Language for Specific Purposes (LSP), 59% of institutions surveyed offered LSP courses. Among these courses, health care based courses ranked as one of the most popular courses only after business based curriculums (Long, 2012). The demand for language classes with a medical focus reflects the growing need for qualified bilingual personnel in the health care field. Arizona State University has met this need by offering a series of Spanish for Health Care courses. Given that the majority of those interested in these classes were university students enrolled in rigorous academic programs or full time health care professionals, Spanish for health care courses, which originally started as traditional face-to-face classes, are now only offered online at Arizona State University.

While online Spanish courses have become an ideal platform from which such students may acquire language skills that will make them more competitive and effective health care providers, this digital environment can offer special challenges that are compounded by the unique demands of LSP curricula. Limits in access and experience in digital pedagogy, as well as difficulties in securing materials (Lear, 2006), pose a challenge for educators who wish to impart LSP courses in an online environment.

Despite these challenges, online professional language courses can be successfully taught when educators are aware of the materials and technology that are available. This investigation will outline the objectives and tools used is an online Spanish for the health care program at a major US university, provide instruction regarding how to set up a successful online language course, and bring to light some of the challenges related to the online classroom environment.

Krsul, Leticia.
CIEE Buenos Aires Study Center at FLACSO/ Universidad de Buenos Aires

Una intervención pedagógica facilitadora de la comprensión de textos expositivo-argumentativos en español lengua extranjera.

El objetivo de este trabajo es presentar una experiencia de intervención pedagógica que se realizó en los cursos de español lengua extranjera que realizan estudiantes estadounidenses que vienen a Buenos Aires en el marco del Programa de Salud de verano a través de CIEE at Flacso.
Una de las principales dificultades que observábamos, como profesores de español lengua extranjera mientras dictábamos los cursos, se presentaba cuando los estudiantes debían transmitir el contenido de textos de base explicativa-argumentativa que presentaban, por un lado, explicaciones alternativas o en conflictos con la explicación dominante del texto o se sumaban nuevas voces y, por otro lado, cuando se enfrentaban con modalizadores que manifestaban la intencionalidad del enunciador.

Tomando como punto de partida la extensa y valiosa bibliografía existente en el campo de la lecto-comprensión en L1 y en L2, tanto del ámbito nacional como internacional, desarrollamos una grilla de aplicación didáctica que, a nuestro criterio, facilita el desarrollo y la adquisición de estrategias para la comprensión y la producción escrita que prioriza la identificación, por parte de los estudiantes, de los contenidos significativos de los textos.

Es nuestra intención describir los instrumentos utilizados y los resultados preliminares de una investigación en proceso que, esperamos, favorezcan la reflexión, tanto de estudiantes como de los docentes, sobre algunos de los obstáculos con los que se encuentran los estudiantes de una lengua extranjera en el proceso de comprensión y producción de un texto científico-académico.

Lamboy, Edwin M.
City College of New York

Didactic transdialecting: Identity, language use, and dialect negotiation among future Spanish teachers of Dominican descent

This study examines the relationship between identity and actual language use among Spanish teachers in training of Dominican descent in New York City. With the rapid growth of the Dominican population in the last few decades, the number of Spanish teachers of Dominican descent has increased significantly in this city. Most of these teachers were born in the Dominican Republic and they exemplify the multiplicity of speaking, aural comprehension, reading, and writing levels that can be found among most Hispanic communities in the United States. Furthermore, the educational experiences that these individuals have had vary significantly depending on origin (urban versus rural area), the trajectory of their education since they arrived in the United States, and age at arrival.

The current study is based on data collected at a public university in New York City from questionnaires, individual and group interviews, and observations of fourteen Spanish teachers in training of Dominican descent. In particular, the study explores how these future teachers define their language use as a symbol of their own identities, how they see their roles as representatives of the up-and-coming Dominican population, and how they negotiate the tension between speaking their language variety or a more "prestigious" form of Spanish.
Data will be explained using two theoretical frameworks. First, I will consider Norton's (1995) and Norton and Tooheay's (2011) notion of *investment*, which was proposed to describe the complex relationship that language learners have with the target language and their desire to speak it. Second, I will explore the participants' attitudes towards and use of both varieties of the language (their own and the more "prestigious" one) from the perspective of *translanguaging* (Creese and Blackledge, 2010; Garcia, 2009; Garcia, 2011; Li, 2011). As a result of this examination, the term *didactic transdialecting* is proposed.

Lima-Padilla, Rossy
University of Houston

**Políticas de lenguaje y sus repercusiones en el sistema escolar: clasificación y evaluación de estudiantes de inglés como segundo idioma.**

Este estudio se enfocará en las pólizas educativas con respecto a los estudiantes de inglés como segundo idioma LEP (Limited English Proficiency) efectivas en una escuela secundaria en el Sur de Texas y cómo estas pólizas ayudan o perjudican a los estudiantes hispanos en el desarrollo de su nivel académico. Por motivos de protección a los estudiantes llamaremos a esta escuela Secundaria Frontera. El estudio se enfocará en un grupo de 101 estudiantes de sexto grado, los cuales pertenecen a una clase de lectura y escritura en inglés y a nivel regular. Los porcentajes del nivel académico de los estudiantes que usaremos para este estudio se basan en los resultados del examen que suministra el distrito para diagnosticar el nivel de cada estudiante. Estos 101 estudiantes están clasificados en cuatro categorías LEP, First Year Monitoring, Second Year Monitoring y Other non LEP. Debido a que estas cuatro categorías se relacionan entre sí con respecto a la competencia del inglés de cada estudiante, también se analizaron los parámetros que se utilizan para evaluar la categoría a la que cada estudiante pertenece. Lo que este estudio desea investigar es la forma en la cual el término LEP está siendo aplicado en los estudiantes, de qué manera se refleja en sus resultados evaluativos, y en dónde se encuentran académicamente estos estudiantes en comparación con las otras tres categorías.

MacGregor-Mendoza, Patricia
New Mexico State University

**Language and Capital: The influence of socioeconomic status on female immigrants’ Spanish and English language use and attitudes**

The communities along the U.S.-Mexico border share linguistic, cultural, and often familial ties that stretch far beyond the limits of geographical boundaries. The historic fluidity of the southern border has been responsive to both political conflicts as well as changes in economy experienced on both sides of the border (Mora 2009). The recent escalation of violence in
Mexico has increased the flow of immigration from Mexico to the United States (Holt 2010). At the same time, while immigration policies on the U.S. side of the border have encouraged entry of highly educated and skilled Mexican immigrants, they have simultaneously suppressed the entry of those of lower socioeconomic status and restricted the movement of those who are already in the U.S. by placing them under constant scrutiny (Águila 2009; Gomberg-Muñoz 2009; Southern Poverty Law Center 2009). This differential treatment is reflected in the language use and language attitudes of female immigrants from Mexico whose financial statuses are at opposite ends of the socioeconomic scale. Women who are on less solid financial ground are more vulnerable to external influences that create negative images associated with speaking Spanish (King & De Fina 2009) while a more recent study suggests that women who are on a more solid economic footing are less affected by these external ideologies (MacGregor-Mendoza 2011). The present paper examines the use of and attitudes toward Spanish and English as expressed by groups of female immigrants from Mexico who live in the same geographic region, but who differ in terms of their socioeconomic standing.

Magaña, Dalia.
University of California, Davis

The medical interview with rural Mexican patients in the Southwest: Genre analysis

Language and cultural barriers are one of the predominant factors altering the health of Latinos according to the U.S. Department of Health and Human Services. The intersection between language and culture has long been a topic of interest in various disciplines (SLA, epidemiology, discourse analysis) under different labels. While exceptional work in discourse analysis has focused on the interactions of Spanish–English interpreters, scholars have not addressed the central question of intercultural communication in Spanish between doctors and patients. Given this gap, my study explores this language–culture intersection in medical interviews conducted in Spanish with Mexican patients in the southwest and a Spanish-speaking Mexican doctor. My data consists of 23 medical interviews that were authentic, video-recorded and about 30 minutes in duration. To analyze the discourse I use Genre Theory. This theory stems from Systemic Functional Linguistics (SFL), a social theory of language that views language in a situated context. In SFL, genre refers to the forms that the language takes to obtain the culturally appropriate objectives, that is, the general purpose of the interaction. Using Genre Theory I describe the structural components of the medical interview to demonstrate how the discourse between doctor and patient is co-constructed and negotiated. The analysis illustrates how the doctor follows a particular institutionalized genre yet accommodates to the patients’ deviations from this genre. This genre analysis of the medical interview aims to draw attention to the role of language and culture in the healthcare of Spanish-speaking Latinos in the U.S.
Martinez, Francia. Morales, Francisco.
University of Michigan-Dearborn. Michigan State University.
Spanish and English in Mexican Town, Detroit, Michigan: A sociolinguistic profile and implications for classroom instruction

Latinos have been in Michigan for more than a century, although in relatively small numbers. Most of them came from Mexico and Texas, establishing a strong Hispanic presence in Michigan. Although Latinos have represented a relatively small part of the state’s population, their presence is growing. According to the census in 2010, the largest Latino groups live in Detroit (48,679) and Grand Rapids, followed by cities such as Lansing, Pontiac, and Saginaw. The U.S. Census Bureau also revealed, in its demographic profile, that there were approximately 317,903 people of Mexican origin, 37,267 people of Puerto Rican origin, 9,922 people of Cuban origin, and 71,266 people of other Hispanic origin in Michigan in 2010.

The purpose of this presentation is to show the first sociolinguistic profile on the language attitudes of Hispanic immigrants and their descendants in Mexican town in Detroit, Michigan. The large presence of Hispanic people and their history makes this zone particularly attractive for language research purposes. Our sociolinguistic profile research will present the users of Spanish in this specific zone: their attitudes toward Spanish, English, and bilingualism; the way these languages are used in a variety of public and private contexts, such as the home, the workplace, and the neighborhood; and in general the functional ranges of both languages. This research is significant because the Hispanic community in this area has gone largely unexamined from a linguistic and sociolinguistic perspective. In fact, to our knowledge there is as yet no study of this nature. Additionally, this research provides useful information and implications for current language classroom instruction in universities in Michigan.

McEvoy, Trudie. Ducar, Cynthia
University of Arizona. Bowling Green State University.
¿Qué es este label? Language and Identity in a dual immersion classroom

This study investigated ethnic identity as manifested in a Midwestern dual immersion school using a mixed methods approach spanning across the disciplines of ethnography, sociolinguistics and psychology. Through participant observations, surveys and interviews, the validity of the commonly used Multigroup Ethnic Identity Measure (MEIM), created by Jean Phinney is called into question (Phinney 1990). Student responses to the MEIM are compared to their own discussions of ethnic identity both in the classroom and in follow-up interviews, leading to a more complex and fluid understanding of identity than a strictly quantitative, psychological analysis permits. Students’ metacommments while completing the MEIM demonstrate that they do not want to be boxed in to a preset identity: “Qué es este label...they always do that to us, put us all together like that” (Ana*). Participants explained their
understanding of identity as a fluid concept in follow-up interviews and questioned the rigidity of the MEIM survey. Importantly, observations in the school itself, demonstrated that language played a pivotal role in enacting the multi-faceted and fluid identity that students discussed. Code-switching was observed in this particular school, yet students struggled with identity issues as limited by their linguistic skills; as one student explained “because um I speak mostly english and uh... have a easy life style...my entire life I’ve felt white, I haven’t really felt latino. (David)”

This research calls into question a fixed notion of identity and invokes the ideas of Mendoza Denton (2002) and Dicker (2003); importantly the findings illuminate the need to respect and utilize student language practices in the classroom in order to reaffirm their ethnic identity and promote maintenance of the heritage language (see also Nichols & Colón 2000, Potowski 2005). The presentation concludes with a call for an increasingly collaborative relationship between researchers and participants.

Mondada, Joke. Gabaldon-Vielma, Juan
University of New Orleans

Social factors that influence Spanish maintenance and shift among Hondurans in metropolitan New Orleans

Many studies are dedicated to Spanish maintenance and shift among different Hispanic communities in the US. The present study is motivated by an interest in Hondurans because of their overwhelming presence in several parishes of Metropolitan New Orleans: 25% of the Hispanic population of Orleans Parish and 21% of the Hispanic population of Jefferson Parish is Honduran.

Hondurans have been part of New Orleans for many decades. Until 1985, employees of the United Fruit Company in Honduras came to New Orleans sent their children to colleges in New Orleans. Since 1985 a constant influx of Hondurans has occurred due to family members already living in New Orleans, similar weather to that of their homeland, and above all, the perception of New Orleans as a melting pot where Hondurans can feel at home.

The purpose of the present study is to examine the role that family and community play in the maintenance of Spanish among Hondurans in New Orleans. The study also considers the impact of the socioeconomic level of the participants on the Spanish maintenance in this group.

For the present study a selected group of Hondurans, residents of three specific areas of Metropolitan New Orleans, were asked to fill out a questionnaire, or answers were solicited in interviews in different locations in the New Orleans. The questionnaire included queries about their family background, usage of the Spanish language with different family members and friends, the language used with members of the community in different circumstances, and their socioeconomic level.
Our study led to the conclusion that the influence of family and community causes a high level of Spanish maintenance among the Honduran participants. It seems that Hondurans believe that the use of English is important for upward mobility, but that Spanish is highly valued to keep families together.

Montoya, Angelica
Rutgers University

Lexical insertion in heritage speakers and L2 learners: the role of vocabulary threshold

Significant research has been conducted on the different lexical selection mechanisms called upon for bilingual speech production (Costa & Santesteban, 2004; Green, 1986, 1998; Poulisse & Bongaerts, 1994; Roelofs, 1998; among others). Given bilinguals tend to switch languages, code-switching (CS) has also been investigated within the fields of second language acquisition (SLA), bilingualism and language contact (Grosjean, 1982; MacSwan, 1999; Myerson-Scotton, 1993, 2002, 2006; Otheguy, 1993; Otheguy, García & Fernández, 1989; Poplack, 1980; Zentella, 1997; among others), specifically among second language learners (L2) (Toribio, 2001) and Spanish heritage speakers (Toribio, 2004). However, a gap exists in relation to how lexical items from two languages compete in CS and how this competition follows grammatical constraints that have been postulated for CS.

This paper focuses on the role of vocabulary threshold as a determining factor in intrasentential CS involving the insertion of English lexical items in oral narratives of L2 learners and Spanish heritage speakers. It is commonly assumed that heritage speakers engage in CS to compensate for an unknown lexical item. While this may be the case for L2 learners, Zentella (1981, 1997) proposes that switching in heritage speakers is not due to “crutching”. This presentation shows that regardless of having reached a certain threshold of vocabulary knowledge, lexical insertion will still be evident among both groups.

Fifty participants (16 Intermediate learners, 11 Advanced learners and 23 Heritage speakers) took part in the study which employed several protocols: a vocabulary test, two story retelling tasks and a picture naming task.

The study reveals that lexical insertion occurs regardless of having prior knowledge of the vocabulary for both groups. This suggests that once bilingual speakers have reached a certain threshold of vocabulary knowledge, their lexical insertion practices are similar. A one-way between subjects ANOVA reveals no significant difference for the lexical insertion of a noun, $F(2, 47) = .525, p = .595$. The study also reveals the insertion of English nouns as the most frequent type of lexical insertion.

Munné, Joan
Duke University
Español para hablantes de herencia: comunidad de práctica, reflexión y escritura sobre identidad

Siguiendo las teorías de Wenger, el curso de español para hablantes de herencia en Duke se transforma en una comunidad de práctica, cuyo dominio de interés y compromiso es el trabajo en escritura dentro del marco contextual de la identidad latina.

En dicho dominio, se fomentan actividades que requieren una continua colaboración, se favorece el desarrollo de la escritura mediante técnicas que promueven la lectura y el análisis crítico, a la vez que permiten incrementar la confianza de los miembros de la comunidad en el uso de su español escrito. Por otro lado, el hecho de compartir bagajes y experiencias similares, permite a la clase una práctica en la reflexión sobre lo que significa ser latino y hablante de herencia en los Estados Unidos, al mismo tiempo que se favorece la discusión colectiva de asuntos de la comunidad latina y la propuesta de posibles soluciones.

Esta presentación examina algunas técnicas y proyectos con los que se ha conseguido cumplir los objetivos del curso, respaldar la creación de una comunidad de práctica y fomentar la discusión de temas relacionados con lo latino y que del algún modo han afectado, afectan o afectarán a todos los miembros.

Orozco, Rafael. Núñez, Bailey.
Louisiana State University
Spanish in New York City: The (Morphological) future is no longer the future

This paper explores the expression of futurity among New York Colombians and Puerto Ricans. We analyzed 3,000 tokens from two socially stratified corpora. The periphrastic future is the most frequent variant, whose frequency of 78.7 % among Puerto Ricans, which is higher than the Hispanic world average. Conversely, the morphological future is the least used variant with a frequency of 6%, well below the Spanish-speaking world’s average. Our results corroborate the finding that direct language contact situations often spur changes already in progress before the inception of contact (Silva-Corvalán 1994:212; Gutiérrez 1995). Results further reveal that futurity is conditioned by an intricate combination of internal and external constraints. As in other communities, the internal conditioning on the expression of futurity as a whole is largely the same in both groups, supporting the theory of interdialectal parallelism (Guy 2000). That is, both speaker groups belong to a macro speech community. Moreover, interesting similarities shared by our speaker groups in the effects of external constraints reflect Colombians’ assimilation to their new sociolinguistic landscape. They show tendencies similar to those of NY Puerto Ricans but different from those prevalent in Colombia. Concurrently, the morphological future is under stronger external conditioning than the other two variants and conspicuously
absent from younger speakers’ linguistic repertoire, suggesting its imminent demise. Our results provide robust evidence of the virtual completion of a change in progress aided by the favorable setting of NYC. Thus, the morphological future ceases to function as a futurity marker and the expression of futurity would become a binary linguistic variable with the periphrastic future and the simple present as its variants. These results help explain other instances of morphosyntactic variation leading to change involving analytic and synthetic variants. They also provide important information that helps compare the sociolinguistic forces constraining variation here to those in other (Hispanic) speech communities.

Ortiz-Lopez, Luis A.
Universidad de Puerto Rico
El contacto y los pronombres de sujeto en español: una perspectiva comparativa dialectal, sociolingüística y pragmática

La clasificación de las lenguas, según el parámetro de sujeto nulo, ha separado las lenguas en lenguas pro-drop [+sujeto nulo], como el español, el italiano, el griego, etc., y lenguas non pro-drop [-sujeto nulo], como el criollo haitiano, el inglés, el francés, entre otras (Radford, 2003). Sin embargo, según ha avanzado la investigación en torno a las diversas propiedades del parámetro de sujeto nulo, se ha encontrado que tal dicotomía [pro-drop / non pro-drop] parece más compleja y menos categórica, es decir, existe un continuum entre las lenguas, condicionado por una gama compleja de factores lingüísticos, pragmáticos y sociales.

En español, la propiedad relacionada con la presencia u omisión de los pronombres de sujeto ha sido objeto de muchas investigaciones, principalmente vinculadas con el español caribeño (Morales 1997; Otheguy & Zentella, 2007, 2012; Orozco 2008) y con la adquisición de este parámetro en escenarios de contacto de lenguas (Grinstead 2004; Lozano 2004, 2006; Pinto, 2006; Margaza & Bell 2006; Morales Reyes & Ortiz López, 2007; Sánchez (2007); Silva & Sánchez, 2007; Ortiz López, 2010). Estos trabajos apuntan hacia diversas explicaciones: procesos de influencia translingüística o cross-linguistic, de overlap, debido a las similitudes o disimilitudes tipológicas de las lenguas adquiridas, o de inmadurez adquisitiva de las categorías funcionales del Sintagma de Comp. Hasta la fecha, son pocos los trabajos comparativos desde la perspectiva sociolingüística propuesta por PRESEEA (Proyecto Sociolingüístico del Español de España y de América).

En este trabajo, examino la distribución de los pronombres en contextos de opcionalidad y de obligatoriedad (presencia o ausencia y preverbal o postverbal) en varias muestras del PRESEEA (México, Colombia, Chile, Montevideo y Puerto Rico); y analizo, siguiendo Goldvarb, el efecto de variables lingüísticas (la clase pronominal, el TMA, la estructura sintáctica); sociales (el dialecto: zonas altas y bajas; el grado de contacto: bilingües o monolingües; el sociolecto: alto y
bajo; la edad: generación joven y generación anciana, y el género), y pragmáticas (contraste no
contraste, foco, información nueva e información conocida) en el continuum pronominal (+/-
presencia en contextos opcionales y obligatorios) y en la posición pronominal.
Los resultados de este estudio permiten pasar juicio, con datos empíricos comparativos,
dialectales y sociolingüísticos, acerca de la hipótesis generalizada de que los pronombres en
español son nulos y, que su presencia responde a factores pragmáticos sintáctico-discursivos.
Según los resultados preliminares, el dialecto, la clase pronominal, el contacto de lenguas y la
interfaz sintáctico-pragmática condicionan con mayor fuerza el continuum pronominal (+/-)
Estos hallazgos obligan a repensar el estudio de la variación dialectal y sociolingüística del
español desde nuevas perspectivas metodológicas y teóricas.

Parada, Maryann,
University of Illinois at Chicago
Ethnic personal names and Spanish receptive bilinguals: Attitudes, meanings, and
sociolinguistic functions

While the bulk of sociolinguistic research on heritage speakers in the U.S. has centered
on fluent bilinguals, recent work has expanded to more closely examine receptive bilinguals
(also called “overhearers”). These U.S.-raised speakers have been described as “almost at the
verge of culminating the language shift towards English monolingualism” (Beaudrie 2009, p.86),
yet their significant linguistic experience and affective-identity ties to the heritage language are
often masked by their minimal productive abilities (Beaudrie 2009; Carreira 2004). One area of
regular overt language use, however, is in many of these speakers’ ethnic personal names,
language elements in their own right, that, as lifelong individual labels, are repeatedly
pronounced, written, spelled, and discussed. In his comprehensive treatment of language and
identity, Joseph (2004) discusses names as “the primary text of personal identity” (p. 12), and
argues for their sociolinguistic study, particularly in relation to ethnicity. This study addresses
the language-identity nexus through a look at the sociolinguistic meanings and functions of
personal names for Spanish receptive bilinguals.

The study draws on qualitative data obtained through written questionnaires (n=7),
semistructured focus groups (n=2), and follow-up interviews (n=2) with Latino students enrolled
in L2 Spanish courses at a large Midwestern university. All participants had some receptive
knowledge of Spanish as well as an unmistakable Latino name. Recorded data were transcribed
and coded for concepts and emergent themes (Rubin & Rubin 2005), and subsequently grouped
into three major analytic categories: 1) Perceptions of name suitability and satisfaction with
names, 2) The role of names in language expectations and ascriptions, 3) Names as a resource in
sociolinguistic stylization. The first category houses a number of name-related concerns,
including those related to finding employment and the sense of a mismatch between name and cultural identity. With regard to the second category, participants expressed a generational and language distinction, where older, first generation Spanish-dominant speakers and English monolinguals tended to expect and ascribe Spanish proficiency based on name, but English-dominant bilingual second generation peers were perceived as less categorical in their assumptions. The third category considers participants’ name pronunciation preferences and examines interlocutor-specific accent patterns that variably index ethnolinguistic identity due to sociolinguistic associations with different sounds and speech styles. This study contributes important perspectives to emerging research on the language use and ethnolinguistic identities of receptive bilinguals, finding names to be an especially valuable sociolinguistic resource for these speakers, as well as to socio-onomastic scholarship where personal names, identity and language intersect.

Parodi, Claudia
University of California, Los Angeles
Una minoría dentro de otra: Los hablantes de lenguas indígenas mexicanas en California
Las migraciones de hablantes de lenguas indígenas mexicanas a los Estados Unidos son escasamente conocidas. Ello se debe a que, por un lado, los hablantes de lenguas indígenas que se trasladaron al norte en épocas pasadas solían fusionarse con la mayoría de los inmigrantes mexicanos, los cuales han sido por lo regular mestizos, hablantes de español. Sin embargo, resulta importante señalar que algunos indígenas, sobre todo los oriundos de Oaxaca, han laborado en la Unión Americana como trabajadores transicionales a partir del segundo programa bracero de los años cuarenta. Pero cuando dicho programa se suspendió, varios de ellos siguieron pasando del otro lado de la frontera sin documentos. La gran cantidad de inmigrantes indígenas se logró detectar en el año 2000 a raíz de que cuatrocientas mil personas se identificaron en el censo bajo dos rubros: “indígenas” y “latinos o hispanos”. De éstos, poco más de 150 mil residían en California. Entre los inmigrantes a este estado, contamos con información sobre los zapotecos, los mixtecos, los purépechas, los mayas, los otomíes y los nahuas.

En el presente trabajo hacemos referencia a dichos grupos y los caracterizamos de acuerdo a sus actividades en USA, uso de lenguas y contactos con su pueblo de origen en México. Concedemos especial importancia al náhuatl por el papel tan especial que ha tenido en la formación de la identidad chicana.

Philip, Lisbeth.
Loyola University New Orleans
Perspectivas sobre el mantenimiento y cambio lingüístico mediante la elección y uso del inglés limonense y del español en Limón, Costa Rica.
Un total de 127 mujeres afro-costarricenses, en gran parte de ascendencia jamaiquina, fueron entrevistadas mediante un cuestionario sociolingüístico en dos comunidades bilingües en la provincia de Limón, Costa Rica, con la finalidad de examinar los patrones de elección y uso del inglés limonense y del español, para dar a conocer los factores que se asocian con las prácticas lingüísticas en los dominios lingüísticos de la familia, amigos y vecinos, trabajo, iglesia, fiestas, tiendas y mercados, así como también, en la elección y uso de los idiomas en el dominio afectivo y sus efectos en el mantenimiento de la lengua ancestral en la provincia de Limón, Costa Rica.

Para el cuestionario utilicé como marco de referencia las teorías de Fishman (1965, 1972). Según él, si un bilingüe usa un idioma específico para un tema específico, ese tema pertenece a un dominio en el cual ese idioma es dominante para ese grupo. Por esa razón, para mejor comprender el comportamiento lingüístico hay que reconocer la existencia de los dominios que son de suma importancia en el estudio de mantenimiento y cambio lingüístico. A menudo los dominios forman parte de una comunidad de habla específica y requieren de un conocimiento profundo de la dinámica socio-cultural en su contexto multilingüe, en un período histórico determinado (Fishman, 1972).

En conclusión, los resultados del cuestionario al grupo de mujeres entrevistadas demostraron que los dominios lingüísticos sostienen las teorías de Fishman (1972) en el cual el mantenimiento del idioma se establece cuando se diferencian estos dominios.

Pinilla-Herrera, Ángela.
Georgia Southern University

Contacto, uso del español y actitudes lingüísticas en una escuela secundaria del medio oeste. El caso de tres hablantes bilingües en su temprana adultez.

Con el propósito de comprender mejor el comportamiento lingüístico de los hablantes de herencia de segunda generación en los Estados Unidos, este estudio examina los usos de inglés, español y alternancia de lenguas en tres adultos jóvenes en su último año de secundaria. Llevado a cabo en establecimiento educativo donde prolifera una actitud benévola frente al uso y mantenimiento del español, se propone, indagar si existe recontacto, término acuñado por Cisneros y Leone (1983) para referirse al surgimiento de relaciones entre los latinos de segunda y tercera generación con inmigrantes recientes que, según ellos, es responsable de un proceso de revitalización del español en Minneapolis y St. Paul.

Basándose en videograbaciones de conversaciones espontáneas tanto dentro como fuera de clase y extensas entrevistas, esta investigación combina metodologías etnográficas y sociolingüísticas para, adicionalmente, calcular los índices de uso de la lengua minoritaria e interpretarlos a la luz de las actitudes lingüísticas de los tres participantes.
Entre las conclusiones más relevantes se encuentran, primero, que aunque se determinó estadísticamente que hubo contacto, éste surgió en diversas ocasiones por la presencia agentes externos o circunstancias contextuales; en general, los vínculos entre los hablantes de segunda y primera generación fueron momentáneos y desprovistos de genuina afinidad. Segundo, el inglés fue la lengua prevaleciente en las conversaciones espontáneas de los tres participantes. Por último, la presencia de actitudes positivas respecto a la lengua minoritaria y la cultura mexicana fue relevante más no categórica en el uso que de ella exhibieron los hablantes de segunda generación. Factores como la clase social, el registro lingüístico, la expresión explícita de repudio hacia otros hablantes, los gustos musicales y el afán de distanciamiento de los inmigrantes recientes en virtud de sus rasgos físicos precedió el peso de dichas actitudes a la hora de comunicarse en el contexto escolar.

Potowski, Kim
University of Illinois at Chicago
Los “retornados”: U.S.-raised Mexican-origin youth in Mexican schools

For more than twenty years, researchers have been documenting the experiences of people who move from one country to another and build transnational links. Despite this being a particularly frequent phenomenon between Mexico and the United States (Smith 2006; Stephen 2007; Cornelius et al 2009), relatively little has been published about the linguistic and educational experiences of transnational youth – those raised in the U.S. but who now find themselves integrating into Mexican schools because their families have returned to Mexico. This integration is fraught with bureaucratic, cultural, and linguistic challenges.

This presentation offers preliminary analyses of interviews carried out in both Spanish and English with 11 transnational students in Oaxaca de Juárez, México. As the fourth largest sending state after Guanajuato, Michoacán, and Chiapas (Encuesta de Migración en la Frontera Norte de México, 2009), as well as the state with the greatest number of indigenous languages spoken (16, according to the Instituto Nacional de Lenguas Indígenas 2008), Oaxaca is a particularly interesting context for examining issues related to transnational youth and the development of multilingualism. General themes of this presentation include difficulties reintegrating into Mexican schools and the lack of support for Spanish and English development.

Forthcoming detailed linguistic analyses will contribute to the following two issues: (1) The possible erosion of English when individuals arrive to Mexico before the age of 10 (cf Montrul 2008:131) – that is, some of them are on their way to becoming “heritage English speakers,” a phenomenon which has not been formally analyzed. (2) The potential acquisition of particular Spanish features that had not been acquired while living in the U.S., as well as which features may no longer be acquirable after age 10.
Studies of Spanish dialect contact in the U.S. are becoming increasingly important as the origins of its Spanish-speaking populations become more diverse. Recent work has examined the outcomes of U.S. Spanish dialect contact on pronoun use (Otheguy & Zentella 2011; Schreffler 1994), lexicon (Zentella 1990) and phonetic features (Ghosh Johnson 2005; Aaron & Hernández 2007). Another possible outcome of the contact between speakers of different dialects is that of intrafamilial dialect contact (Potowski 2011) experienced by mixed ethnicity Latinos – that is, individuals raised by parents who each speak a different dialect of Spanish. For example, Potowski (2008) found that among 18 “MexiRicans” in Chicago, 75% of them were informally rated as sounding more like their mother’s dialect group than their father’s. The present study presents findings of PRAAT-supported examinations of the realizations of two phonetic variables by Mexicans (MX) and Puerto Ricans (PR) of three different sociolinguistic generations (G1, G2, and G3) in Chicago, comparing those who spoke with interviewers of the same ethnicity vs. of the other ethnicity. It also examines a larger sample of MexiRicans (MXPR; n=28), of whom half had a MX mother and half a PR mother. The two phonetic variables analyzed were coda /s/ (often weakened among PR) and trilled /r/ (often velarized among PR). Table 1 displays the sample.

Table 1, Study participants

<table>
<thead>
<tr>
<th>Group</th>
<th>Total n</th>
<th>Interviewer same ethnicity</th>
<th>Interviewer different ethnicity</th>
</tr>
</thead>
<tbody>
<tr>
<td>MX</td>
<td>18</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>PR</td>
<td>20</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>MXPR</td>
<td>28</td>
<td>Mexican mother</td>
<td>Puerto Rican mother</td>
</tr>
</tbody>
</table>
For each speaker, a minimum of five minutes were analyzed from an hour-long oral interview in Spanish. Our analysis of over 5,000 tokens of coda /s/ and nearly 500 tokens of trilled /r/ revealed the following:

1. As would be expected, PRs used significantly more PR variants (s-deletion and velarized rhotic trill) than did MX.

2. There were no differences among PR at the group level for /s/ weakening depending on interlocutor; that is, PR did not realize coda /s/ more frequently when speaking with MX than with PR. However, they did velarize trilled /r/ more frequently when speaking with PR than with MX. This lends support to the notion that velarized trilled /r/ is a stigmatized variant that PR prefer to use with other PR rather than with MX.

3. At the group level, MXPR with a PR mother produced more PR features than did those with a MX mother, lending support to the findings of Potowski (2008). This correlation was stronger among G3 MXPRs than among G2 MXPRs.

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

Ramos, Diana Carolina.

**Negotiating Languages and Identities in the Washington Birthday Celebration.**

Geographical borders are spaces in which cultures, individuals, and politics clash in conflict and constant comparison. Moreover, these borders are one of the many spaces in which the negotiation of identities and ideologies occurs. Laredo, Texas, a city situated on the United States-Mexico border, is a site of social, cultural and geographical encounters, making it a site of endless clashes and crossings. Although it has been over a hundred years since The Washington Birthday Celebration (WBC) was introduced in Laredo, it is clear that the celebration still presents and maintains controversial ideals. In attempting to create a sense of community, a harmonious relationship between two countries, two cultures, and two languages, the WBC has also served as a form of assimilation. Despite assimilative notions underlying the celebration, individuals participating in the celebration are also active agents in transforming the WBC into an event embedded with the Spanish language and cultural symbols related to Mexican
traditions. Through language and symbolic performances, participants construct a distinctive, yet nuanced celebration, making it difficult to point out exactly where a Mexican custom is replaced by U.S. American patriotism and vice versa. In this paper I discuss how the WBC functions as a celebration for the construction of identity in a U.S.-Mexico border city in which language, food, music, and history come into contact on a daily basis and in which residents negotiate their ethnicity, languages, and personal and social histories. By exploring various components of the WBC, I highlight where participants of the event transform George Washington into Jorge and replace a celebration with a fiesta as a means of dealing with language conflict, conflicting loyalties, and fractured identities.


¿Así me escucho cuando hablo?: Actitudes hacia el español, el inglés y el cambio de código en dos ciudades fronterizas de Texas.

Este estudio analiza la situación lingüística de la frontera México-Estados Unidos y muestra diferencias entre comunidades cercanas y en apariencia similares. Para realizarlo, se compararon las actitudes lingüísticas en dos ciudades texanas fronterizas (Laredo y MacAllen), a través de una prueba de apareamiento disfrazado (matched guise). Se midieron las actitudes de participantes hispanohablantes hacia el inglés, el español y el cambio de código. En ambas ciudades el cambio de código recibió evaluaciones negativas, pero mientras que en MacAllen el inglés recibió las valoraciones más positivas, en Laredo este lugar lo ocupó el español.

Situadas a menos de 150 millas, Laredo y MacAllen comparten características socio-demográficas como su tamaño mediano, su composición étnica y lingüística mayoritariamente hispana y su cercanía con ciudades mexicanas de las que reciben inmigrantes y comercio. Sin embargo, hay diferencias históricas y económicas entre ambas. Laredo era una comunidad constituida antes del arribo de los angloparlantes, y los laredenses resistieron con éxito el arrebato de tierras y poder político (Hickey 2012). En cambio MacAllen se fundó más tardíamente a partir de un rancho propiedad de anglos, y su población hispana estuvo conformada por trabajadores agrícolas asalariados (Alonso 1998).

Para establecer si estas diferencias se manifiestan en las actitudes lingüísticas actuales, se utilizó la técnica del apareamiento disfrazado con español e inglés estándar y cambio de código. Hispanos bilingües de Laredo (n=99) y MacAllen (n=95) escucharon grabaciones paralelas y las evaluaron en base a características personales del hablante (integridad, competencia, sociabilidad). Se comprobó que en ambas ciudades el cambio de código recibe puntajes bajos, pero, mientras que en MacAllen el inglés es la lengua con evaluación más positiva, en Laredo se prefiere el español. Estas sutiles diferencias de actitud, que no siempre se perciben en el
comportamiento lingüístico, deben tenerse en cuenta al diseñar políticas lingüísticas, educativas y sociales para distintas comunidades. (304)

Raymond, Chase Wesley.
University of California Wesley, Los Angeles
An action-based approach to conversational code-switching.

This investigation adds further evidence to the claim of orderliness in code-switching from a conversation analytic perspective. Contrary to other conversational approaches, however, we argue that analyzing extended sequences of talk which include multiple, single speaker code-switches may actually mask the individual socio-interactional work done by each. A sequential, action-based approach is proposed as an alternative method for looking at language alternation in real time interaction.

The sequential context on which we concentrate lies at the border between first and second actions, for example: Question-Answer, Invitation-Response, News-Assessment, and so on. Specifically, we examine cases in which the first action and the second action are produced in different languages. Take the following brief exchange:

09 ALE: [Y me dio un frío,
10 AUN: <FRÍ:O?>
11 ALE: -> [YES] Por eso ahorita que: la oí,

Just as in monolingual discourse, various options exist to respond to a first action such as a question. A question like Do you want the last piece of cake? can be answered with Yes, Yeah, Sure, Uh huh, Of course, etc. All of these are affirmative responses, and yet each does different ‘work’ in interaction. In restricting the adjacency pair environment in which code-switches occur, we are better able to more systematically uncover what participants are aiming to accomplish—in terms of social action—by making the switch from one language to another on a moment-by-moment basis.

We argue that one of the bits of ‘work’ that code-switching can achieve in this sequential position is to help interactants navigate “territories of knowledge” (Heritage 2012), the producer of the second action marking the preceding action as epistemically inappropriate in some way. Methodologically, it is proposed that examining language alternation practices via action-type and sequence will allow us to build a participant-driven, or ‘bottom-up’, overarching theory of code-switching.

Regan, Brendan
Adquisición natural y pidginización: un caso de Puebladelfía

Aunque ciertos lingüistas han indicado las semejanzas entre la pidginización y la adquisición natural (Thomason 2001, Winford 2003), Sprouse (2010) señala que desde Schumann (1978) no ha sido ningún intento de conectar estos dos campos. Desafortunadamente el campo de SLA ya no examina la teoría de pidginización de Schumann, pero tiene gran valor por su reconocimiento del papel de los factores sociales. Mi estudio une los campos de SLA y de la lingüística de pidgins y criollos en cuanto a la pidginización como un proceso universal en los primeros pasos de la adquisición natural. Esta investigación analiza el habla de María, una informante mexicana que lleva veinte años de residencia en Filadelfia en un barrio conocido como Puebladelfia, donde hay una comunidad grande de Puebla, México. Ella inmigró a Filadelfia con doce años y nunca recibió ninguna educación en inglés. Grabé su habla a través de una conversación semi-dirigida con un cuestionario sociolingüístico en inglés para obtener su habla y otro cuestionario en español para evaluar los factores socioculturales. En su habla se observan rasgos universales típicos de un pidgin, como la falta de la inflexión morfológica, el uso de los adverbios temporales para indicar tiempo, modo y aspecto, el orden sintáctico de SVO, la falta de inversión de palabras interrogativas y la falta de palabras funcionales. Como su comunicación rudimentaria con los anglohablantes funciona lo suficiente para su poca necesidad de inglés, su habla permanece en aquel paso de la pidginización sin desarrollar por la falta de motivación y la distancia social y psicológica hacia la cultura anglohablante. La pidginización del habla de María amplía la teoría de Schumann por demostrar que, tanto en el caso de SLA como en pidgins, la motivación y la distancia social y psicológica pueden ser los factores más significativos en la adquisición natural.

Reznicek-Parrado, Lina M.
University of Nebraska, Lincoln
“Easy credits”: Actitudes y percepciones de maestros universitarios. Implicaciones de enseñanza para el español como lengua de herencia

Las actitudes, percepciones y metas de los estudiantes de español como lengua de herencia (LH) han sido temas de investigación ya analizados en trabajos de Carreira y Kagan (2011), Potowski (2002), entre otros. El presente estudio nació del deseo de comparar estas percepciones ya estudiadas con aquellas de los maestros para evaluar qué tipo de resonancia existe entre los dos grupos. El análisis se hizo a través de una encuesta administrada a 30 instructores de español en un campus universitario del Midwest americano. Entre los encuestados, hay 15 asistentes graduados, 9 lecturers y 6 profesores. El objetivo de la encuesta fue el de incitar a los instructores sobre tres temas, principalmente: 1) ¿por qué toman español los LH en la universidad?, 2) ¿por qué no toman español los LH? y, 3) ¿cuáles son los retos de la enseñanza del español como LH en general? El análisis cualitativo de las respuestas adquiridas
en un departamento donde el 73% de los encuestados reportan tener al menos un LH en alguna de sus clases, resalta tres preocupaciones principales: 1) para casi el 50% de los aquí encuestados, los estudiantes de LH estudian español para obtener “créditos fáciles” o cumplir con un requisito académico; 2) solo el 7% de los encuestados consideran las dificultades estructurales de cursos de segunda lengua como posible razón para que los LH decidan no tomar cursos de español; y 3) el 70% de nuestros encuestados creen que los estudiantes de LH demuestran sentimientos negativos incluyendo vergüenza, desprecio y falta de interés al momento de aprender español.

La investigación previa ha argumentado que tanto a nivel de política como de práctica, es necesario que los maestros de español reciban entrenamiento apropiado antes de enseñar grupos dentro de los cuales se encuentran LHs. Este trabajo apoya este argumento y aboga por considerar de qué manera las percepciones de los maestros impactan las realidades metodológicas dentro de nuestros departamentos de español, mientras contribuye a la investigación nacional proporcionando datos de una región del país, the middle of nowhere, que aunque lingüísticamente diversa, ha sido hasta ahora muy poco estudiada en temas de español como lengua de herencia dentro del ámbito educativo.

Rogers, Brandon. Alvord, Scott.
University of Minnesota. Brigham Young University.
Factors affecting the Miami-Cuban Spanish and English Vowel Systems.

Studies exploring English and Spanish vowels have shown deeply differing results. Not only do both systems differ in the size of their respective inventories, but their stability and variability have been found to differ as well. Studies focusing on Spanish vowels generally agree that it is a stable system with very little variation (e.g. Navarro Tomás 1977, Quilis and Esgueva 1983, Quilis 1993). Few studies, however, have investigated Spanish vowel variation in bilingual settings and few have explored variation in different speech styles (e.g. Willis 2005 and Harmegnies and Poch-Olivé 1992). On the other hand, studies on English vowels have found much more variation, such as unstressed vowel reduction (Delattre 1969) and /u/ fronting (Labov 2006), and instability in the English vowel inventory (e.g. Miller 1981, Fourakis 1991, Magen 1997).

Most studies regarding Cuban and Miami-Cuban phonology have focused on consonantal phenomena (e.g. Hammond 1979,1980a, Terrell 1979, Fails 1984, Ramirez 1992, Lipski 2008). Varela (1992) impressionistically analyzed both the consonants and vowels of Cubans living in Louisiana and Miami and reports several English features in the Cuban-American vowel system such as reduction of unstressed vowels to schwa and the mid vowels /e/ and /o/ being produced as off glides (e.g. [nów] for no). She claims that these findings point to a clear influence of English in her subjects’ Spanish vowel inventory. However, she makes no attempt at exploring possible Spanish influence on her subjects’ English vowel inventory. Also, her claims have yet to
be investigated using empirical evidence including acoustic measurements.

The current study investigates possible cross-linguistic effects on the vowel quality in Miami-Cuban Spanish and English, looking specifically at unstressed vowel reduction across three different generations, fronting of /u/, and overlapping vowel spaces. Subjects include six male and five female speakers: two males and one female in the first generation, two males and two females in each of the subsequent generations. In order to analyze the subjects’ vowel production, three different elicitation instruments were used in both English and Spanish, making for a total of 6 tasks per speaker. The first was a brief sociolinguistic interview, the second was a story that the participants were asked to read aloud. Carrier words were embedded into the stories in order to obtain multiple samples of both stressed and unstressed vowels. For the third instrument, subjects were asked to read a list of words with careful attention to their pronunciation. The reading list contained the same words that were embedded in the story of the first task. The production tasks were recorded digitally with a sampling rate of 44.1K and the first and second formants of each vowel were analyzed using Praat. The formant values were then normalized using NORM (Thomas & Kendall 2007) in order to reliably compare the vowel spaces of the different speakers. A mixed models analysis explores the effects of task type and generation on the vowel quality of Miami-Cuban Spanish and English.

The results contribute to the growing number of studies examining Spanish vowel variation for unstressed vs. stressed vowels and also variation across task type in a languagecontact situation. The results also show evidence of cross-linguistic influence in the vowel systems of both languages. All three generations of speakers exhibit Spanish-like vowel qualities in their English vowel systems. To the best of our knowledge, this is the first empirical data that shows indications of Spanish transfer into aspects of Miami English phonology.

Romain, Ian.
University of California, Los Angeles

**Core assimilationist beliefs on national identity and the Spanish language : Confronting the language attitudes of the American monolingual majority**

Inspired by recent political philosophical defenses of minority languages and cultures, especially the work of Kymlicka (1995) and May (2012), the present study focuses on the social psychology of monolingual English-speaking Americans, as it relates to the phenomenon of Spanish in the U.S. The data that inform this research come from an anonymous survey administered through internet comment boards, which has thus far received more than 700 total responses. The results of this survey point to the existence of deeply entrenched negative attitudes toward the perceived widespread presence of the Spanish language in the United States. I see these negative attitudes as belonging to ten overarching conceptual frameworks, including
historical, political, linguistic, etc. In this talk, I pay special attention to four frameworks in particular: economic, moralist, cosmopolitan, and alarmist. I introduce the main tenets of each of these dimensions and elaborate upon them with quotes from the survey. The reason for this choice is that these four frameworks provide particularly strong evidence for Stephen May’s assertion that the rhetoric attempting to enforce linguistic homogeneity-- which is the central aim of the English Only movement--“ is far more likely to foster disunity than to ameliorate it” (2012: 243). The survey responses point to how majoritarian conceptions of national identity in the United States are constructed in such a way as to cast Spanish speakers in the U.S. as ill-intentioned and monolingual English speakers as victims of a new and ‘unjust’ cultural reality. They also highlight the tenacity with which these conceptions, and the language historically associated with them, English, are defended. The study concludes by suggesting that although not all articulations of monolingual assimilations are intentionally injurious, they do all share the common feature of zero-sum thinking, unable to reimagine the nation-state in more culturally and linguistically plural ways.

Romero, Rey.
University of Houston-Downtown

El uso de las cópulas en el judeoespañol estambulí: ¿Variación por contacto o reestructuración interna?

Algunos estudios recientes consideran que el uso de ser y estar en varios dialectos del judeoespañol refleja un sistema heredado del castellano medieval, por ejemplo, el uso de ser en contextos donde el español estándar utiliza estar. También se ha postulado que el uso de estar en contextos de ser en algunas variedades del judeoespañol trasplantadas en las Américas se debe al contacto e influencia de los dialectos hispanoamericanos que presentan dicha tendencia. En este estudio, presento datos sobre el uso de ser y estar en la variedad de judeoespañol que se habla actualmente en Estambul, Turquía. Aunque generalmente demuestra un uso que coincide mayoritariamente con el español estándar, también existen algunos casos cuando se utiliza ser en los contextos de estar, por ejemplo con función locativa: las personas son en el kal viejo, las siudás son serka de la mar. Sin embargo, el patrón general es que la cópula que prevalece es estar, inclusive entrando en los contextos de ser: mi kaza está vieja, este ombre está mansevo. La variante de Estambul, claro está, no está en contacto con las variantes de las Américas, por lo tanto la explicación de los estudios anteriores no se podría aplicar. De hecho, el judeoespañol de Estambul está en contacto con el turco, idioma que utiliza una cópula cero /Ø/ y un sistema de casos (incluyendo el locativo), estructuras desiguales a las del español. Es decir, en cuanto a la situación de contacto, el judeoespañol de Estambul no cuenta con una estructura similar en el turco por la cual podríamos sugerir influencia morfosintáctica o semántica. Sin embargo, la tendencia de utilizar estar en contextos de ser parece reflejar una reestructuración del sistema de las cópulas en la cual los hablantes más jóvenes están perdiendo la distinción semántica y
aplicando estar en la mayoría de los contextos. La pérdida de distinciones modales o semánticas así como la preferencia de utilizar solamente una estructura cuando dos o más similares existen es una característica de una lengua en proceso de extinción.

Por otro lado, el uso del auxiliar estar + gerundio está remplazando a las formas del presente indicativo: no kreyen ke Rashel vino del país → no están kreyendo ke Rashel vino del país, lo cual parece reflejar los usos del turco, en donde el estilo coloquial tiende a remplazar el presente indicativo por el presente progresivo. Los datos de este estudio provienen de entrevistas sociolinguísticas realizadas en Estambul en 2007 y 2009.

Ruiz Tinoco, Antonio.
Sophia University, Tokyo
Variación sintáctica en Twitter en el español fronterizo de Estados Unidos.

El uso de los adverbios locativos con determinantes posesivos, considerado incorrecto, como cerca mío(a), lejos mío(a), delante mío(a), detrás mío(a), dentro mío(a), encima mío(a), debajo mío(a), etc. respecto a las locuciones preposicionales como cerca de, lejos de, delante de, detrás de, dentro de, encima de, debajo de, etc. se ha señalado frecuentemente en cuestionarios de variación sintáctica (PILEI, 1972), en el Diccionario Panhispánico de Dudas (RAE, 2005) o en la Nueva Gramática de la Lengua Española (RAE, 2010). Aunque la RAE no aconseja su uso, algunos autores argumentan que se puede justificar gramaticalmente (Gómez Torrego, 2009), que se trata de un americanismo (Cerny, 2002) o incluso de un catalanismo (Martínez de Sousa, 2008). Esta alternancia de uso está bastante extendida en todos los países hispanohablantes, sin exceptuar Estados Unidos, cuya situación es más compleja debido a una serie de fenómenos de contacto, bilingüismo, etc.

Para estudiar este fenómeno de variación en el español fronterizo de Estados Unidos con México, se ha elaborado un corpus de tales estructuras a partir de microtextos de Twitter utilizando la función geocoding del API de búsqueda que permite determinar su origen geográfico con exactitud. Las zonas estudiadas son Los Ángeles, San Diego, Tucson, Albuquerque, El Paso, San Antonio y Houston. Para contrastar resultados, se han incluido datos de Tijuana, Ciudad Juárez, Chihuahua y Monterrey de la parte mexicana. Para cada ciudad he considerado un círculo de 25 km de radio. Para mayor facilidad de uso, el corpus es accesible por Internet.

Aunque los datos obtenidos a través de Twitter no son totalmente representativos del español fronterizo, ya que la mayoría de los usuarios son de edad joven, su análisis nos proporciona algunos aspectos importantes de la distribución de dicho fenómeno y un primer paso para estudios posteriores teniendo en cuenta otros factores, especialmente los socioculturales.
San Martin, Karmin.
University of Texas - San Antonio

**Bilingual/bicultural future health care providers: How they see Latin@ patients’ identity.**

This paper is an analysis of how future health care providers (FHCP) understand patients' identity when suffering from an illness. The data for this analysis was borrowed from a program called Medical Spanish for Heritage Learners in the University of Texas Pan-American in the border town of Edinburg, TX. This program serves as a certification and a minor for Mexican-American students who are pursuing a career in the health-care area. The students hold two types of capital when starting the program: language and cultural capital. The Medical Spanish students are able to identify strategies in which their language and culture can help them become medical interpreters and cultural brokers. The students developed a digital narrative and are able to distinguish inequalities and how their illness is not their first concern, but a constant struggle faced when communicating with their doctor, and a deep impact in their identity when confronting their illness at home. The framework of this study is formed with purpose to understand how FHCP (future health care providers) understand Latino patients, their identity, and their struggles within the institution of the health care system. The post-structuralist theory is to be adopted particularly because "a person's identity must always be understood in relational terms; one is either subject of a set of relationships [i.e. in a position of power] or subject to a set of relationships [i.e. in a position of reduced power] (Hornberger & McKay, 2010, p. 350). Power is analyzed in great detail, essentially because this paper argues the patient and the doctor has a relationship of superior and a subordinate performed through a language discourse. Results from this study show how crucial the physician's cultural and linguistic background is when interacting with a patient.

Sanchez, Yemin.
University of Texas-Pan American

**Use It or Lose It: The impact of language inheritance, affiliation and expertise of Spanish in academic achievement.**

There are multiple factors that contribute to academic success. In English Language Arts and related subjects it seems logical to link the academic success of the students with the degree of knowledge in the language. In multiple studies, academic achievement is attributed to several factors such as intelligence, socioeconomic stances, and motivation indicators, among others. However, this study expands on Ben Rampton's conceptual framework of linguistic and ethnic composition, language inheritance, language affiliation and language expertise, and examines the linkages of these with the Spanish language to further associate them with the students' academic achievement. Data from four states was collected, analyzed and compared to similar settings of the Rio Grande Valley where fifty six students attending Barrientes Middle School were
interviewed, surveyed and ethnographically studied to compare the similarities and differences with some Hispanic students in different settings and to further understand their academic development. The data was collected through the use of qualitative methods such as informal every day observations and analysis of daily student language as well as quantitative methods which include statistical analysis and interviews. This study aims to identify and measure how affiliation, expertise and inheritance in Spanish, affect student academic achievement. This field of investigation aims to benefit instructors with similar populations who mainly attribute their students’ success or failure to non-linguistic factors such as intelligence, socioeconomic, and other motivations responding inaccurately to students’ linguistic needs which may result in student academic underperformance.

Sanz, Israel. 
West Chester University 
**Spanish-English contact phenomena in post-annexation New Mexico**

This paper explores the sociohistorical bases and linguistic reflexes of contact between Spanish and English in late 19th century and early 20th century New Mexico. The annexation of a huge section of Mexican territory by the United States in 1848 resulted in widespread contact between Spanish and English. In some areas, social conditions lead to the shift from the former into the latter within a few generations (e.g. California, Moyna and Beckman 2008, Moyna 2010). In other areas, the shift appears to have been slower, with Spanish going through intermediate stages of grammatical simplification (e.g. Texas, Martínez 2000). To date, the case of Spanish-English contact in post-annexation New Mexico has been studied only marginally (Trujillo 2000, alestra 2008). In this study, 75 documents written in Spanish between 1865 and 1925 from 9 archival New Mexican collections were analyzed and evidence of contact with English was located. This analysis uncovered numerous phenomena due to contact, exemplifying the following categories: (1) lexical influence, (2) syntactic influence, and (3) code switching. While the corpus contains abundant cases of (1), evidence for the two other categories is much scarcer. This distribution appears to be a function of the sociodemographic embedding of language contact in post-1848 New Mexico, where the influx of English speakers in the decades following annexation was much weaker than elsewhere in the Southwest. During this period, New Mexican Spanish thus seems to have largely matched Thomason and Kaufman’s classical definition of borrowing (1988), both linguistically and sociolinguistically, with Hispanic New Mexicans preserving the use of Spanish as an in-group language and the absence of widespread bilingualism preventing more pervasive structural influence from English. Overall, this evidence shows that the Spanish-English contact landscape across the US Southwest before the onset of large-scale immigration from Mexico was much more varied than often assumed.

Schuh, Megan.
This paper examines two aspects regarding dual language programs: how the programs receive federal and state funding and the overall academic success of bilingual students. To obtain the research, the investigator used personal communication with Houston Independent School District (HISD) personnel and a variety of publications (including federal laws and Texas statutes) surrounding the dual language topic. Two HISD campuses were chosen to be the focuses due to their recognized dual language programs: Helms Elementary School and John H. Reagan High School. Helms Elementary provides dual language instruction for grades pre-kindergarten to fifth and Reagan High School’s dual language program is for students in grades ninth through twelfth.

HISD receives formula grants based on a pre-determined formula designed by the Department of Education. This formula is based on 2 parts: the American Community Survey and limited English proficiency students reported by individual school districts. In addition to receiving federal grants, both campuses receive magnet funds that are allocated for other necessary program elements, such as bilingual curriculum materials.

Standardized test scores for both campuses in 2011 revealed that dual language participants achieved at or above average when compared to students in mainstream, English-dominant classrooms. In addition to having exceptional academic performances, dual language students achieve bilingualism and bi-literacy through a unique curriculum and develop cultural awareness and appreciation from classroom and community experiences. Recommendations for dual language program improvements include a revision of the pre-determined federal formula for bilingual education grants, additional native Spanish-speaking program assistants, and providing staff development opportunities through educational conferences.

University of Houston Downtown. UNT Dallas.

Contact-induced pragmatic innovations?: Discursive ya in Basque Spanish, Quichua Spanish, and Judeo-Spanish

The purpose of this paper is to offer an account of the innovations occurring with the adverb ‘ya’ in three different contact varieties of Spanish: Basque Spanish, Quichua Spanish and Judeo-Spanish. There are interesting commonalities about these three Spanish varieties: (a) they are in contact with SOV word order languages; (b) they use preverbal position as the most prominent pragmatic and syntactic position (Ortiz de Urbina 1989, Hualde 1992, Göksel 2010, Wölk 1969); and (c) they are in contact with three agglutinative languages.
Traditionally ‘ya’ has been categorized as an adverbial particle with the semantic features of temporality and change. However, linguistic analyses of ‘ya’ have proved that it can have other types of semantic meanings (Koike 1996). In this paper we focus concretely on the **discursive function** of the adverb ‘ya’ in these three contact varieties. Discursive ‘ya’ in monolingual non-contact varieties is used to introduce sequences of events, results, and consequences in the narrative (Koike 1996). Following Gonzalez (1999) pragmatic analysis of the functions of ‘ya’, we argue that Quichua Spanish and Judeo Spanish present structural and pragmatic innovations in their use of discursive ‘ya’ that are not present in Spanish non-contact varieties. In the case of Quichua Spanish ‘ya’ the adverb is used pervasively with (a) discourse particles e.g. desde ya, ahora ya, (b) to introduce new topics, (c) and as a “filler” in the conversation (Goffman 1981). In Judeo-Spanish ‘ya’ occurs consistently in the apodosis of factual conditional sentences. Basque Spanish does not present innovative pragmatic values for discursive ‘ya’, although it does present a pragmatic, innovative environment for modal ‘ya’ with ‘new-information. Finally, we propose a systematic analysis of contact varieties following Mougeon (2010) four step approach for the analysis of contact-induced innovations.

Shenk, Elaine.
Saint Joseph's University

**El engañol y el cuco: Las metáforas empleadas en el nexo entre el idioma y el status en Puerto Rico**

La frontera geopolítica entre Puerto Rico y EE.UU. sirve como índice de un contacto lingüístico extendido y una identidad lingüística compleja. El nexo entre el status político de la isla y el idioma ha sido y sigue siendo íntimo. Cuando anunció el gobernador Fortuño un plebiscito sobre el status que tomará lugar en noviembre del 2012, tal vez no fuera sorprendente que unos meses más tarde iniciara también un proyecto para ‘garantizar’ el bilingüismo de todos y cada uno de los estudiantes puertorriqueños por medio de la enseñanza en inglés. La complejidad de la cuestión del idioma en Puerto Rico y las implicaciones para el plebiscito se demuestran aún más por las simultáneas campañas electorales en EE.UU., durante las cuales los candidatos han divulgado sus perspectivas al respecto al buscar apoyo de un público no solamente en EE.UU. sino también en la isla. El creciente poder del electorado latino también contribuye a la conversación sobre la identidad lingüística de la isla. Las metáforas relacionadas con el idioma que se utilizan en la prensa funcionan no sólo para informar sino también producir y sostener ciertas perspectivas en la sociedad (Santa Ana 2002). Esta ponencia emplea un marco teórico basado en el Análisis Crítico del Discurso para llevar a cabo un análisis de las imágenes promulgadas en la prensa en cuanto al idioma en Puerto Rico, particularmente donde aparezcan en conexión con el plebiscito. El análisis se enfoca en las noticias y columnas de opinión publicadas en la isla durante el período de tiempo entre el anuncio del plebiscito (diciembre del 2011) y el plebiscito (noviembre del 2012). Sugiere que la polémica se aferra a algunas
Shin, Naomi Lapidus. Van Buren, Jackelyn. University of New Mexico

**Discourse, semantic, and morphological predictors of Spanish subject pronoun expression by migrant workers and their bilingual children in the Northwest.**

This study tests Sorace’s (2011) interface vulnerability hypothesis (IVH) by examining the impact of discourse, semantic, and morphological factors on bilingual children’s variable use of Spanish subject pronouns (e.g. yo bailo ~ bailo). The IVH predicts that monolinguals and bilinguals diverge at the syntax-discourse interface more than at the syntax-semantics/syntax-morphology interfaces. Variationist sociolinguistic research on adult Spanish shows that pronoun use is conditioned by switch-reference (discourse), verbal lexical class (semantics), and verbal inflection (morphology) (e.g. Flores-Ferrán 2002; Otheguy & Zentella 2012; Torres-Cacoullos & Travis 2011). Few studies have investigated the impact of these factors on Spanish-speaking children’s pronouns (cf. Bayley & Pease-Álvarez 1997).

The current study draws from sociolinguistic interviews conducted with 13 monolingual migrant workers and 13 of their US-born children (6;0-9;0). These families live in the Northwest (a region underrepresented in US Spanish research), and they migrate yearly from Central Washington to Montana. Data were also extracted from interviews conducted in Oaxaca, Mexico, with 24 monolingual children (6;0-9;0). Results from multivariate analyses of over 3,000 verbs do not support the IVH, as divergences between the groups of speakers were most apparent in the syntax-morphology and syntax-semantics interfaces. Unlike the monolingual children and adults, the bilingual children are not sensitive to verbal morphology, which supports Slabakova’s (2008) hypothesis that functional morphology is especially difficult during language acquisition. With respect to lexical semantics, we found that cognitive verbs (e.g. creer) promote pronoun expression among adults, but not among children (neither monolingual nor bilingual), most likely because of their infrequent production of cognitive verbs in general. On the other hand, switch-reference, the discourse factor, significantly predicts pronoun use among all three groups of speakers. In sum, the results do not support the IVH, but instead open the door to explanations based on children’s cognitive development, as well as difficulty with morphology.

Spicer-Escalante, Maria
Spanish Heritage Speakers’ Spanish and English writing: What have we learned so far?

Based on rhetorical and linguistic analysis of writing samples, as well as analysis of classroom observations and interviews with both students and teachers, this presentation brings together important lessons that we have learned about the Spanish and English writing of SHS at the high school level. This presentation will exhibit ample examples to illustrate claims made. As it is widely recognized in the field, the writing of SHS has been identified repeatedly as the weakest area of their language abilities. Thus, to further examine the nature of SHS writing abilities in both Spanish and English, writing samples were analyzed and evaluated in light of student perceptions, teacher perceptions, and classroom observations.

The purpose of this presentation is to provide a comprehensive and thorough analysis of Spanish and English bilingual written discourse by examining: 1) the most relevant rhetorical and linguistic features that characterize the bilingual writing of SHS; 2) the writing instruction that SHS receive in both their Spanish and English classes at the high school level; and 3) the students’ perceptions about their own writing and teachers’ perceptions about their students’ writing abilities in both languages. Therefore, this paper synthesizes various data sources to help teachers better understand the complexity entailed in the Spanish and English written discourse of SHS. Likewise, this presentation will address some of the most common misconceptions regarding the writing heritage students in both languages.

Strom, Megan.
University of Minnesota, Twin Cities

Spanish-language print media in the United States: A critical analysis of ideology across text and image

In light of the more than 50 million people of Hispanic or Latino origin residing in the United States as of 2010, it is no surprise that there has been a recent surge of Spanish-language media directed at this population. However, little scholarship has been dedicated to the linguistic characteristics of this media (cf. Delbene, 2008; Strom, 2012).

The current study constitutes a critical analysis of ideological representations across the verbal and visual modes of Spanish-language print media in the Midwest of the United States. By shedding light on how ideology is expressed across text and image in Spanish as a minoritized language, the goal of this research is to underscore the potential for these ideologies to challenge those found in the mainstream English-language press.

The analytical focus of this presentation is intersemiotic complementarity, or the comparison of ideologies across text and image. The data represent 15 text-image combinations from two local Spanish-language newspapers in the Midwest of the United States: La Prensa and La Conexión Latina. The textual analysis consists of a critical discourse analysis based on...
Fairclough’s (2001) dialectal-relational approach and van Dijk’s (1998, 2008) socio-cognitive approach; the visual analysis consists of a critical multimodal analysis based on Kress and van Leeuwen’s (1996, 2001) social semiotic approach; finally, the comparison of the verbal and visual modes follows Royce’s (2007) intersemiotic complementarity.

Results indicate that although most text-image combinations analyzed challenge ideologies found in the mainstream English-language press, those text-image combinations with the greatest potential to lead to change are those that verbally underscore negative actions committed against Latino immigrants, but visually represent Latinos as standing up to and fighting against these injustices. Given the potential of Spanish-language media to lead to positive changes for Latino immigrants, this presentation points to the need for similar research in the future.

Taylor Maupin, James.
University of Texas-Pan American
Literacy through bilingual educational theatre techniques.

Literacy is an essential component for success in the modern world. As America becomes demographically ever more diverse bilingual literacy has assumed a larger role in education at every level. Latino Americans are the fastest growing ethnic group in the country and because of this the further growth of literacy in both Spanish and English is imperative. Bilingual educational theatre for both children and adults provides an avenue for this process of literary growth to be supported. In the late 1960’s and 1970’s the Chicano movement explored social and cultural issues in order to inspire their community towards change. Through this movement evolved the Chicano Theatre and the rise of Luis Valdez’ Teatro Campesino. Using socially relevant topics theatre was able to unify and inspire La Raza. During this movement Teatro Bilingüe under Joe Rosenberg of Texas A & M University – Kingsville began to explore potential uses of bilingual theatre. Bilingual elements may be combined with educational theatre to inspire youth towards critical thinking, confidence and literacy in both English and Spanish. Current theatre companies such as the Latino Theatre Initiative at the University of Texas – Pan American and the Community Theatre at the Pharr Literacy Project have began producing shows in order to advance the bilingual education and awareness in the Rio Grande Valley. Their combination of social, cultural and political theatre partly resembles the earlier Chicano theatre movement. These methods are also used by local schools such as in the PSJA school district in the production of children’s shows in a bilingual (Spanish/English) structure. Luis Valdez wrote “… if La Raza won’t go to the Teatro then the Teatro must go to La Raza.” Children and adults are finding the imperative growth in their bilingual literacy by the increased use of these forms of theatre.
“Esta fotografía es de mis abuelos”: Participatory research as critical pedagogy in a L2 Spanish Co.

Calls to promote Spanish heritage learners’ (SHLs) critical language awareness (Martínez, 2003, 2006; Walsh, 1991) and connections with local Spanish-speaking communities (Leeman, 2005) have focused exclusively on SHL-only contexts. For SHLs enrolled in L2 Spanish courses, it is equally crucial to identify critical pedagogical practices that build on SHLs’ strengths and abilities (Valdés, 2002) while engaging all members of the class to recognize community voices as culturally and historically authoritative.

This paper reports on the implementation of a photo-diary project in a L2 university Spanish class that invited the participation of both Anglophone and heritage learners. Students shared photographs and took part in critical reflections and dialogues related to the status of local varieties of Spanish and Spanish-English bilingualism in the Tampa Bay region. This multimodal approach to community engagement stems from photovoice, a participatory research technique. (Booth & Booth, 2003; Graziano & Litton, 2007; Wang, 1999). In response to Leeman’s call to engage critical pedagogy in SHL contexts (Leeman, 2005), the project objectives were two-fold: to address the frequent disconnect in SHL contexts between the classroom and local Spanish-speaking communities (Wiley, 2005), and to engage all learners in crucial reflections on the socially-constructed hierarchies of language use in their daily lives (Martínez, 2003; Leeman & Martínez, 2007). An analysis of four sets of SHL textual contributions depict conflicted and shifting views of the Self (Bucholtz & Hall, 2004) as an (il)legitimate Spanish speaker. Further, SHLs repeatedly challenged Anglophone students’ attempts to de-legitimize local varieties of Spanish while also exploring their own connection to—and place within—Spanish-speaking and bilingual communities.

This paper addresses the dearth of pedagogically-based SHL research that highlights learners’ voices (Beaudrie, Ducar, & Relaño-Pastor, 2009). Additionally, this project informs the use of participatory research tools as pedagogical interventions in L2 and SHL classrooms.

Train, Robert.
Sonoma State University

Transcultural Border Stances: Colonialities and localities of language and learning on the northern edge of 18th century New Spain.

The notion of “stance” (e.g., Jaffe, 2009) offers researchers studying diverse contexts of language use and learning a way to connect language ideology as cultural representation with the experience of linguistic individuals (Johnstone, 1996) and their acts of self-positioning vis-à-
vis interlocutors and objects in discourse (Irvine, 2009). This paper explores the complex stance of a multilingual missionary who described in an unpublished Spanish-language account his learning and codifying an indigenous language, Pima, on the northern border of late 18th century New Spain (now Sonora and Arizona). In order to understand the missionary’s stance memorialized in archival documents, this paper takes an interdisciplinary perspective (drawing on anthropology, sociolinguistics, applied linguistics, history, postcolonial studies, and philology) on the complex interplay of local encounters and larger colonial ideologies and practices. In terms of transcultural identities and learning, language is conceptualized as local practice inscribed in global flows and mobility (Pennycook, 2010; Pratt, 2008a). Localized in space and time, the transcultural border-crossing of a European missionary-linguist-learner takes on historical and contemporary dimensions of coloniality (Mignolo, 2000; Pratt, 2008b) for the current experiences of linguistic individuals living in the not-yet-decolonized Americas. This paper asserts that this missionary’s individual account—however temporally-distant and historically-situated—is connected to ongoing colonialities of language and learning that are relevant to speakers of Spanish today in the United States. A critical historical perspective afforded by the study of long-ago texts can contribute to border pedagogies (Cline, Luz Reyes, & Necochea, 2005; Giroux, 2005) that place cultural and educational value on speakers of more than one language, particularly Spanish and indigenous languages. It is suggested that transcultural border stances are—although not unproblematically—a basis for social action toward complex multilingual identities and pedagogies.

Valdivia, Victor
University of New Mexico

De verbo transitivo a marcador discursivo, el uso de digo en el español de Nuevo México

Una de las premisas principales de la lingüística funcional es que las estructuras lingüísticas no son entidades fijas preestablecidas, sino que se crean y modifican constantemente a partir de la repetición de formas específicas en el discurso (Givón, 1979; Hopper, 1998; Croft & Cruse, 2004; Bybee & Hopper, 2001; Bybee, 2006). Con base en este marco teórico, el presente estudio examina los patrones de uso de digo en un corpus oral de español nuevo mexicano con el fin de a) identificar qué estructuras emergen de dicha forma verbal y b) determinar qué funciones desempeñan tales estructuras. La medición cuantitativa de factores tales como variabilidad morfosintáctica y de distribución prosódica y frecuencia de ocurrencia demuestra que digo produce una amplia gama de construcciones que va de la estructura transitiva formal (digo + objeto directo) a marcadores discursivos (v.gr. como digo) y que, no obstante el intenso contacto del español de Nuevo México con el inglés, los patrones de uso de digo son tan sistemáticos como los de variantes monolingües del español.

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University of New Mexico

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Valdivia, Victor
University of New Mexico

**Spanish-English learner biographies: Acculturation and language ideologies.**

There is evidence that acculturation is an important factor in learning a second language (Schumann, 1986). However, often times the role that language ideologies play in an individual’s language acquisition process is seldom addressed. The impact that language ideologies have on an individual’s motivation to acquire a language plays either a positive or a negative role, especially in regards to the dimension of acculturation.

Cultural identities that are tied to language use, language traditions and sense of belonging are also constructed, in part, out of language ideologies. Thus, personhood builds on the basis of cultural resources that inevitably include language ideologies (Kroskry, 2003).

The present study addresses some of the engaging dimensions of language acquisition as discussed in Schumann’s acculturation model including social factors, affective factors, personal factors and input as well as personality factors. Other frameworks on language acquisition such as those promoted by Schmidt (1983) and Norton (1995, 2000, 2010) are also taken into consideration for the development of this presentation.

Furthermore, this study investigates language ideologies as observed in the standardization of hegemonic linguistic practices within communities whose institutional maintenance affects the learning experience and the acquisition of a language (Silverstein, 1996).

This work presents three bilingual Spanish and English language acquisition biographies that reflect the experiential process of learning and understanding a new language in different contexts in the US. In extracting the linguistic richness that these learner biographies offer, Silverstein’s concept of language ideology serves as an important analytical perspective in the exploration of linguistic normativity set forth by institutional standardization.

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Valencia, Valeria.
University of California, Los Angeles

¿Qué lengua debo usar? Ideologías lingüísticas en la negociación entre el uso del inglés y/o el español en Los Ángeles, CA.

En la ciudad de Los Ángeles, California, el español es la segunda lengua más hablada después del inglés, tanto por inmigrantes de diversos países de habla española, como por hijos de inmigrantes de segunda y tercera generación.

A pesar de el gran número de hablantes de español presentes en Los Ángeles, es común escuchar historias en las que hablantes bilingües de español e inglés, describen situaciones en las
que han negociado con otros bilingües la lengua a utilizar cuando inician alguna interacción con desconocidos.

En la presente investigación analizo los factores ideológicos que influyen en dicha negociación de lenguas, en las descripciones que hablantes de español e inglés hicieron durante entrevistas audiograbadas en las que describieron situaciones en las que negociaron el uso de inglés o español con interlocutores desconocidos. Durante éstas entrevistas se les preguntó sobre la lengua que utilizaron durante suprimer intento de interacción, la lengua finalmente utilizada, así como las razones que interpretaron fueron las que determinaron qué lengua se utilizó durante dicha conversación.

En esta investigación hago un análisis del discurso de las ideologías lingüísticas presentes en el discurso de estos entrevistados en torno a: prestigio lingüístico, racialización adscrita al uso de una lengua versus la otra, así como cuestiones de lengua e identidad. El marco teórico utilizado es el propuesto por Irvine y Gal (2000), Silverstein(1996; 2000), entre otros estudiosos que analizan la relación que hacen los hablantes entre lengua e identidad y la racialización de las lenguas (Hill, 1985; 2008).

Vallejos, Rosa.
University of New Mexico

Amazonian Spanish: uncovering variation and deconstructing stereotypes

The Spanish spoken in the Peruvian Amazon has barely received any attention in Spanish linguistics compared to Andean Spanish (Escobar 1997, Klee & Caravedo 2006, Manley 2007, Sánchez 2004, Stratford 1991, Zavala 2001, O’Rourke 2005). Amazonian Spanish is often seen as generated by rural, uneducated speakers, frequently depicted as people with indigenous background (see, for example, Lipski 1994, Lee 1997). However, contrary to the stereotypical view, direct observations indicate that most of the Amazonian features are pervasive among speakers across the social spectrum.

What, then, are the parameters of linguistic variation in Peruvian Amazonian Spanish? Is there any social meaning associated with the attested variation? This talk begins to address these questions by looking at the distribution of four linguistic variables among ten monolingual Spanish speakers, five born and raised in Iquitos (the biggest city at the core of the Peruvian Amazon), and five born and raised in indigenous villages where language shift from Kokama to Spanish has taken place. The database for this study consists of lists of words, carrier sentences, elicited sentences, and spontaneous conversations collected through original fieldwork. The variables examined are: i) permutation between j and f (fumar > jumar ‘smoke’); ii) possessor/noun number agreement (su casa ~ sus casa); iii) possessor fronting (de Miguel su canoa); and, iv) indicative in que-clauses (para que él aprende). These patterns appear to transcend age, gender, and level of education. One social variable found to significantly impact the distribution of the linguistic variables is place, which has to do with geographical locality, as
well as a set of shared identities and linguistic experiences shaping language use. Finally, this talk will also begin to address questions related to language contact including the possibility that some of the patterns found in the region show evidence of substratum influence from Kokama.

Valtierrez, Mayra. 
New Mexico State University
Una extensión de la familia: Team based learning in Spanish for Heritage Speaker Courses.

Most instructors that work with heritage speakers are aware of the large “wall” that many students come into our courses with. Generally, heritage learners are aware of the covert prestige of speaking a second language and the marketability of bilinguals in the job market. Nevertheless, they tend to harness negative attitudes about Spanish in contrast to that of English. Heritage learners also have concerns about their Spanish language skills and often express that their “Spanish isn’t very good or correct.” Heritage Language instructors quickly realize how imperative it is to bring this wall down in order for our students to become lifelong Spanish language learners (Beaudrie & Doucar, 2005). It is important to deal with this phenomenon early in the heritage speakers’ language course sequence and the use of the Team-based learning (TBL) paradigm can be a convenient tool. TBL in introductory heritage speaker courses is “una extensión de la familia,” a notion that is already an essential part of the Spanish heritage speaker experience. The paradigm incorporates the use of permanent teams, in-class activities that are focused on class material and daily quizzes. Incorporating the TBL paradigm in heritage speaker courses can provide students with a comfortable environment that fosters the development of their Spanish communication skills, and allows them a space to critically consider and understand their attitudes toward Spanish and where these may stem from. TBL can serve as a tool to help heritage learners feel comfortable as we delve into complicated feelings and attitudes about Spanish use in the United States and sharpen the grammatical skills they already come with. The proposing researcher has implemented the use of TBL in a 1001 level Spanish for heritage speakers course, and is currently conducting surveys and focus groups with students to fully analyze the potential impacts of TBL in Spanish for heritage speaker courses.

Van Buren, Jackelyn.
University of New Mexico
Chilean heritage speakers in the US: Preterit and Imperfect change Not simply simplification.
Tense and aspect morphology is susceptible to change in heritage speakers when societal factors limit heritage language exposure (Guijarro-Fuentes & Clibbens 2004; Montrul 2002; Zentella 1997). This study focuses on second-generation Chilean-Americans, an unrepresented group in heritage language studies, and the way the preterit (canté) and imperfect (cantaba) morphology changes across the generations. The participants in this study are 11 Chilean-Americans from Nevada and Utah. Data consist of 890 tokens of past tense forms collected through an online questionnaire eliciting: (1) Contextualized responses based on Ricitos de Oro and (2) translations of English past-tense sentences. A control group of first-generation Chilean-American speakers also completed the questionnaire. Heritage speakers differed from the first generation in three ways: (1) Their use of the imperfect was restricted to stative predicates (as found in Silva-Corvalán 1994, Montrul 2009, but not Zentella 1997); (2) they relied on lexical aspect more than context (e.g. preterit in habitual contexts, golpeó la puerta siempre); (3) they demonstrated a novel pattern of usage by pairing the imperfect with ser and the preterit with estar. This suggests sensitivity to the interaction between grammatical aspect and lexical semantics in the heritage grammar (cf. Silva Corvalán 1994:95). These findings are interpreted in a novel way as part of a chain of shifts in the TMA past tense system involving a) reduction of the imperfect, b) increasing use of the progressive construction (estaba bailando) in lieu of the imperfect, and c) increasing use of the preterit due to its nmarkedness in the past tense and salience in foregrounding (Hopper 1979). These findings add to the growing body of evidence that intergenerational changes in US Spanish are predictable and systematic (Otheguy & Zentella 2012). The study also raises the question as to whether these changes are internally motivated or due to grammatical convergence with English.

University of Nebraska, Lincoln. Western Illinois University. Indiana-Purdue University, Fort Wayne. Eastern Michigan University.

Hablantes de Herencia en el Midwest: Nuevas Perspectivas sobre uso, actitudes y competencia en cuatro comunidades no metropolitanas.

En este trabajo presentamos resultados preliminares de un estudio comparativo de la experiencia lingüística de un grupo de hablantes de herencia en cuatro estados del Midwest. Enfocamos una población poco estudiada: adultos jóvenes que viven en comunidades pequeñas a medianas de reciente asentamiento Latino, y discutimos una metodología mixta que examina aspectos socioculturales y mentales involucrados en la percepción y la producción.

Cien adultos jóvenes de 19 a 29 años, criados en hogares hispanohablantes y residentes de una de las cuatro comunidades incluidas proporcionaron datos sobre el español: a) su relevancia por contexto, interacción, interlocutor y red social; b) actitudes hacia su uso en público y privado y hacia variedades habladas en EU; c) conocimiento sociopragmático del uso de formas de tratamiento, y d) producción y percepción de su patrón silábico como medida de competencia.
fonológica. Elegimos esta generación para entender mejor la experiencia bilingüe durante esta etapa de desarrollo y consolidación de redes sociales propias e identidad lingüística extra familiar.


Verónica López, Brenda Lizbeth. Alcocer Escobar, Rosa Verónica. Barragán Trejo, Daniel. Universidad de Guadalajara

**Cambio léxico en situaciones de contacto dialectal: inmigrantes argentinos en Guadalajara, México.**


De un total de 1 709 items, obtuvimos 810 argentinismos (quilombo), 605 mexicanismos (refresco) y 294 casos inesperados (pororó) o neutros (bicho). No detectamos un campo sobresaliente favorecedor de cambios; ambas formas léxicas conviven más allá de mezclarse o cambiarse (camión/colectivo); y son los elementos culturales argentinos (celeste) y de poco uso (cascarudo) los que se conservan.
Así, esta ponencia contribuye a alcanzar los objetivos trazados por Carmen Silva Corvalán (1994) hace casi veinte años para estudiar las variedades trasladadas y puestas en contacto.

New Mexico State University. University of New Mexico, University of Montana
La nueva frontera: Spanish at the northern edge of the nation.

Washington State, demographically speaking, represents the northernmost boundary, la nueva frontera, of what might be called the Spanish speaking West. We base this assertion on Bills’ 1989 study on Southwest Spanish, in which he includes Colorado in the geographic region he defines as the “Southwest.” He reports that the 1980 U.S. Census identified 11.8 percent of Colorado’s population as “Spanish origin” (Bills 1989:13). In the thirty years since that survey the Hispanic population of the U.S. has steadily grown, with the result that it forms the largest minority group in the nation, extending into areas that traditionally have not had significant Hispanic populations. This is the case for Washington, where Hispanics accounted for 11.6% of the population in 2011. This establishes the northernmost state of the Pacific Northwest as the demographic ‘border’ of an area well outside of the traditional notion of a Spanish speaking West. Little research to date has been carried out on the Spanish speaking Hispanic populations in this region, particularly in interior Washington, the area that this presentation focuses on. The percentages of Hispanics are higher there than in other regions of the state. For example, the percentage of Hispanics of the total population of the following central counties is: Adams 59%, Franklin 46%, and Yakima 36%. We note that most Hispanics in this region are of Mexican origin. In Yakima County, for example, 93% of the Hispanic population is of Mexican origin. In working toward an initial understanding of this population, we draw on two sources, one quantitative and the other qualitative: data from the U.S. Census, and ethnographic interviews of agricultural workers from central Washington. Our preliminary analyses suggest that there may be grounds for expecting extended Spanish language maintenance in this region due to relatively tight social networks typical of rural populations.

The Doña Ana Bend Colony: Language and identity at a moving edge of the nation.

The Doña Ana Bend Colony is a legal term that refers to a group of colonists from El Paso del Norte (today Ciudad Juárez) who formed a new settlement in the Mesilla Valley of southern New Mexico. The merced, or land grant, was conveyed to them in 1840, and in 1843 the village of Doña Ana was established. The Tratado de Guadalupe Hidalgo of 1848 transferred the
northern section of the land grant to the jurisdiction of United States, and in 1853 the Tratado de Mesilla (Gadsden Purchase) conveyed the remainder. As was the case throughout the region now know as the Southwest, some of the new settlers arriving from the East elected to squat on lands they considered vacant. The owners in the Doña Ana Bend Colony objected to this incursion, and initiated legal action to retain their lands. The suit wended its way through the U.S. legal system and was not settled until 1907, under the administration of Theodore Roosevelt. The final decision was clear: the original settlers and their heirs retained the title to their lands, in perhaps one of the few instances in which a group of former Mexican citizens retained their properties upon becoming U.S. citizens. This history is reflected in the ethnic makeup of the modern village of Doña Ana. According to the 2010 U.S. Census, 86.6% of its total population self-identified as “Hispanic or Latino (of any race)”; of those, 62.8% were “Mexican”, as opposed to “Hispanic”, the umbrella term commonly used in the area. This identity is reflected in the Spanish of this region, a variety labeled as “Border Spanish” by Bills and Vigil (2008). A major goal of this paper is to demonstrate that the Spanish spoken in this area predates the southward move of the border and is not a variety imported by recent Spanish speaking immigrants.

Vitale, Analia.
Kwansei Gakuin University

Acomodación lingüística, transiciones y exclusiones de idiomas entre hispanohablantes residentes en Japón

Esta presentación analiza la producción de “ideologías lingüísticas en acción”, en el sentido de proveer de sentido a la decisiones relacionadas con el uso del español y el japonés, en los contextos micro-lingüísticos de la vida diaria entre hispanohablantes residentes en Japón. En la búsqueda por un lugar en la sociedad japonesa, los hispanohablantes forman sus identidades lingüísticas de manera interactiva con su entorno mas inmediato. Estas identidades se forman a partir del estatus y prestigio social de los idiomas y sus hablantes, en respuesta a la identidad proyectada así como la percibida por el medio. Las decisiones y los cambios en el uso de las lenguas se basan en las alteraciones del entorno, producto de nuevas obligaciones y derechos.

Siendo Japón un país monolingüe, este estudio analiza los ámbitos donde el hispanohablante podría usar el español: con la pareja, los hijos y frente a otros influyentes mas cercanos, como la familia política, el barrio y la escuela. El trabajo de campo consiste en entrevistas semi-estructuradas en profundidad a 25 hispanohablantes, observaciones de campo y entrevistas informales a miembros de la comunidad japonesa-hispanohablante.

Del análisis surgen tres orientaciones, la primera es una acomodación lingüística balanceada resultando en un bilingüismo en el hogar, considerando su lengua natal tan valiosa como la lengua mayoritaria. Las dos siguientes presentan una visión de exclusión mutua de los idiomas, pero llegan al relevo del español de manera diferente. La segunda posee inicialmente un planeamiento bilingüe privado, pero debido a diversas circunstancias familiares y extra-
familiares, evoluciona hacia una sustitución idiomática por el japonés. La tercera es una elección pragmática por el japonés, garante de una exitosa integración a la sociedad japonesa, tanto para los mismos hispanohablantes como para sus hijos, y posee concepciones negativas sobre el bilingüismo.


This study analyzed Spanish/English bilingual speakers’ production of sequences arising in syntax of four vocoids in which one was a non-high vowel and the other three were high vocoids, either vowels or glides. The purpose was to determine if it would be possible for all four vocoids to be placed in the same syllable when the realization does not violate the sonority principle. For instance consider the sentence Fui a Irak ‘I went to Irak’, which native Spanish phonologists anecdotally declare can be realized in two syllables. If the outcome were [fwjáj.rák], the cuadriphthong [wjáj] would not violate the sonority principle. Cf. the thrithong [wjá] in Fui allá ‘I went there’ in which the rhyme [áj] does not violate the sonority principle either.

Data were collected from ten native Spanish speakers of different varieties, who had on average 9.4 years of English instruction and whose length of residence in the U.S. varied from 2 weeks to 3 years. Data collection took place in a sound-proof booth using a digital recorder Marantz CDR 420 and a cardioid microphone Shure Beta 54. The participants read aloud stimuli sentences containing vocoid sequences /wiaj/, /wiai/, /jua/, /jwioj/, /jwiej/ and /juej/ at three different speech rates (preset relatively normal, preset relatively rapid and maximum speed according to subject’s ability). Three out of four sets of recorded stimuli were incorporated into the analysis. A total of 240 tokens were analyzed for the preset relatively rapid condition and a total of 240 tokens for the maximum speed condition. Using Praat version 5.2.15., data were spectrographically analyzed by extracting the triphthong peak and measuring the F1 and F2 of the nucleus.

Results did not support the existence of cuadriphthongs in Spanish. Rather, in both recording conditions all four-vocoid sequences were phonetically realized as triphthongs whose structure was GVG (i.e. a nucleus flanked by glides). Moreover, the nucleus was invariably a hybrid vowel that combined features of both the non-high vowel and the high vowel that were adjacent at the underlying level. Results also showed that in most instances this hybrid nucleus was a vowel that is absent from the phonemic inventory of Spanish, i.e. schwa or a high front lax unrounded vowel. In general, these results are similar to those of Vökíc and Guitart 2009, who found support for the principle that there can be no more than three vocoids in a syllable and noticed that in most cases of contact between two non-high vowels in four- and five-vocoid sequences the nucleus of the triphthong was a hybrid vowel manifesting features of both underlying vowels.
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Bringing Spanish into the home: Student perceptions of using second life to communicate with Spanish speakers

One of the differences between foreign language instruction and second language instruction, according to Krashen (1985), is the access students have to speakers of the target language outside of the classroom. Here in the US, while we have a large Spanish-speaking population, many language learners may find it difficult, or may not be willing, to initiate an interaction with other Spanish speakers in face-to-face settings, due to anxieties about using the target language (Horwitz, Horwitz & Cope, 1986).

We now have the ability, using 3D-immersive environments known as virtual worlds (VW), to give students the chance to explore language and culture through experiential learning activities that align with constructivist learning theories (Dickey, 2005). These worlds have special benefits for foreign language teaching in that they provide a safe environment for the students to practice their newly acquired language skills. The literature suggests that these spaces provide opportunities for students to test their language hypotheses before interacting with other Spanish speakers in face-to-face contexts, thereby creating the potential lower foreign language anxieties and improving willingness to communicate (Deutschmann, Panichi & Molka-Danielsen, 2009; Ducheneaut, Wen, Yee, & Wadley, 2009; Feldon & Kafai, 2008; Jarmon, Traphagan, Mayrath, & Trivedi, 2009; Messinger, Ge, Stroulia, Lyons, & Smirnov, 2008; Spence, 2008; Wang, Hongbo, Stone, & Qiaoqiao, 2009).

This research addresses pilot studies conducted in the Spring and Fall of 2010, the affordances of the virtual world Second Life for language learning and interaction, and the perceptions of the students using Second Life to interact with other Speakers of Spanish. Students in these studies expressed an appreciation for a more concrete way to practice their language skills, lowered anxiety and increased confidence in using the target language, and the enjoyment of making friends. This research also helped to improve the Second Life program for future courses.

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The Prohibition of Spanish in Stage Plays at the University of Texas – Pan American, 1950-2010.
This paper examines the decades-long history of the prohibition of the use of Spanish in stage plays by the Theatre/TV/Film Area in the Department of Communication at the University of Texas-Pan American. Despite the demographics surrounding this putatively region-serving college (and later university), which is located on the Texas-Mexico border where the overwhelming majority of the population speaks Spanish, only “flavor phrases” in Spanish were permitted by the main theatrical producing organization for the university and region. The paper also considers the ramifications of this policy for students, faculty and community members. Earlier in its history, the school’s theatre made an effort to reach out to the local Mexican American population, as when it presented plays in Spanish in the 1940s, but after the second world war it engaged consistently in a kind of cultural “cleansing” that went beyond the Spanish prohibition. Mexican and Latino themes were very seldom included in the seasons’ plays and rare were the roles that in any way represented Latino culture on the college’s stages. Mexican American actors were expected to compete almost exclusively for Anglo roles. Accents, which many students had, were grounds for not getting a part. And as not enough student actors were suited for the Anglo roles, outside performers were permitted to be in the plays, leaving perennially uncast students to work in the box office and in the scene and costume shops. Using interviews and faculty correspondence, this paper attempts to elucidate the thinking behind the prohibition as well as the complexity of the linguistic politics in the community that allowed this pre-civil-rights-era policy to survive well into the twenty-first century. It concludes that the Spanish prohibition relied in part upon important divisions within the Latino population of the region.

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No hay voseo que por tuteo no venga: A variationist approach of voseo/tuteo among Salvadorans in the U.S. Pacific Northwest

This study investigates second person subject personal pronouns (SPP) in the Spanish spoken by Salvadorans residing in the U.S. Pacific Northwest. Numerous variationist studies have been conducted with respect to null and overt Spanish SPPs: Bayley & Pease-Alvarez 1996, 1997; Flores-Ferrán 2004, 2007; Shin & Otheguy 2009; Otheguy & Zentella 2012; Otheguy, Zentella, & Livert 2010; Silva-Corvalán 1994; Travis 2005, inter alia, primarily on Mexican, Puerto Rican, Colombian, and New Mexican varieties of Spanish. Studies examining Salvadoran Spanish in the U.S. are few and span different theoretical frameworks: dialects in contact (Hernández 2002, 2009; Raymond 2012, Schreffler 1994), domains of use (Woods & Rivera-Mills 2010; Rivera-Mills 2011), linguistic attitudes (Woods & Rivera-Mills 2010, 2012; Rivera-Mills 2011), and general overviews of Central American Spanish (Lipski 1988, 1989, 2008). To expand our understanding of pronominal behavior among Salvadorans in the U.S. within a
variationist framework, this study looks at spontaneous conversation acquired through sociolinguistic interviews (Labov 1984) conducted in Washington and Oregon among first and second generation Salvadorans using a social-networking approach (Milroy & Gordon 2003). Data were collected and analyzed to explore linguistic variables that might condition the use of voseo and/or tuteo; in this case, TMA, switch-reference, null/overt, lexical semantics of verb, and clause type. In addition, social predictors such as age, place of birth, place of residence, age of arrival, generation, educational attainment, and social network orientation were also collected. Preliminary results indicate a complex pronominal negotiation among participants as they establish social identities and communicative purpose as indexed by voseo vs. tuteo usage and pronoun expression. Implications for future research on Central American Spanish in the U.S. as well as issues related to pronouns and identity are also discussed.