**Gregory Thompson**

**glt@byu.edu**

**Brigham Young University**

**Troy Cox**

**troy\_cox@byu.edu**

**Brigham Young University**

**Alan Brown**

**avbrow2@email.uky.edu**

**University of Kentucky**

**A Comparative Discourse Analysis of Spanish Past Narrations between the ACTFL OPI and OPIc**

**Abstract**

After the American Council on the Teaching of Foreign Languages (ACTFL) adapted the Interagency Language Roundtable’s oral proficiency interview to academic contexts, the ACTFL OPI has become a mainstay in academic foreign language assessment for approximately 30 years. In 2006, an asynchronous electronic interface of the OPI, or OPIc, was made available in which candidates are asked to record themselves responding to questions delivered aurally via computer by Ava the avatar. Students’ performance on the OPI and OPIc seem to result in similar ratings according to Thompson, Cox, and Knapp (2016), who found that 53.5% of 154 students received the same rating on the OPI and the OPIc. Many of those who scored one sub-level higher on the OPIc were those rated at the Advanced Low level on the traditional OPI. What remains unanalyzed are the linguistic and discursive features of candidates’ speech during each assessment. The primary objective of this research was to analyze lexical, i.e., lexical diversity and lexical density, and discursive features, i.e., temporal fluency, of students’ speech from a subset of OPI and OPIc exams to examine the relationship between the language elicited from each exam type, i.e., face-to-face or via computer. The research consists of two studies that focus on candidates who received 1) an Advanced Mid rating on both assessments and 2) those who received Advanced Mid on the OPIc and Advanced Low on the OPI. Several statistical differences resulted from the within (i.e., OPI vs. OPIc) and between-group (i.e., same or disparate rating) comparisons in regard to lexical density and diversity and temporal and repair fluency. For example, participants’ syllables were longer on average during the OPIc than during the OPI, an index of slower speech. Moreover, participants produced significantly more verbatim repetitions and false starts during the OPI than during the OPIc.

**Esther Brown**

**Esther.Brown@Colorado.edu**

**University of Colorado**

**A Language Contact Perspective on New Mexican Spanish Phonology**

This work examines the ways in which the phonological systems of two (or more) languages may be permeable. Interlingual phonological effects detected in experimental and naturalistic data suggest fine-grained phonic variability attributable to language convergence (e.g.; Bullock & Gerfen 2004, Amengual 2018). Additionally, the variable rates with which certain variants of a word or phone are chosen for use reveal phonological transfer effects (e.g.; Author, 2015). While many studies report instances of phonological convergence between languages in contact, few studies use evidence from bilingual speech production as a way to test theories of bilingual lexical representation.

This study analyzes instances of word-initial /s/ in the spontaneous speech of Spanish/English bilinguals and monolinguals to determine whether crosslinguistic influence from English is evident in Spanish. To explore the possible role of English knowledge and use on the Spanish spoken by Spanish-English bilinguals, this work examines /s/ articulations in two historically related varieties; one bilingual (speakers of Traditional New Mexican Spanish – NMCOSS) and one monolingual (Chihuahua, Mexico).

Using Variationist methodology, we code all realizations of word-initial /s/ as either non-reduced ([s]) or reduced ([h, Ø]) in a five consecutive minutes of a randomly selected subset of the NMCOSS corpus (9 females, 15 males) and approximately 150 minutes of recorded conversations with monolingual Spanish speakers from Chihuahua, Mexico (4 males). We demonstrate that in the variable reduction of word-initial /s/, Spanish words with an English cognate (*cemento*) reduce at a significantly lower rate (8%) in bilingual spontaneous discourse than Spanish words with no such English cognate (20%) (*siempre* ‘always’) (Х2: 10.98282, p < 0.000). This same significant cognate effect is absent from the speech of monolingual Spanish speakers (15% cognates, 16 % non-cognates). Further, while simultaneously considering other linguistic factors known to influence reduction (i.e.; phonological environment, lexical stress, word frequency, cognate status), generalized linear regression analyses using R reveal cognate status significantly contributes to the model of reduction in the bilingual data (N = 1994) but not in the monolingual data set (N = 692).

While bilingual speech characteristically lacks notable phonological interference from another language, these data suggest bilingual speech may portray subtle influences between languages; interference not just in the phonetic outputs of words as has been noted in the literature (i.e.; VOT of /t/), but also in the variable rates with which certain variants of a word (or phone) are chosen for use (i.e.; [s] vs. [h] or Ø]). Results show that ‘phonological transfer’ between two distinct languages can be probabilistic, and provide evidence in support of an Exemplar Model of lexical representation in which we assume the lexicon is a highly entwined network of connections based upon phonological, orthographic, and semantic overlap (Bybee 2001) that extends to bilingual cognitive representations.

**Melvin González-Rivera**

**mebopr@gmail.com**

**University of Puerto Rico**

**Anteposición del sujeto en oraciones exclamativas: datos del español puertorriqueño**

**Abstract**

Las oraciones exclamativas y las interrogativas requieren la inversión del sujeto (1) en la mayoría de los dialectos del español (cf. Alonso Cortés 1999; Bosque 1984, 2017; Bosque & Gutiérrez- Rexach 2009; Comínguez 2018; Gutiérrez-Rexach 2008; Villalba 2008, 2016). En otras lenguas como el inglés, por ejemplo, no hay inversión en las oraciones exclamativas (2a-b), pero sí en las interrogativas (2c-d) (Elliot 1974; Grimshaw 1977; Kamata 1977; McCawley 1973). A pesar de que la inversión es una propiedad del español (cf. 1), las variedades caribeñas no suelen invertir el sujeto, aunque hay una preferencia al orden SVO con sujetos pronominales y una mayor inversión con SSDD plenos (3) (Francom 2012; Lipski 1977; Ortiz López 2016; Ordóñez & Olarrea 2008; Toribio 2000) (ver oraciones de relativo, Morales 1999). En este trabajo examinamos la (no) inversión del sujeto en oraciones exclamativas del español puertorriqueño (Morales & Vaquero 1990). La inversión del sujeto en las exclamativas es explicada, según Castroviejo (2004), del modo siguiente: el elemento qu- en estas oraciones contiene dos rasgos, un rasgo qu- y un rasgo exclamativo. Cada rasgo se coteja en posiciones distintas. La palabra qu- se mueve al Espec(ificador) del SFlex para verificar el rasgo [qu-]. Esto bloquea el ascenso del sujeto y fuerza la inversión del sujeto. Posteriormente, la palabra qu- se mueve a una posición más alta en el Espec del SComp para verificar el rasgo exclamativo y terminar en una posición adyacente al complementizador 'que' (4) (Villalba 2008). Varias variables son examinadas en este trabajo: el tipo de sujeto (pronominal vs SSDD plenos), la persona gramatical (*yo, tú, él*, etc.), el tipo de verbo (copulativos, verbos inergativos y ergativos) (5), entre otras variables de estudio. Nuestros datos muestran una mayor preferencia a la no inversión de sujetos pronominales, especialmente, el pronombre *tú*; interrogativas. mientras que los SSDD plenos si invierten, un patrón similar al encontrado en las interrogativas.

**Ejemplos**

(1) a. ¡Qué inteligente (que) es Mariana! (\*¡Qué inteligente (que) Mariana es!)

b. ¡Qué bien (que) canta Juan! (\*¡Qué bien (que) Juan canta!)

c. ¿Cuán inteligente es Mariana?

d. ¿Cómo canta Juan?

(2) a. How tall he is!

b. How beautiful this flower is!

c. How tall is he?

d. How beautiful is this flower? (Kamata 1977)

(3) a. ¿Cómo tú te llamas? vs. ¿Cómo te llamas?, ¿Cómo te llamas tú?

b. ¿Dónde tú vives? vs. ¿Dónde vives?, ¿Dónde vives tú?
c. ¿Qué sabe Juan? vs. ¿Qué Juan sabe?

(4) a. ¡Qué inteligente (que) es Mariana!

b. es [Marcela inteligente]

c. [SFlex que inteligentek [F’ esi [sv hi Marcela hk ]]]]

d. [SCOMP que inteligentek [C’ que [SFlex t’k [F’ es [sv hi [Mariana hk ]]]]]]

(Villalba 2008)

(5) a. ¡Qué hermosa (que) es tu perra! vs. ¡Qué hermosa (que) tu perra es!

b. ¡Qué inteligente eres tú! vs. ¡Qué inteligente tú eres!

c. ¡Qué rápido corre Usain Bolt! vs. ¡Qué rápido Usain Bolt corre!

d. Me sorprende cuán altas crecen las flores aquí. vs. Me sorprende cuán altas las flores crecen aquí.

**Bibliografía selecta (exclamativas)**

Alonso Cortés, Ángel. 1999. La exclamación en español: estudio sintáctico y pragmático. Madrid: Minera Ediciones.

Bosque, Ignacio. 2017. Advances in the analysis of Spanish exclamatives. Columbus: The Ohio State University Press.

Bosque, Ignacio. 1984. Sobre la sintaxis de las oraciones exclamativas. Hispanic Linguistics 1, 293-304.

Bosque, Ignacio & Javier Gutiérrez-Rexach. 2009. Fundamentos de sintaxis formal. Madrid: Akal.

Castroviejo, Elena. 2006. Wh-Exclamatives in Catalan. Universitat de Barcelona, tesis doctoral.

Comínguez, Juan Pablo. 2018. The nature and position of subjects in Puerto Rican Spanish wh-questions: empirical evidence and theoretical implications. En M. González-Rivera (ed.), Current Research in Puerto Rican Linguistics. Londres: Routledge. 67-89.

Elliott, Dale. 1974. Toward a grammar of exclamations. Foundations of Language 10, 41-53.

Grimshaw, Jane. 1979. Complement selection and the lexicon”. Linguistic Inquiry 10, 279-326.

Gutiérrez-Rexach, Javier. 2008. Spanish root exclamatives at the syntax/semantics interface. Catalan Journal of Linguistics 7, 117-133.

Kamata, Seizaburo. 1977. Remarks on exclamatory constructions in English. Sophia linguistica, 58-76.

McCawley, Noriko. 1973. Boy! Is syntax easy! Chicago Linguistics Society 9, 369-377.

Morales, Amparo. 1999. Anteposición de sujeto en el español del Caribe. En L. Ortiz López (Ed.), El Caribe hispánico: Perspectivas lingüísticas actuales. Frankfurt: Vervuert Verlag. 77-98.

Morales, Amparo & Vaquero, María. 1990. El habla culta de San Juan. Río Piedras, PR: Editorial de la Universidad de Puerto Rico.

Villalba, Xavier. 2016. Oraciones exclamativas. En J. Gutiérrez-Rexach (ed.), Enciclopedia de Lingüística Hispánica. Londres: Routledge. 737-749.

Villalba, Xavier. 2008. Exclamatives: A thematic guide with many questions and few answers. Catalan Journal of Linguistics 7, 9-40.

**Maryann Parada**

**mparada1@csub.edu**

**California State University Bakersfield**

**Anthroponymic perseverance of Spanish vestigial**

**Abstract**

Following earlier sound changes, the Spanish voiceless velar fricative phoneme /x/ was until the early 19th century commonly represented by the letter <x>*,* in addition to <j> and <g> (before e and i). This is observed in the former spellings of names like *Quixote* and common nouns like *brúxula* (*brújula*, 'compass'). Despite the RAE's 1815 official elimination of <x> as an orthographic representation of /x/, it has survived in numerous indigenous toponyms and their derivations, particularly in Mexico, as well as in a handful of anthroponymic variants across the Spanish speaking world.

Using various sources of diatopic, diachronic demographic data, this paper explores the degree to which vestigial Spanish <x> has experienced retention and even resurgence in six anthroponymic items (*Ximena, Ximénez/Ximenes, Mexía/s, Roxas*). These possibilities can be attributed to the generally conservative nature of proper versus common nouns and, in the case of *Ximena*, to the indexical functions of <x>, most notably in Mexican society. During the revolutionary period in Mexico, <x> acquired special status as a national symbol that reflected the country's self-determination and celebrated its indigenous identity. I argue that this affective stance toward <x> as /x/ explains in large part the extraordinary popularity of the name *Ximena* in Mexico and its diaspora populations over the past century, but especially in recent years as pro-indigenous movements have been on the rise. Conversely, its low ranking in Spain suggests a traditional and continued aversion to the elective use of the feature.

As for the <x> variant surnames examined, only *Mexía* and *Ximénez* were found to be moderately present in the Spanish-speaking world, with the nations of *México*, *Honduras*, and *Uruguay* emerging as numerically or proportionally significant. Curiously, *Roxas* was entirely limited to the Philippines (including its diasporas). The paper will also discuss the nature of exposure to and perceptions of anthroponymic archaic <x> in the U.S., as well as the important absence of anthroponyms in historical critiques of the "deviant" feature, which were entirely aimed at indigenous toponyms.

**Jonathan Steuck**

**jonathan.steuck@gmail.com**

**A prosodic-syntactic analysis of code-switching in New Mexico**

**Abstract**

Bilinguals often code-switch, or fluidly alternate between languages, in the same conversation, as in (1). Research suggests that this is a skilled behavior reflective of the linguistic norms of a speech community. Speakers of more than one language may also utilize the phonetic features and quantitative patterns present in code-switching to anticipate a language switch (e.g. Fricke et al., 2016; Tamargo et al. 2016). Studies at the interface of prosody and syntax have been lacking, however.

**(1)** a.

**...(0.8) *porque si no lo hago* while it's in my head,**

‘*because if I don’t do it*’

1. **well then,**
2. ***no se hace*.**‘*it doesn’t get done.’* [NMSEB, 12 JuegodeScrabble, 09:47.3-09:51.0]

A sample of spontaneous, intra-sentential multi-word code-switches (MWCS; *N*=407) comprised of at least two words in each language is extracted from the New Mexico Spanish- English Bilingual corpus (NMSEB, see Torres Cacoullos & Travis 2018). NMSEB contains prosodically transcribed bilingual speech and utilizes the Intonation Unit (IU), “a stretch of speech uttered under a single, coherent intonation contour” (Du Bois et al. 1993:47), where each IU appears on a single line. The unit of analysis applied is the ‘prosodic sentence’ (PS), defined as one or more clauses in one or more IUs that end(s) in a final or appeal intonation contour (Chafe 1994:139-140), as in (1). A sample of bilingual PSs (*N*=323) containing MWCS is compared with a sample of unilingual PSs (*N*=584) produced by the same speakers. To assess the degree to which the prosodic-syntactic patterns observed in NMSEB reflect bilingualism, a sample of unilingual Spanish PSs (*N*=200) produced by older, less bilingual speakers (*N*=20) is taken from the New Mexico-Colorado Spanish Survey (Bills & Vigil 2008) and provides a benchmark for comparison. Prosodic position of MWCS, pause expression, and transitional continuity are considered.

Overall, clear prosodic-syntactic properties of MWCS emerge. First, speakers prefer to code-switch across IUs (72%, 292/407), as with line (c) in (1), rather than IU-internally (line (a)). For pause expression, pauses occurring at the beginning of an IU containing IU-internal MWCS tend to be unfilled, whereas pauses preceding MWCS across-IUs tend to be filled (e.g. *uh*). However, pauses do not similarly vary according to the prosodic position of the pause in the unilingual PSs. Therefore, speakers tend to prosodically separate the two languages through pauses, regardless of whether the code-switch is positioned across-IUs or IU-internally. At the same time, the asymmetry in pause expression according to prosodic position indicates the unique prosodic-syntactic signature of code-switching, in patterns that may play a role in the processing of bilingual speech (cf. Fricke et al. 2016). With respect to transitional continuity between IUs, IU-internal MWCS are more often preceded by a truncated IU (26%, 18/70) than are MWCS across-IUs (16%, 47/292), which may indicate that IU-internal MWCS are more demanding in production. Overall, however, MWCS occur on average no more after truncation (18%, 65/362) as compared to unilingual IUs in the same PS (22%, 215/976). Thus, code- switching is *no less fluid* than speech produced in just one language.

**Benjamin Slade**

**b.slade@utah.edu**

**University of Utah**

**Aniko Csirmaz**

**aniko.csirmaz@utah.edu**

**University of Utah**

**A templatic treatment of temporal terms**

**Abstract**

We examine the internal structure of a subclass of adverbials including several temporal adverbs, in Hungarian, Hindi, and Nepali, with comparison to German and different stages of English. Connections between adverbials like AGAIN and STILL in Hindi, Nepali, and Hungarian suggest an underlying generalised relational adverbial, for which we present a templatic formalisation. This follows in the tradition of research which seeks to unite the different meanings of English *still* (e.g. Michaelis 1993, Beck 2016); we extend this to include AGAIN and THEN.

Morphological relations across languages: English *still* & its rough semantic counterpart German *noch* (Beck 2016) appear with a variety of different meanings (shown in (1)-(3)) which in other languages may appear as distinct lexical items. Other temporal adverbials are morphologically related elsewhere: In Indo-Aryan we find that the form used for (ordering) THEN, Hindi *phir*, Nepali *pheri*, is also used for the repetitive AGAIN. Further, when combined with the additive particle Hindi *bh ̄ı* ‘too’, Nepali *pani*, this element denotes (concessive) STILL. In Hungarian , one of the component pieces of a common repetitive *megint* “again” re-appears in another adverbial, *me ́g* “still (various senses)”. Here too the (concessive) STILL is formed from *me ́g* & the additive particle *is*.

Defining THEN, AGAIN, STILL: (4) can serve as an underspecified definition for all of the adverbials under considera- tion: (ordering) THEN, AGAIN, and the various STILLs; see (4). The dimensions along which these adverbials differ is tabulated in (6). For THEN, the focus alternatives will involve variation of focussed elements of the sentence, as shown in (5). In the case of AGAIN the asserted eventuality and the presupposed eventuality are identical except in terms of their time *t*. Aspectual STILL involves an abutment relation between the two events. Concessive STILL is formed by appending an additive particle to basic ordering adverbial, which introduces an ordering by likelihood. In earlier English, *again* also could bear the sense “back”, a fact easily captured given the templatic approach suggested here. Conclusion: The interaction of ordering adverbials and additive particles, exemplified by the “concessive” STILL forms Hindi *phir bh ̄ı*, Nepali *pheri pani*, Hungarian *me ́gis*, point to further functions of additives beyond what has been previously discussed. Even German *noch* “still” similarly involves an additive particle, at least etymologically: *noch* < PGmc. \**nuh* < PIE \**n-* “now” plus the PIE additive particle \*-*kwe* (Pokorny 1959). Positing an underlying basic template as in (4) captures the morphological & semantic interrelations between ordering adverbials in languages like Hindi/Nepali and Hungarian. The morphological similarity, which links different adverbials in different languages, is taken to reflect a single underlying meaning. This view of temporal adverbials is reminiscent of Kayne’s (2016) suggestion for functional items: if two functional items are homophones, they cannot have the same spelling.



**Tanya Flores**

**Tanya.Flores@utah.edu**

**University of Utah**

**Characterizing speech production of bilingual hard of hearing children**

**Abstract**

This project is part of a three-year study that examines the speech productions of Spanish-English bilingual hard of hearing (BHH) children from 3-7 years of age. All of the participants wear hearing aids or have cochlear implants but have had delayed medical intervention of up to two years. The goal of the study is to create a speech corpus of BHH children that will be used to study various aspects of their language development. The data presented here is from the first year of audio data collection using language testing materials and frog story narrations in both English and Spanish. The presentation focuses on oral language production of the target group participants (1) as compared to productions from the control groups (bilingual peers with normal hearing and monolingual hard of hearing peers from the same local community); and (2) between the first and second sessions showing the target group’s phonetic acquisition in both languages. Findings will contribute to the currently limited acoustic research on hard of hearing children whose home language differs from that of their schooling language program.

**Michelle F. Ramos Pellicia**

**mramos@csusm.edu**

**California State University San Marcos**

**Counteracting languagelessness and linguistic racialization through linguistic landscaping**

**Abstract**

The linguistic landscape refers to the language used in signs, advertisements, street signs, roads, signs of buildings, in other words, any public text, and any text in a public space. When we study our surrounding linguistic landscape we analyze the linguistic situation and the presence of different languages in a country or region. The study of the linguistic landscape shows the vitality of languages, and information about the identity of people who contribute to the region’s linguistic diversity.

For this presentation, we will describe the work completed in collaboration with seventy (70) undergraduate students. As part of the course requirements for “Spanish Sociolinguistics” and “Spanish in the US Southwest”, students had to document the linguistic landscape of their communities through the use of photos. At the end of the project, we collected a total of three hundred and sixty-three (363) photos of signs and advertisements in the different cities that belong to either North County San Diego or Riverside counties. The data were collected using cell phone cameras. With the use of Survey123, the students catalogued each photo according to its function, e.g. informative or symbolic, in the linguistic landscape. Additionally, the data collected was classified according to origin and influences, e.g. bottom-up or top-down. We used the mapping software Arc-GIS for the spatial and location analysis of each signage collected.

As a group, students developed an understanding of how their communities use the Spanish language in signage and how this helps to maintain and transmit their linguistic traditions. In our presentation, we will comment on how Spanish is used in our linguistic landscape and will identify any particular ways in which Spanish is used and preserved or lost. We will also discuss cases of code switching between Spanish and English (or any other language). We will reflect how practices such as data collection of this kind helps to counteract the effects of languagelessness and linguistic racialization among the most recent generation of speakers.

**Works Consulted**

Cenoz, J. and Gorter, D. 2008. El estudio del paisaje lingüistico, on-line on Hizkunea website. [www.euskara.euskadi.net/r59-bpeduki/es/contenidos/informacion/artik22\_1\_cenoz\_08\_03/es\_cenoz/artik22\_1\_cenoz\_08\_03.html](http://www.euskara.euskadi.net/r59-bpeduki/es/contenidos/informacion/artik22_1_cenoz_08_03/es_cenoz/artik22_1_cenoz_08_03.html)

Gorter, D (Ed). 2006. Linguistic Landscape: A New Approach to MultilingualismMultilingual Matters.

Landry, R and Bourhis, RY. Linguistic landscape and ethnolinguistic vitality Journal of Language and Social Psychology. 16 (1), 23-49.

Muñoz Carrobles, Diego. 2010. Breve itinerario por el paisaje lingüístico de Madrid. [en línea]. En: Ángulo Recto. Revista de estudios sobre la ciudad como espacio plural, vol. 2, núm. 2, pp. 103-109. En:<http://www.ucm.es/info/angulo/volumen/Volumen02-2/varia04.htm>.

Rosa, Jonathan Daniel. 2016. Standardization, Racialization, Languagelessness: Raciolinguistic Ideologies across Communicative Contexts. Journal of Linguistic Anthropology, Vol. 26, Issue 2, pp. 162–183.

**Laura Guglani**

**laura.guglani@usm.edu**

**The University of Southern Mississippi**

**Cultivating Linguistic Skills And Connecting With The Hispanic Community Through Service-Learning**

**Featured Panel: “Reflection and Community Consciousness in Community-Based Learning: Creating Paths for Linguistic Diversity and Social Justice”.**

**Abstract**

Because Spanish as a foreign language students in the United States tend to limit their learning to the classroom context, a service-learning experience often represents their first time interacting with the local Hispanic community (Pellettieri, 2011; Plann, 2002; Varas, 1999; Weldon & Trautmann, 2003). The service-learning experience is, thus, invaluable, as it provides students the opportunity to observe Spanish dialects and US Spanish firsthand, while at the same time getting to know and building relationships with the local Hispanic community. According to Mitchell (2008), the development of authentic relationships is an essential component of Critical Service-Learning, a social justice-oriented approach to service-learning.

This paper explores the value of service-learning in helping postsecondary Spanish linguistics students hone their linguistic observation skills and connect with Hispanics living in their community. It is based on the findings of a recent study of 25 students enrolled in a 400/500-level Spanish linguistics class at a Southeastern US university. Data come from student reflection papers, written four times over the course of the semester, analyzed through thematic content analysis.

Findings indicate that students not only improved their linguistic observation skills, but also connected with the local Hispanic community. Students reported gains in their ability to identify different spoken Spanish dialects by noting phonological, morphological, syntactic, and lexical features, as well as an improved ability to recognize code switching and borrowing. In addition, they expressed appreciation for the opportunity to get to know the Hispanic community. Student comments reflect a growth in perspective, an increased awareness of the discrimination faced by the Hispanic community and feelings of solidarity with the community. Several students also forged ongoing relationships with community members, continuing to spend time with them after the conclusion of the course.

**Michelle F. Ramos Pellicia**

**mramos@csusm.edu**

**California State University San Marcos**

**¿De arriba p’abajo o de abajo p’arriba? Service-Learning and Grassroots Work: Student Engagement in Community Research Projects**

**Featured Panel: “Reflection and Community Consciousness in Community-Based Learning: Creating Paths for Linguistic Diversity and Social Justice”**

**Abstract**

Currently, in the literature we have work on the importance of student engagement in service learning. Authors explain that service-learning is a high impact practice that helps to increase student interest in the subject, engage to develop their skills, facilitate career experience. However, the service-learning model applied in language courses is often top-bottom built.

In this presentation, I propose a model that has the same mission in mind as service learning, but encourages student engagement based on a bottom-up model in which community members propose projects to the students and the university. In this bottom-up model, students are incorporated in research projects, gain research experience and interact with the local community by facilitating workshops and participating in the workshops and classes. (The projects include “Cultivando Salud,” “Cultivando Liderazgo,” and “Cultivando Sabiduría,” through the National Latino Research Center.) Through collaboration and partnerships, we, simultaneously as their educators and students, can get to know our students, students can make connections with the community; students who belong to the community can apply their knowledge in research projects benefiting the community, and students who are Spanish heritage speakers or who are learning Spanish can make meaningful connections to understand the Spanish-speaking community in more profound ways.

At the end of my presentation, I will demonstrate, through the use of student testimonials, how this model works, student outcomes, and current positions our alumni have taken as a result of a bottom-up model that “facilitates solutions to community issues and provides practical, real-world applications.”

**Jeannette Sánchez-Naranjo**

**jsnaranjo@amherst.edu**

**Amherst College**

**Discurso e ideología en el desarrollo escritural: una propuesta para los aprendientes de lengua heredada**

**Abstract**

El desarrollo y mejoramiento de la escritura en español como lengua heredada involucra recursos que van más allá de lo puramente lingüístico. Los aprendices deben adquirir conocimiento relacionado con estrategias retóricas y socioculturales que no necesariamente coinciden con las del inglés. Sin embargo, en muchos cursos de escritura ofrecidos a los hablantes de lengua heredada, el eje organizador es la gramática y la escritura de textos se usa como una forma para evaluar el conocimiento gramatical adquirido. Por ello, este estudio tiene dos objetivos principales. El primero es examinar otras opciones en el desarrollo escritural de los hablantes de lengua heredada, entre las cuales la noción de discurso situado y género textual son fundamentales para mejorar la proficiencia en la escritura. El segundo busca validar esta perspectiva desde el punto de vista empírico.

Este estudio presenta los resultados de una investigación realizada con cuarenta y cuatro (N=44) estudiantes registrados en una clase de Composición avanzada del español. Los estudiantes participaron en diversas tareas escritas asociadas con géneros textuales y, a partir de ellas, se obtuvieron datos cuantitativos y cualitativos que muestran que los aprendices progresaron no sólo en el uso de sus estrategias metalingüísticas, sino también en su habilidad para integrar el conocimiento lingüístico, retórico y sociocultural con sus propias estrategias de escritura y reflexión sobre la misma. En este sentido, se argumenta que la combinación del género textual y las tareas específicas de escritura pueden constituir un enlace pedagógico crucial entre la escritura contextualizada y las escogencias en el uso de la lengua que, a su vez, forman un componente fundamental en el desarrollo de la habilidad escritora en la lengua heredada.

**Alexandre Alves Santos**

**alexandresan@umass.edu**

**University of Massachusetts, Amherst**

**El uso del objeto directo anafórico por hablantes de herencia de portugués brasileño**

**Abstract**

En el presente trabajo, se investigó el uso de los objetos directos anafóricos (OD) por hablantes de herencia de portugués brasileño (PB). El portugués brasileño se diferencia de otras lenguas románicas (italiano y algunas variedades de español) en lo que concierne al uso del objeto directo anafórico, porque esta lengua permite el uso de una forma nula como objeto directo. De esta manera, en PB es posible utilizar tres formas de objeto directo anafórico: la forma nula, un sintagma nominal o una repetición del referente. Schwenter e Silva (2003) demostraron que el uso de esas formas no se da al azar, sino que existen fuerzas semánticas y pragmáticas que determinan la elección de una u otra forma de OD. Estos autores demostraron también que cuando un referente tiene los rasgos semánticos [+animacidad, +especificidad] el hablante elegirá una forma explícita del objeto directo. Si el referente por el contrario no presenta uno de esos rasgos, entonces el hablante preferirá el uso de la forma nula. De la misma forma, Amaral (2004) demuestra que además de los rasgos semánticos los hablantes también hacen uso de informaciones pragmáticas para elegir el OD anafórico adecuado. Así, el autor demuestra que la cantidad de posibles tópicos en un discurso pueden afectar el uso del OD para dar coherencia al texto, luego si hay más de un posible referente en el discurso, el hablante puede optar por una forma más marcada. Luego, los hablantes monolingües de PB utilizan un complejo sistema abstracto de reglas para elegir el OD anafórico adecuado. Podemos preguntarnos si debido a la cantidad limitada de input, los hablantes de herencia del portugués fueron capaces de adquirir ese complejo sistema de reglas y consecuentemente, son capaces de elegir el OD anafórico adecuado.  Para averiguarlo, fueron entrevistados 4 hablantes de herencia de portugués brasileño en la región de Amherst, Massachussets— las entrevistas tuvieron una duración promedio de 40 minutos cada una. Se extrajeron 100 tokens con ejemplos de usos del OD anafórico. Los datos fueron codificados con relación a 1) animacidad y especificidad del referente 2) número de posibles tópicos y 3) si el referente estaba en el mismo tópico discursivo o en otro. Los datos fueron analizados estadísticamente con el software Varbrul. Los resultados muestran que, en el uso general, los hablantes de herencia usan una cantidad mayor de OD nulos, cómo los hablantes monolingües de PB. No obstante, puede ser que los hechos que condicionan el uso del objeto directo nulo en el habla de los hablantes de herencia sean diferentes; los resultados mostraron que el factor que más predijo el uso de una forma nula es el rasgo animacidad (peso 0.29), seguido conjuntamente por los factores de especificidad (0.22) y número de posibles tópicos en el discurso (0.22). De esta manera, si el numero de tópicos discursivos son tan relevantes como el rasgo de especificidad, los hablantes de herencia están utilizando diferentes factores cuando comparados a los hablantes monolingües para seleccionar el OD más adecuado. Así pues, más datos de hablantes de herencia están siendo recogidos y analizados—como también datos de hablantes de portugués como L1 que van a ser el grupo control.

**Patricia MacGregor-Mendoza**

**pmacgreg@nmsu.edu**

**New Mexico State University**

**Encouraging Engagement in Online Linguistics Courses**

**Abstract**

As the number of courses delivered online continues to increase so do the pressures placed on faculty to offer courses online. Current estimates indicate that nearly one-third of college-level students are enrolled in an online course (Allen & Seaman 2013). Moreover, the rate of growth in online courses far surpasses the rate of increase in overall student population (Croxton 2014). However, this increasing enrollment in online courses is coupled with considerably higher attrition rates than those of traditional face-to-face courses. While student-related factors can influence a decision to drop out or disengage, Croxton notes that course design issues such as “poorly designed courseware, problems with technology, lack of accountability, lack of interactivity, feelings of isolation, and lack of instructor presence” (2014:314) figure prominently in student decisions to not complete an online course.

While the teaching of languages online is growing in its presence, acceptance and body of research, there is less information available regarding how to transform linguistics classes from traditional face-to-face to online delivery and continue to challenge and engage learners in developing skills and knowledge of critical linguistic inquiry. The current presentation will provide examples of how to design activities and enact teaching strategies to foster critical thinking about linguistics, increase accountability and encourage a sense of community among learners and with the instructor. Examples will be provided from a variety of linguistics courses taught in English and Spanish.

**Claudia Holguín Mendoza**

**holguinmendoza@gmail.com**

**University of California Riverside**

**Entrenamiento en pedagogías críticas para el servicio comunitario y la enseñanza del español**

**Abstract**

**Featured Panel: “Reflection and Community Consciousness in Community- Based Learning: Creating Paths for Linguistic Diversity and Social Justice.”**

En los últimos años, el servicio comunitario dentro de la enseñanza del español ha cobrado mayor importancia al proveer variadas oportunidades para los estudiantes no solo para utilizar el español, pero también para adquirir una mayor conciencia crítica social al involucrarse con la comunidad local. Asimismo, el servicio comunitario con especial atención a la educación y particularmente a la enseñanza del español representa una oportunidad muy favorable para desarrollar mayor conciencia sociolingüística y compromiso social (Leeman, Rabin & Román- Mendoza 2011; Lowther-Pereira 2015). Sin embargo, muchas veces resulta difícil para los educadores proveer de entrenamiento previo adecuado para asegurarse que los estudiantes lleguen a la comunidad con ciertas bases para responder de manera crítica y responsable a las necesidades de dicha comunidad, lo mismo que para poder crear un cambio social.

Esta presentación elabora sobre el diseño e implementación de un curso de español de nivel avanzado basado en pedagogías críticas para la enseñanza del español como lengua de herencia o de segunda lengua. Los estudiantes diseñan y revisan durante todo un trimestre, unidades para la enseñanza del español por medio de diversos temas. Este curso está diseñado de modo que al final del trimestre, los estudiantes desarrollen por medio de estas prácticas una más amplia y profunda comprensión sobre las ideologías de la lengua, así como de otras ideologías dominantes, que influyen fuertemente en la sociedad actual (Kubota 2004). Este curso tiene varios objetivos; sin embargo, uno de los más importantes es el de entrenar a los estudiantes para que sean capaces de reconocer sus propias actitudes hacia la lengua e ideologías dominantes en la sociedad actual con el fin de proveer un servicio comunitario mucho más responsable y de posible cambio de justicia social. Se propone que este curso sea la parte inicial de una secuencia de dos clases. El segundo curso incluiría un fuerte componente de servicio comunitario en el sistema K-12 local. Otro importante objetivo a largo plazo es el de proveer entrenamiento en pedagogías críticas para los futuros maestros de español.

Esta presentación incluye también el análisis preliminar de los comentarios de las reflexiones de los estudiantes que tomaron este curso en el trimestre de Invierno de 2018. Por ejemplo un estudiante comentó que “This past term while taking this class I paid close attention to the language teaching methods that I used when tutoring... I can say that I have a long way to go to break some of these ideologies and attitudes that I have in education but I have noticed throughout the course of this term my ideologies and attitudes towards education have begun to shift.”

**Bibliografía**

Kubota, Ryuko. 2004. Critical multiculturalism and second language education. In *Critical Pedagogies and Language Learning*, Bnny Norton & Kelleen Toohey (Eds.), 30-52. Cambridge, UK: Cambridge University Press.

Leeman, J., Rabin, L., & Román-Mendoza, E. (2011). Identity and activism in heritage language education. *Modern Language Journal*, 95(4),481-495.

Lowther Pereira, K. (2015). Developing Critical Language Awareness via Service-Learning for Spanish Heritage Speakers. *Heritage Language Journal*, 12(2), 159-185.

**Damián Vergara-Wilson**

**damianvw@unm.edu**

**University of New Mexico**

**Devin Jenkins**

**devin.jenkins@ucdenver.edu**

**University of Colorado Denver**

**Estas palabras están conmigo: The Spanish language of the San Luis Valley of Colorado**

**Featured Panel: "Recent research on the NMCOSS (New Mexico-Colorado Spanish Survey)"**

**Abstract**

Dialectological investigations into the Traditional Spanish spoken in Northern New Mexico acknowledge that the Spanish of Southern Colorado is part of this language variety (e.g. Bills and Vigil 2008). Widely recognized scholarship (e.g. Cobos 1983; Espinosa 1909; Espinosa 1911) makes claims that the Spanish spoken across the Traditional Spanish zone is fairly uniform. At the same time, Espinosa (1911:151-6) proposes that there are three general dialect regions within the Traditional Spanish zone: the San Luis Valley (CO), Río Arriba (NM), and Río Abajo (NM). Yet, the Spanish of Southern Colorado has not received a great deal of direct attention and tends to be mentioned as an afterthought, or in very general terms in prominent research. This investigation attempts to rectify this lack of attention on the Spanish language in Colorado by focusing on Traditional San Luis Valley Spanish (TSLVS) through a preliminary dialectological description that draws upon interviews from the New Mexico-Colorado Spanish Survey. In order to gauge the sociodemographic status of TSLVS, this paper also provides an examination of language transmission patterns revealed through census data. We present dialectological features of TSLVS that are commonly studied across the Traditional Spanish zone and highlight some characteristics that are unique to TSLVS. We then briefly outline the unique demographic situation of the Spanish language in “The Valley” and document a decline in intergenerational transmission that contrasts to a previously high level of language maintenance among Hispanics of the SLV. One notable factor in this decline is a lack of ongoing and robust immigration to the SLV as compared to other regions. In a final note, we see this as a call to focus on the Colorado portion of the NMCOSS and hope to inspire future work on TSLVS.

**Aaron** **Roggia**

**aaron.roggia@okstate.edu**

**Oklahoma State University**

**Heritage Speakers of Spanish in Oklahoma City: An Examination of the Linguistic Landscape**

**Abstract**

The linguistic landscape of a Hispanic community provides insight into how heritage speakers of Spanish use English and Spanish in the community. Recent research on the linguistic landscapes of Hispanic communities in the United States investigate the use of Spanish and English in the signage of large, established Spanish-speaking communities in Los Angeles, Miami, New York, Chicago, San Antonio, and Washington D.C. (Franco-Rodriguez 2008, Garcia, Espinet, and Hernandez 2013, Hassa and Krajcik 2016, Hult 2014, Lyons and Rodríguez-Ordóñez 2015, Yanguas 2009). Although Hispanic populations have been growing throughout the US in recent years, little has been done to investigate the linguistic landscapes of more recently formed Hispanic communities in other parts of the US. In one study, Roeder and Walden (2016) investigate the nascent Hispanic community of Charlotte, NC and find very few examples of codeswitching in the signage and almost no references to the local culture. One large Hispanic community that has yet to be studied is found in Oklahoma City, where the Hispanic population has grown substantially in recent years. The purpose of this study is to examine the use of Spanish and English in the linguistic landscape of Oklahoma City, Oklahoma to further investigate Spanish-English contact in a nascent Hispanic community.

For this study, photographs were taken of 2,670 signs along 5 miles of road in south Oklahoma City. These signs were transcribed and coded for language use (English or Spanish), the location and size of the sign, and the type of business associated with the sign (financial, auto, personal care, food, etc.). The signs were also coded for civic, commercial, and community frames following Roeder and Walden (2016). A logistical regression analysis with Goldvarb X shows that the factors ‘Frame’, ‘Street location’, and ‘Type of sign’ are significant in explaining the use of Spanish or English in the signs, and a statistically significant fit was achieved for the model (*p*=.000). The results show that Spanish is used more in the streets where US Census data shows a larger Hispanic population, contrary to some studies that show fewer signs in Spanish in spite of large Hispanic populations. A ranking of the factor groups shows that ‘Frame’ is the most important for determining the use of Spanish in the signage. Unlike some studies, we find many examples of codeswitching and lexical insertions in the Oklahoma City signage, as well as portmanteau constructions. While the signage in Charlotte rarely references the local community, the opposite is found to be true for Oklahoma City, and this shows that the Hispanic population in Oklahoma City embraces their past linguistic heritage as well as their present city.

This research is an important contribution to studies of Spanish in the US because it investigates Oklahoma Spanish, which has yet to receive much attention. It also adds to current research on linguistic landscapes in the US by investigating Spanish-English contact in a nascent Hispanic community.

**Israel Sanz-Sánchez**

**isanzsanch@wcupa.edu**

**West Chester University**

**Historical variation in Spanish sibilants – evidence from loanwords in a colonial Nahuatl corpus**

**Featured Panel: “NARNiHS on historical sociolinguistics”**

**Abstract**

According to the standard account of dialect formation in early colonial Latin American Spanish, the defining traits of the new transatlantic Spanish varieties solidified quickly in the 16th century as a result of mixture among various Iberian dialects, which gave rise to a more or less stable form of Spanish after only a few decades of contact (Fontanella de Weinberg 1992, Granda 1994, Parodi 1995, Sánchez Méndez 2003). *Seseo* (i.e., the merger of four medieval sibilants into one single phoneme) has been consistently presented as one of the elements already present in this early form of colonial Spanish. In doing so, studies of dialect contact in colonial Latin American Spanish have relied fully on historical studies of this merger, which have shown that the merger across the dental and alveolar places of articulation of medieval Castilian sibilants, the historical basis for *seseo*, was already present in some southern forms of Iberian Spanish already in the 15th century (Lapesa 1985, Frago Gracia 1993). It has traditionally been assumed that these attestations suffice to prove that the merger into a single sibilant phoneme was a prominent element in the early colonial dialect contact pool.

On the other hand, several studies have called into question some of the linguistic and sociolinguistic assumptions that this traditional account rests on (Rivarola 2005, Sanz-Sánchez 2013). Specifically in connection to sibilants, the literature has occasionally (e.g. Guitarte 1983) pointed out that, based on the demography of the early settling Iberian contingent, it is unlikely that the single sibilant was the majority option in the first decades of Spanish settlement. In addition, studies of Spanish loanwords in indigenous languages in the early colonial period (Cambpell 1991, Parodi 2009) have demonstrated that the form of many of these borrowings cannot be explained unless their source was one where at least some of the phonological distinctions of medieval Castilian were still active.

This presentation will contribute to this debate by discussing the evidence of the adaptation of Castilian Spanish sibilants offered by a corpus of some 350 Spanish loanwords in colonial Nahuatl. Although this corpus is part of a well-known study of Spanish-Nahuatl contact phenomena (Karttunen and Lockhart 1979), it has never been used in the study of the evolution of sibilants in colonial Spanish. The documents included in this corpus were produced by Nahuatl-Spanish bilingual scribes, and they span most of the colonial period (1540s-1790s). The analysis of spellings used to note sibilants in this corpus unearthed several trends: (a) the vast majority of spellings are either etymological (i.e. according to the medieval spelling) or they only reveal devoicing rather than merger across places of articulation in sibilants (e.g., Nah. *lanza* for Spa. *lança*); (b) spellings revealing *seseo* (e.g., Nah. *hasucar* for Spa. *azúcar*)are very rare before the 17th century; (c) the traditional spellings for alveolar and alveopalatal sibilants, which did not merge in L1 varieties of Spanish, are often exchanged non-etymologically in the corpus (e.g., Νah. *vixitador* for Spa. *visitador*, or Nah. *subón* for Spa. *jubón*), in a manner that is strongly reminiscent of Spanish sibilant adaptation patterns in other Mesoamerican indigenous languages. Ιt will be argued that these spelling trends can only be explained if we assume that the merger across places of articulation was still a minority feature among Iberian-born Spanish speakers in central Mexico in the first decades of the colonial period, and that the Spanish L1 source for these loanwords was one where the contrast between dental and alveolar sibilants was still demographically prominent. Overall, this analysis underscores the need to revise some of the aspects of the traditional account on the origins of colonial Latin American Spanish, especially in regards to the assumed predominance of so-called ‘Andalusian’ features already in the earliest contact varieties.

**Tania Avilés**

**taviles@gradcenter.cuny.edu**

**The Graduate Center, The City University of New York**

**Hypercorrection as a Sign of Linguistic and Socioeconomic Precariousness During the Chile’s Nitrate Era (1880-1930)**

**Featured Panel: “NARNiHS on historical sociolinguistics”**

**Abstract**

 From a glottopolitical perspective (Del Valle 2017) and in dialogue with a historical sociolinguistics of language in society (Auer et al. 2015), I will provide a political reading of hypercorrection as a phonological projection in written form documented in a set of forty personal letters (Avilés 2016) written by the nitrate workers who migrated from the Chilean Central Valley to the nitrate complexes of the Great North during the nitrate era (1880-1930). Because these letters were produced by subjects whose sociolinguistic or biographical background is unknown, making an interpretation of hypercorrection within a large social and political context is crucial in order to understand it as a sign of linguistic but also as a socioeconomic precariousness. Following Butler’s ideas (2015) and affect theory from linguistic anthropology (Besnier 1990; Skoggard & Waterson 2015), I will reflect on how the experience of certain emotions is frequently encoded in language form. In other words, I will try to show how hypercorrection can be approached as a symptom of emotions “felt” as bodily sensations and consequently, translated into linguistic behavior. To sustain my reading, I will provide historical data in order to highlight the capitalist (economic) contradiction of a State that demanded from nitrate workers their intense work in order to contribute to the national economy but at the same time undermined this demand by failing to give workers social and economic networks of support (González 2002; Collier & Sater 2004). On the other hand, I will show how anxieties about the standard form and its value are a sign of linguistically precarious subjects who belonged to a state that did not provide them enough access to the linguistic capital represented by the national standard language through the public educational system (Serrano et al. 2013; Ponce de León 2010).

**Inés Vañó García**

**ivanogarcia@gradcenter.cuny.edu**

**The Graduate Center, CUNY**

**Ideologías lingüísticas en los manuales de enseñanza del español en Estados Unidos durante la primera mitad del siglo XX**

**Abstract**

En el presente trabajo llevamos a cabo un análisis crítico de las ideologías lingüísticas en torno a la lengua española en Estados Unidos (Schieffelin, Woolard & Kroskrity, 1998; De Arnoux & Del Valle, 2010), durante el proceso de su institucionalización a través del sistema educativo, en la primera mitad del siglo XX. Teniendo en cuenta el contexto socio-político y económico de este periodo, nos centramos en la fundación de la *American Association of Teachers of Spanish* – AATS (1916), institución protagonista en la gestión institucional de la lengua española en el sistema educativo norteamericano, a través de la publicación de materiales pedagógicos, así como de la formación de profesores y agentes políticos. Por este motivo, en esta presentación se analizan los manuales y libros de texto de español que fueron creados e impulsados por los mismos miembros académicos partícipes de esta asociación, publicados entre 1920 y 1950. En específico, los publicados por Lawrence Wilkins (1878-1945), fundador y primer director de la AATS, y Aurelio Espinosa (1880-1958), primer editor de *Hispania*, publicación oficial y de divulgación de dicha asociación. La reflexión y discusión final de este trabajo señala que estos manuales y libros de texto no son solo artefactos culturales poseedores de conocimiento legítimo, sino que también son productos y bienes económicos (Apple & Christian-Smith, 1991). Teniendo en cuenta cómo se legitima el estatus del español en Estados Unidos y cómo se intenta afianzar un mercado hacia *Hispanoamérica*, se reconoce cómo el español adquiere un valor práctico y mercantil (Heller, 2010), con la finalidad de posicionarlo internacionalmente y, al mismo tiempo, en relación con España. Tal como se intentará demostrar en este estudio, la creación y publicación de estos manuales de enseñanza, que a simple vista pueden parecer únicamente de naturaleza lingüística dentro de un marco pedagógico, forman parte de los procesos geopolíticos en los que tanto España, como Estados Unidos y Latinoamérica están involucrados.

**Bibliografía**

Apple, M. W., & Christian-Smith, L. K. 1(1991). The politics of the textbook. In Apple, M. W., & Christian-Smith, L. K. (Eds.), *The politics of the textbook* (pp. 1-21). New York: Routledge.

De Arnoux, E. N., Del Valle, J. (2010). Las representaciones ideológicas del lenguaje. Discurso glotopolítico y panhispanismo. *Spanish in Context* 7(1), 1-24. [Ideologías lingüísticas y el español en contexto histórico, special volume edited by J. del Valle / E. N. d. Arnoux].

Heller, M. (2010). The commodification of language. *Annual Review of Anthropology*, *39*, 101- 114.

Schieffelin, B. B., Woolard, K. A., & Kroskrity, P. V. (1998). *Language Ideologies. Practice and Theory*. New York: Oxford University Press.

**Wasiu Oyedokun**

**wasiu.oyedokun@fuoye.edu.ng**

**Federal University Oye-Ekiti, Nigeria**

**Investigating Discourse Analysis and Legalese: A Critical Perspective**

**Abstract**

The law is a language of words and the impact of language of law is so humongous. Virtually all aspects of human endeavors are regulated by law and the main instrument through which this is achieved is language. This therefore underscores the symbiotic relationship between language and law. The use of language is inexorably linked to the administration of justice in any society. This paper examines the language of law shaped by the narrative tropes from both its socio-cultural surround and the materiality it evinces and suggests a paradigm shift in the application of rules of interpretation of statutes. The multidisciplinary nature of legalese as a variety of language makes the investigation into the field quite extensive, emanating not only from linguistics but other social sciences. This stringent appraisal informed the choice of discourse analysis methodological approach in our investigations. Combining empirical rigorousness with theoretical insights, the paper attempts to extrapolate the philosophical assumptions that underpin language use in law. Investigations and surging interests in the use of language in law have been ignited by the concerns on the provisions of data for linguistic analysis and the testing of theories about language. This is with a view to providing a new vista in the linguistic inquiry into legalese.

**Noemy García Sánchez**

**Noemi.Garcia@tamuc.edu**

**La alternacia de código intra-oracional: una réplica del estudio de Poplack (1980) en el área metropolitana de Dallas**

**Abstract**

Las lenguas no entienden de estados naciones, de acervos comunitarios, ni de muros y, como el caso del español, traspasan continentes y océanos. Uno de los efectos más notables de las lenguas en contacto es la creación de comunidades bilingües y, dentro de estas, una característica bastante común entre sus hablantes es la alternancia de código. Por ello, en este trabajo se presenta el análisis morfosintáctico de la alternancia de código intra-oracional de 24 bilingües español-inglés residentes en la metrópolis de Dallas-Fort Worth-Arlington. El objetivo de esta investigación cuantitativa no experimental transversal es replicar el estudio pionero de Poplack (1980) sobre el bilingüismo español-inglés llevado a cabo en una comunidad de inmigrantes puertorriqueños en Nueva York, y verificar, cuatro décadas más tarde, la fiabilidad de su mecanismo analítico de la alternancia de código y la validez de sus hipótesis en el escenario del área metropolitana de Dallas. En relación a las conclusiones del estudio original, esta réplica busca contrastar sus tres hipótesis: la existencia de una gramatical formal de la alternancia regulada por medio de restricciones morfosintácticas; una tendencia a la alternancia de aquellos constituyentes de mayor jerarquía por encima de los menores; y el género, la generación del hablante y el nivel de estudios como factores altamente correlacionados con la alternancia de código intra-oracional. A pesar de que los resultados de la alternancia de código intra-oracional de la réplica respetan las gramáticas de ambas lenguas, el análisis morfosintáctico y los factores extralingüísticos perfilan a una comunidad de hablantes con tendencias que cuestionan algunas de las hipótesis originales.

**Eva Michelle Wheeler**

**ewheeler@oakwood.edu**

**Oakwood University**

**La belleza tiene nombre: Language and the Construction of Feminine Beauty in the Spanish-speaking World**

**Abstract**

In societies around the globe, beauty is upheld as a standard to which all should aspire—a golden ticket that affords to its bearer privilege, power, and social currency. Such is the weight placed on beauty that a popular saying in many Spanish-speaking countries is *Antes muerta que sencilla* (‘Better dead than plain’). Although generally understood as a complex, abstract, and subjective notion, perceptions of beauty have real and practical ramifications in everyday life (e.g., less severe court sentences, more job interviews, higher earnings, etc.). As with other complex constructs (e.g., race, gender, etc.), much of the meaning embedded in the notion of beauty is inflected by local cultural, social, and linguistic norms. Previous studies have explored how beauty is constructed and perceived (e.g., Englis et al., 1994; Frith et al., 2005; Rhodes, 2006), and these studies have been able to analyze what people perceive to be beautiful and what role beauty plays in the social sphere (e.g., Etcoff, 1999; Wolf, 2002). Despite the critical advances made in beauty research, however, existing studies in this area do not specifically examine the lexicon of beauty as a critical site of analysis. This new lens affords additional analytical possibilities.

The present study—the pilot stage of a major research project— analyzes beauty terms, specifically, and discourses on beauty, generally, in the U.S., Latin America, and Africa using a linguistic lens (e.g., Goddard, 2011; Löbner, 2002). Through photo description tasks and ethnographic interviews, the analysis unpacks and explores the physical and social meaning embedded within English and Spanish beauty terms. Research for this study has previously been conducted with Spanish-speaking participants in the U.S., Mexico, Cuba, and the Dominican Republic. A preliminary analysis of results revealed a relationship between beauty and youth, facial features, complexion, and hair length and texture. This prompted consideration of whether shared definitions of beauty in these diverse cultural spaces were the result of shared Western ideologies, or whether they were indicative of broader, more universal, ideologies of beauty. To explore this question, this phase of the project adds data from Equatorial Guinea—the sole Spanish-speaking country in Africa. Based on approximately 250 surveys and 20 ethnographic interviews conducted at research sites in the Dominican Republic, Cuba, Mexico, the U.S., and Equatorial Guinea, the analysis unpacks and explores the physical and social meaning embedded within beauty terms. In this process, the language of beauty is revealed as a rich site for analysis.

**María Laura Lenardón**

**maria.lenardon@villanova.edu**

**Villanova University**

**Language Ideologies and Commodification in Cordobese Spanish**

**Abstract**

The tonada cordobesa, a unique pretonic vowel lengthening in Cordobese Spanish, is widely recognized by most Argentineans (Lenardon 2017). Due to its saliency, this tonada has been used in different popular cultural products in marketing and in the media. In this presentation, I analyze a selection of products (e.g., songs and advertisements) using critical discourse analysis and Kress’ multimodality theory to show how this feature of Cordobese Spanish is valued in Argentine society. My preliminary results show that the tonada is used to portray local pride which points to the ideology of authenticity (Woolard 2000). That is, the Cordobese accent gains positive value as it represents a regional and authentic ethnic identity. The analysis also reveals that this feature of Cordobese Spanish has an ‘added’ or economic value to products in niche markets in this context (Heller 2010). That is, it is commodified as it takes on symbolic value. In other words, language “is used to represent the community […] and to brand commercial products” (Heller 2014; p. 547-8). Language employed in these cultural products affirms the authenticity of the product and at the same time is perceived as strategy and resource for profit-making in this context of late capitalism. This paper will discuss the tension between both.

**Esther Brown**

**Esther.Brown@colorado.edu**

**University of Colorado**

**Earl Brown**

**earl\_brown@byu.edu**

**Brigham Young University**

**William Raymond**

**raymondw@colorado.edu**

**University of Colorado**

**Rich File-Muriel**

**richfile@unm.edu**

**University of New Mexico**

**Lexical impacts of words’ history of occurrence in fast speech**

**Abstract**

Variability in the production of a word’s segments is abundant in speech (Ernestus 2014) and the pronunciation variants of words are registered in exemplar clouds in the mental lexicon (Bybee 2001, Phillips 2006, Ernestus 2014, Raymond, Brown, & Healy 2016). The strength of representation of an exemplar is affected by its patterns of use (Foulkes & Hay 2015: 303). The phonetic shape that words take in speech is largely constrained by production contexts and parameters, which determine the degree to which a segmental variant is favored, and words can vary considerably in how they are distributed across discourse contexts. For this reason, Bybee (2002) argues that words’ cumulative context histories need to be considered in studies of lexical variation and change. This work continues a line of research exploring lexicalized effects of words’ context histories on pronunciation variation.

Previous research has shown that some phonological contexts affect the phonetic reduction of adjacent segments, and that a word’s cumulative history in reducing contexts independently predicts reduction. Because faster speech contexts promote the durational shortening of a word (Gahl 2008) or its segments (File-Muriel & Brown 2011), a word that occurs more often in fast speech may, on average, be more reduced than a word that usually occurs in slow speech, independent of the speech rate in which that word is produced (Brown & Raymond 2014). This study tests whether there is evidence of an independent effect of a word’s cumulative exposure to relatively fast local speech rates on measures of its segments’ realization, specifically the weakening of /s/ in Colombian Spanish words.

For the analysis we extracted all instances of /s/ (orthographic “s”, “z”, “x”, or “c[i,e]”) in a corpus of spontaneous, recorded conversations of eight female Colombian Spanish speakers (File-Muriel year) for analysis. Acoustic measurements in Praat (Boersma & Weenink 2018) of the /s/ tokens provide three dependent variables for analyzing lenition: duration, centroid, and percent voicelessness of /s/ (see File-Muriel & Brown 2011).

In linear mixed-effects models including a word’s likelihood of occurring in fast speech, production factors (e.g., speech context rate, phonological contexts), lexical factors (word length and /s/ syllable stress), and random effects of words and speakers, we found that the likelihood of a word occurring in fast speech affects its phonetic realization. Results suggest articulations of words reflect online effects of phonetic contexts during articulation, as well as cumulative (lexicalized) effects of words’ experience in specific discourse contexts affecting pronunciation (Bybee 2002, Drager & Kirtley 2016). These results contribute to a growing body of research in support of usage-based models of language in which, over time, cumulative experience with words in contexts leads to language change.

**References**

Boersma, Paul & David Weenink. 2018. *Praat: doing phonetics by computer*. [www.praat.org](../../../../C%3A/Users/Esther%20L.%20Brown/Downloads/www.praat.org).

Brown, Esther L. & Raymond, William D. 2014. Contextual frequency effects in Spanish phonology. Paper presented at the Georgetown University Round Table, Washington, DC, March.

Bybee, J. 2001. *Phonology and language use*. Cambridge, UK: Cambridge University Press.

Bybee, J. 2002. Word frequency and context of use in the lexical diffusion of phonetically conditioned sound change. *Language Variation and Change*, *14*, 261–290.

Drager, Katie & Joelle Kirtley. 2016. Awareness, salience, and stereotypes in Exemplar-Based models of speech production and perception. In Anna Babel (Ed.) *Awareness and Control in Sociolinguistic Research*, 1-24.

Ernestus, Mirjam. 2014. Acoustic reduction and the roles of abstractions and exemplars in speech processing. *Lingua* 142, 27-41.

File-Muriel, Rich & Brown, Earl K. 2011. The gradient nature of *s-*lenition in Caleño Spanish. *Language Variation and Change* 23:223-243.

Foulkes, Paul & Jennifer B. Hay. 2015. The emergence of sociophonetic structure. In Brian MacWhinney and William O’Grady (Eds.), *The Handbook of Language Emergence,* (pp. 292-313). Malden: MA: John Wiley & Sons.

Gahl, Susanne. 2008. “Thyme” and “time” are not homophones: The effect of lemma frequency on word durations in spontaneous speech. *Language* 84:474–496.

Labov, William. 1994. *Principles of linguistic change*. Vol. 1. *Internal factors*. Oxford: Blackwell.

Phillips, Betty S. 2001. Lexical diffusion, lexical frequency, and lexical analysis. In Joan Bybee & Paul Hopper (eds.), *Frequency and the emergence of linguistic structure*, (pp. 123–136). Amsterdam: John Benjamins.

Raymond, W. D., Brown, E. L., & Healy, A. F. (2016). Cumulative context effects and variant lexical representations: Word use and English final t/d deletion. *Language Variation and Change*, 28(2), 175-202.

Tagliamonte, Sali A. 2012. *Variationist sociolinguistics. Change, observation, interpretation*. Malden, MA: Wiley-Blackwell.

Walker, James. 2010. *Variation in linguistic systems*. London: Routledge.

**Katherine Christoffersen**

**katherine.christoffersen@utrgv.edu**

**University of Texas Rio Grande Valley**

**Linguistic Terrorism in the Borderlands**

**Abstract**

The sociolinguistic history of the US/Mexico borderlands and persistent dominant societal discourses have resulted in “linguistic terrorism” (Anzaldúa, 1965), especially the delegitimization of local border dialects and bilingual or borderland speech. The present study examines how individuals in the Rio Grande Valley position themselves with regard to “linguistic terrorism” in narratives. The three level positioning framework (Bamberg & Georgekopoulou, 2008) allows the analysis of the storyworld, the story-telling world, and broader societal discourses. The analysis is based on twenty-four audio-recorded, transcribed semi-structured sociolinguistic interviews from the Corpus Bilingüe del Valle (Bessett & Christoffersen, 2018).

The narrative analysis demonstrates how “linguistic terrorism” is ascribed, enacted, and accepted but also rejected, subverted, and reconstituted. In one narrative, Ana demonstrates the effects of linguistic terrorism, as an internalization of a negative perception of her own language, which she describes as “pocha”, a derogatory term for Chicano Spanish referring to the alternate use of Spanish and English. She presents her language as negatively esteemed and lacking prestige. On the other hand, Tomás both enacts and rejects “linguistic terrorism.” When describing the existence of “different Spanishes” and Rio Grande Valley language as “our own language,” he rejects hegemonic notions of language. Yet, within the same narrative, Tomás describes certain varieties as “correct.” Finally, Elizabeth provides an example of an active site of confrontation, where she acknowledges and rejects the powerful societal discourses, stating, “Why should I choose?”

Language educators have an important role in countering “linguistic terrorism” in the Borderlands. In particular, this can addressed through adopting a critical pedagogy, whereby educators can highlight the relationship between language and sociopolitical issues and provide opportunities for students to critically examine dominant linguistic practices and hierarchies (Leeman, 2005).

**Rachel Showstack**

**rachel.showstack@wichita.edu**

**Wichita State University**

**Making Sense of the Interpreter Role in a Healthcare Service-Learning Program**

**Featured Panel: Reflection and Community Consciousness in Community-Based Learning: Creating Paths for Linguistic Diversity and Social Justice**

**Abstract**

There is a growing need for interpreters in healthcare contexts in the United States, due to the influx of immigrants from non-English speaking countries, and university language programs have the opportunity to respond to this need by training students to interpret at local community clinics through service-learning. In order to prepare students to provide interpreting services, instructors must address key issues in healthcare language policy, including the Code of Ethics for medical interpreters, and must provide close supervision as the students learn to serve professional roles in the field. An interpreter’s understanding of the Code of Ethics involves the ability to apply ethical guidelines to unique situations using on-the-spot judgement. Scholarship has addressed the ways in which interpreters and healthcare practitioners negotiate culturally appropriate care (Dysart-Gale, 2007), but research is needed to understand how students who provide interpreting services while still taking language courses make sense of this process.

This study examines interpreter/expert roles and patient advocacy among students who serve as interpreters in a community health clinic system in the Midwestern United States as part of a community health themed service-learning course for advanced Spanish students. Drawing on Positioning Theory (Davies & Harré, 1990), I consider the ways in which five students who participated in the program describe their roles as interpreters with reference to the Code of Ethics, negotiate their roles with the medical students and doctors also serving at the clinic, and make sense of moments in which they chose to advocate for the patients, or otherwise provide assistance to them, beyond interpreting. Each student was interviewed about their experiences regularly throughout the semester in which they participated in the program. The participants include two Spanish heritage speakers who had served as language brokers in healthcare contexts before participating in the program, and three second language learners who had no previous experience as interpreters. Each student encountered different types of challenges that reflected their individual backgrounds and experiences, and these challenges led to reflection, learning, and new perspectives on their roles in providing patient care.

I build on Inghilleri’s (2007) examination of the role of interpreters in the political asylum system to problematize the role of bilingual student volunteers in community health programs, and I consider the study outcomes within a social justice framework, examining the value and risks of using volunteer interpreters in particular types of healthcare contexts. Finally, we explore possibilities for the close supervision of volunteer interpreters in order to provide the highest possible quality of healthcare for minority language speakers, propose suggestions for teaching the Code of Ethics and addressing language and cultural barriers in service-learning programs, and provide recommendations for interprofessional education.

**References**

Davies, B., & Harré, R. (1990). Positioning: The discursive production of selves. *Journal for the Theory of Social Behavior, 20*(1), 43-63.

Dysart-Gale, D. (2007). Clinicians and medical interpreters negotiating culturally appropriate care for patients with limited English ability. *Family and Community Health, 30*(3), 237- 246.

Inghilleri, M. (2007). National sovereignty versus universal rights: Interpreting justice in a global context. *Social Semiotics, 17*(2), 195-212.

**Jason Sarkozi-Forfinski**

**sarkozij@oregonstate.edu**

**Oregon State University**

**Adam Schwartz**

**adam.schwartz@oregonstate.edu**

**Oregon State University**

**Making the “Internationalized” University Student: Language Ideologies and Racialization on a US Campus**

**Abstract**

In debates about so-called international students and declining academic standards, academics have discursively positioned international students as the less valued, corrupting “Other” juxtaposed against the guardians of standards, “not-Other” academics (Devos 2003). This paper seeks to contribute to these debates by bringing voices of undergraduate international students to the fore, while exploring how the making of international students is *done* in conversations about themselves and their own linguistic production. (Woolard 1998) “White public space” (Hill 1998), where the speech of racialized populations (but not that of Whites) is intensely monitored for perceived problems. These may include perception of “accent” itself: Phonological or syntactic features of one’s first language(s) carried over to English (Yamaguchi 2004). Furthermore, we problematize the discursive category international students and the international/domestic student binary, by introducing “internationalized” students (IS) as a concept that emphasizes how students are (not) constructed as the racialized “Other” on a university campus in the US.

As ideas about language used to rationalize perceptions of language use or structure, language ideologies may consequently be used to justify racial discrimination. This paper addresses how such ideologies exist within and because of “White public space” (Hill 1998), where the speech of racialized populations (but not that of Whites) is intensely monitored for perceived problems. These may include perception of “accent” itself: Phonological or syntactic features of one’s first language(s) carried over to English. We pay special attention to how ISs are constructed as the racialized “Other”, including ideas that IS have about themselves in relation to their own accented conversational English.

In focus groups, we examine 1) IS attitudes towards English not spoken as a first language using a matched-guise test and 2) conversations on internet memes that target IS. We argue that discussions about internet memes and accented conversational English construct IS vis-à-vis the racialized “Other,” leading to the perceived linguistic and racial discrimination that has been widely debated (e.g., Rich and Troudi 2006; Yeh and Inose 2003) . This paper, by closely examining the “Othering” of IS, sheds new light on the rarely acknowledged effect of ideologies on the attitudes toward and “internationalization” of students on the university campus.

**Haley Patterson**

**hfpatt@unm.edu**

**University of New Mexico**

**Evelyn Fernández**

**erfernandez@unm.edu**

**University of New Mexico**

**Rosa Vallejos**

**rvallejos@unm.edu**

**University of New Mexico**

**No encontrábamos ya: Null Objects in Peruvian Amazonian Spanish**

**Abstract**

This study analyzes the distribution of null objects in Peru, framing the phenomenon as a salient, regional feature of Peruvian Amazonian Spanish (PAS). To investigate null objects in PAS, we examine a corpus of unscripted interviews from 5 monolingual speakers. We extracted utterances with transitive and ditransitive verbs (N=170), which were coded for object expression (null/non-null), as well as a number of independent variables. For the referent of the direct object, we coded animacy (human, animate, inanimate) and definiteness (definite, indefinite). We operationalized the activation status of referents by coding for anaphoric distance into five categories: active, semi-active, inactive, new, and accessible (Götze et al. 2007). We calculated the discourse prominence of the object referent by coding its syntactic role in previous mentions (subject, direct object, indirect object, oblique). For anaphora and cataphora, we also coded their type of expression (lexical noun phrase, pronoun, null, and zero). Finally, we accounted for the cataphoric persistence as a continuous variable (the number of times the referent was repeated in the following 10 intonation units).

One of the most important findings is the rate objects are dropped in PAS, compared to other varieties. In PAS, objects are dropped in 19% of all transitive and ditransitive constructions (33/170 tokens). These results are even higher than what has been reported for Quechua/Spanish bilinguals. These bilingual speakers show a 16% average rate of null objects, but this rate drops to 7% for those with high- proficiency in Spanish. A closer examination of the tokens with null objects in PAS reveals that, in some respects, the contexts that favor this phenomenon parallel what has been documented for other dialects: 82% (27/33) are indefinite referents, 79% (26/33) are inanimates. However, contrary to what has been reported for other varieties, 97% (32/33) of null objects in PAS occur in transitive constructions rather than in ditransitive constructions with explicit datives, and 18% (6/33) do not require previous mentions that would guarantee their recoverability from the discourse context. Also, null objects in PAS occur with a wide range of verb types, and there is a positive correlation between overall token frequency in discourse and token frequency with null objects (see Figure 1). Results of a mixed effect logistic regression analysis reveal that null objects are favored by the type of anaphoric and cataphoric expression. Null objects are triggered by previous null objects and followed by null objects in a priming fashion.

We conclude that the extensive use of null objects is better analyzed as a feature of Amazonian Spanish, as this pattern seems virtually absent from our control group (four monolinguals from Lima). This study analyzes the high rate of null objects in PAS as a possible effect of languages in contact.



**David Eddington**

**eddington@byu.edu**

**Brigham Young University**

**Nominalized adverbs in Spanish: the intriguing case of *detrás mío* and its cohorts**

**Abstract**

 Instances of adverbs modified by adjectives (e.g. *detrás mío, delante tuyo*) were extracted from the *Corpus del español.* The corpus analysis reveals that these constructions are attested in all 21 Spanish-speaking countries to varying degrees, but are most frequent in Argentina and Uruguay. Adjectives following the adverbs in questions are predominantly masculine, however, in Peninsular varieties feminine forms are quite common. Although *alrededor* and *lado* are both adverbs as well as masculine nouns, they are occasionally followed by feminine adjectives (e.g. *al lado suya*), which is arguably due to the use of the feminine in other constructions such as *encima mía* and *debajo nuestra*.

**Melvin González-Rivera**

**mgonzalez-rivera@uh.edu**

**University of Houston**

**Anissa Ortega Díaz**

**anissa.ortega@upr.edu**

**University of Puerto Rico, Río Piedras**

**Nosotrxs también contamos… o la inclusividad en el lenguaje**

**Abstract**

Las consideraciones sobre el sexismo en el lenguaje reaparecen en el escenario lingüístico con propuestas diversas que giran en torno al desdoblamiento nominal, el uso de la arroba @, o la x, que aquí llamaremos la x trans (Lara Icaza 2014), como solución al problema del discrimen en contra de la mujer y de su consecuente invisibilidad social en los usos del lenguaje. Desde una perspectiva lingüística, el asunto no es tan simple como parece. Si bien es cierto que algunos gramáticos han defendido un masculino genérico, no marcado, otros han señalado que este lleva a establecer prototipos masculinos y, por lo tanto, contribuyen a la invisibilidad de la mujer en la sociedad (cf. Fernández Lagunilla 1991; Martín Rojo 1996; Nissen 1991, 2002; Perissinotto 1982; entre otros). Las soluciones provistas por los no especialistas, a su vez, no están exentas de críticas: el desdoblamiento nominal (“compañeros” y “compañeras”), que ya aparece en el castellano medieval por voz del narrador del Mio Cid (“exien lo ueer mugieres e uarones, burgeses e burgesas”), parece justificarse en ciertos contextos gramaticales: e.g., *No tiene hermanos ni hermanas* (RAE 2011); hay otros, sin embargo, que podrían generar confusión entre los hablantes del español: por ejemplo, si aplicáramos el desdoblamiento nominal a *Los profesores están indecisos en cuanto al recorte de 450 millones a la UPR*, para obtener *los profesores* y *las profesoras*, tendríamos el problema de la concordancia adjetival. Ante tales casos, la solución ha sido recurrir a un nominal genérico, del tipo: *el profesorado*. De nuevo, esta solución nos plantea otros problemas gramaticales. Consideremos las oraciones con cuantificadores: *Todo alumno admira a un profesor*. La oración anterior es ambigua -ie. admite dos posibles interpretaciones, a saber, todo alumno admira a un único profesor o todo alumno admira a un profesor distinto. Este tipo de oraciones, con el nominal genérico, carecería de tales interpretaciones: *Todo alumnado admira a un profesorado*. Ante tales cuestionamientos, y otros que, por razón de espacio, no mencionamos, ha surgido la propuesta de la x trans. Así, la oración *los profesores* se reescribiría: *Lxs profesorxs están indecisxs en cuanto al recorte de 450 millones a la UPR*.

Esta investigación tiene como objetivo examinar el uso de la x trans y el lenguaje inclusivo, y su implicación para la gramática del español. En primer lugar, cabe notar el rechazo de los hablantes a estos usos: en una encuesta a 128 participantes puertorriqueños, el 87% de estos prefirió la oración *Todos los puertorriqueños deben luchar por la conservación del medioambiente* a *Todxs lxs puertorriqueñxs deben luchar por la conservación del medioambiente*. Aun revirtiendo el orden de aceptación, el asunto es más complejo: queda la pregunta de cuál es la interpretación que impera en las oraciones con la x trans, tema que no ha sido abordado experimentalmente; es decir, si ante la secuencia *todxs lxs puertorriqueñxs* la primera interpretación de género que tiene cualquier hablante es masculino, la x trans no habrá cumplido su objetivo. El cambio sería de forma y no de sustancia.

Para lograr el objetivo del estudio, dimos una encuesta a 68 participantes puertorriqueños, en su mayoría estudiantes universitarios del sistema público del país, entre las edades de 18-25 años, de los cuales un 66% fueron mujeres. La encuesta consistió de un contexto o situación, seguido por unas opciones que el participante debería escoger. Al lado de las opciones mostramos los porcentajes de aceptación.

**Situación 2a: Asamblea del movimiento estudiantil**

El movimiento estudiantil está muy preocupado por los recortes propuestos a la Universidad, así como por el impacto que estos recortes, y otros propuestos por el gobierno, puedan tener en las personas que trabajan. En una asamblea determinan protestar y distribuir panfletos en favor de las mujeres y los hombres que trabajan. El título del panfleto debe ser:

1. ¡Apoyamos a los trabajadores en contra del ataque institucional! (64%)

2. ¡Apoyamos a los trabajadores y a las trabajadoras en contra del ataque institucional! (22%)

3. ¡Apoyamos a lxs trabajadorxs en contra del ataque institucional! (10%)

4. ¡Apoyamos a l@s trabajador@s en contra del ataque institucional! (4%)

**Situación 2b: Propaganda del movimiento estudiantil**

El movimiento estudiantil ha decidido que la propaganda debe ser: "*¡Apoyamos a lxs trabajadorxs en contra del ataque institucional!* Al leer esa propaganda, cuál es la primera oración que le viene a la mente (si no le satisface ninguna de las opciones, puede seleccionar la opción que indica "Otra oración" y escribir la primera oración que le vino a la mente):

1. ¡Apoyamos a los trabajadores en contra del ataque institucional! (73%)
2. ¡Apoyamos a las trabajadoras en contra del ataque institucional! (2%)
3. Otra oración. (25%)

**Situación 4a: Amistades y el cine**

Luis, Abdil y Melvin son muy amigos desde sus años universitarios, hace ya veinte años. Un domingo en la tarde quieren ir al cine y deciden invitar a sus amigas de la universidad: Cris, Kenia, Barbie y Vero. Las llaman y deciden irse en guagua al cine. La película empieza a las 9 de la noche, pero

a. la guagua que los llevará al cine deben tomarla a las 8pm para poder llegar a tiempo a la película. (62%) b. la guagua que las llevará al cine deben tomarla a las 8pm para poder llegar a tiempo a la película. (2%) c. la guagua que les llevará al cine deben tomarla a las 8pm para poder llegar a tiempo a la película. (36%)

**Situación 4b: Amistades y el cine**

Luego de ver la película deciden ir a cenar, pero acuerdan que

1. cada uno pagará su cuenta individualmente. (92%)
2. cada uno y cada una pagará su cuenta individualmente. (5%)
3. cada una pagará su cuenta individualmente. (2%)

Nuestros datos indican que los hablantes puertorriqueños jóvenes prefieren el masculino como forma de género inclusiva. Aun así, el desdoblamiento nominal y el nominal genérico muestran un incremento en sus usos para algunos contextos, así como el pronombre átono *les*. La x trans no resulta favorecida y su interpretación es masculina. El trabajo concluye con sugerencias metodológicas para estudiar este fenómeno de la interpretación/procesamiento de la x trans experimentalmente (e.g., *eye-tracking*).

**Bibliografía**

Fernández Lagunilla, M. 1991. Género y sexo: ¿controversia científica o diálogo de sordos? En Bernis et al. (eds.), Actas de las VIII Jornadas de investigación interdisciplinaria. Los estudios sobre la mujer: de la investigación a la docencia (pp. 319-328). Madrid: Universidad Autónoma de Madrid.

Lara Icaza, Garazi. 2014. Proposición X. Género y sexo en el lenguaje escrito. Tesis de maestría. Universidad Complutense de Madrid.

Martín Rojo, L. 1996. Lenguaje y género. Descripción y explicación de la diferencia. Signos. Teoría y práctica de la educación, 6-17.

Nissen, U. 2002. Spanish. Gender in Spanish: Tradition and innovation. En Hellinger & Bußmann (eds.), Gender Across Languages. The linguistic representation of women and men, v. 2 (pp. 251 – 279). Amsterdam: John Benjamins.

Nissen, U. 1991. Sí, primera ministro. ¿Influye la feminización de los títulos de profesión en la interpretación del masculino en sentido extensivo? En Bernis et al. (eds.), Actas de las VIII Jornadas de investigación interdisciplinaria. Los estudios sobre la mujer: de la investigación a la docencia (pp. 343-362). Madrid: Universidad Autónoma de Madrid.

Perissinotto, G. 1982. Lingüística y sexismo. Diálogos, 18: 30-34.
Real Academia Española. Nueva Gramática de la Lengua Española (NGLE). 2009. Madrid: Espasa.

**Penglin Wang,**

**wangp@cwu.edu**

**Central Washington University**

**Old Turkic alma ‘apple’ and Arabic asmār ‘fruits’**

**Abstract**

Old Turkic *alma* ‘apple’ was attested as a base element in the name Almaluk meaning ‘apple orchard’ in the eighth century in the documents written in Sogdian, an Eastern Iranian language in Central Asia. By that time the speakers of both Sogdian and Turkic were already there in Central Asia, and the Turkic people seemed to have taken advantage of suitable climate conditions to manage horticultural farming as the recorded name suggested. Given its involvement in the contemporary nomenclature, I consider the Turkic form *alma*- as stabilized and widespread among the Turkic speakers and thus serving as the base for suffixal attachment such as -*luk* often used for proper names. This presentation aims to critically examine the representative approaches to the origin of Turkic *alma* and work out a new solution. Since the apple was unlikely to have been native to the original Turkic habitat in what is now Mongolia as understood in the existing research, based on the assumption about the Turkic contact with Indo-European in early history, the interested scholars investigated the etymological origin of Turkic *alma* from the perspectives either of Ancient European *\*amlu*- or of Proto-Iranian *\*amarna*- or of Proto-Tokharian *\*amlä* meaning ‘apple’ and the like. In all the cases the heavy reliance on hypothetical phonetic reconstructions could not be taken as the right sources from which Turkic *alma* was derived, for the phonetic difference between Turkic *alma* and the reconstructed (starred) forms can hardly be reconciled, let alone the reconstructions per se being motivated to maximally approximate the difference. My new solution rests on two linguistic testimonies. First, corresponding to Turkic *alma* are the forms *alma*, *almaŋ* (< *\*almar*), and *alima* in Mongolic languages meaning ‘fruit,’ ‘pear,’ ‘apple,’ ‘Malus asiatica Nakai,’ with the vowel *i* of *alima* being apparently of the epenthetic essence. Second, in both Turkic and Mongolic, the postvocalic liquid *l*~*r* could be developed from an obstruent, especially a sibilant, consonant through the sound change of lambdacism or rhotacism. Therefore, the Turkic and Mongolic *alma* originated in Arabic *asmār* (or its Persian borrowing *as̤ mār*) ‘fruits’ in a contact situation. The phonetic eminence of the Turkic and Mongolic liquid *l* in relation to the Arabic and Persian sibilant *s* in the postvocalic position was sheerly a matter of the lambdacism change.

**Susana de los Heros**

**sheros@uri.edu**

**University of Rhode Island**

**On the ideological debates and sexist language practices in Spanish: the case of the word “transgénero”**

**Abstract**

In the last two decades, there has been a debate about sexism in language practices in many contexts (Cameron 1995) including the Hispanic world (Bolaños Cuéllar 2013, Bosque 2012). In this presentation, I examine language ideologies in the discourse of *La Real Academia Española (henceforth RAE)*about theword “transgénero” and why this word has not been incorporated in the *Diccionario de la RAE.* I will frame this discussion within the latest debates about “inclusive language” and linguistic sexist constructions in Spanish led by the RAE, whose role is to “preserve” Spanish and control its practices (de los Heros 2012, Niño Murcia, Godenzzi and Rothman 2008). My analysis will show that the way this institution and members/followers represent language and society (and the links between them) reveals a positivist-structuralist perspective of language that entails its view as a bounded and discrete object (García et al. 2017); an essentialist perspective on identity; a view of speakers as non-agents in relation to language and society transformation; and society as free of conflicts and antagonisms. I will use the framework of language ideologies and the way it has been recently enriched by nuanced discussions about the centrality of semiotic processes and materiality (Rosa and Burdick 2018), and that of critical discourse analysis across speech events (Wortham & Reyes 2015). I will follow the trajectory of the debate in mediated texts, videos and interviews posted online to show how authority on language is constructed at different levels.

**Brad Montgomery-Anderson**

**bmontgomery-a@coloradomesa.edu**

**Colorado Mesa University**

**Periphrastic antipassives in Chontal Mayan**

**Abstract**

Chontal Mayan, or Yokot’an, is spoken in the southern Mexican state of Tabasco by approximately 55,000 people. The dialect under consideration is spoken in the *municipio* of Nacajuca north of the state capital of Villahermosa. The data in this paper is based primarily on four summers of fieldwork with the Project for the Documentation of the Languages of Mesoamerica. Chontal uses person markers to distinguish three grammatical persons in the singular and plural. Like other Mayan languages, Chontal is an ergative language that uses one set of affixes for objects and intransitive subjects and another set for transitive subjects.

A common feature of Mayan languages is a robust system of inflection to mark valency-changing constructions. Antipassive inflectional morphology is common across the Mayan languages and is found in all four branches of the family (following the grouping of Robertson and Law 2009). Chontal Mayan is unusual in that it has antipassive morphology for only three verbs. In the other Mayan languages the antipassive morphology is used to make transitive verbs intransitive, thereby creating a focus on the activity and deemphasizing the object. Chontal is able to perform these same functions through periphrastic means. There are three productive forms of the periphrastic antipassive. The first construction uses the verb *chen* ‘to do’ as a light verb with a verbal noun as the object. A second construction involves the use of a verbal nouns may also be used as the object of the preposition *tä* in constructions with the existential particles *7an* or *7ayan* or the verb *xe* ‘to go.’ The third strategy uses object incorporation to create compounds. In addition to these three strategies, there are two other periphrastic strategies that appear to be calques on Spanish.

In comparison to inflectional constructions, the use of periphrastic constructions has received much less attention in overviews of Mayan languages structure (Kaufman 1990, England 2001); this lack of attention is probably due to the fact that the inflectional morphology is a reflex of proto-Mayan while the periphrastic constructions are language-specific innovations. This paper concludes with comparisons of similar phenomenon in other Mayan languages.

**María Daniela Narváez Burbano**

**mnarvaezburb@umass.edu**

**Pero final en el castellano andino: efectos de la entonación en su significado**

**Abstract**

Una de las características del castellano andino ecuatoriano (CAE) es la posición de la partícula “pero” al final de las oraciones (1). Este uso coloquial difiere de la variedad estándar en la que “pero” se encuentra siempre frente al miembro adversativo (2).

1. No me gustó tanto. Me lo leí hace 18 años **pero**.
2. Me lo leí hace 10 años, **pero** no me gustó tanto.

Los ejemplos (1) y (2) difieren tanto en su significado como en su entonación. El “pero” final agrega un valor epistémico con respecto al contenido proposicional. (1) se produce típicamente con un acento tonal L + H \* en el pero final, seguido de un tono de límite L%. Por otro lado (2) se produce con un acento tonal H\* en la palabra “pero” seguido por un límite de frase intermedia L-. Por lo tanto, es posible que, en la percepción, los oyentes confíen en diferencias entonacionales para desambiguar el significado de “pero”: específicamente saber o no si el hablante debe dejar de hablar (1) o si continúa hablando (2). Si bien esta posición sintáctica para “pero” en (1) no es posible en muchas variedades de español, la configuración nuclear L + H \* L% es bastante común en todas las variedades de español para transmitir enunciados de enfoque amplio y limitados. Mientras los hablantes de otras variedades de español no están familiarizados con el uso de pero” en (1), podrían usar la entonación como guía para interpretar un significado de finalidad. A partir de esta reflexión, las dos preguntas de investigación son (1) ¿Pueden los hablantes de CAE usar la entonación para distinguir los dos significados de “pero”? Y (2) ¿Los hablantes de otras variedades de español, en este caso los hablantes de español peninsular (PS), usarán la entonación para guiarse hacia los significados de finalidad vs. continuación o la mera presencia de la partícula “pero” los llevará a una interpretación de continuación propia de ejemplos como en (2)?

Mediante un experimento de percepción, 120 participantes, 58 de PS y 65 de CAE escucharon grabaciones de frases emitidas con los dos contornos e hicieron una calificación de finalidad. Un análisis de árbol de inferencia condicional, con puntajes de continuación como variable dependiente y entonación y variedad como predictores, muestra que el predictor más importante fue la entonación. En general, los dos grupos de participantes calificaron a los enunciados de "pero" adversativo (H \* L-) con puntajes de continuidad significativamente altos. Es decir, no se encontró variedad para las frases con entonación de continuación. Por otra parte, los hablantes de CAE puntuaron a las frases terminadas en "pero" final como terminadas. Los hablantes de EP exhibieron confusión al calificar las expresiones con "pero" producidas con L + H \* L% y en su mayoría las puntuaron como inconclusas. Los hallazgos muestran que la diferencia en las estructuras sintácticas permitidas entre las dos variedades afecta la percepción del significado.

**Lorena Gómez**

**lgomez@western.edu**

**Western State Colorado University**

**Posiciones ideológicas y políticas adversas afectan la práctica de la enseñanza del español en los Estados Unidos**

**Abstract**

Ya lo advertía Lacorte cuando escribía (2013:343): “The political and ideological positions toward everything Hispanic in the US during the coming years will determine in great measure the global orientation toward the teaching of Spanish as a “foreign” language or as a “second” language in US universities”. Es un hecho: El panorama para la enseñanza del español en los Estados Unidos sigue siendo adverso. Se escuchan palabras como inclusión, diversidad, mundo global, pero los programas de idiomas siguen sufriendo embates ideológicos, políticos, económicos, entre otros, que terminan afectando la existencia de los mismos. Sumado a lo anterior, Bruzos (2016: 13) menciona el desprestigio cultural del español en Estados Unidos lo cual facilita la tendencia a concebir esta lengua como recurso cuya tendencia ha sido estudiada por la sociolingüística como “commodification of language” (Heller 2003, 2010; Heller y Duchêne 2011).

En esta presentación, se documentarán impresiones generales, anécdotas y preocupaciones de algunos profesores de español en cuanto a políticas lingüísticas, legislación educativa, así como actitudes lingüísticas de algunos estudiantes de español específicamente en los estados de Mississippi, Alabama, Tennessee y Colorado. Referirse al fenómeno de la enseñanza del español es un aporte no sólo a la pedagogía de las lenguas extranjeras, sino también al campo del español hablado en los Estados Unidos. La discusión de estos temas, al parecer, ya no es tan importante como antes, pues todo lo que se discute en esta presentación se está convirtiendo en norma en los EE.UU. Sin embargo, discutir estos temas es tal vez la única arma o la única forma en que el alma de los profesores de español en los Estados Unidos pueda encontrar algún consuelo a su continuo y silencioso trabajo.

**Jeremy King**

**jking@lsu.edu**

**Louisiana State University**

**Power and politeness in 18th century Spanish Louisiana business letters**

**Featured Panel: “NARNiHS on historical sociolinguistics”**

**Abstract**

In recent years, the field of (socio)pragmatics has seen an increasing amount of study of speech acts to explore divers questions related to linguistic behavior in the Spanish language. In spite of the burgeoning of this area of study, the category of commissive speech acts has been all but ignored in scholarship (Márquez Reiter & Placencia 2005: 74). Only a small number of studies (among them Rall 1993; Hardin 2001; Chodorowska-Pilch 2002) focus exclusively, or partially, on this class of speech acts in Spanish, and even fewer studies deal with the expression of commissive intent in written registers of the language. Directive speech acts in Spanish, on the other hand, have received much attention in the literature, but have sparsely been examined in terms of their supportive moves (Márquez Reiter 2003).

In spite of its importance in the history of the American continent, colonial Louisiana has received scarce attention in scholarly work, particularly in the linguistics literature. Although Spanish was the *de facto* legal language of government interactions in Louisiana for much of the 18th century (Smith 2014), there is a dearth of work dedicated to the language of this period. During the 40 years of Spanish rule in Louisiana, many business letters were circulated both within the different settlements in the colony as well as from the different settlements to the government seat in New Orleans. These letters reflect a number of different aims: descriptions of local situations, petitions to government officials, offers of goods and services, and adjudications of legal matters. As these documents are replete with directives and commissives, they provide an ideal context for the study of the supportive moves that accompany these speech acts.

The corpus for the current study consists of 200 business letters stemming from three different settlements of the Louisiana territory: New Orleans, Natchitoches, and Galveztown. The supportive moves and alerters accompanying commissive and directive speech acts were analyzed in terms of their role in aggravating or mitigating the force of these speech acts (Blum-Kulka et al. 1989). Specifically, forms of address were noted for their conformity to, or deviation from, accepted norms of the time. Formulaic address terms such as *Muy Ylustre* X ‘Most Distinguished + noun’ and mitigation devices such as *con el devido respeto* ‘with all due respect’, when absent, call attention to the intention of a letter writer to defy pragmatic norms. Likewise, terms of self-reference (such as the mention of one’s governmental position, surely well-known to any potential audience of the time) were examined in order to ascertain letter writers’ strategies for the inclusion of such elements. The type and quantity of mitigation devices employed typically correlated with the level of institutional power held by the letter writer. In several cases in the corpus, however, this generalization did not hold; in these cases, writers’ breaking with politic behavior (Watts 2003) signals the expression of annoyance, impatience, anger, or even to challenge the addressee’s power.

**Len Nils Beké**

**lenbeke@unm.edu**

**University of New Mexico**

**Recuperando paisajes silenciados en las Sierras de Nuevo México**

**Abstract**

This paper presents the results of a place name documentation project dubbed the Manito Topos Project. From its conception in 2014, the purpose of this project has been to contest *toponymic silencing* in Nuevo México. As defined by Harvey (1988, p.66), *toponymic silencing* is the cartographic practice by which “[c]onquering states impose a silence on minority or subject populations through their manipulation of place-names.” Thus, the federal government's Board on Geographic Names has, in the name of ‘standardization,’ radically erased from cartographic representation the geographic naming practices of Indohispano Nuevomexicanos as well as numerous indigenous groups. In a sample of 16 topographic maps depicting the Pecos Wilderness, less than 20% of the place names provided are accurate representations of Indohispano oral tradition. This paper presents the results of two past periods of intensive fieldwork (Fall 2014 and Fall 2017) as well as ongoing fieldwork and early efforts at integrating community participatory methods. So far, I have worked with scholar Roberto Valdez (Northern New Mexico College, Department of Geography) as well as partners from the communities of Las Trampas, Truchas, Pecos, Terrero, Cañoncito, Rowe, San José de la Cebolla (Ledoux) and Mora and together we have documented over 150 corrections and additions to the official name database. This information was processed in three ways:

1. to create new maps showing the names from oral tradition

2. to create an “accuracy index”, quantifying the accuracy with which US Forest Service Topo Series maps represent Nuevomexicano place naming practice

3. to infer a typology of linguistic strategies used by the Board on Geographic Names to arrive from the traditional names at their “official” names, i.e. the ways in which the intervention of government agencies has affected changes in place name usage

4. to attempt to reconstruct the ways in which place naming practice has naturally changed over time, without government intervention, including through processes of phonological reduction, metonymy and the recent integration of bilingual name templates.

**Tom Lewis**

**tlewis14@tulane.edu**

**Tulane University**

**Restricted identities: Latinx threat discourses and anglo public space in New Orleans, LA.**

**Abstract**

This paper provides an account of perceptions of threat narratives among adult Latinxs in New Orleans, LA. Recent scholarship has affirmed (see Sluyter et al 2015, Fussell & Diaz 2015), that the Latinx community in New Orleans changed significantly in the years following Hurricane Katrina, not only in terms of size, but also in terms of demographic composition and social salience. I argue here that discourses driven by the Latinx Threat Narrative (LTN) (Chavez 2008, 2013) are a salient component of the sociolinguistic context inhabited by Latinxs in New Orleans and that these discourses function to articulate public space in the city as ‘anglo’ space and to artificially constrain the types of linguistic identity work available to Latinxs in the city.

The data considered here is based on a series of interviews (n=25) conducted with adult Latinxs in New Orleans in early 2018. The interviews were transcribed and coded for evidence of the five basic premises of the LTN identified by Chavez (2008, 2013). In addition, the transcripts were coded for evidence of the ways in which these narratives affirm public space in New Orleans as ‘anglo’ space and for discussions of the ways in which local Latinxs note that these discourses constrain available linguistic choice.

Prior to the last ten-to-fifteen years, New Orleans had been significantly understudied in the sociolinguistic literature, outside of early work on variable post-vocalic /r/ by Reinecke (1951), brief entries in various linguistic atlases, and a small number of theses and dissertations. In particular, outside of Varela’s (1974) comparison of the Cuban immigrant communities in Miami and New Orleans and Coles (2012) work with Isleños, almost no attention has been given to the role of Spanish heritage groups in shaping the sociolinguistic landscape of the city. This paper contributes to a recent increase in sociolinguistic attention to New Orleans in general (see Shoux-Casey 2013, Carmichael 2014) and New Orleans Latinxs in particular (Lewis 2018).

**Donald Tuten**

**dtuten@emory.edu**

**Emory University**

**Rethinking castellano derecho in light of Alfonsine Chancery documentation: A historical sociolinguistic approach**

**Featured Panel: “NARNiHS on historical sociolinguistics”**

**Abstract**

The standardization of Spanish has traditionally been seen as having begun with the reign of Alfonso X of Castile (1252-1284). During most of the 20th century, the corpus of Castilian scientific, historical and legal manuscripts produced by the Alfonsine scriptorium were seen to embody the development and use of a codified variety of language – the earliest form of “standard Spanish” -- and this codification was understood as an explicit goal of Alfonso, given use of the term *castellano d(e)recho* in a 1276 text. However, from the 1970s, scholars chipped away at this belief by pointing out that the Alfonsine scriptorium corpus is in reality characterized by massive linguistic variation. Hartman (1974) analyzed variation in verb forms and suggested that *castellano d(e)recho* might refer at best to an unattained goal of codification. Cano (1985, 1989, 2009, 2010) followed up on this approach in his analysis of “non-Castilian” forms and features in Alfonsine texts; he has argued that the term *castellano derecho* must have referred to the pursuit of clarity of expression and the elimination of redundancies. Cano has rejected a specific geographic base for Alfonsine language, and argued that any effort at standardization was limited to elaboration of the expressive possibilities of the language through the development of an elaborated lexicon. Lodares (1993-1994) limited the notion of *castellano derecho* even further to the creation of appropriate technical terms according to medieval concerns for authority, custom and reason. Sánchez-Prieto (1996) called into question the generally accepted Alfonsine codification of orthographic norms. Fernández-Ordóñez (2004) rejected any association between *castellano derecho* and the notion of codification. Tuten (2005) claimed that the idea of a highly-codified “Alfonsine standard” had been based on an unjustified projection backward of modern conceptions of standard language onto the sociolinguistic situation of 13th-century Castile. In this presentation, however, I argue that textual evidence of linguistic variation from the Alfonsine chancery (Herrera and Sánchez 1999; Sánchez 2001, 2002) – understood as an institution composed of a relatively small group of professional scribes working in close and regular proximity to each other and the king (Kleine 2015) – suggests that Alfonso and his chancery scribes may have gradually moved toward definition of a partial set of norms of written language use, excluding certain variants which they identified as “non-Castilian”. I suggest that this process of emergent codification, while not an original goal of Alfonso, very likely acquired increasing importance as scribes worked to guarantee that documents they produced a) were clearly identifiable as *castellano*, and b) were prepared with sufficient consistency to prevent misinterpretation, fraud and forgery. I also argue that this view of early, emergent yet limited codification of Castilian was consistent with Alfonso’s broader cultural and political aims, which favored an ideal of uniformity and royal determination of norms in a variety of domains; it was also favored by likely familiarity with contemporary codification of Latin texts produced by the Papal Curia (Zacour 1996).

**Jens Clegg**

**cleggj@pfw.edu**

**Purdue University Fort Wayne**

**Spanish in Northeast Indiana: An analysis of the Borrowing and Code-Switching Patterns of Bilinguals**

**Abstract**

Until recently there have been few Spanish speakers in the Northwest region of Indiana. In the last 15-20 years growth in the RV and mobile home industry as well as a growing construction industry in the region has attracted increasing numbers of Spanish speaking immigrants. These immigrants come primarily from Mexico but, other Central American countries are also represented. This influx of Spanish speaking migrants has resulted in small but concentrated populations of Spanish speakers that are forming new bilingual communities. These communities may be rural or urban depending on the industry that brought them to Indiana. The present study analyzes sociolinguistic interview recordings from bilingual members of these Spanish speaking communities. The speech samples were analyzed and all examples of code-switching and Lone English-Origin words were extracted. The tokens were coded and analyzed for linguistic and sociolinguistic patterns of usage. The results indicate that the linguistic and sociolinguistic patterns in this community for borrowing and code-switching are similar to other Spanish speaking bilingual communities but, there are also differences. Code switching is frequent and flows freely in the interviews but tends to be more inter-sentential with longer periods of one language or the other before and after switch points. Borrowings tend to be un-adapted single words from English with less of the highly frequent and easily recognized adapted loan words found in many other bilingual Spanish speaking communities. These differences appear to be the result of the young nature of this bilingual community and also its smaller population. However, there are also patterns that resemble other Spanish speaking bilingual communities as well as indications that this community will evolve as it ages and grows in population.

**Nola Stephens-Hecker**

**nola.stephens@covenant.edu**

**Covenant College**

**Novella Long**

**novella.long@covenant.edu**

**Covenant College**

**Vickie Ellis**

**vickie.ellis@okbu.edu**

**Oklahoma Baptist University**

**Stancetaking as an Act of Resistance**

**Abstract**

Stance has been recognized in recent years as “a linguistically articulated form of social action” (Du Bois, 2007, p. 139). The current study analyzes how college students use stancetaking devices to resist what they perceive as an invitation to stereotype and/or negatively critique a minority group—in this case, homeschooled students. As part of a larger project on college recruiting strategies, we interviewed 66 traditional undergraduate students at a private Christian college in the southeastern US. Most of the questions focused on participants’ K-12 experiences and how they chose their college. The focus of the current study was on the final interview question: “Have you noticed any differences between public schooled, private schooled, and homeschooled students?”

Although many participants eventually gave some kind of judgment on homeschooled students, the stances they took while doing so often represented an explicit rejection of what they took to be the interviewer’s implicit request to make generalizations about other students on the basis of their educational background. Common stancetaking devices that signaled this resistance were the heavy use of disfluencies, hedging, and qualifying comments. For example, participants sometimes clarified that their opinion was just based on one or two people they knew and might not be representative of homeschoolers as a group (e.g., “it depends on the person”). Participants were quick to point out variability among homeschoolers, sometimes explicitly noting that some were a closer match to homeschool stereotypes than others. Still others signaled their resistance by redirecting the conversation and appealing to similarities among students at their institution (e.g., “pretty much everybody here...”). Even participants who gave answers that fell along stereotyped lines (e.g., that homeschoolers are “socially awkward”) showed some disapproval of their judgments (e.g., “I don’t wanna sound mean...”).

Overall, our participants seemed to find themselves in a conversational double bind. On the one hand, they felt compelled to cooperate with the interviewer and answer her question about homeschooled students, and on the other hand, they did not want to go on record as making and/or perpetuating generalizations about an arguably stigmatized group. The dominate coping strategy in this situation was to use stance (whether intentionally or not) to signal their disapproval of stereotyping while still answering the question. In this way, participants could present themselves as cooperative conversational partners and, at the same time, as those who try to resist the temptation to disparage people on the margins. Given the fact the minority group we focused on is hardly marginalized to the same extent as other minority groups, this study arguably provides a conservative test of the use of stance to resist social injustice. If participants were so eager to take a non-judgmental stance in this context, they might be all the more inclined to use stance to resist stereotypes that are even less socially acceptable.

**Jongbok Kim**

**jongbok@khu.ac.kr**

**Kyung Hee Univ. Seoul**

**Mark Davies**

**mak\_davies@byu.edu**

**Brigham Young University**

**Swiping Constructions in English: A Corpus-based Perspective**

**Abstract**

English allows the so-called ‘pied piping’ construction (where the preposition follows the *wh*-pronoun in the indirect question) as illustrated by (1a) as well as its elliptical version in (1b):

(1) a. We are at war. We just don’t know [with whom] [we are at war].

b. We are at war. We just don’t know [with whom].

Examples like (1b), called sluicing, is often taken to involve the ellipsis of the clausal part (*we are at war*) (see Merchant 2004). Another related, but intriguing construction is examples like the following:

(2) a. We are at war. We just don’t know [whom with].

b. I need a doctor. I don’t know [what for].

c. Let’s go, then. [Where to]?

The key difference from the sluicing in (1b) is the ‘swiping’ ordering of the relative pronoun and the preposition. In these examples, different from sluicing with a PP remnant, the order of the preposition and its object *wh*-pronoun is inverted (Ross 1969, Culicover 1999, Merchant 2004, Radford & Iwasaki 2015).

A corpus search also yields attested examples (COCA: Corpus of Contemporary American English):

(3) a. She’s in love! [...] You’ll never guess [with who]. (COCA 2012 FIC)

b. It doesn’t matter when that guy goes to bed, or [who with]. (COCA

2016 FIC)

(3a) is a typical sluicing example (P + *wh*) which could be expected from the assumption that it is derived from a putative source like *You’ll never guess with who she is in love*. This so-called clausal deletion analysis (see Radford and Iwasaki 2015), however, cannot predict the reverse ordering of *who with* in (3b).

We investigate this kind of swiping construction in English, using the 400 million words of corpus, COCA (Corpus of Contemporary American English). From the corpus, we have first identified total 1006 tokens (three types: who + P (80 instances), when + P (17), and what + P (859)). With these tokens, we have looked into the registers of each token to figure out its gram- matical properties as well as discourse uses to understand the functional uses of the construction. We have also inquired if each instance of the examples can have a linguistic or contextual an- tecedent for the putative source. The findings indicate that the swiping construction has a strong preference in fiction generes and its uses are strongly context-dependent. This seems to support a usage-based approach to the construction, rather than a movement-and-deletion account.

**Selected References**

Culicover, Peter W. 1999. *Syntactic Nuts: Hard Cases, Syntactic Theory, and Language Acquisition.* Oxford University Press, Oxford

Merchant, Jason. 2004. Fragments and ellipsis. *Linguistics and Philosophy* 27, 661–738.

Radford, Andrew, and Eiichi Iwasaki. 2015. On Swiping in English. *Natural Language and Linguistic Theory* 33:703–744.

Ross, John R. .1969. Guess Who? In Binnick et al. (eds), *Papers from the 5th Regional Meeting of Chicago Linguistic Society*, 252-286.

**Ronald Schaefer**

**rschaef@siue.edu**

**Southern Illinois University Edwardsville**

**Francis Egbokhare**

**foegbokhare@yahoo.com**

**University of Ibadan, Nigeria**

**Syllable templates and noun class remnants**

**Abstract**

A system for overt marking of noun class and agreement remains an enduring property of Niger Congo languages. For some (Greenberg 1966, Williamson 1989), change in system components has been interpreted as internally driven drift. Often this is assumed to be a linear process and to gain realization in remnant noun class systems.

Recent cross-phylum surveys of Niger Congo have emphasized the robust morphological character of the system (Good 2012) and its areal cast (Dimmendaal 2008). Often ignored in such surveys are West Benue Congo languages, in particular those of Nigeria’s Edoid family. Convincingly, Elugbe (1973, 1976, 1983, 1989) has reconstructed noun class prefixes for Edoid. Their syllable template assumes a mix of CV- and V- shapes, with V- dominant. The template for stems is a mix of -CVCV and -CV forms.

For this paper, we attend to the syllable template for noun prefix, pre-prefix and stem in the Edoid language Emai. It evinces a remnant noun class system. A relatively small group of stems in Emai inflect for grammatical number. Their vowel prefix alternates to express singular and plural. A total of eleven class prefix pairs exist; their syllable type is exclusively V-. Interestingly, noun stems that permit a prefix for number reveal contrasting syllable templates. A consonant initial template appears as -CVCV or -CV; a vowel initial template occurs as -V, -VV or -VCV.

Among vowel initial stems, there is evidence of cyclic prefix attachment. This applies to the nominal for ‘human being’ *ó*-*ìà* /*é*-*èà*. The synchronic stem is -*ìà* in the singular and -*èà* in the plural. We posit that at some time in the past, the stem for ‘human being’ was simply -*a*. To this the singular prefix i- and the plural prefix e- became attached, leading to the forms *i*-*a* and *e*-*a*, respectively. Over time, the *i*- and *e*- prefixes fused with -*a* and became eligible for prefix attachment again. This has resulted in the synchronic situation where prefix *o*- attaches to -*ia* and prefix *e*- to -*ea*.

There is also evidence of pre-prefix (or augment) and class prefix retention relative to a base -CV stem. Emai ‘cow’ is *é-mèlá* in the singular and *í-mèlá* in the plural. The corresponding Proto Benue Congo stem is -nak (De Wolf 1971). We assume that the stem element for Emai ‘cow’ was -*la*. It appears to be a reflex of -nak via deletion of syllable final consonants and free variation of *l ~ n* in Edoid (Elugbe 1989). Distinct diachronic states can be gleaned from this assumption. At one time the prefix *me*-, as one of an alternating prefix pair, attached to stem -*la*, thus leading to *mè-lá*. At a later time, prefix *me*- fused with stem -*la* and a pre-prefix, associated with information structure values (Hyman and Katamba 1993), was reanalyzed as a class prefix whose plural counterpart was *i*-. This had led to the synchronic forms *é-mèlá* and *í-mèlá*.

These two examples suggest that augments or pre-prefixes may have played a central role in framing Emai’s remnant noun class system. If so, augments and their cyclic application followed an earlier stage of noun class marking where CV- prefix forms were center stage and augments were either non-existent or easily recognizable as to function. We consider these and other historical scenarios in an attempt to articulate the notion of remnant noun class language, particularly as it applies to Niger Congo.

**Lauren Truman**

**truma028@umn.edu**

**University of Minnesota**

**The Effects of Hegemonic Discourse on Counter-Hegemonic Efforts: A Case Study of a Two-Strand, Title-I Elementary School.**

**Abstract**

Ricento and Hornberger’s (1996) well-known approach to language planning and policy (LPP) uses the analogy of an onion to represent the various agents, levels, and processes involved in LPP. Under this view, the outer layers of the onion are language policy objectives delineated at the national level. The inner layers are the institutions that interpret these objectives (e.g. schools, businesses, and government offices), and the center is the language teaching professional. The onion comparison has been used and adapted by many scholars to provide insight into different LPP scenarios (e.g. Hornberger & Johnson, 2007; Menken & García, 2010; Johnson & Johnson, 2015), and at first glance it is an enticing analogy. The clear visual seems to enhance our understanding of how the many levels of LPP “permeate and interact with each other in a variety of ways and to varying degrees” (Ricento & Hornberger, 1996:402). This presentation demonstrates, however, that this analogy is overly rigid and that it may hinder our understanding of the nuanced nature of LPP.

The limitations of the onion comparison are illustrated in this presentation through a case study of Fowler Elementary (pseudonym), a school in the western United States that offers a two-way dual language immersion (DLI) program. DLI programs are especially relevant in LPP today as they have become increasingly popular throughout the United States, and a variety of models have been developed. Due to the unique nature of Fowler Elementary as a Title I, two-strand school, its DLI program implementations and the reasonings behind them are not easily explained by the traditional LPP onion. The complexity of this LPP scenario is demonstrated by addressing three questions: *What are the de jure and de facto policies and the discourses surrounding this two-way DLI program? What do these policies and discourses add to our knowledge of LPP? What light do they shed on the productivity of the onion analogy*? Language policy documents from the state, district, and school levels are analyzed, as are interviews with twelve Fowler teachers, the principal, the vice principal, and the Title I/ELL facilitator.

Findings show that the onion analogy breaks down in this LPP scenario, as the so-called layers of the onion are sometimes permeable and sometimes not. Furthermore, contrary to the onion, it is impossible to tell which party is the center of this language policy or if there really is one; much depends on context and framing. This study provides an example of an LPP scenario in which it is not useful, or perhaps even possible, to simply refer to layers of an onion, and in which this comparison is problematic. Instead, analyzing the de jure and de facto policies, as well as the relevant discourses, allows researchers to better comprehend the nuanced nature of LPP and to identify issues that may not have come to light otherwise.

**Patricia Gubitosi**

**gubitosi@umass.edu**

**University of Massachusetts, Amherst**

**Presidential Address**

**The linguistic landscape of Spanish and Portuguese communities in Massachusetts**

**Abstract**

Minority languages, especially in super diverse urban areas, have become more apparent and are staking a real claim for visibility. One of the areas where this struggle takes place is within the public sphere. Indeed, minority vernaculars, peripheral varieties or low-prestige dialects, contest hegemonic discourses more than ever before. Studying the linguistic landscape of these communities can highlight the way in which languages interact, and how their speakers connect each other in the public space.

This paper analyses the cultural and linguistic presence of the longstanding Spanish and Portuguese communities established in the state of Massachusetts, in the northeastern corner of the United States, as well as the strategies Latinos and Portuguese migrants and their descendants used to transform their communities' public space in a friendly and welcoming landscape.

**Mercedes Niño-Murcia**

**m-nino-murcia@uiowa.edu**

**The University of Iowa**

**Plenary Address**

**The so-called “mobility turn”: Toward a more fluid conception of multilingualism**

**Abstract**

The main goal of this talk is to examine the underpinnings of mobility as a key concept in this historical moment. People, languages, cultures, services, information, networking and communication cross borders and geographical zones to an unprecedented radius and rhythm. From different angles, Social and Human sciences analyze the so-called “mobility turn” (or mobility paradigm) proposing theoretical concepts that help us understand the spaciotemporal dynamics of today’s societies. Mobility as well as scales and the spacio-temporal conceptions have totally changed correspondences between person, language, place and culture everywhere. As a result of (de)territorialization and (re)territorialization processes we have different notions of language and multilingualism. I will discuss trans-idiomaticity, mobility paradigm, cosmopolitanism, translanguaging, and the special repertoires developed in human migration. Identities are (re)negotiated; linguistic and semiotic resources reconfigured, and multilingual practices emerge under more fluid notions the systems and repertoire.

**Sonia Kania**

**skania@uta.edu**

**University of Texas at Arlington**

**The Words They Brought with Them: The Lexis of the Early Spanish of New Mexico**

**Abstract**

In this paper, I will discuss features of the lexis of the early Spanish of New Mexico, based on documentary evidence found in of a 135-folio manuscript from 1600-1602 written in Mexico City and in San Gabriel, New Mexico. The document in question is a *probanza de méritos* (literally ‘proof of merits’), a legal text dealing with the services and merits Spanish subjects who seek royal favor, in this case Vicente de Zaldívar. Zaldívar was a nephew of Juan de Oñate and served as one of the latter’s principal lieutenants during the exploration and settlement of New Mexico, which began in 1598. This text has been studied under the auspices of the Cíbola Project, directed by Jerry R. Craddock of the University of California, Berkeley; the project is concerned with the edition of documents of the Hispanic Southwest during the colonial period. Our “Probanza de méritos” consists of four interrogatories (Parts 1-4) with witness responses regarding Zaldívar’s services as *sargento mayor* and as *maese de campo* (‘third in command’, ‘second in command’) under Oñate.

A total of 27 witnesses, who represent a cohort of the original settlers of New Mexico, testify in the interrogatories. Their testimonies constitute some of the earliest documentation of the Spanish language that was in use in New Mexico at the turn of the seventeenth century. The analysis of the texts reveals data related to a variety of lexical topics: the use of antiquated forms; Americanisms; indigenous words; and New Mexicanisms; among others. Some examples of word usage include the following—antiquated words: *agora*, *ansí*, *baptizar*, *dende*, *efeto*, *escripto*, *estonces*, *mesmo*, *muncho*, *priesa*; Americanisms: *estancia* ‘ranch’; indigenous words: *jacal*, *mezquite*; New Mexicanisms: *fresada~frezada* ‘wool blanket’; *vacas de Cíbola* ‘buffalo’.

I will analyze the use of these forms in the testimonies of each witness to determine any social trends. This will be done by comparing lexical usage with available demographic information for each witness (age, geographic origin, social class, profession). Finally, I will relate my finding to linguistics theories of language contact and new dialect formation in order to help uncover the forces at work in the formation of the early Spanish of New Mexico.

**Koyin Sung**

**koyin.sung@usu.edu**

**Utah State University**

**Hsiao-Mei Tsai**

**zinatsai@gmail.com**

**Cedar Ridge Elementary, Cache County School District**

**I-Chiao Hung**

**ichiao.hung@gmail.com**

**Riverview Elementary, Alpine School District**

**Translanguaging: A documentation of how emergent bilinguals use translanguaging in their daily communication**

**Abstract**

The traditional view of bilingualism has always treated languages as separate systems with different linguistic features. García (2009) referred to this traditional view as monoglossic ideologies of language use, which believes that languages are bounded and autonomous rather than flexible, dynamic, and fluid. Due to the traditional view of bilingualism and the dominance of English in the United States, bilingual programs have been attempting to nurture minority languages by designating a specific space, time, and teacher for communication only in the target language. However, Hornberger and Link (2012) noted that although language separation ideologies had been practiced for a long time in bilingual programs, classroom research has shown that bilingual learners often resisted the ideologies in order to use languages more fluidly and robustly to accomplish their learning tasks. As researchers and educators realized the discrepancies between the traditional view and the authentic language practice of bilinguals, the concept of translanguaging emerged, which challenges the traditional conceptualization of bilingualism, and advocates the integration of one’s available language resources in language learning.

According to García and Kleyn (2016), translanguaging refers to “the deployment of a speaker’s full linguistic repertoire, which does not in any way correspond to the socially and politically defined boundaries of named languages” (p. 14). Translanguaging should be seen as a natural bilingual languaging behavior that integrates “diverse languaging and literacy practices in different social and semiotic contexts to maximize communicative potential” (Gort & Sembiante, 2015, p. 9). Drawing upon the conceptualization of translanguaging, this study documented whether and how, under the strict language separation policies of Utah dual language immersion programs, the first-grade Chinese-English emergent bilinguals used translanguaging in their daily oral communication throughout the whole academic year.

This study captured the translanguaging phenomenon at different points in time: (1) two weeks in October when the language separation policies were loose, (2) two weeks in January when the students were transitioning to Chinese-only in the classrooms, and (3) two weeks in March when the students were used to the Chinese-only policy. The teacher carried an audio-recorder in her pocket daily to capture her interactions with her students and student-student interactions she observed. In order to build a dependable analysis, the researchers individually open-coded the episodes of translanguaging initiated by the students and compared the coded data for consistencies and contradictions, which resulted in collaboratively coming up with new categories or modifying the current coding themes to better reflect the function and meaning of the translanguaging episodes. Finally, the incidences of the different translanguaging themes found were tallied and reported as results.

The study results showed how the participants used the little amount of new Chinese language knowledge just gained to practice translanguaging for different purposes; however, the number of translanguaging practices significantly diminished in the second and especially in the third period. The diminishing number showed how the translanguaging space was suppressed because of the strict implementation of the Utah DLI programs’ language policies. As a result of such emphasis on language separation, negative effects were found.

**Covadonga Lamar Prieto**

**covadonga.lamar-prieto@ucr.edu**

**University of California Riverside**

**Unearthing an Archive: Documents from the Mexican City of Los Angeles (1836-1843)**

**Featured Panel: “NARNiHS on historical sociolinguistics”**

**Abstract**

The short period of time between the independence from Spain and the annexation to the US has been traditionally conceived as one without any kind of social or linguistic agency for the Californios, the Spanish speaking populations of Alta California. That generalized opinion shows a lack of proper historical sociolinguistic research. To that extent, the Spanish of California Lab (SOCALab) at the University of California Riverside is working on the rescue of the Californio archive. Part of that effort is this presentation, in which I examine the WPA Transcriptions and Translations of Los Angeles City Archives Records. The documents are held by Loyola Marymount University and its Center for the Study of Los Angeles. The collection consists of five different volumes, each of one with unbounded pages and kept in an archival box. They cover aprox. 1,200 pages of the original volumes.

Those original documents are lost, although there is a possibility that they are yet to be located in some archive or archives. What is peculiar about this set of documents is that they were transcribed from the originals and then translated into English thru project C-6975 of the Federal Works Progress Administration, that was carried out from 1937 through 1938. The transcription is a paleographic one that maintained the original spellings, orthography and syntax of the content. As such, it is possible at this point to reconstruct the dialect of those that wrote the original documents. By describing the archive and examining the transcriptions, I’ll be in a position to a) systematize the features of the dialect used and compare it with the results of previous archives, and b) generate additional data points about the social and historical evolution of Spanish language in California.

**Christian Puma**

**cpuma@umass.edu**

**Usos del pretérito perfecto simple y compuesto en el castellano andino ecuatoriano en la diáspora de Nueva York**

**Abstract**

A partir de transcripciones de narraciones de experiencias personales de ecuatorianos residentes en la ciudad de Nueva York, este trabajo se propone analizar los usos del pretérito perfecto simple (PPS) y compuesto (PPC) en esta variedad de español que se encuentra en la diáspora. Trabajos previos realizados sobre el castellano andino ecuatoriano (CAE) han demostrado que, por un lado, el PPS es el tiempo más usado para realizar narraciones en el pasado mientras que el PPC es muy poco usado, y por otro lado, los usos del PPS y el PPC han adquirido valores innovadores debido al contacto prolongado entre el kichwa y castellano en la zona andina ecuatoriana (Bustamante 1991, Palacios 2007, Pfänder y Palacios 2013). Así, las formas de PPS están relacionadas con valores de experiencia directa y certeza o veracidad de la información que se transmite, mientras que las formas de PPC están relacionadas con la evidencia no directa (reportada o no experimentada) y la no certeza de la información que se está transmitiendo (Pfänder y Palacios 2013). Sin embargo, muchos ecuatorianos han migrado en las últimas décadas, siendo Nueva York una de las ciudades con mayor flujo migratorio (Garcés, 2005; FLACSO, 2008; Jockish, 2014). Así, Otheguy y Zentella (2012) mencionan que Nueva York es una ciudad en la que el español se encuentra en una situación de contacto lingüístico muy intenso y además hay una fuerte presión dialectal entre las diferentes variedades de español por lo que este es el lugar propicio para que se empiecen a generar cambios en el español hablado por las diferentes comunidades hispanas. Así, utilizando el método de la sociolingüística variacionista, este trabajo considera como factores lingüísticos relevantes la persona y modalidad (validación y evidencialidad) con el fin de comprobar si se mantienen los usos innovadores atribuidos al PPS y el PPC en el CAE.

**Aniko Csirmaz**

**aniko.csirmaz@utah.edu**

**University of Utah**

**Benjamin Slade**

**b.slade@utah.edu**

**University of Utah**

**Visibility parameter: An unusual class of adverbials**

**Abstract**

A small set of adverbials permit an unusual, low reading. In English, *again* and *almost* allow the low reading paraphrased in (1). For other adverbials, this is unavailable (2). Surprisingly, some equivalents of *again* / *almost* also have low readings in other languages.

**Characterizing adverbial behavior.** The behavior of the adverbials in (1) has been described as following from the so-called Visibility Parameter ( VisPar , Rapp & Stechow 1999). *Again* and *almost* have a marked setting, while other adverbials have a default one. We note that Rapp&Stechow do not provide an explicit formulation of the parameter, and their discussion indicates that VisPar is sensitive to the lexical/functional distinction. Beck 2005 (also Beck et al 2009, Beck and Gergel 2015, Gergel and Beck 2015) significantly modify the VisPar of Rapp & Stechow, treating (phonetic) overtness as the main distinction between (1) and (2) (see (3)). This results in an unclear and heterogeneous description: setting (i) appears to select larger syntactic units (TPs/CPs), while (ii) refers to phonetic overtness.

**Productivity of adverb uses.** As per (3), *again* and German *wieder* have setting (iii); thus they are expected to modify any phrase, allowing the low readings in (1). However, Scholler 2014 shows that the productivity of these readings differs sharply. While German freely allows modification by *wieder* if the right structure is present, English is more restricted. Specifically, the low reading of (1b) was judged as worse than the non-low reading in (4) for English, but judgments did not differ significantly for German (the low reading in (1b) requires setting (iii) of the VisPar in (3) and the reading in (4) is available for any setting). Scholler does not discuss verb and predicate types in detail, but reports the conflated results for the readings permitted by settings (i) and (iii).

**Another look at the VisPar.** We are currently conducting a study which explores the availability of low readings of type (iii) (see (1)) in English. We hypothesize that the aspectual class of the verb/predicate plays a role in whether the low reading is permissible. Testing the role of aspectual classes is important because aspectual properties are often relevant for temporal/aspectual particles (see (5) for *still* ). The default hypothesis should thus be that aspectual properties are relevant for *again* as well.

Participants judge the availability of low readings on a 4-point Likert-scale, where the context forces the low reading. Preliminary results suggest that low readings are fairly productive (contrary to Scholler 2014). However, while verbs of motion with a goal PP were judged as perfect, other verbs of motion structures and causatives appear more marked; aspect apparently matters. Currently we are testing whether there is a significant difference between low readings when comparing various aspectual subclasses (e.g. different resultatives), using one-way ANOVA. Subsequently we will test whether there is a significant difference in the availability of low readings among broader aspectual classes (e.g. goal PPs and resultatives). Our results are already encouraging, indicating that the low reading is fairly productive in English. In future work we will also look at the relevance of aspectual properties for German, to establish whether aspect can account for the divergent behavior of the three adverb classes in (3).

 (1) a. Bill *almost* closed the door

(Possible meaning (low): Bill did something, which resulted in the door being almost closed)

b. Bill closed the door *again*

(Possible meaning (low): The door closed earlier, and Bill closed the door (later))

 (2) a. Bill closed the door *twice*

(Impossible meaning: Bill did something that resulted in the door closing

twice)

b. Bill closed the door *once more*

(Impossible meaning: The door closed earlier, and Bill closed the door)

(3) An adverb can modify

(i) only independent syntactic phrases,

(ii) any phrase with a phonetically overt head (German *fast* ); or

(iii) any phrase (includes lexical accomplishments; English *again, almost* , German *wieder* ).

The default setting is (i). (Beck 2005 and later work)

(4) Bill closed the door *again*

(Possible reading (high): Bill closed the door earlier, and Bill closed the door (later))

(5) Bill is *still* reading the book (imperfective aspect) / \*Bill *still* read the book (perfective aspect)

**Danielle Alfandre**

**dalfandr@asu.edu**

**Arizona State University**

**Where Do We Go From Here?**

**Abstract**

Language is a technology that's created by amateurs (Barmar, 2015). Or is it?

Current college students have grown up in a new world; they are adept at online and digital communication unlike any generation before. To navigate these new technologies, they have created a new written language, a way to express humor, sarcasm, and irony in text with as few characters as possible. Punctuation and capitalization are used to convey meaning in text messages and tweets. Like any language, this is rule-governed and non-native speakers are easily recognized.

At the same time, Standard American English (SAE), the language of lecture in most college courses in the United States, evolves just as one would expect. The vocabulary changes. Dialects merge. Rules are altered. McWhorter (2013) applauds the young people who easily transition from one to the other, indicating that they are bidialectal and, therefore, more cognitively agile.

However, as these young people enter college, they are soon assigned papers and presentations. They are now expected to communicate in an entirely different form: academic language. This is the language of textbooks and tests. Academic language includes another set of vocabulary, grammar, punctuation, syntax, discipline-specific terminology, and rhetorical conventions that are expected to be used in order to achieve academic excellence. Academic language changes very rarely, and any deviance is hotly debated. Passed down by elders (experts?) who allow very little, if any, variance, academic language can, and likely will, define the future of these young people.

Add to this those who are learning English as a second or subsequent language. Many ELLs and native speakers alike effectively communicate with their peers both in person and via text, but still lack *proficiency*. Even though students may be highly intelligent and capable, they may still struggle in a school setting if they have not yet mastered certain concepts or learned how to express themselves and their ideas in expected ways.

Faculty are left in a unique position. Should they relax their grips on their archaic ways? Or is academic language, and the proper use thereof, enough to determine whether or not someone is worthy of a college degree? With growing linguistic diversity in higher education classrooms, emerging technologies, and stagnant frameworks, both students and faculty are fighting to navigate a new arena while achieving the goals of days gone by.

**Emily Williams**

**emily.williams@uta.edu**

**University of Texas at Arlington**

**‘Without English they are strangers’: Representations of Limited English Proficiency and National Identity in United States Congressional Discourse**

**Abstract**

The intersection of language and American national identity is a salient political issue with significant language policy implications for the United States. In this paper I analyzed U.S. Congressional discourse to investigate representations of immigrants and Limited English Proficient individuals in America. The analysis focused on discourse around a specific language policy, H.R. 997, or The English Language Unity Act (ELUA). The proposed federal legislation is part of a broader language policy agenda known as the Official English movement.

Utilizing a combined methodological approach of Corpus Linguistics and Critical Discourse Analysis, I analyzed 16 Congressional events in the House of Representatives discussing the ELUA over a period from 2003-2016. I divided the data into two subcorpora (Pro-ELUA and Anti-ELUA) in order to do a comparative analysis of discourse supporting and opposing the legislation.

The comparative analysis relied on corpus analysis tools such as keyness tests, concordances, frequency counts, and collocations. This analysis revealed stark contrasts between the depictions of immigrants and Limited English Proficient individuals in the two corpora. In the Pro-ELUA corpus, immigrants and Limited English Proficient individuals were frequently depicted as a non-descript *they* unwilling to learn English*,* while in the Anti-ELUA corpus, immigrants and LEPs were often depicted as *students* and *learners* in need of opportunities*.*

I argue that the identified differences in lexical choice represent underlying language ideologies with political and policy implications. The findings of this paper indicate that despite the failure of Official English to take hold at the federal level thus far, the dominant ideologies present among legislators are not favorable to the inclusion or normalization of linguistic minorities. As such, I argue that the discourse around the Official English movement at the federal level attempts to legitimize and justify anti-immigrant policy by depicting a lack of English Proficiency as a threat to national identity in need of a solution.