

Abstracts for LASSO 2009, Provo, UT (organized by primary author)

Fronting of /ow/ in Urban Utah Speech

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A feature of the Western vowel shift is the fronting of /ow/ so that no can be pronounced [nʔw]. This shift has been found in the speech of residents of Northern California and Flagstaff, Arizona. In a sociolinguistic study, 14 members of an extended family, all born and raised in Salt Lake City, were interviewed using the Labovian format in which informants talk about their families and life experiences. So far, the study has found that the youngest generation fronts /ow/ except before liquids, the middle generation fronts /ow/ except before liquids to a lesser degree, and the single member of the oldest generation does not front /ow/ in any environment except particular lexical items such as go. Because the vowel spaces of different speakers are not the same, sociolinguists usually use a formula for normalizing the F1 and F2 values of different speakers, but this procedure would obscure the differences between speakers that this study is trying to examine. Therefore, the extent of /ow/ fronting for each informant was measured by calculating the range between fronted /ow/ and non-fronted /ow/ divided by the range of the mid vowel space using the following formula:

$$\frac{F - N}{E - N}$$
where F = the average F2 value of fronted /ow/ (that is, /ow/ not before a liquid); N = the average F2 value of non-fronted /ow/ (that is, /ow/ before a liquid); and E = the average F2 value of /ey/ (the mid front vowel).

In addition to the tentative findings mentioned above, it is expected that the study will reveal differences in /ow/ fronting between genders with women fronting /ow/ to a greater degree than men.

Consigno vs. con+STRESSED PRONOUN in written Spanish

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The pronoun *consigo* has various reflexive-like meanings; e.g., *Juan se enojó **consigo** mismo* ‘John got mad at himself’, *Juan llevó el libro **consigo*** ‘John brought the book with him’, and *La nueva ley trae **consigo** muchas consecuencias para nosotros* ‘The new law brings with it many consequences for us’. *Consigno* is commonly mentioned in Spanish grammars, but details about its various meanings and actual use in discourse are limited, probably because it is so rare in real language use. Speakers may alternatively use the preposition *con* (‘with’) followed by a stressed second- or third-person pronoun; e.g., *Juan llevó el libro **con él***. According to Franch and Blecua (2001:601), in both spoken and written Spanish the use of *si* in general is receding and is substituted almost systematically with the corresponding personal pronouns *él, ella, ellos, ellas, usted, and ustedes*. Alba (2006) studied the use of *consigo* and *con+STRESSED PRONOUN* (C+SP) in a massive corpus of spoken Spanish, and found that

while *consigo* is indeed infrequent in speech, *C+SP* is even less common. To analyze and compare these two variants, the following contextual factors were evaluated: (1) the semantic class of the sentence, (2) presence or absence of *mismo*, (3) status of the subject as specific or non-specific, (4) person and number of the subject, (5) animacy of the subject, and (6) animacy of the object. The results showed that the two variants occurred in very similar contexts, with only a few exceptions.

The present study follows up on Alba 2006 by examining the use of *consigo* and *C+SP* in written discourse, and thus contributes to a more complete view of the use of these forms in Modern Spanish. The data are taken from the three sections of written 20th Century Spanish in *the Corpus del Español* (Davies 2002-). All instances of both variants occurring in the corpus were extracted and coded for the same five factors as before, and the distribution of these factors was analyzed statistically. Overall, the results were very similar to the findings for spoken Spanish: (a) *consigo* and *C+SP* were both rare, (b) *consigo* was more common than *C+SP*, occurring at about the same rate as in the spoken data—about 80% of the time, and (c) the two variants occurred in very similar contexts.

Non-linguists' perceptions of felicitous and infelicitous code-switches: The role of proficiency and grammaticality

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Linguists have long established that code-switching is not simply an uncontrolled amalgamation of two languages; rather it is a complex bilingual speech behavior that is subject to social conventions and grammatical constraints. While many perceptions of this linguistic phenomenon indicate a stigmatization of its users, other groups attribute a level of prestige to its usage. The purpose of the present study is to evaluate whether Spanish-English bilinguals of differing levels of Spanish proficiency have dissimilar reactions to grammatical and ungrammatical code-switches. As part of a larger study, bilinguals of diverse proficiencies are presented with recordings of four fairytales, two which include felicitous intrasentential code-switches and two which were comprised of infelicitous code-switches. After listening to the fairytales, participants provided their impressions of each storyteller, and ultimately of their speech forms. Data from 274 participants uncover several trends that indicate that bilinguals distinguish the grammaticality of the switches; they focus more on code-switching proper (i.e., the particular sites of language alternation) when evaluating the recordings comprising ungrammatical code-switches, and more on extragrammatical properties (e.g., pronunciation) when listening to grammatical versions. Data also indicate that judges' proficiency is a factor in these evaluations; as their bilingual proficiency increases, references to ungrammatical code-switching decrease.

English-Spanish bilinguals' attitudes toward L2 pronunciation

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Previous research on perceptions of second language influenced pronunciation has generally focused either on native speakers' attitudes toward L2 speech or on second language learners' attitudes toward only two levels of pronunciation (i.e. native compared to non-native speech). The present study investigates more subtle differences in English influenced pronunciation of Spanish (e.g., aspiration accompanying voiceless stops). Also included in this research is how other factors (e.g., second language proficiency) influence attitudes toward L2 pronunciation. In order to answer these research questions a modified matched-guise technique was created. Stimuli consist of seven recordings of 3 female speakers reading the introduction to the fairytale Little Red Riding Hood in English and Spanish. These seven recordings included the following: 1) native Spanish, 2) native English, and 3) non-native English with common Spanish pronunciation errors. The other four recordings form a continuum of L2 pronunciation errors in Spanish, namely, 4) near native Spanish to 5) near-native with English aspiration to 6) additional English-influenced pronunciation errors (i.e. non-target pronunciation of vowels, /r/, diphthongs, etc.) to 7) extreme pronunciation errors from a monolingual English speaker. Data from the 102 participants indicate that on the aggregate participants evaluated the native samples more positively than the non-native recordings. As hypothesized, the high-proficiency group showed a trend that indicated a greater ability to perceive more subtle pronunciation errors. However, analyses showed that there is no statistically significant difference between proficiency groups.

Categorical perception of K'iche' (Mayan) interrogatives: The interplay of syntactically marked questions and phonological boundary tones

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It is common for languages of the world to distinguish between syntactically identical statements and Yes/No (Y/N) questions by prosodic means, e.g. a falling, or L-L% boundary tone on the end of a statement and a rising, or H-H% boundary tone on the end of a Y/N question. This type of intonation is not usually necessary on Wh- word questions because they are typically marked as questions syntactically (Gussenhoven 2004). Hadding-Koch & Studdert-Kennedy (1964) were some of the first to demonstrate the phonological importance of the rising boundary tone in distinguishing Y/N questions from syntactically identical statements for both Swedish and English. Their perception task has become the module for the categorical perception of intonational boundary tones in interrogatives in other languages (Falé & Faria 2006 on European Portuguese, Vanrell 2006 on Catalan, Savino & Grice 2007 on Italian etc.).

To date, little has been done on the intonation of Mayan languages. Nielsen (2005) provides a basic description of intonation in K'iche', a Mayan language of Western Guatemala, and a possible ToBI system for transcribing it. In her description of K'iche' intonation, Nielsen states that the most common boundary tone in K'ichean intonational phrases is L-L%, and that L-H% and H-L% are found in imperatives and phrases ending with a clitic respectively. According to her data, the only type of intonational phrase in K'iche' which can end with a H-H% tone is a Y/N question (Wh- word questions, which are marked syntactically, are said to end with L-L%). K'iche', however, also denotes a Y/N question syntactically with the question marking word *la*, which is placed at the beginning of the phrase

(Mondloch 1978). Figures 1 and 2 illustrate the differences, both syntactically and prosodically, between the two nearly identical phrases *nim le ala* ‘the boy is big’ and *la nim le ala?* ‘is the boy big?’

The purpose of this study is to understand the interplay of the syntax and intonation of Wh- word and Y/N questions in K’iche’. A categorical perception task based on Hadding-Koch & Studdert-Kennedy (1964) was implemented with native speakers of K’iche’. Statements, syntactically identical Y/N questions (with the exception of the question marker *la*) and Wh- word questions were all manipulated using *Praat* software to have different rising and falling boundary tones. The informants then listened to the different phrases and judged them to be either statements or interrogatives.

Results of the perception task show that the Wh- word questions are perceived as questions regardless of the boundary tone. Statements and Y/N questions, on the other hand, rely on both the question marking word *la*, or lack thereof in statements, and the rising or falling boundary tone. Therefore, both syntax and a H-H% boundary tone are needed to convey a Y/N question in K’iche’ while a syntactically marked Wh- word question does not need a specific boundary tone to be conveyed as an interrogative.

African American Vernacular English in the Classroom: Introducing Standard English

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Since the conception of the Oakland Board of Education’s resolution on Ebonics in 1996, African American Vernacular English (AAVE) has received considerable attention. The Oakland Board of Education stated in its resolution that African Language Systems are not a dialect of English. This resolution caused a strong reaction from both linguists and the general community. The controversial nature of this assumption engendered many studies and thorough examinations of AAVE. Many linguists have published books and articles explaining the phonology, morphology, syntax, etc., of AAVE and how AAVE relates (or does not relate) to standard English. Teachers and schools are still struggling to integrate AAVE speakers into formal situations and classroom settings where standard English is expected.

The first proposed method of teaching standard English treated standard English and AAVE as two distinct languages. ESL-type courses were offered for speakers of AAVE based on the assumption that AAVE was not a dialect of English. Many courses for AAVE speakers included translation exercises (e.g., “translate this sentence from Black English to standard English”) or exercises in “correcting” the grammar of AAVE speakers.

A newer approach, which will be supported in this paper, is to teach standard English through immersion and to supplement this practice with linguistic training. This approach is superior because previous methods have neglected the fact that AAVE speakers are often bi-dialectal and able to use standard English. Also, offering linguistic training for the students and their teachers proves very effective in getting students to respect and better understand both of their dialects. Finally, through immersion, students can better understand in which situations each of their dialects is appropriate.

Immersion is the most sensible way to learn any aspect of language, whether it be the morphology of a foreign language or the phonology of a different dialect. In Switzerland, for example, children learn High German in school through immersion and become very fluent in this dialect that is nearly unintelligible to them before learning it. Including basic linguistic training in the curriculum leads students to become aware of their code-switching and to view language variation more positively.

Because AAVE speakers are already surrounded by standard English enough to at least understand it (television, radio, other media), the primary focus of the classroom should be to train these speakers to know when each of their dialects is appropriate. As children become older and develop better cognitive abilities, they should be reminded more and more frequently that AAVE is for informal

situations and that standard English is used in formal situations. Once they can recognize this, they should be encouraged to use standard English in the classroom to get adequate practice to prepare them for other situations. They should be encouraged to write in standard English as well. They should however, be reminded that AAVE is not inferior to standard English, but rather, each has its appropriate environment.

English Sentence Adverbs: The Result of Lexicalization

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One of the most heavily studied topics in historical linguistics over the past several years is grammaticalization. Fewer scholars have paid attention to another diachronic phenomenon known as lexicalization. Brinton and Traugott (2005) define lexicalization as follows:

The change whereby in certain linguistic contexts speakers use a syntactic construction or word formation as a new contentful form with formal and syntactic properties that are not completely derivable or predictable from the constituents of the construction or the word formation pattern. Over time there may be further loss of internal constituency and the word may become more lexical. (96)

So lexicalization is a process, similar in complexity to grammaticalization, whereby new words are created from larger syntactic structures (phrases, clauses, etc.).

Brinton and Traugott offer few examples. As a relevant example, sentence adverbs have long been considered to be the product of grammaticalization processes. I will argue, however, that many sentence adverbs are the result of lexicalization. An example is the adverb *frankly*. The grammaticalization literature argues that speech-act adverbs like *frankly* begin in the Verb Phrase area of a clause and “raise” to the Complementizer Phrase/Tense Phrase region accompanied by changes in semantics, pragmatics, and syntax.

Another way to look at *frankly* is that it instead enters the clause at the CP from a previous structure. My proposal contends that *frankly* originates as a VP-adverb in a separate clause that has a paratactic relationship with the target clause:

1. “May I speak *frankly*? Your friend has turned on you.”

This then becomes a hypotactic structure, with the *frankly* clause acting as the matrix clause:

2. “I must say *frankly* that your friend has turned on you.”

A shift in structure may follow the pragmatic/semantic significance of the sentence, resulting a different hypotaxis:

3. “*Frankly* speaking, your friend has turned on you.”

Here the original matrix clause has become the subordinate, non-finite clause. A final step results in a reduction of the non-finite clause to its semantically and pragmatically salient element:

4. “*Frankly*, your friend has turned on you.”

The semantic and pragmatic meanings of *frankly* in the final version have been enriched so that the word is essentially propositional itself, with the meaning of the full clause.

I use corpus data from synchronic and diachronic English corpora to support my findings.

Foreign Language Houses: A examination of their use and their effectiveness in promoting second language (L2) learning

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Many colleges and universities in North America employ Foreign Language Housing (FLH) as a means of exposing students to a second language (L2). However, little research has examined the effectiveness of these houses on L2 use and gains, nor what features of these houses impede or promote language gain. This panel will discuss recent research on the use and effectiveness of foreign language housing (FLH) in comparison with study abroad and classroom only students. The three papers in this session will focus on the following:

The first paper will report results of a nation-wide study on the state of foreign language housing, including the number of language residences administered in the U.S. and information regarding how these programs are managed. Additionally presenters will discuss the FLH as a community of practice and what characteristics of FLH seem to facilitate or hinder language learning

The second paper provides the findings of a year-long comparison of the linguistic gains (oral proficiency, fluency, and vocabulary) and language use of FLH and classroom only students learning French, German, Russian, and Japanese. Both groups of learners took a pre- and post-program Oral Proficiency Interview as well as reported on their daily L2 use. Results of the study reveal that FLH students used the L2 more and made greater language gains than classroom only learners, although differences across the two groups were related to the L2 they were studying. In addition, a linear step-wise multiple regression analysis revealed that using the L2 in particular tasks predicted greater language gains. Such findings suggest that FLH, at least as designed in the current study, where students were grouped in apartments by language and there was one native speaker per apartment, provides an environment where students can improve L2 oral proficiency.

Finally, for the third paper, presenters will provide data comparing amount of L2 use and linguistic gain made by students in three short-term language immersion programs: 1) traditional study abroad, 2) service-oriented study abroad, and 3) foreign language housing. All three groups of learners completed language logs, detailing how often and for what purposes they used the L2. The participants also participated in pre- and post- oral tests to assess their gains in fluency, pronunciation, grammar, and vocabulary. Results suggested that, although the traditional study abroad group used the L2 the most, much of this use was in a classroom setting. Results also indicated that two of the groups, students in the foreign language house and service-oriented study abroad, made significant gains in vocabulary, pronunciation and grammar.

At the conclusion of the presentations, participants will discuss the implications of these findings in light of language acquisition theories and the importance of setting on language learning. Presenters will also discuss strategies for recruiting students for FLH programs, obtaining funding and support for FLH, and managing FLH programs.

Towards an acoustic account of /s/-weakening in the Spanish of Cali, Colombia

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Previous research on /s/-lenition in Spanish has relied almost exclusively on impressionistic coding for the independent variable "/s/-realization" (cf. Brown 2008, File-Muriel 2009, Poplack 1979, Terrell 1979, among others). In these studies, researchers are limited to the available devices accorded to them by the International Phonetic Alphabet (e.g. /s/ as [s], [z], [h], \emptyset , etc.). Although auditory acoustic analysis (i.e. transcription) is an extremely useful descriptive device, it can be influenced by the transcriber's background and expectations. Additionally, acoustic details are lost when tokens are forced into categorical groupings, such as short vs. long duration.

The present study examines the production of /s/ by eight university students from Cali, Colombia in informal sociolinguistic interviews. This research departs from the audio transcription tradition, proposing a metric for quantifying the realization of /s/ by employing three scalar dependent variables: center of gravity, /s/ duration, and percentage of voicing. Such a method is less vulnerable to bias, given that it is based on acoustic measurements that are not necessarily perceptible to the human ear.

The results of the linear regressions indicate that the dependent variables are significantly conditioned by a variety of linguistic factors: lexical frequency, local speaking rate, stress, speaker, position within the syllable, the preceding and following phonological context, word length, and lexical class. The magnitude of effect trends are elucidated by predicted probability plots. For example, as lexical frequency increases, /s/ duration decreases, center of gravity decreases, and percentage of voicing increases, all indicative of lenition. We argue that /s/ lenition is better explained in gradient terms, rather than categorical ones. This paper contributes to the growing body of literature documenting the influence of frequency effects on this otherwise well-studied phenomenon of phonological variation and change.

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A quantitative analysis of word-initial stop/fricative variation in Spanish

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The occlusive/fricative alternation of the Spanish voiced stops has been the focus of many current publications (e.g., Cole, Hualde, and Iskarous 1999, González 2002, Piñeros 2002, Barlow 2003, Ortega Llebaria 2004, Colantoni and Marinescu 2008). These recent projects have determined that the stops do not behave in a uniform fashion as some traditional grammars assert (e.g.; Navarro Tomás 1967) and they note a high degree of variability of realizations based upon the preceding and following phonological environment, the position of the stop with regard to prosodic stress, as well as syllable position. Despite the growing importance of usage-based linguistic factors in the literature, however, few studies treat Spanish /b,d,g/ from a non-formal perspective (noted exceptions include: Eddington to appear, Bybee 2001:148).

This current work focuses exclusively on realizations of word-initial /d/, coded impressionistically, in the conversational speech of 24 Puerto Ricans. We limit the scope of our investigation to /d/ in word-initial position in order to tease out the contribution of usage-based factors. We include in our analyses factors shown to significantly constrain variation in other reductive processes such as token frequency (e.g. Bybee 2001), word bigram frequency / predictability (e.g. Bush 2001, Gregory et. al.1999), discourse context frequency (e.g. Timberlake 1979, Bybee 2002, Brown 2004), and the appearance of word-initial /d/ in constructions such as [clitic + verb] (*le dije*) (e.g.; Jurafsky et. al. 2001). We submit our findings to a variable rule analysis using Varbrul (Rand & Sankoff 2001) in order to determine the degree to which these functional factors, in addition to the other more traditional linguistic factor groups mentioned above, constrain realizations of /d/ tokens in this variety of Spanish.

Results of our initial analyses suggest that rates of /d/ reduction do correlate significantly with the usage-based factors in expected directions (with higher token, bigram, and favorable discourse contexts frequencies and use within constructions all correlating with higher degree of reduction) but that the effect of these factor groups is not uniform across all word-initial /d/ tokens suggesting considerable interactions within the data. We interpret our results from within the Exemplar model of lexical representation (Bybee 2001, Pierrehumbert 2001).

Root Infinitives in Child L2 Spanish

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The aim of the present research is to develop an understanding on the Root Infinitive (RI) phenomenon in child L2 Spanish. Previous research has investigated this phenomenon in Spanish first language acquisition and in adult L2 Spanish but much less attention has been given to this phenomenon in children learning Spanish as a second language. This thesis focuses on whether children learning Spanish as a second language go through a RI stage. It also examines which morphological forms and types of predicates appear in the RI stage of these children. The data for this study was collected via natural production in oral and written form using a wordless book by Mercer Mayer: A BOY, A DOG and A FROG. There were 30 child subjects, all native English speakers that receive instruction at the Missoula International School.

As hypothesized, the results of this study suggest that children learning Spanish as a second language go through an RI stage. The RI stage for child L2 Spanish was found to be closely related to the RI stage in L1 Spanish. The RI forms in child L2 Spanish appear mainly as bare stems and overgeneralizations. Few morphological infinitives were found in the production of these children. The quantitative results show that the RIs forms are manifested primarily with event-denoting predicates. The presence of the RI stage in child L2 Spanish raises fundamental questions about the acquisition of verbal morphology. One question is whether the RI stage can be described as a natural development attributed to cognitive processes. Another asks if explicit instruction has an impact on the RI stage. The results of this study suggest three stages in the acquisition of verbal morphology in child L2 Spanish.

La influencia del tiempo de residencia en la alternancia de códigos

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El presente estudio examina la presencia de alternancia de código en el habla de los hispanos hablantes residentes en el oeste de Massachusetts y cómo se da la interferencia del inglés en las interacciones verbales de estos hablantes con relación al tiempo de exposición al inglés y cuáles son los factores sociales que inciden en esta interferencia como la edad y género, dado que las interacciones bilingües llevadas a cabo entre hablantes que dominan – en mayor o menor grado – dos lenguas, conllevan siempre razones extralingüísticas que favorecen la alternancia de códigos.

El análisis se basa en quince conversaciones grabadas con hablantes del español del género masculino y femenino que residen en los EE.UU. desde hace más de cinco años. En total se han examinado más de veinte horas de grabaciones y se han codificado todas las instancias de alternancia que presentaron los hablantes; los resultados fueron procesados a través del análisis estadístico del GoldVarb 2001 que permitió observar el papel que juega la situación del contacto lingüístico, ya que algunas palabras sueltas y expresiones idiomáticas examinadas parecen ser sensibles al contacto con el inglés en contextos específicos. Cierta predisposición a la adopción de los dos códigos se observa a lo largo del tiempo de permanencia en el país, a la edad y al género de los hablantes en estudio.

To Add or to Subtract: Resumptive Pronouns and Prepositional Phrase chopping in Spanish Relative Clauses

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The occurrence of resumptive pronouns (RPs) in relative clauses (RCs) as in (1) is attested in a number of languages (Hawkins 2004) in the world. In Spanish, RP-containing RCs alternate with gap-containing RCs, as in (2).

1. Voy a trabajar con un amigo, César Márquez, que trabajé con él en Puente Hills Ford.
„I am going to work with a friend, César Márquez, that I worked with him at Puente Hills Ford.“
2. Hay un joven también con el que estudié y... creo que nada más.
„There is also a young man with whom I studied and... I guess that’s it.“

In Spanish, the gap-containing variant is considered the standard one, and the RP-containing variant is non-standard. Moreover, in Spanish, just like in Portuguese (Tarallo 1986), there is a second non-standard

variant within oblique RCs headed by the complementizer *que*: prepositional phrase (PP) chopping, as in (3).

3. La novia, [con la] que tiene 14 años, todos son ludópatas.

„The girlfriend, who he has been [with] for 14 years, all of them are ludopathic“.

Although the standard structure is still predominant in Spanish (54.1%) when compared to RP RCs (11.6%) and PP-chopped RCs (34.2%), the non-standard variants seem to be a Panhispanic phenomenon (Herrera Santana 1990, Silva-Corvalán 1996).

This study aims at explaining the factors underlying the aforementioned alternation. I adopt a variationist

quantitative framework using transcriptions from sociolinguistic interviews and TV debates of the Spanish variety spoken in Lima, Peru. The statistical program used to determine the significance of the factors is SPSS 12 for windows.

The results show that RP presence in oblique RCs is triggered when the antecedent is hard to process (when there is material between the complementizer *que* and the verb), and when the antecedent is cognitively salient (animate antecedents). PP-chopping, instead, is favored by cognitively less-salient antecedents (inanimate and previously mentioned), and by the preposition *de*, commonly chopped in the Panhispanic *queísmo* phenomenon.

Mood Selection in the Evaluative Complement in New Hampshire and Maine: Impersonal Constructions and Pseudo-Clefts Compared

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This sociolinguistic study identifies, analyzes, and reports usage norms of the Spanish subjunctive and indicative in present, past, and future temporal contexts in subordinate clauses which follow the impersonal constructions: *ser + adjective + que...* and *lo + adjective + ser que...*, in the speech of native speakers of Spanish, originally from a variety of Latin American countries and Spain, who currently live in Northeastern New England, specifically New Hampshire and Maine, a region which currently boasts over 47,000 Hispanics within its population, a number on the rise with projected continued and consistent growth in the future. Selected for study are monolingual Spanish speakers and bilingual speakers who can be described as Spanish dominant, balanced bilinguals, or English dominant, although this last category remains functional and comfortable in Spanish interactions.

The linguistic data, excerpted from recorded interviews with these Spanish speakers, consist of completed responses to a set of 75 matrices (i.e., *Es bueno que...*, *fue malo que...*, *lo divertido es que...*, *lo interesante era que...*, etc.), as well as additional constructions collected in free conversation portions of the interviews. Major linguistic findings extracted from the data include significantly more subjunctive usage following *ser + adjective + que...* as compared to the *lo + adjective + ser que...* constructions. These constructions are further analyzed to determine patterns of subjunctive or indicative verb usage depending on the nature of the adjective (i.e. positive, negative, + emotion, - emotion, etc.), and the communicated tense (present, past, future) of the verb in the subordinate clause. In these analyses, tendencies and patterns appear in the responses of nearly all the respondents with regard to significantly more subjunctive usage among (–emotion) sentences (*es lógico que...*, *lo lógico es que...*, etc.), than in the (+emotion) sentences (*es triste que...*, *lo bueno es que...*, etc.); as well as a usual increase in subjunctive usage in (+present) verbs over the (+past) tense verb forms.

The linguistic data are correlated through Goldvarb X, a statistical variable rule program, to extralinguistic data gathered from a sociolinguistic questionnaire relating to social demographics, family history, education, language interaction, and bilingual abilities of each speaker to determine correlations of linguistic patterns as they relate to social phenomena and condition linguistic style and meaning. This

allows for a more accurate statistical accounting and analysis of personal and social factors that are significant in subjunctive usage and maintenance or loss in these impersonal constructions, the most important being language used with family members, and contact and frequency of interaction in Spanish with Spanish speaking members of the community.

Following a very brief introduction of the project objectives, respondents, and methodology, the statistical data is presented, accompanied by ample illustrative examples, in order to disclose full results to support conclusions and implications of this research.

The Basque-o-meter: measuring Basque identity through Basque Spanish

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Similar to other contexts of linguistic revival, the situation of Basque has gone from one of semi-forced monolingualism—during Franco's dictatorship—to one in which positive attitudes towards a Basque identity are reinforced through institutionalized measures and the support of Basque nationalists group. Unlike from other ethnic revivals, in which the majority of the population has a common ethnic background or speak the native language, many of those who identify themselves as Basque do not speak the language and/or come from a Spanish immigrant background. In fact, immigrants from other regions of Spain and their Basque-born children make up as much as half of the population of the industrial Basque towns and cities of the Basque region. Considering that there is only 20% fluid Basque/Spanish bilinguals, How do those who fervently support Basque but do not speak Basque express linguistically their Basqueness?

In this paper I contend that the use of a 'Basquized Spanish' i.e., the use of linguistic features that come from contact with Basque when speaking in Spanish, has become a symbol of ethnic identification and a mark of urban neo-Basque bilinguals. However, different from other studies on ethnic varieties, I am also interested on how contact with Basque/Spanish bilinguals through the speaker's social network affects language usage. I also consider as an important variable parental origin for example, how whether the speaker's parents come from a Spanish immigrant background or whether despite not speaking Basque were raised in a highly Basque-speaking area affects the speaker's use of the variants through family socialization.

In this presentation I will focus on two contact variants (1) the use of a predorsal fricative [ts] in borrowings from Basque (e.g. *emparantza* *emparan* [ts]a 'square') and (2) the elision of intervocalic –ado with vocalic closure (e.g. /kantau/ instead of /kantaðo/ 'sung'). My fieldwork was carried out in two dissimilar linguistic contact areas: the fishing community of Bermeo (with 80 % Basque/Spanish bilingualism) and the city of Bilbao (with 20% bilingualism) and in three social networks: two in Bilbao and one in Bermeo. In one of the networks of Bilbao its members are actively engaged in Basque leftist politics. The study concludes different results for each of the linguistic variables. The variable [ts] has been 'recycled' as a symbol of ethnic identification by young generations of urban Basque activists and neo-Basque speakers who speak mostly Spanish despite attending Basque immersion programs. In the case elision of [ð] in intervocalic word-ending (ado) the results show that parental origin is the explanatory social variable. Linguistic attitudes analysis proves also the social saliency of [ts] versus the non-social meaning attached to the variable elision of intervocalic –ado with vocalic closure.

The preaspirated stop: a perceptually suboptimal phonological structure?

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THE PROBLEM. The contribution of perceptual biases to phonological typology has been vigorously discussed in recent literature, e.g. Moreton (2008), Wilson (2006), Silverman (2003, 1997), and Bladon (1986). While the former two scholars have argued that much of typology must be attributed to cognitive biases, the latter two have argued instead that phonetic or aerodynamic features of certain phonological structures render them perceptually “suboptimal” in comparison with more abundant structures, thus rarer. For instance, preaspirated stops are scarcer than postaspirated stops because aspiration is a less viable cue before the stop closure than after the stop release. Preaspirated stops are certainly rare and postaspirated stops commonplace (Silverman 2003, Ladefoged and Maddieson 1996, Maddieson 1984), but the strength of the “suboptimality” hypothesis of Silverman and Bladon as an explanation for this rarity has not been empirically tested. A perception experiment was duly designed to perform this test.

HYPOTHESIS: Preaspirated [hp ht hk] will be harder than postaspirated [ph th kh] to distinguish from unaspirated [p t k].

EXPERIMENT. Gaelic-like non-word stimuli were recorded with the assistance of 3 Gaelic speakers from the Isle of Lewis: in Lewis Gaelic, voiceless unaspirated [p t k] contrast with voiceless postaspirated [ph th kh] in initial position, and with voiceless preaspirated [hp ht hk] medially and finally. Stimuli featured the target stops [p t k], [ph th kh], or [hp ht hk] in initial, medial, or final position. Stimuli were presented in pairs of three types: the first featured one post- or preaspirated token and one unaspirated token in the target position; the second type featured two identical preaspirated, postaspirated, or unaspirated tokens; the third consisted of distracters. Participants were asked to respond “same” or “different” to each stimulus pair.

To control for L1 effects on perception, three participant populations were recruited: 9 native speakers of Scottish Gaelic; 12 native speakers of Polish, which lacks an aspiration contrast (Gussman 2007, Ruskiewicz 1990); and 11 native speakers of English, to whom postaspiration but not preaspiration is familiar. Participants were equally distributed by gender and age.

RESULTS. The hypothesis was not confirmed: there was no indication that preaspirated stops were harder for subjects to distinguish from unaspirated stops than postaspirated stops were. Rather, significant differences in confusion rates were a function of position, not aspiration type: for all three participant groups, confusion rates were highest for tokens in final position (preaspirated vs. nonaspirated). For two of the three participant groups (Gaels and Poles), the lowest confusion rates actually occurred in medial position (again, preaspirated vs. nonaspirated).

CONCLUSIONS. The hypothesis offered by Silverman (2003, 1997) and Bladon (1986) that preaspirated stops are rare due to suboptimal perceptibility is untenable. Instead, other explanations for the rarity of preaspirated stops must be sought. For instance, it may be that there are relatively few phonetic precursors from which preaspiration develops (Myers 2002). Alternatively, it may be that there are cognitive biases favoring postaspiration at the expense of preaspiration, as for other typological phenomena (Moreton 2008, Wilson 2006).

An analysis of the frequent verbs of Southwest Spanish as compared to monolingual Spanish

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Most non-linguists refer to the Spanish of the Southwest as “Spanglish” and think of it as a random mixing of Spanish and English. Linguists have discovered that the Spanish of the Southwest is primarily

Spanish that has been influenced by English. This influence is mostly seen in individual words and simple phrases that are borrowed for use in Spanish. Researchers of U.S. Spanish, and specifically Spanish of the Southwest, have for years compiled lists of English-origin words (Espinosa 1914-15, Kercheville 1934, Bowen 1952, Cobos 1983, Galván and Teschner, 1989, etc). Nouns occur most frequently but there are lists of verbs and other parts of speech as well. Looking at the long lists and dictionaries one would assume that English has had a profound affect on the lexicon of Southwest Spanish. However, it is unclear just how much Southwest Spanish, and specifically its lexicon, has been influenced. This paper is an analysis of the frequent verbs used in Southwest Spanish as compared to educated Mexican Spanish and Popular Mexican Spanish. The data for this analysis will come from the corpus of Southwest Spanish compiled by Lope Blanch (1990) and the Habla Culta Project (1977, 1986). The most frequent verbs will be extracted from each of the corpora and will be compared. If English has profoundly affected the Spanish of the Southwest then it should be assumed that some of the highly frequent words will be of English-origin. If the core or highly frequent verbs are all standard monolingual Spanish verbs and occur in a similar order of frequency as the educated or popular Mexican Spanish corpora, then it should be assumed that the effect of English on the lexicon of Southwest Spanish is peripheral.

Muy bueno y bien bonito: Spanish Intensifier Use in Predicative Constructions

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Words that intensify meaning are common in spoken discourse as speakers use them to add an emphatic or emotional meaning to an otherwise purely informative sentence. Intensifiers have been studied extensively in English: their meanings, their origins, and evolution, and their use has been connected with certain sociolinguistic variables, including gender, geographical region and group membership. However the use of intensifiers in Spanish is not as well documented.

This study finds that Spanish intensifying devices share many of the characteristics of intensifiers in other world languages—the expression of both positive and negative meaning, the ability to boost or maximize the degree of intensification, and the social meaning shared by community members. The data on which this study is based were drawn from three corpora of natural speech from different geographic areas: New Mexico/Colorado, Puerto Rico, and Colombia. Additionally, speaker gender was considered in order to determine if gender affects rates of intensification or the choice of intensifying device.

The Spanish speakers studied here employ a wide variety of intensifying devices, including morphological (re-, -ísimo, -ote) and lexical items (muy, bien, tan), and intensifying repetition (me pongo mal, mal, mal). Simultaneous layering of multiple devices is also observed. Analysis reveals that the most common intensifying device is the use of lexical items while morphological intensification and repetition are more rarely used. The semantic class of the adjective (Dixon 1991) in the predicative construction and the animacy of the referent both influence the decision of whether an intensifier will be used. Adjectives describing degrees of similarity and difficulty are more likely to be intensified and inanimate referents are intensified at higher rates than animate. Additionally, speaker gender and place of origin play a role in the type of intensifying device selected and rates of intensification.

Finally, this study suggests a radial model for Spanish intensifiers resembling that of Axenti and Zbant (2002), but whose development also considers the frequency of use of the intensifying devices, as well as their semantic relationship to the nucleus.

La presencia y ausencia del pronombre de la primera persona del español hablado en el oeste de Massachusetts

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El uso del pronombre de primera persona no siempre es obligatorio en español porque las desinencias verbales permiten la identificación del sujeto. En muchos casos el hablante tiene la opción de escoger entre el uso explícito o implícito del pronombre de primera persona para referirse a sí mismo. Este presente trabajo analiza esta variable lingüística y trata de explicar por qué los hablantes prefieren usar una forma más que la otra considerando varios factores lingüísticos y sociales. Este estudio consiste en el análisis de conversaciones grabadas a diez participantes nativos de países de Europa, América del Sur, América Central y el Caribe, todos ellos residentes en los Estados Unidos hace más de cinco años. La alta densidad de población hispana en algunas ciudades de la zona y pocos estudios realizados sobre el español hablado en la región fueron las razones por realizar tal estudio. Se han entrevistado hombres y mujeres cuyas edades oscilan entre los veinte y setenta años de edad. En este estudio se han tomado en consideración los siguientes factores lingüísticos: a) énfasis; b) la semántica del verbo; c) ambigüedad morfológica y contextual; y d) cambio de referencia. En cuanto a los factores sociales se han considerado la edad, el lugar de origen y el tiempo de permanencia en Estados Unidos. Se analizaron las grabaciones y transcripciones de estos informantes y se codificaron las variables mencionadas anteriormente por medio del programa Goldvarb. El análisis cuantitativo demostró que todos los factores son relevantes con la excepción de la edad. Los factores que han demostrado ser significativos para la presencia del pronombre se mencionan en la siguiente escala de acuerdo con su orden de importancia: énfasis, país de origen, ambigüedad, semántica del verbo, el tiempo de permanencia en EE.UU., y el cambio de referencia.

Perfect constructions in 17th century Colonial Spanish

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Extensive work has been done on perfect constructions, both cross-linguistically, as well as within specific languages. The modern Spanish present perfect, for example, is the Spanish verbal expression which presents the more varied use across dialects. In some varieties it can express hodiernal function and contrasts with the preterit (e.g. Northern Spain, Alicante, Buenos Aires), while in other varieties it can express evidential function and contrasts with the pluperfect (e.g. Ecuadorean and Peruvian Andean Spanish).

The analysis of the present perfect considers different semantic features (e.g. telicity of the verb, presence of temporal adverbials, presence of quantifiers, subject person, animacy of the subject). In this study, I explore the relevance of these semantic features in an early variety of Spanish, specifically, 17th century Colonial Spanish, which represents a stable and prosperous period in the Viceroyalty under study. The purpose is to uncover the hierarchical relationship between these semantic features in an early and specific variety of Latin American Spanish.

The colonial documents used in the analysis are 109 judicial complaints. These texts are structured into: presentation of the complainant (e.g. name, ethnicity, origin), description of the wrongdoing and its actors, petition for justice, closing and signature. The description of the wrongdoing is of special interest here because in this section the complainant describes the events in the temporal sequence and relevance

in which they took place according to his/her own perspective. In the linguistic analysis, the use of the present perfect is found to contrast with the use of *ser*+PARTICIPLE, *estar*+PARTICIPLE, and *tener*+PARTICIPLE. Historically these expressions are semantically related to the evolution of *haber*+PARTICIPLE. *Ser* and *haber* perfects competed in Old Spanish in anterior function. While *haber* took over this function in Spanish, French and Italian still use both forms according to verb type (*avoir/avere* and *être/essere*). *Tener* and *haber* perfects competed with a resultative meaning, characteristic of early present perfect expressions. *Ser* and *estar* perfects bring additional contrast to perfects with passive/stative readings.

In this paper a comparison is presented between the uses of these non-past perfect constructions in two types of colonial documents: the documents authored by individuals who present themselves as of Spanish origin and those authored by individuals who describe themselves as of indigenous origin. The results show a difference in the use of these perfect constructions, especially with respect to the present perfect. The functions distinguished in the two types of documents relate to the use of different discursive strategies. The use of these functions, related to foregrounding and narrative relevance, highlights differences in the *interactional relationship* between each complainant and its intended *audience* (the judicial Spanish administration), as well as the *perspective* from which each complainant chooses to describe his/her wrongdoing and its actors.

The results of the study make contributions to a more detailed semantic and pragmatic analysis of the relationships between the perfect constructions under study, in an early variety of Spanish.

Spanish loanword phonology in Mocho'

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This paper will present the phonological patterns of loanword adaption in Spanish loanwords in Mocho', a Mayan language of Mexico with fewer than 30 remaining speakers (all bilingual in Spanish), and little existing documentation. The data are drawn from the author's fieldwork in 2007-2008 and from an unpublished lexical database collected in 1967 by Terrence Kaufman. There are two types of loanwords in Mocho': early loans conform to Mocho' phonotactic structure and phonological inventory while later loans are more representative of their Spanish origins. Early loans conform to native Mocho' patterns: for example, all native Mocho' roots end in a consonant and are CVC or CVCVC in structure, and early vowel-final Spanish loanwords have been altered by an innovated word-final consonant or the deletion of a word-final vowel, as well as vowel insertion or consonant deletion or alteration to break up illicit consonant clusters. The process of loanword adaption was systematic and patterned. In addition, the treatment of personal names in Mocho' represents phonological restructuring according to native phonotactics. All Mocho' people have Spanish names, but each name has a Mocho' pronunciation with a CVC structure. Late loans, however, do not conform to native Mocho' syllable structure but preserve word-final vowels, consonant clusters, and the use of Spanish phonemes not found in Mocho'. However, late loans have been borrowed with a singular stress pattern found in some native Mocho' words, but not found in the earlier loanwords. This stress pattern interacts with the intonation system of the language and is pertinent to the incipient tonal contrast occurring in native Mocho' words. Early loanword phonology matches that of the related variety Tuzanteco, but the two varieties differ in their treatment of late loans, giving evidence for historical matters which are as yet undetermined, such as indicating the split between the two varieties chronologically after European contact. The analysis of the phonological patterns found in Mocho' also has a bearing on the understanding of the processes of phonological adaptation and the

impact of bilingualism on the phonological system of the ‘borrowing’ language, as well as contributing to the larger body of work on hispanisms in indigenous languages.

Accuracy rates for the use of ser and estar in student compositions across different levels of instruction

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Quantitative data measuring student accuracy of ser and estar usage in Spanish shows an order of acquisition (Van Patten, 1985 & 1987). Other research has looked at this phenomenon and confirmed this order while discovering other steps in the process. The data for this research will show the rate of acquisition for the verbs ser and estar across differing levels (beginning, intermediate, and advanced) of Spanish instruction. Research measuring accuracy rates has significant potential as it could help with program articulation by establishing proficiency levels when placing students into a suitable Spanish class. The present study is an analysis of student’s use of ser and estar in compositions at the first, second, and third year level. The results will be used to report accuracy rates for the different levels of students and to develop an order of presentation for ser and estar.

Interpretación de palabras compuestas por hablantes de español de herencia

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Este estudio presenta la explicación teórica y empírica de una variable - identificación del núcleo - en la interpretación de palabras compuestas por hispanohablantes de herencia en Laredo, zona fronteriza entre México y Texas. Esta investigación determina hasta qué punto influye el nivel de bilingüismo y la dominancia en inglés y/o español en la interpretación de dos estructuras de la composición: [N+N]N, e.g. bocacalle y [V+N]N, e.g. portamonedas. Considerando la accesibilidad de principios y parámetros de una interlengua (White, 2003), 18 estudiantes de preparatoria fueron ubicados en niveles novicio, intermedio y avanzado según resultados de un cuestionario diagnóstico. Se asume que los hispanohablantes de herencia se han convertido en hablantes competentes de la L2 y ya no dominan enteramente su L1 por diversas razones (Polinsky, 2004). En el experimento se les suministró una prueba escrita de vocabulario que consta de 26 palabras compuestas: 6 compuestos [N+N]N endocéntricos y 20 compuestos [V+N]N exocéntricos. Para cada palabra se presentaron cuatro acepciones: dos que se basan en la interpretación del primer constituyente como núcleo del compuesto (interpretación que tendría un hablante monolingüe) y dos que se basan en la interpretación del segundo constituyente como núcleo. Los resultados de la prueba reflejan que para definir la palabra basándose en núcleo inicial o núcleo final influye la competencia simultánea de los hablantes, además de la transparencia semántica de los constituyentes de la palabra compuesta. Los estudiantes a nivel intermedio y avanzado favorecen la interpretación de la palabra compuesta basándose en un núcleo inicial y los estudiantes a nivel novicio favorecen un núcleo final. En la estructura [V+N]N el compuesto es clasificado exocéntrico, el núcleo es inicial y su interpretación siempre se refiere a un agente/instrumento, razón de la ostensible relación de los constituyentes. En la estructura [N+N]N el

compuesto es endocéntrico y el núcleo puede ser inicial, final, o concatenado. No se determinó diferencia entre la interpretación de las dos estructuras de la composición examinadas.

The Spanish (Present) Subjunctive: A Finite Tenseless Form

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The subjunctive mood in Spanish remains an unresolved issue within generative grammar. Although many different analyses have been proposed to account for the distribution of the subjunctive mood in Spanish (Picallo, 1984, 1985; Progovac 1993, 1994; Suñer & Padilla-Rivera, 1985, 1987, 1990) none of the analyses so far predict the distribution that the present subjunctive presents in current Spanish. Suñer & Padilla-Rivera (1985, 1987, 1990) argue against the claim that subjunctive clauses lack tense in Spanish. In their work they attempt to show that strict temporal dependencies arise in the complement clauses of predicates that only allow for subjunctive, like volitional or influence predicates.

(1) Quería que telefonearas/*telefonees.

Want.IMPF.3SG that phone.SUB.PST/*PRS.2SG

‘S/He wanted you to phone’

(2) Les exige que estén/*estuvieran atentos.

Them require.PRS.3SG that be.SUB.PRS/*PST.3PL attentive

‘S/he requires of them to pay attention’

In (1) and (2) above the tense in the subjunctive clause is said to have to agree with the tense of the main clause, such that in (1) the subjunctive clause must be in the past because the main verb is in the past. Likewise in (2) because the main verb is in the present the subjunctive verb must be in the present. However, the data above do not confirm to modern Spanish. My research challenges the claim that the subjunctive needs to agree with the tense features of the matrix clause. This paper proposes that the present subjunctive in modern Spanish has become a tenseless finite form and thus it is free to occur in embedded clauses that would require a past subjunctive under the analysis by Suñer & Padilla-Rivera (1985, 1987, 1990). That is, the present subjunctive has become a verb form that lacks temporal reference, its occurrence mandated by the type of clause (main or embedded) and not by the tense of the matrix verb. Moreover, this paper argues that the Spanish present subjunctive has become a complete anaphoric tense which requires an indicative tense in the matrix clause to have a temporal interpretation. 1

(3) Te dije que no **comas** eso.

You.DAT say.PST.1SG that note **eat.SUB.PRS.2SG** that

‘I told you not to eat that’

(4) El presidente sugirió que los bancos **sean** más cautos.

The.MSC.SG president suggest.PST.3SG that the.MSC.PL Banks **be.SUB.PRS.3PL** more cautious

‘The president suggested that the banks be more cautious’

The sentences in (3) and (4) both have a main verb in the past and a subjunctive clause in the present. In order to account for the mismatch of tenses between the matrix and the embedded clauses in (3) and (4) I propose that the present subjunctive is specified [α PAST] [β FUTURE] [-INDICATIVE], with the values for α and β being assigned by the tense of the verb in the matrix clause.

In short, this paper presents data that challenges the current understanding of subjunctive clauses and proposes a solution to the problem. By proposing that the present subjunctive in Spanish is actually a

finite tenseless form, the right predictions are established.

La pasiva con se en español y la presencia del agente explícito en California

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La expresión de la pasividad en español puede expresarse a través de una frase verbal formada de *ser* + *participio* (llamada pasiva perifrástica); o a través de una construcción con *se* (llamada pasiva con *se*). Aunque muchas oraciones con *se* pueden tener una interpretación ambigua, las construcciones pasivas requieren siempre un agente implícito que lleve a cabo la acción. Para algunos investigadores la diferencia esencial entre ambas estructuras pasivas es que mientras en la construcción perifrástica el agente siempre puede aparecer en forma de complemento; con la pasiva con *se* el complemento agente es visto como no estándar o poco frecuente.

Este trabajo está enmarcado dentro de la sociolingüística histórica y examina textos epistolares y periodísticos escritos por los habitantes de California entre los años de 1814 y 1950, los cuales fueron clasificados de acuerdo a un continuum de mayor o menor formalidad a fin de determinar la mayor presencia o ausencia del complemento agente en las construcciones pasivas con *se*. El corpus está integrado por 113 cartas y 1034 artículos periodísticos, los cuales se dividieron en cuatro etapas diferentes con el objeto de evaluar si las condiciones socio-históricas resultantes del contacto lingüístico con el inglés modificaban, o no, los resultados obtenidos.

Los datos fueron analizados con Varbrul a fin de verificar la incidencia estadística de los factores lingüísticos y sociales sobre la variable analizada. Los resultados del estudio muestran un avance en el uso de la pasiva con *se* sobre la pasiva perifrástica a lo largo de los períodos analizados; y, lo que es más importante, una relación estadísticamente relevante entre ese incremento y la aparición del complemento agente en forma explícita.

Language Attitudes and Written Literacy Practices of Mexican American Students in First-Year Composition

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RESEARCH QUESTIONS:

How do “gate keeping” methods as well as monolingual English norms and prescriptivism found in many first-year writing courses influence third and fourth generation, Mexican American students’ language attitudes? How do language attitudes of Mexican American students affect their literacy practices in formal writing contexts?

THEORETICAL PERSPECTIVE:

Using Brian Street’s definition of literacy as a “social practice,” I will analyze how students’ language attitudes toward nonmainstream varieties of English and other languages are influenced by “gate keeping” approaches and monolingual English norms and prescriptivism. Compositionists should create pedagogies that target bilingual and multilingual Mexican American students’ language attitudes and literacy practices. Instructors should have students reflect on how monolingual English norms and prescriptivism influence their language attitudes and written literacy practices. Instructors can also have students reflect on how they engage in various cultural literacies (e.g., code switching, code mixing, and the use of the

personal narrative) and social literacies (e.g., academic genres) through transcultural repositioning within their writing. Lastly, compositionists should assess the processes bilingual and multilingual writers use to move between different varieties and cultural literacy practices instead of their final written products. A student's socioeconomic status and place of origin may affect his or her perception of the different academic audiences he or she writes for. This in turn may influence his or her written literacy practices.

METHODS & METHODOLOGIES:

I will administer an anonymous survey to examine how language attitudes affect both male and female students' written literacy practices within writing courses. My students will share some of the following social variables: are 18-24 years old, were born and/ or reside in south Texas, are from working class to upper middle-class households, attend a large, four-year Hispanic Serving Institution, and have similar educational backgrounds.

DATA & ANALYSIS:

I will use the ideological model of literacy as a speculative tool to compare the responses of bilingual and multilingual Mexican American students with the responses of monolingual English students. Students will indicate their race, ethnicity, age, place of origin, and social economic status. Students will also identify significant cultural literacies and social literacies they participate in. In typed corresponding paragraphs, students will reflect on how literacy is a "social practice" as well as how "gate keeping" strategies, English monolingual norms, and prescriptivist norms within writing courses influence their language attitudes and/or written literacy practices.

IMPLICATIONS/ CONCLUSIONS:

The myth of English monolingualism within composition and "gate keeping" methods teach students to produce a formal academic tone and style that adheres to English monolingual norms. Students often internalize negative language attitudes toward the use of their cultural literacy practices within formal writing assignments. Students may fear that their writing may not be accepted by monolingual English instructors and/ or peers. Compositionists should build on students' understanding that their ability to move between different varieties and literacy practices within their writing is a skill and not a problem.

Structure and Processing in Tunisian Arabic: Speech Errors Data

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This study offers an experimental research on speech errors in Tunisian Arabic. The nonconcatenative morphology of Arabic shows interesting interactions of phrasal and lexical constraints with morphological structure during language production. The central empirical questions revolve around properties of 'exchange errors'. These errors can mis-order lexical, morphological, or sound elements in a variety of patterns. Arabic's nonconcatenative morphology affords quite different and revealing error potentials to link the production system with linguistic knowledge.

This study expands and tests generalizations based on Abd-El-Jawad and Abu-Salim's (1987) study of spontaneous speech errors in Jordanian Arabic by examining apparent regularities in that data from real-time language processing perspective. The study addresses alternative accounts of error phenomena that have figured prominently in accounts of production processing. Three experiments have been designed and conducted based on an error elicitation

paradigm used by Ferreira and Humphreys (2001). Experiment 1 tests within-phrase exchange errors with a focus is on root versus non-root exchanges and lexical versus non-lexical outcomes for root and non-root errors. Experiments 2 and 3 address between-phrase exchange errors with a focus on violations of the grammatical category constraint. For each experiment, analyses of variance (ANOVAs) will be conducted to assess the significance of the response accuracy and error types for grammatical and lexical contrasts.

The study of exchange potentials for the within-phrase items (experiment 1) contrasts lexical and non-lexical outcomes. The expectation is that these will include a significant number of root exchanges and that the lexical status of the resulting forms will not preclude error. It is, however, not clear whether lexical factors may nevertheless influence the likelihood of error in some way. Since lexical bias has already been reported for sound error processes in other error corpora (e.g., Dell 1986), a comparison of error products that involve root exchange and those that involve other sound elements would be enlightening. The possibility exists that lexical bias would appear for one class but not the other, and if so, this would have implications of level of processing questions. On the other hand, the study of exchange errors across phrasal boundaries of items that do or do not correspond in grammatical category (experiments 2 and 3) pursues two principle questions, one concerning the error rate and the second concerning the error elements. Will the incidence of error differ for these two conditions? The expectation is that the conditions will differ and the errors will predominantly come from grammatical category matches. That outcome would reinforce the interpretation that processing operations reflect the assignment of syntactically labeled elements to their location in phrasal structures. An interesting alternative outcome would take the form of an interaction between the error element and the grammatical category. It is possible that exchange errors might arise for elements that do not match in grammatical category: instead of whole words they might be root exchanges or exchanges of other elements of the word structure.

The effect of language aptitude and strategy use on ESL and EFL learners' pronunciation accuracy

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Previous studies in second language (L2) research have examined whether factors such as language aptitude (i.e., the innate ability to learn languages) and language strategies use (i.e., techniques employed by student to help learn the L2) play a role in L2 acquisition. However, no known studies have examined whether learners with a higher language aptitude employ different strategies than learners with lower language aptitude, nor which strategies may lead to better L2 pronunciation accuracy. Thus, the purpose of this study was to determine whether language aptitude predicts language strategies use and whether this difference effectively explains individual differences in second language (L2) pronunciation accuracy. A second goal was to determine whether the relative importance of these factors differed

depending on whether learning occurred in a foreign (i.e., learning the L2 in a classroom) or second language (immersion) setting.

In the current study we asked 100 ESL (English as a second language) in the United States and 100 English as a foreign language (EFL) students in China to complete the Pimsleur language aptitude test. We asked the top 15 and lowest 15 scorers on this test in each group to complete a test of pronunciation abilities (a spontaneous speech task) as well as complete the pronunciation strategies inventory (Eckstein et al., 2009) both before and after a pronunciation class in which they were enrolled. Two trained pronunciation teachers rated pre and post tests for each of the students, rating students' overall global foreign accent, as well as their improvements in segmental accuracy, comprehensibility and fluency. Participants' language gains in pronunciation accuracy were compared to their Pimsleur test scores as well as their reported use of pronunciation strategies both before and after training.

Results of the study indicated that the top scorers on the Pimsleur did not improve in pronunciation accuracy more than the lowest scorers regardless of whether or not they were in an ESL or EFL setting. Moreover, analyses revealed that some pronunciation strategies were strong predictors of language gain for different areas of pronunciation (fluency, comprehensibility and segmental accuracy). Interestingly, pronunciation accuracy improvement was possible for both groups of students and the same strategies predicted L2 accuracy for both high and low language aptitude participants and both ESL and EFL students. Overall, therefore, this study demonstrated that language strategies played a bigger role in pronunciation improvement than language aptitude, and that these strategies are effective in both an ESL and EFL setting. Implications of these findings for the foreign language classroom are also discussed.

Pasado y presente de dos minorías lingüísticas en Baja California

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En el entorno lingüístico mexicano, se ha reservado una cantidad considerable de trabajo investigativo al contacto lingüístico entre el español, lengua dominante y mayoritaria, y las cuantiosas lenguas indígenas en las diferentes regiones del país. Dicho interés resulta totalmente comprensible dada la importancia numérica y la trascendencia histórica de las lenguas originales. Siguiendo dicha tradición que busca dilucidar sobre las repercusiones que el contacto puede tener en las comunidades de habla, el siguiente trabajo se enfoca en señalar sobre el pasado y presente de dos pequeñas comunidades lingüísticas minoritarias que forman hoy en día parte del entorno geofísico de la frontera norte de México.

Mi principal enfoque en este trabajo sería el señalar algunos puntos importantes que conciernen los comportamientos lingüísticos de las comunidades de origen chino y japonés en Baja California. Discutiré algunos de los puntos que tienen estas dos comunidades en común, para después enumerar aquéllos característicos a cada una. Me propongo sobretodo demostrar que es posible trazar una historia lingüística para las comunidades en cuestión, cubriendo así algunas de las extensas lagunas de su pasado y presente lingüístico. En el trabajo, concilio todas las fuentes que me proporcionan datos y pruebas que me permiten delinear la trayectoria lingüística de cada grupo. Principalmente, utilizo aquellos aspectos de la historia escrita que me son disponibles y que se centran en los principales acontecimientos que ha experimentado cada grupo en el área fronteriza. Como tendencia general, estas fuentes históricas desestiman los aspectos lingüísticos que más me interesan aquí: el monolingüismo grupal, sobre todo las posibles diferencias entre géneros o grupos etarios; el bilingüismo, también relacionado a factores sociales; y las actitudes que los miembros del grupo y sus vecinos inmediatos podrían tener hacia la lengua o lenguas en contacto.

Accuracy and predictor variables of listeners' identification of male speaker body size, age, and ethnicity

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Listeners are quite adept at determining a speaker's age (Smith, Walters, & Patterson, 2007), body size (Gonzales, 2004), and ethnicity (Thomas & Reaser, 2004), sometimes even with only a single word (Purnell, Idsardi, & Baugh, 1999). No known previous study, however, has examined how these three factors interact and influence voice recognition. Thus, this study expands previous research by examining how well and what factors influence listeners' identification of a speaker's height, weight, age, and ethnicity. Such findings could help in understanding how these features influence our perception of a speaker, automatic speech recognition (Privat, Vigouroux, & Truillet, 2004), and may also aid in understanding how witnesses identify a suspected criminal's voice (Broeders, Cambier-Langeveld, & Vermeulen, 2002).

In order to examine these factors, male speakers who varied in age (20s to 60s), height (below to above average), weight (above and below average) and ethnicity (African, Chicano, Asian, and European American) were asked to produce English single syllable minimal word pairs. The speakers were all from the Western United States. These words differed in their vowel (high back, low front, high front) and initial and final consonant (/s/, /t/, /l/). These vowels and consonants were chosen because they have been found in previous research to influence ethnic, height, and age identification. Participants were asked to judge the speakers' age, height, weight, and ethnicity.

We first examined how accurately listeners were able to identify a speaker's age, height, weight, and ethnicity. Next, to understand the relationship between the speakers' productions and the listeners' ratings, we performed analyses on the words, including formant frequency measurements, duration and height of frication. In addition, we measured the speakers' fundamental frequency and amount of jitter and shimmer (creakiness and changes in amplitude). We then compared these analyses to the listeners' judgments.

Results suggest that listeners were most adept at identifying a speaker's body size and height, and were least accurate at identifying a speaker's age. In addition, we found a complex relationship between the acoustic factors used to identify a speaker's voice, but found that fundamental frequency and vowel quality played the greatest role. Moreover, it appears that listeners were most adept at identifying speakers with similar ethnic and age backgrounds as themselves. Implications of these findings for forensic linguistics are explored.

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Pro Drop in Slovene

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The use of pro drop, i.e., the omission of a pronominal argument without loss of grammaticality, is often considered as one of the syntactic hallmarks of Slovene, a member of the Slavic language family. However, up to now, there is no systematic analysis of corpus data in Slovene and no quantitative statements about the status, development, usage and special features of pro drop in Slovene. Another related unsettled general theoretic issue is what properties should be dealt under the pro drop parameter since it is generally believed that pro drop clusters with other syntactic properties. This presentation reports some preliminary findings from an on-going corpus study of pro drop and its syntactic properties in Slovene. A corpus consisting of formal and informal Slovene has been designed and developed. Syntactic features of pro drop parameter and other traditionally proposed properties have been described and explained. Morphological requirements that condition pro drop have been explored and analyzed. Usage patterns have been investigated and studied. Various theoretical perspectives on pro drop have also been summarized and presented. The findings in this study have shown that pro drop in Slovene has its own unique features as well as some common features shared with other pro drop languages. The implications of these unique features of pro drop in Slovene for the pro drop parameter as well as for the theoretical perspectives on second language acquisition have been discussed and suggested.

Spanish in the non-border Southwest

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Most studies on Spanish in the Southwest focus on the border states of Texas, New Mexico, Arizona and California, sometimes including Southern Colorado as an extension of New Mexican Spanish. Recent immigration and in-migration of Spanish speakers has extended the linguistic region of the Spanish-speaking southwest to include non-border states such as Nevada, Northern Colorado, Oregon, Idaho, Washington and Illinois. This study focuses on Spanish language use and demographic trends in these regions to determine distinctions between the border states and this region. Additionally, comparisons and contrasts are made between these non-border states to determine commonalities and differences. Following the pattern of previous studies (e.g. Bills, Hudson, Hernández-Chávez 1995 and Jenkins 2009), census data are analyzed on a county-by-county basis and conclusions are drawn based on the similarities and differences found in these previously little-explored linguistic pockets.

Acoustic Correlates of Fortis/Lenis in San Francisco Ozolotepec Zapotec

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Analyses of the Zapotec family of languages often divide consonants into categories of strong and weak consonants, more commonly known as fortis and lenis. These given categories usually correspond to voiceless and voiced, respectively. In San Francisco Ozolotepec Zapotec (SFOZ) and Santa Catarina Xanaguía Zapotec (SCXZ), [1] prior analyses describe the fortis/lenis distinction in terms of duration, voicing, and articulatory force. This description parallels other impressionistic descriptions in Isthmus-Valley and Southern Zapotec variants. However, no study has objectively identified the acoustic patterns of the fortis/lenis contrast in SFOZ or in any Southern, Valley, or Isthmus Zapotec language. A previous instrumental study of the northern Zapotec variant of Yateé describes the fortis/lenis contrast in terms of duration, glottal width, and closure width. A similar experimental study of the northern variant spoken in Yalálag describes the fortis/lenis contrast in terms of duration, voice onset time (VOT) and voicing, and amplitude. Both conclusions reject the terms fortis/lenis and point to characterization of the contrast in terms of geminate/single.

My intention is to present acoustic analyses of recordings made by native Zapotec speakers of both SFOZ and SCXZ. I analyze the acoustic properties of the word-final fortis/lenis consonant contrast of SFOZ, with occasional reference to data from SCXZ. This contrast is exemplified by the following fortis/lenis pair:

	SCXZ	SFOZ	gloss
Fortis	[nis]	[nìs]	‘water’
Lenis	[niz]	[níz] [2]	‘Indian corn’

Parallel to instrumental results for Yalálag Zapotec (Avelino 2001) and Yateé Zapotec (Jaeger 1983), duration is a primary characteristic differentiating fortis and lenis consonants in SFOZ and SCXZ. Data from six adult male speakers of SFOZ reveal a second acoustic correlate of fortis and lenis segments in word-final position, quality of the preceding vowel. Voicing and VOT add to the phonetic contrast, but are not reliable cues in SFOZ. In contrast with Jaeger’s results, which found that “fortis consonants have consistently higher...average amplitudes than those of the lenis consonants” (1983:183), I found no difference in the average amplitude of fortis/lenis sonorants. In contrast with variation in sonorants in Yalálag, SFOZ sonorants – both nasals and laterals – match the duration patterns of obstruents: fortis consonants are long and lenis consonants are short. In SCXZ, obstruents can be defined in terms of voicing; however this distinction is considerably less reliable in SFOZ.

Psych Verbs, Functional Heads, and Experiencer arguments

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The paper explores the morphosyntax of psych verbs in three related languages, Georgian, Mingrelian, and Svan in light of the Minimalist Program and Distributed Morphology frameworks. The three languages are typologically similar to the languages spoken in the American Southwest. Following Embick (1997) and Pytkkanen (2002) I argue that three classes of psych verbs, which I refer to as *state*, *dynamic passive*, and *activity types* (Aronson 1990), may appear due to different values of binary features on the Voice and Asp heads. Specifically, the Voice head in *states* and *dynamic passives* carry similar to Embick's [+ NonActive] feature, while that in *activities*—[-NonActive], although the morphological realization of these features is not systematic.

The examples illustrate only Georgian data for space reasons:

(1) **Georgian**

a. *State*

m-i-q'var-s

1S-applic-love-3O

'I love X.'

b. *Dynamic passive*

m-i-q'var-**d**-eb-a

1S-applic-love-pass-theme-3O

'I am falling in love with X.'

c. *Activity*

v-i-q'var-eb

1S-applic-love-theme

'I am loving X.'

In (1a-b) the Voice in *states* and *activities* is realized as zero while in *dynamic passives* it is marked with the suffix *-d*. This illustrates *the dissociation* between the morphology and syntax that is widely attested cross-linguistically in the form of various voice syncretisms. However, there are many common syntactic properties between *states* and *dynamic passives*: Dat Experiencers in these structures are interpreted as involuntary subjects and have hybrid-like properties of Dat arguments in Dravidian languages (Kannada), Japanese, Russian, and Marathi (Harley 1995): they can bind anaphors in the same clause, undergo the subject ellipsis when appearing outside the conjoined VPs, and delete under identity, etc. They trigger object person agreement (prefix **m-** in (1a-b)) and agree in number with verbs (as opposed to Dat arguments in Russian and Marathi). *State* and *dynamic passive* structures cannot passivize and causativize suggesting that their Experiencer arguments also have some properties of derived subjects:

(2)a. causative impossible for *state* verbs:

***m-a-q'**var-s

1S-caus-love-3O

b. causative impossible for *dynamic passives*:

***m-a-q'**var-**d**-eb-a

1S-caus-love-pass-theme-3O

The Voice⁰ head of *activities* is very similar to that of active transitive structures. I argue that the feature [-NonActive] of the Voice results in the projection of external arguments, which are assigned Nom/Erg/Dat cases in various series, trigger subject person agreement (prefix **v-** in (1c)); etc. *Activities* can also alternate with passives and causatives:

(3)a. passivized *activity* verb
she-q'var-eb-ul-i-a (chem-s mier)
prev-love-theme-der-theme-BE me-Dat by
'X is loved by me.'

b. causativized *activity* verb:
v-a-q'var-eb
1S-CAUS-love-theme
'I make X to love Y'.

I argue that these three classes of psych verbs instantiate two main *eventuality* types: *states* and *nonstates* (Bach 1986). *States* and *dynamic passives* cannot express termination or telicity while *activities* can. I argue that this ability is associated with the binary value of the feature [\pm telic] on the Asp head, which is specified as [+telic] in *dynamic passives* and *activities* and [-telic] in *states*. Vocabulary Items inserted into the Asp head are preverbal prefixes, which *state* verbs cannot take (**she-m-i-q'var-s* (Pres), **she-m-e-q'var-eb-a* (Fut.)), whereas *dynamic passives* and *activities* can (*she-m-i-q'var-d-eb-a*-Fut., *she-v-i-qvar-eb*-Fut.).

Mood Selection in the Evaluative Complement in Northern and Central Utah: Impersonal Constructions and Pseudo-Clefts Compared

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This sociolinguistic study identifies, analyzes, and reports usage norms of the Spanish subjunctive in volitive, dubitative, and evaluative noun clauses in subordinate clauses in the speech of 30 native speakers of Spanish, originally from Spain and Latin American countries, who currently live in central and northern Utah. The communicative abilities of these speakers range in the Spanish/English bilingual continuum from monolingual Spanish to strong communicative competence in English with perceived Spanish dominance. The linguistic data, excerpted from recorded interviews with these Spanish speakers, consist of completed responses to a set of 155 matrices (i.e., *volitives: quiero que..., recomiendo que..., etc. ;dubitatives: dudo que, era posible que...,etc. ; and evaluatives: es bueno que..., estaba contento/a que..., lo que me impresionó fue que..., etc.*), as well as additional constructions collected in free conversation portions of the interviews.

These data enable both quantitative accounting of mood and tense usage in subordinate clauses relative to supplied matrices and qualitative analysis of these forms in actual speech samples with identifiable contexts. These linguistic data are additionally correlated through Goldvarb X, a statistical variable rule program, to extralinguistic data gathered from a sociolinguistic questionnaire relating to social demographics, family history, education, language interaction, and bilingual abilities of each speaker to determine correlations of linguistic patterns as they relate to social phenomena and condition linguistic style and meaning.

Linguistic findings of this project document significant subjunctive usage differences depending on the clause type: complete adherence to prescribed normative theories regarding usage of subjunctive in the subordinate clause in volitive sentences (*querer que...*, *sugerir que...*); near compliance in dubitative sentences (*dudar que*, *ser posible que*); and by comparison fairly wide variation with evaluative sentences depending on: (1) form, i.e. *verb+que* (*me gusta que*), *ser+adjetivo+que* (*es lógico que*), *verb +de que*

(*me alegro de que*), *que+adjective+que* (*que bueno que*), *lo+adjective+ser+que* (*lo interesante es que*), *lo que+ser+adjective+ser que* (*lo que es triste es que*); (2) presence or absence of emotion (*lógico, común, etc.*, vs. *bueno, malo, triste, gustar, etc.*); and (3) present or past reference in the sentence. Sociolinguistic phenomena identified as correlating to increased subjunctive usage as Spanish spoken with parents and/or spouse; formal education; most other factors show marginal influence, no influence at all, or highly correlate to reduced subjunctive usage.

Statistical data is presented, accompanied by examples from the interviews, to show clear linguistic usage tendencies in the speech of these speakers, and major sociolinguistic influences that correlate to subjunctive or indicative usage.

Using Peirce's Referential Categories to Determine Degrees of Acceptable Indirectness in Bad-news Messages

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Theories explaining the pragmatic interpretation of bad-news messages generally include the assumption that indirectness is always an appropriate strategy. Scholars have also offered best-practice approaches for creating indirect bad-news messages, e.g., using linguistics to determine indirect-style strategies in business communication (Campbell, 1990; Hagge & Kostelnick, 1989; Riley, 1988).

Business communication textbooks traditionally recommend using a buffer with bad-news messages. However, Locker (1999) asserts that indirect-message buffers do not increase message effectiveness or elevate reader opinion of negative-message writers. This debate is ongoing (Ding, 2006; Genova, 2006; Jebb, 2005; Lewis et al., 2006; Nienhaus, 2004; Stallworth-Williams, 2006). Acceptability of indirectness might be a function of culture. For example, Ding (2003) found that Chinese professional communication preferred the indirect style, whereas Conaway and Wardrope (2004) found that Latin Americans did not use buffers. Another factor might be media richness (Timmerman & Harrison, 2005), or personality type (Locker 1999), or organizational culture (Schryer 2000).

In this paper, we will propose a general approach to negative messages that correlates distinct degrees of acceptable directness or indirectness in a negative message with the nature of the thing being denied or negated:

- Negation of physical resources (informing hearers of factual absence of resources) - Negation of emotional/social bonds (informing hearers of the dissolution of a social bond) - Negation of intellectual propositions (informing hearers of a challenge to their beliefs/ideas) We find important differences in the degree and type of acceptable indirectness among these three distinct types of negative messages, in a sampling of bad-news communications deemed more or less acceptable based on their degrees of indirectness:

Buffer Not Needed	Buffer Moderately	Buffer Extensively
We cannot grant your request to have your credit limit...raised to	Hi Wanda, You did such a good job of explaining the merits of our new Executive-in- Residence program that I've	As you are aware, customers often visit our facility from many parts of our country. Some even visit from overseas. -Your image is a reflection of the

\$400... Locker 1999: 14	tentatively decided to apply for the program myself. To keep my options open, then, I must ask you to select someone else to serve on the evaluation committee.. Ober 2003: 307	professional statement we make as a company. -Your company-issued uniforms were designed with your comfort in mind. For all of these reasons we can't accept your proposal for a change in dress code... Picardi 2001: 162
<i>Bad news about...</i>		
Physical Resources	Emotional/Social Bonds	Beliefs/Ideas

The three-fold distinction between message types above emerges from the primary semantic categories of C.S. Peirce: qualities of feeling (*firstness*), physical fact (*secondness*), and propositional interpretation (*thirdness*, Peirce, *Collected Papers*, 1935, 1958). More nuanced distinctions will be possible, but for this preliminary study we will emphasize Peirce's primary distinctions. We will reinterpret findings from previous studies on bad-news message acceptability, explaining results in terms of the Peircean model, how acceptable indirectness or directness is influenced by negation type.

Community Created Materials for Endangered Language Learning

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It is challenging to find materials that are suitable for teaching endangered Native American Languages to young children. One solution is to have older students in the community create language materials to be used as teaching materials for themselves and others. In a low cost and time efficient manner, books can be created by older students on multiple subjects in the target language while they are practicing the language, using critical thinking skills, building knowledge of their culture, giving service to their community, and learning new skills like creating a storyline, paraphrasing, translating, and organizing all the materials. This approach also has added community benefits that traditional materials development approaches do not have.

The presenters show step by step how these books were created from beginning to end with sample books created by Shoshoni teenagers in a youth program at the University of Utah, the Shoshoni Youth Language Apprenticeship Program. The presenters also discuss the pedagogical and cultural implications for designing, creating, and then using these books.

In this community creating books to be used for language teaching will be a source of pride for the students as they see their work come to life. Concurrently, the students will be enrolled in an intensive Beginning Shoshoni language class. Vocabulary and grammatical structures learned in the class are reinforced in the book creation project. The students will condense multiple versions of traditional

Shoshoni narratives into a story line appropriate for an entry level reader. They will also design the book layout, including illustrations and use of computer based design programs.

The project benefits multiple levels of learners of the target language. An intergenerational approach is crucial to a successful language revitalization program. The high school aged students will be assisted by elder speakers of Shoshoni in creation of the books. Then, they will share the books with elementary aged learners of the language when they return home from the University of Utah. The high school students will learn new skills, use the vocabulary associated with the books each time the books are worked on, listen to historical recordings and learn about many legends in the Shoshoni language, contribute in meaningful ways in their community, use critical thinking skills as they develop the materials, and then they will become the teacher as they shared these books with others. Elders get the opportunity to practice their language while assisting in the book project. Their commitment to maintaining the language and teaching it in the future may increase as a result of this experience working with young people who are interested in learning Shoshoni. The younger students benefit from these books because they will be used as a resource for students to learn culture and language where previously very few resources exist. This multigenerational approach targets a variety of language learners and maintainers, provides skills to a community underrepresented in education and the workforce, and works to strengthen community relationships and cultural knowledge.

Shoshoni echo vowels: The acoustic evidence

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Shoshoni echo vowels are the optional epenthesis on vowel-final words of a glottal stop and a voiceless vowel of the same quality, see (1) and (2).

(1) ke → keʔε

(2) yambε → yambεʔε

Previous account of Shoshoni echo vowels have claimed that they are an optional process, somewhat more common in careful speech, and no further systematic description can be given (Miller 1975, Crum & Dayley 1993, Dayley 1975). The present study aims to motivate a more principled explanation of Shoshoni echo vowels by comparing the two analysis possibilities described below.

This study considers two analysis possibilities for this Shoshoni echo vowels: reduplication and release burst. Analysis Possibility 1 is reduplication which is present in related Uto-Aztecan languages, e.g. Hopi (Jeanne 1995, Grune 1997). Shoshoni has an optional word-final vowel devoicing rule (Miller 1975). Analysis Possibility 1 is a two-step, crucially ordered process: (1) voiced echo reduplication and (2) word-final vowel devoicing (optional). Under this analysis, the reduplication rules and the devoicing rule work together to create the surface form of an echo vowel.

Analysis Possibility 2 is that the echo vowel had been analyzed incorrectly as a voiceless vowel and is actually a release of a word-final glottal stop (Matsumoto 2008). The account is as follows, the glottal stop is present word-finally; it gets deleted or is unreleased during fast speech; during careful speech, it is released to enhance perceptibility; this release burst is acoustically similar to a voiceless vowel.

This paper considers the acoustic implications of these two possible explanations for Shoshoni echo vowels and examines the likelihood of each. Data is taken from word lists in the Wick R. Miller collection at the University of Utah, a collection of recordings of native Shoshoni speakers from the

1960s and 1970s. I examine acoustic evidence that could support either analysis possibility, (i) voicing on echo vowels, (ii) length of echo vowels, and (iii) spectral quality variation between the word-final and echo vowels.

Echo vowels were found to be consistently voiceless, shorter than word-internal vowels, and relatively fronted compared to their word-final counterparts. These results favor Analysis Possibility 2, the release burst possibility, but do not provide conclusive evidence.

Voicing of echo vowels supports Analysis Possibility 2 because there were no instances of voiced echo vowels which would be expected with the rule ordering in Analysis Possibility 1. Spectral quality of echo vowels also supports Analysis Possibility 2; fronting of echo vowels compared to their word-final counterparts indicates that articulators were moving toward a neutral position rather than articulating a vowel target. Length of echo vowels supports Analysis Possibility 1, as underlying devoiced vowels are predicted to be shorter than their voiced counterparts. Further investigation into these findings will focus on modern wordlists taken from varied dialects and may provide a more detailed picture of of this process.

Identity Ascription in Recreated Spanish Dialogue

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This study addresses how native speakers of Spanish perform the speech event of recreating dialogue in ongoing conversation in which the current narrator was a participant. This situation allows for two or more points of view to be focalized through a single narrator attempting to recreate not only the original process of co-authorship, but also a performance in which the narrator assumes and hierarchizes identities for the self, the other, and the context. This identity ascription is analyzable by studying the metapragmatic strategies used in the recreated dialogue. A brief narrative analysis highlights sections of the narratives with extended recreated dialogue. The features to be analyzed are based on Clark & Gerrig's (1990) categorization of features for quotations as demonstrations: delivery, language, and linguistic acts. These categories are used together as a tool with which the researcher addresses the marked features of recreated dialogue as a significant means of ascribing identity to the self, the other, and the context. These features are then quantified to show how and when the speakers employ them to ascribe identity, having complete authority to redesign themselves and those with whom they have conversed due to the reflexive, or metapragmatic, nature of language, the conscious or subconscious use of language to achieve certain linguistic tasks. This data has been gathered through video-recorded conversations in which the participants respond to questions prompting a narrative with dialogue. The participants use linguistic features such as prosody, voice, voice quality, gestures (hand, face, body), and of course language to establish both the local identities of conversation as well as the global identities where they socially situate the participants.

Authentic Video for Americans learning Chinese: Making it more accessible

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This is a report on the findings of a project that took the Chinese film *To Live* and applied the Electronic Film Review (EFR) approach to it in a Chinese as a Foreign Language (CFL) setting. The Electronic Film Review system, designed by Alan K. Melby, is aimed at providing a superior language learning experience to students in a classroom setting or an individual-study setting.

Using authentic feature films (i.e. those produced for native-speaker consumers) as a teaching tool has been found to stimulate and motivate students to achieve higher language levels, but in order for optimal learning to occur the material must be accessible to the student. Most feature films, by themselves, are too advanced for the average language learner. The EFR project provides segment-specific annotations designed specifically for the feature film in question with the language learner in mind. It provides instant access to vocabulary helps, grammar explanations, cultural notes, etc. in order to bridge the gap between the learner and the film.

This project has been used with ESL students and French language learners in the past but it has not previously been used for students learning Chinese. We feel there are particular advantages for students learning Chinese. One advantage, beside the annotations already mentioned, is that a feature film provides a rich context for language learning.

A portion of the EFR for the film *To Live* was tested on a group of intermediate level American Chinese language learners. Although many of them have spent a significant amount of time in Chinese speaking areas and been immersed in the language for eighteen months to two years or more some still had difficulty understanding key points in the conversation clip they were shown. Those who used the EFR annotation material showed less frustration and more enjoyment in addition to a greater understanding than their peers who used the EFR system without annotations. Additional benefits of the EFR program for Chinese include, for example, the option for the students to have access to the Chinese characters of the vocabulary in the film, which can help them to better understand the meaning of the words as well as remember the items in the future. Also, while nearly every student was able to correctly translate sentences such as “As soon as he sat on the plane he felt sick” in a grammar focused post test they were given, one student really summed up the whole purpose of this project when he said that these types of sentences were all ones he had encountered in the classroom and was familiar with, but the dialogue in the movie was new, authentic and challenging. The EFR made that accessible to him, and he, like other students in this study, expressed the opinion that this tool has the potential to become a very valuable resource for Chinese language learners. This paper will analyze the findings of the study mentioned and make suggestions for further research and applications.

Short with the ‘Old’, Long with the ‘New’?: Word Duration in a Partnered Performance Task

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Fowler and Housum (1987) suggests that talkers distinguish ‘old’ words from ‘new’ words by shortening them. In that experiment, pairs of words were chosen from a recording of /A Prairie Home Companion/ as examples of the first and second production, asking if “second productions of words [old] are shorter and lower in the fundamental frequency and amplitude of their stressed vowels than the first [new] production” (p. 491). This study uses an examination of the six newly elicited transcripts from a replicated Map Task study, a partnered performance task, to select words for a similar comparison study of the duration of the phonological form, intending to inform ‘oldness’ or ‘newness’ in the discourse.

Results indicate that the participants in this map task study reduce the duration of repeated phonological

forms, old information, in comparison to the duration of the forms when they appear as new information. The evidence presented here confirms that the participants, native or non-native English speakers, do indeed alter the length of their repetitions, but it also suggests that the lengthening of the repetitions might serve some discourse function. The occasional lengthening of a word might be the result of a combination of factors. Perhaps the phonotactic patterns – “the configuration of the speech sounds within the syllables” (Vitevich et al., 1999, p. 47) – can account for the lengthening of these words. Bybee states that phonotactic generalizations are based on frequency distributions in the existing lexicon” (p. 94). There are no nonsense (nonce) words in this study, but maybe there is a similarity between a nonsense word and an unfamiliar word when they are new to the non-native participant?

Vitevich and Luce (1999) claimed that when they presented new words alongside known words so that the new words and the known words were mixed, the “participants would focus their processing on the one level common to all of the stimuli” (p. 309). In the case of this map task study, the “common level” could be the context of a direction giving framework. This task is an intentional and partnered performance task, an experiment where the participants are instructed in how to perform the task, but giving directions is a routinized activity, a frame (Fillmore, 1976) in which this task can be located. This level does not compare with the sublexical level that Vitevich and Luce were referring to, but it suggests a deeper level of psychological association where possibly an unfamiliar word residing in a familiar frame might alter in its repeated production, a level of mutual information sharing. Gregory et al. (1999) found that mutual information was a significant factor in “their analysis, which argues that it is a good predictor of shortening” (p. 11). The most recently acquired data in this study does suggest that fortition might be predicted by a lower level of the mutuality of information sharing in the course of the New Mexico Map Task.

Revisiting Záparo: A comprehensive collection and reanalysis of previous language documentation

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Záparo, an endangered language spoken in Amazonian Ecuador, is one of the last remaining languages of the Zaparoan language family. With an estimated one speaker left, it is likely that it will soon become extinct. Many researchers (Catholic priests, SIL linguists and Anthropologists) have made attempts to document the language over the years, each varying in comprehensiveness and extent of linguistic terminology. Some records of merely a few words and their definitions have been produced, while others contain three language dictionaries of hundreds of words and phonological explanations. Two, in particular, stand out as being the most extensive efforts: Peeke (1962, 1991) and Stark (1981). There are, however, problems with these documentations. Peeke’s documentation, in spite of its length and depth, incorporates the little known Tagmemic theory devised by Pike (1948), which works as a “syntactical counterpart to the phonological and morphological terms, phoneme and morpheme” (Edwards, 1997) and thus is nearly incomprehensible to the linguist not trained in Tagmemics. Stark, on the other hand, performed a more comprehensive analysis using linguistic theory, however her analysis is entirely in Spanish and lacks any analysis of morphemes or syntax.

The current study takes any previous Záparo documentation, especially those performed by Peeke and Stark, as well as other sources and combines them into one comprehensive language analysis while also comparing each previous study with others using methods of comparative linguistics taught by Campbell (2004). The paper will offer a brief explanation of Pike’s Tagmemic theory and its desired outcome while also explaining the process of translating Tagmemic theory, which is popular among SIL linguists, into a more comprehensible morpho-syntactic theory, incorporating current IPA symbols and linguistic

terminology. The paper will then offer an explanation of Zaparoan phonology and phonetics, including word pronunciation and intonation/stress placement. After the phonetics and phonology have been established, an explanation of the morphology and syntax will be offered, including word order and any varying forms of sentence structure.

“The Brief Wondrous Life of Oscar Wao”: Yunot Diaz’s presentation of characters in the orientation of his novel

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The present paper is a discourse analysis of the first chapter from “The short wondrous life of Oscar Wao” by Junot Díaz, who received the Pulitzer Price for Fiction in 2008 for his novel. I chose this chapter for my analysis because I wanted to analyze how this famous author presents his hero and his relationships to other characters.

First I used King’s (1998) approach to character analysis to decide which clauses referred to the five major elements that every narrative includes, according to King: the actions of the characters; feelings exchanged between characters; the power source behind the actions of the characters; the physical context, and the dramatic moment. Then I looked at the direct speech in the narrative. The moment a character begins to speak, that character receives the role of narrator-focalizer and the other characters are “seen” through his/her eyes. (Bal 1991). This narrative technique makes the character stand out.

From the analysis it is evident that the actions of the hero in his younger years are in fact actions of boasting. He tries to kiss girls and calls out to passing women: “Tú eres guapa! “ However, his grandmother stops this behavior: “Muchacho del Diablo. This is not a cabaret. “ Vectors of admiration by his mother and her friends are very powerful in the narrative: Oscar is “our little Porfirio Rubirosa” (playboy and son-in-law of Trujillo), and: “Que hombre.” Admiration is followed by rejection when Oscar cries after his girlfriend Maritza dumps him. He is the object of focalization when his mother throws him to the floor: “Dale un galletazo...then see if the little puta respects you.”

Oscar’s power source is the support of his sister: “Mami, stop it, his sister cried, stop it.” In a few sentences Díaz presents the relationship between mother and daughter, the mother’s role in the household, and refers to the dictatorship of the Dominican Republic. In later years, inner strength as a power source is not one of Oscar’s characteristics. After Maritza dumps him he becomes fatter and fatter. His interest in becoming a writer of science fiction becomes “synonymous with being a loser with a capital L.” Girls ignore him and call him “gordo asqueroso.” The physical context does not help Oscar to achieve his goals. He never learns a macho behavior because of the lack of a father in the household.

The dramatic moment tells why it was worthwhile to tell the story. Oscar’s life rises and falls, because he does not have the courage to act, similar to the life of Porfirio Rubirosa, who flees before an assassination and later dies in a car accident. My analysis, using the two approaches, gives a sharp picture of Oscar’s character and relationships, seen through the eyes of different characters in the narrative.

Linguistic Ideology of Mexican-American Bilinguals in the United States

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Spanish-English bilinguals hold widely varying opinions about the languages they speak and about their bilingualism. Bilingualism and the languages themselves may be viewed positively or negatively, as advantage or liability, or with qualitative labels such as “expressive”, “prestigious” or “practical”. This qualitative sociolinguistic study explores and evaluates some of the factors affecting the development of linguistic ideology in bilingual individuals. The focus of this study is the evolution of language proficiency and, in particular language ideology, and is limited to young Mexican immigrants living in the United States who achieved bilingualism early in life. Participants are bilingual Mexican-Americans between the ages of 18 and 30. They are native Spanish speakers who have achieved proficiency in English while maintaining Spanish proficiency. Additionally, they are first-generation immigrants who arrived in the United States from Mexico during childhood or adolescence and subsequently acquired English, primarily through formal elementary, middle, and/or high school education in the United States. Data collected through one-on-one interviews reveal variation in language ideology, unexpected perhaps in such a seemingly homogenous demographic. Data are self-reported and therefore subjective; however, general patterns in attitudes and their attributed causes are apparent in the data. Independent variables affecting linguistic attitudes include: gender; personal language, social, immigration and educational histories; childhood and adolescent family situation; current family and social situation; current usage of each language. Early analysis suggests that gender plays a role in participants’ attitudes, and that participants themselves perceive their social histories as influential in their presently held language ideologies.

Spanish Language Blogs and Discussion Boards: Phonological and Morphological Adaptation of Computer-Related Loanwords

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Due to the rise of the Internet, English has become a source of borrowing of computer terms in Spanish. The different borrowings can be classified as loanwords, calques of various kinds, including loan translations and semantic extensions, and loan blends. In previous studies, I have shown that while many of these have made their way into the Spanish language press, only about 5% appear to be widespread, and include mostly well-known terms such as *Internet*, *e-mail*, *CD*, *software*, and *web*. Interviews with native speakers revealed that many of the borrowings appearing in the Spanish language press have not achieved great currency in speech to date, and that there is an increasing tendency for Spanish to find or create expressions that conform to Spanish linguistic patterns, rather than continuing to simply use English terminology (Piñol 1999). Among the native Spanish speakers interviewed, most of whom had little knowledge of English and were not computer experts, the most often used borrowings included common terms such as *Internet e-mail*, *CD ROM*, *chat*, *click modem*, *hacker*, *software*, and *hardware*.

The current study takes its data from Spanish language blogs and online discussion boards. It examines only loanwords, defined as the outright transfer of both form and content from a source language to a recipient language, with concomitant phonological and morphological adaptation (Haugen 1950, Daiuta 1984, Otheguy, García and Fernández 1989; Silva-Corvalán 1994; Weinreich 1967). According to Poplack, Sankoff, and Miller (1988:48), the introduction and transmission of certain kinds of borrowings is due to subgroups within the community. One such subgroup consists of those imbued with the world of science and technology. Among this group we may expect to find much greater use of computer related borrowings than in the general press or among the type of native speakers I interviewed earlier.

The current data reveal widespread use of a large number of loanwords (93), with extensive evidence of phonological and morphological adaptation. None of the loanwords included in the data occurred only once. Phonological adaptation in much of the data can be inferred from orthographical

changes (e.g., *Bluetooth/blutuz* /blu-túθ/; *default/por defól*). Morphological adaptation includes number and gender assignment (e.g., un tag (m.); las keywords (f.)), and the creation of 349 morphologically related neologisms through the use of composition (e.g. *feisbukmanía*), emotive suffixation (e.g. *youtubazo*), non-emotive suffixation (e.g. *twitteril*), prefixation (e.g. *desloguear* ‘log off’), clipping (e.g. *fabricantes de hard* ‘makers of hardware’), back formation (e.g. *el skypeo* ‘skyping (n.)’) and blends that do not correspond strictly to compounding or derivation by affixation (e.g. *Ubuntusiasta* (*Ubuntu* + *entusiasta*)). Nominal suffixes included *-ada*, *-ante*, *-ador*, *-eo*, *-ero*, *-idad*, *-ismo*, and *-ista*. Adjectival suffixes included *-ado/a*, *-ante*, *-ero/a*, *-(i)ana*, *-il*, *-ista*, *-ico*, and *-oso*. Lang (1990) includes all of these among the productive derivational suffixes of Modern Spanish. Almost all verbalization occurred with *-ear* which, according to Lang (1990: 148) “is the most popular neologising morpheme for modern verbs” and “the most productive verbal formative in contemporary Spanish (p. 165).

Child acquisition and compound productivity

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The compound pattern [V+N]_N (e.g., *sacacorchos* ‘cork-screw, lit. remove-corks,’ *quemacocos* ‘sunroof, lit. burn-heads’) has often been described as the most productive in Spanish and in the Romance family more generally. However, up until now these measures have been impressionistic and not backed quantitatively. Additionally, the causes behind this unprecedented productivity have not been addressed satisfactorily. This paper has two aims, one descriptive and one theoretical. First, it provides evidence of the frequency and productivity of [V+N]_N compounds in Spanish from the earliest documented lexicographical sources to the present (11th - 20th centuries). Second, it accounts for this productivity theoretically, by invoking innate features of child language.

The data for this study come from a larger database of Spanish compounds, culled from ten dictionaries spanning the ten centuries between 1000 and 2000 and checked against large digitalized textual databases (CORDE/CREA, Corpus del Español). The quantification shows that [V+N]_N compounds constitute 27.5% of compounds overall. However, there are great differences in frequency between the earliest and the latest periods. In fact, the pattern is marginal in the early centuries, making up 3.8% of all compounds before 1200, but increases its share of the total seven-fold over time to 27.5% in the 1900s. Another measure of the vitality of the [V+N]_N pattern is its productivity, calculated as the ratio of new to old compounds. This measure also tends to be high throughout, with an average ratio of 40%, ranging from a high of 72% in the 1400s to a low of 19% in the 1700s. This confirms the impression that the [V+N]_N pattern is indeed the most used in Spanish and has become increasingly so.

The next question addressed in the paper is the cause behind this high productivity. It is argued that the increase in the use of [V+N]_N compounds to create agentive/instrumental lexemes is due to their natural emergence in child language, whenever children acquire languages with VO word order (for English, cf. Clark et al. 1986, Clark & Hecht 1982, for French cf. Nicoladis 2007). In the process of language acquisition, children who speak languages where the [V+N]_N pattern is not productive, such as English and Dutch, will eventually replace the [V+N]_N compounds in their child language by the conventional word formation patterns present in the adult input. On the other hand, children who spoke Old Spanish, which had some exemplars of [V+N]_N and no alternative competing compounding pattern, generalized it beyond its modest original confines.

This explanation is shown to be superior to alternatives based on analogical extension and on the effect of social factors, both of which fail to sufficiently motivate the increase in productivity. An

additional advantage is that, by invoking the universal properties of child language, the account is firmly rooted in the model of language as a cognitive capacity. (464)

Zapotec Reciprocals

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Languages of the Zapotec family of Oaxaca use at least three different types of reciprocal structures, with independent possessed anaphors, incorporated reciprocal morphemes, or an unusual "backwards binding" construction.

Tlacolula Valley Zapotec uses the first type of reciprocal, in sentences like

- (1) Gw-aizy=ën sa=ën.
perf-hit=1p fellow=1p 'We hit each other'

More literally, this might be translated as 'We hit others like us'. The reciprocal stem *sa* 'each other', glossed above as 'fellow', is obligatorily possessed; it also means 'one like (the possessor)' as well as 'relative, relation' (someone who must by nature share at least something with a possessor).

The second reciprocal pattern is illustrated by Isthmus Zapotec (Pickett and Black 2001):

- (2) Na-dxii-saa-du
stative-love-recip-1p.ex 'We love each other'

Here, the verb stem is extended by an incorporated reciprocal morpheme (cognate to *sa* in (1)), which creates a 'love each other' verb.

The third strategy is used in Zoogocho Zapotec (Sonnenschein 2006):

- (3) sh-naa ___ lghezh=dxo.
hab-wash ___ fellow=1p.inc 'We wash each other'

(3) is similar to (1), since it uses an independent word for 'fellow'. Crucially, though, although Zapotec languages otherwise have a basic VSO word order, the subject of this sentence— which should appear at the position shown by the ___ — is indicated only as the possessor of the direct object. This unusual Covert Subject structure (Avelino et al. 2004) is used extensively for both reciprocal and non-reciprocal sentences whose object is possessed by their subject in a number of Zapotec languages.

Intuitively, the first pattern above seems basic, since it seems possible to derive both other structures from it (either by object incorporation or the use of the (3) construction). However, this pattern is not used in many languages, and (as Avelino et al. argue) the Covert Subject construction should be reconstructed for Proto-Zapotec. In this paper, I'll examine these questions and propose an account of the different Zapotec reciprocal patterns seen here.

A whole different animal: Identifying and charting the use of natural metaphors over time

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Since the publication of Lakoff and Johnson (1980) and Lakoff (1987), scholarly attention to metaphor has gathered considerable momentum. Among the important insights that this work offers is the finding that our thought processes are filled with metaphors structured by coherent, identifiable schemas (container schemas, up-down schemas, part-whole schemas, center-periphery schemas, front-back schemas, linear order schemas, reflexive schemas, etc.) that are amenable to structural analysis. The major categories of metaphor outlined by Lakoff and Johnson connect these abstract schemas with embodied human experience and identify cultural constructs such as “time is money” and “argument is war.” Another approach to metaphor study, that of St Clair (2002), has identified the major metaphors that construct western European intellectual paradigms of thought: growth, game, drama, language, and machine.

The goal of this study is to address a gap in metaphor studies first by first identifying a significant body of metaphors that are not part of previous linguistic analyses—that of natural metaphors. We define natural metaphors as phrasal units involving the comparison of human behaviors or characteristics to nonhuman forms of life. Examples include expressions such as “poor as a mouse,” “crazy as a loon,” or “like a vegetable.” Second, we propose to test the vitality of these metaphors by conducting a corpus analysis of their presence in contemporary American English. Our hypothesis is that usage of natural metaphors has been declining since the end of World War II because of the decline in importance of proverbial folk knowledge, upon which many natural metaphors are based; the decline in involvement with occupational farming; the considerable growth in urbanization since World War II; and the privileging of literacy and formal knowledge over experiential knowledge based on interactions with the environment.

For this study, we collected a body of natural metaphors by observing naturally occurring discourse such as contemporary radio interviews, older television and cartoon programs, and spontaneous conversation; eliciting natural metaphors from a convenience sample of acquaintances; and collecting natural metaphors from a word game about popular idioms and expressions. In order to determine whether there is a decline in usage from 1923 until 2006, we plan to conduct a corpus search of our body of metaphors using the *Time* Corpus of American English, charting the number of tokens of natural metaphors in the corpus and the dates of their occurrence. Our corpus searches will include several possible stylistic variations of natural metaphors, such as “bird brain” “bird-brained,” “bird brains,” etc.

Through this study, we intend to identify gaps in previous metaphor studies and propose an expanded classification system for metaphors in linguistic research.

The Use of Grammatical Paradigms In Identifying Humor Potentials in English

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Grammatical paradigms are usually used to display a set of forms or constructions that exist within a language. But they may also be used as a tool of linguistic discovery. In particular, they may be used to identify possibilities within the grammatical system where structural ambiguities may occur. This has important implications for the deliberate creation of humor since some of the cleverest humor is built around structural ambiguities.

For a brief and fairly simple example of how a consideration of overlapping paradigms can identify potentials for structural ambiguities, consider the matter of the word *that*. If we examine the

paradigm of determiners and the paradigm of adverbial intensifiers----I'm using the term "paradigm" more broadly than some linguists would---we will find that the word *that* occurs in both. This is not a simple case of lexical homonymy, because the integration of both senses in a particular context can result in a structural ambiguity. Given that the determiner sense occurs before nouns, and the adverbial intensifier sense may occur before adjectives, it then remains for us to see whether there are any words in the language that may be interpreted as both nouns and adjectives. It turns out that there are. Thus we may construct ambiguities such as "It wasn't that antique" or "The pants and shirt weren't that uniform." These two example sentences represent a fairly productive pattern because the language contains many of what I call "noun/adjective" words. All of the possible ambiguities resulting from this intersection of paradigms, however, just represent what I will consider only one possible combination.

My presentation will demonstrate the potential usefulness of paradigms to the deliberate creation of humor, by exploring one rather elaborate illustration of how a consideration of the intersection of two separate paradigms in the language allows us to identify a set of 45 separate and potentially ambiguous combinations. This large set of combinations is then compared with a sample of authentic jokes, which are shown to use just a fraction of the possible ambiguous combinations. My presentation will then use the set of possible combinations to see what other structural ambiguities could be anticipated (or deliberately created), even as we have no readily available joke demonstrating their implementation in humor.

Entre tiempo y modo: morfema y perífrasis de futuro en el español

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Es bien sabido que el español cuenta con recursos diversos para la expresión de la futuridad, tanto morfológicos –el morfema –ré~rá del modo indicativo (1), como sintácticos –la perífrasis con el aux *ir a* (2), entre otros:

- (1) la segunda asamblea estatal de los trabajadores democráticos de Sonora... *se realizará* el día de hoy a partir de las 10 de la mañana,
- (2) del Instituto de Cultura, *va a estar* también el Lic. Blas Cota Meza

El futuro, que ha dado lugar a buen número de trabajos en perspectiva tanto sincrónica (Moreno de Alba 2003), como histórica (Company 2006) y tipológica (Bybee, Pagliuca y Perkins 1994), sigue siendo un tema de interés, especialmente cuando se aborda su funcionamiento en contexto, el cual revela no sólo que el morfema de futuro está aún vigente, sino que al convivir con la perífrasis, los recursos están tendiendo a una especialización semántico-pragmática.

A partir del análisis de un corpus conformado con datos de lengua oral espontánea y de lengua escrita del español hablado en el norte de México –en Hermosillo, Sonora–, esta presentación se orienta a mostrar evidencia que apoya tanto la vigencia como la existencia de la especialización de los recursos ejemplificados en (1) y (2). El trabajo destaca que:

- i. en cuanto a la vigencia, los recursos tienen distribución distinta en los dos registros explorados y,
- ii. en lo tocante a su significado, que en contexto cada forma asume valores temporales y modales específicos que parecen diferenciarse por el grado de certidumbre respecto de lo afirmado.

El análisis considera factores sintácticos –el tipo de oración en el que cada forma se utiliza, léxicos –el tipo de verbo, y semántico-pragmáticos: el significado reportado –temporal o deíctico, distancia temporal, valores subjetivos.

¿Lo puedo subir o puedo subirlo?: La posición del clítico en el español del oeste de Massachusetts

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Entre las investigaciones que han estudiado los pronombres clíticos en el español de los Estados Unidos figuran las que intentaron determinar si existía una influencia del inglés sobre el español en cuanto a la posición del clítico. Se ha estudiado este aspecto en el español de Los Ángeles y en el de Houston. Una región del país que no se ha estudiado todavía con respecto a la cuestión de la posición del clítico es el oeste de Massachusetts, donde hay una población hispana notable. Según el Censo de los Estados Unidos, el porcentaje medio estimado de gente hispana entre enero de 2005 y diciembre de 2007 es 45.8% en Holyoke y 33.6% en Springfield.

El presente estudio examina la posición de los clíticos en frases verbales con infinitivos y gerundios, las cuales permiten que el clítico se ponga antes del verbo conjugado o después de la frase verbal. El análisis se basa en entrevistas grabadas a hablantes nativos de español que viven en los Estados Unidos; los datos consisten en aproximadamente diez horas de grabación, las cuales han sido codificadas y examinadas con el programa estadístico GoldVarb 2001 para evaluar la influencia del contacto del español con el inglés en cuanto a la posición preferida. Asimismo intenta averiguar qué otras variables sociolingüísticas inciden en la elección de la posición proclítica o la enclítica por parte de los hablantes.

Según el análisis, la posición proclítica es la preferida por la mayoría de los hablantes, a pesar de su permanencia en los Estados Unidos. Las variables significativas a la posición del clítico son el auxiliar y el sujeto del auxiliar. Los auxiliares que más favorecen la posición proclítica son los que expresan o aspecto o tiempo verbal, mientras que los sujetos que más la favorecen son la tercera persona singular y plural.

The Development of Double Negatives in Chamic Languages

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The modern Chamic languages, which include Eastern Cham, Western Cham, Rade, Jarai, Roglai, Haroi, Chru, Acehnese, and Tsat, are descendents of a single Western Malayo-Polynesian (Austronesian) language or mutually intelligible continuum of dialects, spoken in Vietnam and Cambodia within the Hindu-Buddhist Champa kingdom. These languages are famous in the literature for providing an ideal laboratory for observation of the effects of language contact, as all the members of the subgroup have been in close and intense contact with other languages of the Southeast Asian linguistic area, mostly Mon-Khmer languages like Khmer, Vietnamese, and various Katuic and Bahnaric languages, for an extended period of time. Most of the major developments in the history of Chamic languages have been attributed to the effects of contact, as over the course of the past two thousand years the typological profile of Chamic languages has shifted from that of typical Austronesian languages, with bisyllabic roots and derivational morphology, to that of typical Mon-Khmer languages, morphologically impoverished, with monosyllabic roots, and even, in some cases, tone. This typological similarity is so extensive that it has even led some scholars to misclassify Chamic as Mon-Khmer, or at the very least as an “Austroasiatic mixed language” (Blust 2000).

This presentation focuses, however, on a feature of Chamic languages, standard negation, whose origin is slightly more mysterious, in that it most likely does not stem from contact, but is rather a language-internal development along natural pathways of syntactic change, notably grammaticalization and reanalysis (Grant 2005). Specifically, this feature is the system of bipartite or double negation exhibited by nearly all of the Chamic languages and nearly none of their Austroasiatic language neighbors or Western Malayo-Polynesian relatives; the mystery, then, is the origin and spread of double

negation in the Chamic language family. This presentation will, first, review the data presented in Lee's (1996) survey of negation in Chamic languages, and then add additional data, collected from unpublished field notes on the various languages, as well as early documentation on Cham in the form of dictionaries and manuscripts, examining both sets of data in light of questions of syntactic change and the origin of negation in general. It will be argued, contra Lee (1996), that double negation did not exist in proto-Chamic, but instead developed in the medieval era, after the departure of Acehnese speakers for Sumatra, in a Jespersen's Cycle-like reanalysis of repeated emphatic negation. Finally, hypotheses will be offered for the variation in negative systems seen in modern Chamic languages. This work will thus shed light on historical issues in Chamic syntax, particularly the lack of systematic data on dialectal differences, as well as on the historical typology of negative systems and the roles of grammaticalization and reanalysis in syntactic change in general.

Improving automated oral testing: identifying features and enhancing speech recognition

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Elicited imitation (EI) is an oral testing methodology that has enjoyed some resurgence in recent years for adult L2 learners (Erlam, 2006). Due to the closed-world assumption inherent in the testing procedure (the responses are known a priori), the results are particularly well adapted to automatic analysis techniques including speech recognition.

We discuss the multiple EI tests developed and administered that specifically target grammatical features found to be problematic for EFL learners. In addition, we discuss how the sentences in these tests were hand-crafted to explicitly test learner's knowledge of these grammatical features, and give relevant examples of test sentences and sample protocols. We explain how the tests were scored and the comparative results between different iterations of our EI tests.

Currently, we have over a million EI syllables graded according to accuracy of reproduction which have been compiled into a comprehensive corpus. We have thus been able to extend our previous analyses of EI items in terms of relative complexity and correlation with other oral testing modalities. Many of the items have been scored by two annotators, and analyzing the discrepancies leads to interesting observations about the data itself, the annotators, and the scoring methodology.

We are also evaluating to what extent the scoring procedure can be enhanced by using attributes external to the EI utterances and annotations themselves, for example taking into consideration other information about the test subjects (e.g. their first language, age, reading proficiency scores, fluency measures, etc.). This entails questions, empirical and theoretical, about how to situate the EI test results in a larger, holistic evaluation context. We discuss which statistical and machine learning techniques have proven most useful to date in our work.

A look at /s/ and its allophones in coda position in Island Puerto Rican Spanish and in two different geographical US Puerto Rican communities

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In this presentation, we describe the distribution of /s/ in different phonological environments in three different groups of Puerto Rican speakers. The three groups of Puerto Ricans are located in different geographical regions. One group lives in the San Juan Metro area in the island of Puerto Rico. The second group consists of Puerto Ricans who live in a rural community in the American Midwest and the

third are Puerto Ricans who live in the East Coast of the United States. Our objectives are to determine if the allophones for /s/ in coda position are the same in these three communities and if there is intergenerational transmission of /s/ in the two Puerto Rican communities in the United States.

The data consist of speech samples (readings and informal conversations) of 23 speakers. The /s/ tokens were correlated with several internal (e.g. grammatical category, aspects of the phonological environment) and external factors (e.g. style, gender, generation) to determine the contribution of the linguistic factors to the distribution of /s/ in final position.

Puerto Rican Spanish in Puerto Rico differs from the two communities of Puerto Rican speakers in the United States in the alternatives for /s/. Valentín-Márquez (2006) reported that young adult female Puerto Rican Islanders are using a glottal stop as an alternative for /s/ in the southwest town of Cabo Rojo. This glottal stop was also produced among the San Juan Metro Puerto Ricans recorded for this project. On the other hand, Puerto Ricans who belong to the two different communities in the United States recorded for this project did not make use of the voiceless glottal stop as alternative for /s/. Instead, Puerto Ricans in Lorain, Ohio were more likely to have /s/ deletion. This alternative for /s/ was found in polysyllables (0.534) and in verbs and adverbs. Among the Puerto Ricans who live in the East Coast, generation demonstrated to have a significant (0.036) interaction with /s/. The first generation was more likely to pronounce [s] (0.845). The second and third generations were more likely to aspirate /s/, rather than to produce [s] (0.281).

The results demonstrate that these three different groups of Puerto Ricans differ in their use of /s/ and its different variants in coda position. There are several factors interacting in conjunction to produce the difference in use. These individuals come from different communities and geographical areas and are not in continuous contact with one another. The different use of the /s/ allophones are also related with the distinctive behavior to differentiate themselves from the behavior that other Spanish speakers who live and interact with these Puerto Ricans in their communities make of /s/. Moreover, the value assigned to /s/ and its different allophones differ in each community. Maintaining competence in Spanish is a higher priority among immigrant communities, than the use of whichever features are stigmatized in the “country of origin” (Sayahi 2005).

Thus, when speaking about Puerto Rican Spanish, one should be careful in making generalizations. At the macrolevel, Puerto Rican Spanish may have very similar characteristics, but at the microlevel, there may be differences that distinguish each variety interregionally.

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Syntax in Tocharian-A: A Comparative Approach

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Tocharian is an extinct Indo-European language attested in two dialects designated as Tocharian-A and -B, and spoken until the ninth century in what is now Xinjiang in northwestern China. The language bears the greatest similarity to western Indo-European language groups (Germanic, Celtic, Italic, and Greek); indeed, it may show the greatest lexical overlap with Germanic (cf. Pokorny 1959). The language was completely unknown until 1890, when documents written on palm leaf paper -- mainly metrical translations of Buddhist texts in Sanskrit -- were first discovered. As recently as 1974, a Tocharian-A translation of the Sanskrit drama *Maitreyasamiti Nat.aka* [Drama of the Meeting of Maitreya] was discovered near Urumqi, capital of Xinjiang (Ji 1998).

Although data are limited, Tocharian phonology and morphology are well described (cf. Sieg, Siegling and Schulze 1931; Krause and Thomas 1960). Syntax, however, has been disregarded. Krause and Thomas, in fact, declare that since the data are mainly limited to metrical translations from Sanskrit, an examination of syntax will not be of value. While it is true that we will never have detailed knowledge of the syntax of spoken Tocharian, it is certainly possible to describe the syntax of the extant metrical texts. Therefore a comparative investigation of two texts in Tocharian-A was undertaken. These are *S.ad.danta Ja:taka* [Tale of the Six-Tusk Elephant] and *Suryodgam Pra:tiha:ri* [The Sunrise Miracle] (Sieg and Siegling 1921). Both of these texts date from the seventh or eighth century, and were discovered about 1914. In both cases, the Sanskrit originals from which they were presumably translated have been lost. It is certainly possible that the syntax of the Sanskrit texts affected the syntax of the Tocharian-A translations. However, the translations cannot be word-for-word glosses of the Sanskrit: an even stronger influence was surely produced by the strict metrical patterns employed. Yet the documents are not without structure: syntactic constraints are observed.

The two texts show many similarities. Tocharian was mainly an SOV language, and in both texts, SOV order is most common, cf. (*S.ad.danta Ja:taka*):

/onkalma:n' n'a:tse ma: klen'ci/
 elephants harm not will.bring
 'The elephants will bring no harm.'

Although Baldi (1983) declares that SOV order was strictly observed in all texts, this is not the case. VS, VO, VSO and OVS structures are observed as well, cf. (*Suryodgam Pra:tiha:ri*):

/marr ontam. nu puttis'parnas. lotkis. wrasom/
 not ever now from.Buddhahood may.turn being
 'May no being ever turn from Buddhahood now!'

However, it is clear that stylistic differences exist between the two documents. In *Suryodgam Pra:tiha:ri* underlying constituent structure remains largely intact, while in *S.ad.danta Ja:taka* numerous examples of syntactic scrambling are observed, cf.

/kus tn'i campis. puk tranktsi ka:swoneyntu/
 who your can all express virtues
 'Who can express all your virtues?'

Interesting insights are gained by examining underlying structures and the syntactic mechanisms of scrambling.

Latinos or Hispanics?: Changing demographics, implications, and continued diversity

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The study of Spanish in the Southwestern region of the United States includes both traditional and newly formed speech communities, as demonstrated by the many contributions to the body of research that look at the Spanish of this region. However, a look at early 21st century demographic patterns reveals the significant shift from the Mexican-origin posture of past Southwest Spanish research endeavors. This presentation will show the changing demographics of Latinos in the US and look, in more detail, at the case of Oregon as an example of the implications that these demographics may have on our cultural and linguistic landscape.

Syntactic Reconstruction and the Comparative Method

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Recently there has been a renewed interest in diachronic syntax with special interest placed on the reconstruction of syntactic elements of an ancestor language through comparison of two or more related languages. This topic has received acute attention partly because many scholars in the most influential theory in syntax (generativist syntax) place syntactic reconstruction outside the sphere of feasible accomplishments of diachronic syntax (for example see Lightfoot 1983 and 2002), though Roberts (2001) and Longobardi (2008) show that reconstruction may be an appropriate concern for generativists. In contrast, there are some traditional comparative linguists who admit that syntactic reconstruction is possible but not without significant obstacles (see Campbell and Mithun (1981), Harris and Campbell (1995), and Harris (2008)). The goal of this paper is to argue for the possibility of syntactic reconstruction through the use of the Comparative Method by showing how aspects of the proto-syntax of a small language family of Guatemala, Xinkan, can be reconstructed.

Many of the arguments which disfavor syntactic reconstruction are based on a misunderstanding of the goals of reconstruction generally and on misconceptions of the purpose and function of the Comparative Method as a tool for achieving those goals. Generally, reconstructed linguistic forms are thought of as representing a hypothesis of past linguistic reality, consequently making one of the goals of reconstruction to discover ‘real’ language. In contrast, however, it has recently been argued that the aim of reconstruction is to form hypotheses only about linguistic relationships or the validity of theoretical machinery (see the discussion in Lightfoot 2002 and Campbell and Harris 2002). Furthermore, often the Comparative Method is considered to only be a tool for showing that two or more languages are related (descended from a common source) when in reality it does this only peripherally at best. The Comparative Method is a tool that can be used to show evidence of the way related languages have changed from a common source after an assumption of relatedness is made based on satisfactory diagnostic evidence.

This paper proceeds by showing what the prerequisites of syntactic reconstruction are, what the outcomes of reconstruction should be, and how the Comparative Method is ideal for explaining aspects of syntactic change. With the benefit of data from Xinkan it is shown how this method can be used to

reconstruct a language family's proto-syntax. Xinkan is especially suited for this purpose because it is a moribund language family with very little historical documentation. The lack of historical records is ideal for this study because it shows that syntactic reconstruction is possible even without historical attestation of the parent language. Furthermore, a number of issues arise because of the lack of historical linguistic information about Xinkan. These issues highlight the limitations of the Comparative Method and the historical methods. This paper discusses these shortcomings and argues that in order to understand the historical development of a language's syntax, inherited syntactic changes (i.e. reconstruction) *and* language borrowing through contact must be considered; in isolation neither provides a full picture of historical linguistic reality.

Indirect Language Contact in Mexican Spanish: Evidence from Split-Intransitivity

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Recent research in language contact has investigated bilingual deviations from monolingual norms where syntax interfaces with lexical and discourse/pragmatic components of the grammar (e.g. Iverson & Rothman 2008; Montrul 2004, 2005; Sorace & Filiaci 2006; Tsimpli et al. 2004; Valenzuela 2006). Some have investigated these interfaces through an examination of the subject-verb or verb-subject word order involving unaccusative verbs (e.g. *llegar* 'to arrive') and unergative verbs (e.g. *cantar* 'to sing') in the Spanish of Spanish-English bilinguals (e.g. Hertel 2003, Lozano 2006, Zapata et al. 2005). These studies frequently find that the syntax-discourse interface is vulnerable to attrition and displays non-target word orders. If the non-target word orders at the interfaces in language contact are due to the expansion of a form already present in monolingual Spanish (see Lapidus and Otheguy 2005, Silva-Corvalán 1986), then we predict that Spanish monolinguals will show similar non-target patterns at this interface to a lesser degree.

This paper investigates the syntax-lexicon and syntax-discourse interfaces in monolingual Mexican Spanish by testing the word order of unaccusative and unergative verbs in different focus contexts. For this study, 30 Mexican Spanish monolinguals participated in an oral production task in Irapuato, Mexico. Each participant listened to a series of short stories and answered a question about each story while the responses were digitally recorded. The questions elicited the use of a range of unergative and unaccusative verbs along a hierarchy of lexico-semantic notions that underlie unaccusativity (see Sorace 2000) in order to investigate the syntax-lexicon interface. The syntax-discourse interface was studied by using contexts and questions to elicit informationally focused subjects (see Kiss 1998). A language history questionnaire ascertained that all participants had spent most of their lives near Irapuato, and that although they had not lived in the U.S., many had relatives in the U.S. who return yearly to Mexico to visit them.

The results of the oral production task confirm that these monolinguals show instability at the syntax-discourse and syntax-lexicon interfaces through non-target word orders. A logistical regression analysis conducted with Goldvarb X (Sankoff et al. 2005) reveals that verb type, focus type, NP weight, and the position of prepositional phrases are significant in favoring word order. Several individual variables were also considered in the Goldvarb analysis including the following: (1) frequency of communication with foreigners, (2) number of close friends who are Spanish-English bilinguals, (3) years of English class, and (4) frequency of visits from people from English-speaking countries. Indirect contact with English word order patterns through contact with other Spanish speakers from the U.S. is found to explain the frequent use of non-target preverbal subjects in the monolingual Spanish examined in this

study. This paper contributes to current research of the syntactic interfaces in language contact by investigating a hierarchy of unaccusativity in monolingual Spanish and points to bilinguals as contributing to linguistic change in monolingual communities.

The independent NP + relative clause format in Spanish conversation

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Discourse-based, emic or bottom-up approaches to morphosyntax such as Ono and Thompson (1995) and Hopper (2001, 2004) *inter alia* provide a framework for studying lexicogrammatical patterns in conversation that might not be considered putative constructions by intuition-based approaches based on pre-defined syntactic categories. However, such lexicogrammatical patterns might show to be recurrent, stable, and accountable in terms of situated practices of speakers and hearers in conversation and thus constructions or grammatical formats for interaction (Duranti 1997). One of such formats consists of NPs uttered as complete syntactic, prosodic, and pragmatic units that are not dependent arguments of a verbal complex, known as 'free', 'unattached' or 'independent' NPs. Excerpt (1) illustrates the Spanish independent NPs *esa historia* and *el narcisismo este que tienen los padres* in lines 5 to 8:

(1) (SANC LOND 17:09)

1 MARIA: ... Y entonces los padres,
 and then parents,
2 .. como te miden un poco,
 they kind of judge you
3 .. por si al niño le caes bien.
 based on whether the child likes you
4 ... O sea,
 you know
5 --> .. **esas** --
 those
6 .. **esa historia**.
 that kind of thing
7 --> .. O sea .. **el narcisismo este**,
 in other words, that narcissism
8 ... **que tienen los padres**,
 that parents have
9 .. no?
 right?

Previous studies such as Tao (1992), Bentivoglio (1993), Ono and Thompson (1994), Croft (1995), Helasvuo (2001), Ford, Fox and Thompson (2002), Matsumoto (2003), Vorreiter (2003), and Dumont (2008) have shown that independent NPs are deployed to achieve a set of interactional tasks: identifying referents, adding increments, constructing lists, and making repairs and collaborative completions. These studies suggest not only that these syntactic units constitute a solid cross-linguistic and cross-generic construction, but also that they can be further investigated as a family of related constructions with specific lexicogrammatical and usage properties.

In this vein, this paper focuses on a recurrent set of independent NPs modified by a relative clause illustrated by the last example in lines 7 and 8 of (1), *el narcisismo este que tienen los padres* 'that narcissism that parents have'. The formal and pragmatic properties of 64 instances of this pattern in a corpus of Iberian Spanish conversation suggests that they constitute a lexicogrammatical format to achieve a particular move in conversation describable in terms of formal, information-flow, and stance (alignment) elements. Specifically, it is argued that the construction is part of the lexicogrammar for recognitional reference formulations (Auer 1984). The NP includes postnominal "recognitional" demonstratives (Himmelman 1996, Lindstrom 2000), and the relative clause introduces generic NPs that help introduce a referent invoking previous personal knowledge of members of a community. It is also shown that in most examples the format serves to present such knowledge as presupposed or "common sense" and constitutes a locus for the management of alignment between interlocutors.

Register and Language Acquisition: A Comparative Study between Heritage and Second Language Speakers

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This study examines the oral production of heritage and second language speakers of Spanish in different situations of use and investigates register and style variation.

For the purpose of studying register and style variation, spoken samples from college students were recorded and analyzed. These data were collected in different situations of use, ranging in a scale from less (casual) to more formal (academic). The linguistic features presented in this paper include discourse particles, lexical choices such as colloquial vs. formal vocabulary, and various instances of lexical transfer including code-switches, borrowings, and lexical creations.

In general, heritage and second language speakers of Spanish follow similar patterns of variation reflected in some of the linguistic features reported in this study across the registers examined. For example, both groups avoid non-standard uses in academic situations, as well as loans, calques, and switches to English. Conversely, these features are more frequent in the non-academic, casual situations as well as the use of informal vocabulary.

However, a closer look at the results reveals that there are significant differences between the heritage and the non-heritage group in terms of frequency of production. First, there are differences regarding the use of discourse particles (e.g. lower production of *como* 'as'/'like', *so* (adapted to Spanish as [so]), and punctors by second language learners). Second, heritage and non-heritage speech differs in the rate of production and distribution of lexical transfer from English into Spanish.

This study argues that the differences observed between the heritage and the non-heritage groups are related to two main factors: (1) the amount of informal input in Spanish; and (2) the variety of Spanish to which speakers are exposed.

Micro-dialectology in Latin American Spanish: Tracing the history of yeísmo in colonial New Mexico

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The merger of the Spanish etymological palatal lateral and palatal fricative, or *yeísmo*, has traditionally constituted one of the most contested topics in Latin American dialectology, with researchers arguing for (Catalán 1958, Lapesa 1964, Lipski 1994) and against (Alonso 1953, Moreno de Alba 1988)

the thesis that this merger originated in Spain. The literature has sought either (1) to identify the earliest attestations of this merger in spelling on both sides of the Atlantic, or (2) to explain the preservation of the phonemic contrast in several residual regions. Very little attention has so far been paid to the study of the geographical and social actuation of the merger in colonial Latin American Spanish. By stressing the quasi-universal nature of this phenomenon, the literature has so far neglected the study of the local processes involved in its spread. The tacit assumption seems to be that, after its onset among the low strata of colonial society, this merger spread in a rather uniform fashion across the colonies. This presentation will challenge this assumption by focusing on the history of *yeísmo* in New Mexican Spanish, a variety for which abundant documentation exists starting in the 1680s. Given that the written representation of this phonemic contrast relies on a few spelling correspondences with a long tradition in Spanish, it is assumed that the failure of scribes to abide by the etymological spelling distinctions is a fairly reliable indicator of the presence of this merger in their speech.

A corpus of over 92,000 words was compiled by gathering transcriptions of hand-written documents covering the history of this variety from the late 17th century to the early 20th century, and the distribution of etymological and non-etymological spellings in the documents for the segments in question was traced and analyzed, both quantitatively and qualitatively. The quantitative analysis shows that a clear fracture occurs during the first decades of the 18th century, with an increasing number of authors exhibiting instances of non-etymological uses. This chronological pattern suggests that the seemingly sudden spread of the merger may be related to the repopulation of New Mexico (and the concomitant demographic rearrangement) starting in 1693, following the 1680 Pueblo Revolt. This hypothesis is fully confirmed qualitatively by a biographical survey of some of the authors of the documents. This survey demonstrates that the prevalence of the merger among those authors born in New Spain (Mexico City, Zacatecas, Puebla, etc.) participating in the said resettlement was much higher than among the native New Mexican population. Consequently, it is argued that the spread of the merger in this particular dialect of Spanish is the result of a process of new-dialect formation via dialect contact of a fairly stereotypical nature, but unrelated to the general early colonial Latin American *koiné* proposed by most authors. This presentation sheds light on the dialectal history of this particular variety of Spanish, confirming the usefulness of archival material for diachronic studies. More importantly, it is also a reminder of the need to adopt a local approach in studying the history of Latin American Spanish and the processes leading to dialectal change in each area.

'Us' v. 'Them': Intersubjectivity, cultural negotiation and the making of race in undergraduate Spanish language classrooms

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Foreign language learning classically relies on the use of materials that promote “cultural understanding” in order to support central, standardized agendas of communicative competence. Particularly for the case of Spanish language education, textbooks and departmental curricula guide English-speaking student audiences through reified practices and performances of an imagined community of native speakers (cf. Ortega, 1999; Reagan & Osborn, 1998, 2002; Train, 2007). However, the English-speaking “we” cannot study a “them” without implicating a relationship between the Self and Other, respectively. The inscription of these intersubjective binaries (Bucholtz & Hall, 2000) often, but not always, sustains popularized paradigms wherein the Other is positioned as a racialized subject (cf. Johnson, 1994; McLaren, 2001; Schwartz, 2008; van Dijk, 1987, 2004; Vila, 2000).

This paper explores the ways in which largely White, monolingual college students of basic level Spanish position themselves as linguistic subjects in relation to the target language—and, by proxy, negotiate race and culture with respect to marked distances and differences with Spanish-speaking Others. Data is sampled from a 9-month ethnographic, discourse-analytic study at a public research university in the Southwest U.S. Participant interviews, classroom field notes and journal writing chronicled students' own interactions with Spanish both in and outside of classroom spaces. Analysis of these texts principally relied on literature in critical discourse studies (Barrett, 2006; Pavlenko & Blackledge, 2004) that foregrounds intersections between language, identity and power in multilingual settings.

Findings suggest that the act of talking about the Self in relation to the Other, and vice versa, positioned Spanish as both an imagined and realized entity. At times Spanish was symbolically flattened as faceless and objectified (“it,” a “conversation”), and other times attributed vaguely to nameless “people” or “them”. Either way, talk about the Other is *not* a story about a named, tangible “he” or “she” that personalizes Spanish (despite some participants’ connections to Spanish through family ties, close friends and co-workers). Instead, students’ negotiation of the “Us” and “Them” often involves a re-claiming of racial privilege and power through second language learning. Though students occasionally identified these power differentials—both directly and indirectly—most made all efforts to avoid being “seen” as racially intolerant (Bonilla-Silva & Forman, 2000). These discourses in identity performance hold rich implications for the role racism and anti-racism plays in process-based culture “learning,” particularly as students experiment with the multiple identities that bilingual communication affords.

American English has goʔ a loʔ of glottal stops

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In word-final prevocalic, word-final position (e.g., *it is*) there are various possible phonetic realizations of /t/ in American English: [t], [ɾ], [ʔ]. Previous research (Eddington and Taylor 2009) suggests that glottal stops are more frequent realizations in younger speakers, women, and those from the western U.S. However, those data were gathered in an artificial laboratory setting. The present study examines the linguistic and social factors that are associated with the use of the glottal stop in American English, but the data come from recordings of informal conversations.

We extracted 1,101 instances of word-final, pre-vocalic /t/ from the Santa Barbara Corpus and determined their realization impressionistically. The glottal stop occurred in 24% of the cases. Logistic regression analysis was used to identify factors that favor glottalization of /t/. Our findings concur with the previous research in that age and region were significant; westerners in their teens and 20s glottalized more than non-westerners in the same age groups. This contrasts with speakers who are 30 and older, both westerners and non-westerners, who glottalize to a much smaller degree. We also found that glottalization is favored by a following stressed syllable, however, gender and following vowel quality were not influencing variables, which contradicts the previous experimental findings. We suggest that glottalization of /t/ in the U.S. is a change that is being spearheaded by younger speakers from the western states.

Does Familiarity Influence Language Learner Conversations?

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Research in second language acquisition has explored a variety of aspects of language acquisition through the years. Since the early '80s, conversational interactions among language learners have been a central focus of second language research. Some of the factors that appear to influence interactions among language learners are familiarity between interlocutors (Plough and Gass, 1993), the type of task interlocutors engage in (Doughty & Pica, 1986), gender of the interlocutors, and whether they are native or non-native speakers (Long, 1983). In striving to identify factors that either initiate or provide optimal conditions for negotiation in discourse, a study was conducted to primarily investigate the effect of interlocutor familiarity on the interaction of nonnative speaker dyads. This was achieved by investigating the conversational patterns and the amount of negotiation that occurred with dyads that were familiar with each other as well as those who were unfamiliar with their interlocutor.

The participants in this study were 24 non-native speakers from Korea and Venezuela who were studying at an English Language Institute in Florida. The first group, the *unfamiliar* group, consisted of participants who had never conversed with each other nor participated in any extra-curricular activities inside or outside the English language institute before being paired for the task in this study. The second group, the *familiar* group, consisted of participants who were familiar with each other. They belonged to the same language class and had worked with one another in pairs or small groups for three months prior to participation in this study. They had also engaged in weekend activities together.

The 12 dyads were given a task to complete and their interactions were recorded, transcribed, and analyzed. Factors such as the time taken for each dyad to complete the task, and the number of conversational modifications each dyad used were examined. Since negotiation enhances comprehensible input and facilitates language learning, it was hypothesized that the *familiar* group would have a higher number of conversational modifications than the *unfamiliar* group.

Hopi Suppletion: A Phase-Theoretic Account”

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A large number of intransitive and transitive verbs in Hopi exhibit root suppletion conditioned by the number of the subject or object. In this paper, I address the morphological operations underlying suppletion in Hopi. I propose a novel, phase-theoretic analysis of verbal root suppletion within the framework of Localist Theory of contextual allomorphy (Embick 2008). Contra to Embick & Halle (2005), I argue that verbal roots supplete and their suppletion is constrained by linear adjacency and cyclic spell-out. My approach correctly predicts that when linear adjacency and cyclic spell-out are disrupted, suppletion cannot occur.

I propose a unified analysis of transitive (1a-b) and intransitive (2a-b) verbal root suppletion. My main assumption is that cyclic and non-cyclic nodes can interact for allomorphic purposes as long as they are spelled-out in the same PF cycle. I argue that suppletion of a transitive suppletive Root $\sqrt{\text{QÖYA}}$ (1b) is triggered by the [+plural] feature of a non-cyclic Num when i) Num and the root are linearly adjacent, and ii) spelled-out in the same ν cycle. I assume that intransitive suppletive roots behave syntactically as unaccusatives, and their suppletion is triggered by an underlying object (Hale & Jeanne 1991; Harley et al

2006). Suppletion of an intransitive suppletive Root $\sqrt{\text{YU?TU}}$ (2b) is triggered by the [+plural] feature of a non-cyclic Num when i) Num and the root are linearly adjacent, and ii) spelled-out in the same v cycle.

(1) a. Taaqa taavo-t niina.

man.SG cottontail.SG-ACC kill.SG

„The man killed a cottontail.“

b. Taaqa taa-tap-tu-y qöya.

man.SG RED-cottontail.-PL-ACC kill.PL

„The man killed three or more cottontails.“

(2) a. Pam wari. b. Puma yu?tu.

that run.SG those run.PL

„He/she ran. „Those (plural) ran.

I present novel data which show that when linear adjacency and cyclic spell-out are violated, suppletion is blocked by default morphology. When a suppletive verbal root $\sqrt{\text{YU?TU}}$ has been elided in the main clause (3), the AGR head cannot be sensitive to the suppletive identity of the root and has to default to the suffix /-ya/.

(3) „Uma yu “tu-k-q puu” „itam tuwat \emptyset - ya-ni.

2.PL run.PL-K-OBV then 1. PL also -PL-FUT

„You run and then we will also.“

In this paper, I have provided a more constrained account of Hopi verbal root suppletion constrained by the architecture of grammar with local constituent relations and cyclic derivation.

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On Spanish Loanwords in Hawai'i Creole English

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Hawai'i Creole English (HCE), a variety of English native to the archipelago, has incorporated loanwords from several distinct sources. It traces its roots to “plantation pidgin” (1835 through the first half of twentieth century) when contract laborers from various parts of the world were brought together in Hawai'i to harvest sugar cane. As Sakoda and Siegel (2003) note, the most numerous ethnic groups were the Chinese (39,000; mid-to-late nineteenth century), Portuguese (23,000; late nineteenth and early twentieth centuries), Japanese (200,000; also late nineteenth and early twentieth centuries), Filipinos (100,000; early twentieth century), Koreans (nearly 8,000; also early twentieth century) and Puerto Ricans (nearly 6,000; also early twentieth century). Other numerically significant groups include Pacific

Islanders (approximately 2,500; late nineteenth century), Europeans (over 600 Norwegians; late nineteenth century; over 1,000 Germans; also late nineteenth century; 2,000 Spanish; early twentieth century), Russians (3,000; early twentieth century) and Koreans (nearly 8,000; also early twentieth century).

Carr (1972), Sakoda and Siegel (2003), and Tonouchi (2005) provide some information on the origin of many common HCE or “Pidgin” terms. They note that Hawaiian (the original lexifier language for plantation pidgin) is well represented with over a hundred lexical items; Japanese, Chinese, Portuguese, and English are also well represented. However, with the exception of Carr (1972), the Spanish origin terms have largely been ignored.

The some twenty or so Spanish loanwords in HCE can be attributed to the Filipinos (F) (some of whom were Spanish-speakers; many others had incorporated Spanish loanwords into the indigenous language they spoke) and to the Puerto Ricans (PR). The Spanish immigrants appear not to have left their mark – perhaps due to their few numbers and the fact that most did not remain in Hawai’i.

A brief overview of these loanwords includes the following categories. Some of these terms refer to ethnic foods that are now prepared and consumed by other groups (*patele* (PR) ‘a dish prepared like a *tamal* – the *masa* is made from green bananas, filled with meat, and wrapped and steamed in *ti* leaves;’ *adobo* (F) ‘a dish prepared with chicken or pork cooked in vinegar and garlic’). Other terms deal with human anatomy (*chichi* (?) ‘breast;’ *bolo* (*head*) (PR) ‘bald;’ *chocho* (*lips*) (PR?) ‘thick or full lips’). A few other terms represent ethnic markers or forms of address (*Brinki*, *Borinque*, *Borinkee* (PR) < *Borinquen*, the indigenous name of the island of Puerto Rico, with the meaning of ‘Puerto Rican or Local Rican;’ *Tata* (F?) ‘father or a respectful form of address for an old man;’ *Kompa(n)* (?) < *compañero* ‘companion’ or < *compadre* ‘godfather; good friend’ meaning ‘an invitation to share or be partners with’).

I am in the process of documenting the actual usage of these Spanish loanwords via three methods: searching local newspapers on-line, examining a number of contemporary prose works written in HCE, and administering a short questionnaire to “Pidgin” speakers from O’ahu, the Big Island, Maui, and Kaua’i. The results of these efforts will be reported and I expect to find that certain terms are quite frequent and generalized while others have fallen into disuse (are quite infrequent or unknown) by today’s speakers of HCE.

Diphthongs and hiatuses across word boundaries: An examination of individual variation within the Zacatecan variety of Mexican Spanish

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This study examines the production of vowels in contact across word boundaries in the Spanish of ten native speakers (six males and four females) of the Zacatecan variety of Mexican Spanish. The current study examines the productions of six vowel combinations: /ai/, /ae/, /ao/, /au/, /ea/ and /oa/ that are found within a noun phrase. In order to extract productions of the vowel combinations across word boundaries in the desired syntactic context, a new task was constructed similar to a map task. The majority of the studies that have been done on the topic of vowels in contact have been done utilizing perception to

determine if the two vowels are produced as a hiatus (with the two vowels in separate syllables) or as a diphthong (with the two vocalic elements in the same syllable). Studies that have used more of a laboratory approach to analysis have mainly focused on the duration of the vowel sequence, with relatively few employing other methods of analysis, such as formant measurements, due to the difficulty of identifying the border between the vowels. Recent work on vowels in contact (Hualde et al, 2008) has focused the analysis on formant measurements taken at each of the three quartiles of the vowel sequence. This sampling of the formants of the vowel sequence provides a method to compare the same three points of the vowel transition as a function of the percentage of duration. The current study compares the formant measurements taken at each of the three quartiles within and between the six vowel combinations included in the study. Due to the fact that duration has been linked to the hiatus / diphthong distinction, the formant measurements are also considered as a function of the global duration of the vowel sequence. However, not all informants resolved the diphthong / hiatus distinction in the same manner. In addition to analyzing the individual variation that exists both within and between informants of the Zacatecan variety of Mexican Spanish, the current study provides evidence of the interaction between formant measurements and the duration of the vowel combination.

Language intensive versus culturally-oriented short term study abroad programs: Implications for the second language pronunciation of German:

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In light of the current economic situation and the increasing costs of study abroad, it is becoming ever more critical to be able to effectively communicate the benefits of language immersion programs to both students and sponsoring university administration. While research has demonstrated the benefits of study abroad programs in terms of overall proficiency (Segalowitz & Freed, 2004; Golonka, 2001), vocabulary (Barron, 2003), reading (Dewey, 2004; Brown, 2007), writing (Martinez-Arbelaiz, 2004) and cultural appreciation and sensitivity (Spenader, 2005), much less research has quantified the gains students make in pronunciation in terms of accentedness, fluency and comprehensibility (Steven, 2001; Taillefer, 2005).

This study seeks to fill the gap in pronunciation research by examining the effects of two short-term (11 week) BYU study abroad programs on pronunciation: 1) a language-oriented study abroad in Berlin during Summer 2008 and 2) a more culturally-oriented study abroad in Vienna during Fall 2008. Subjects were recorded reading the standard passage, *Die Sonne und der Wind* (The Sun and the Wind) during the first week and again in the 11th and final week of the program. The students' productions from both the pre- and post-tests were subsequently rated for accentedness (degree of foreign accent), fluency (how fluent the judge thought the speaker was) and comprehensibility (how well the judge could understand the speaker) according to a 7 point Likert scale where, for instance, 1=no foreign accent, sounds like a native German and 7=very strong foreign accent, does not sound at all German.

Results indicate that subjects in both groups were able to make gains in pronunciation accuracy during a short-term study abroad program as measured by accentedness, fluency, and comprehensibility. While initial results seemed to indicate that groups did not differ with regards to the extent of the improvements made, subsequent comparisons of subjects from the two groups who had similar language proficiency at the outset of their respective programs revealed that the students in a language-focused

program, i.e., Berlin, were more likely to improve in pronunciation accuracy than students in a culture-focused program, i.e., Vienna. These results reflect differences in the amount of time students were engaged in the German language in terms of both formal instruction in German and overall usage as self-reported by students.

In sum, the study reveals that study abroad can have a positive impact on global pronunciation and comprehensibility even during a short-term program. We discuss implications from this study for maximizing the pronunciation benefits of study abroad, noting in particular that while students on study abroad will in general make improvements in pronunciation, incorporating activities to engage students in interacting with native speakers regularly in addition to including intensive formal language instruction can help students make even greater pronunciation gains even on a short-term study abroad.

Factors affecting native speaker judgments of pronunciation

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To avoid the potential effects of foreign language experience on native judges, researchers typically use native speaking judges with minimal experience in a foreign language (e.g., Strange et al., 2004; 2005) to rate second language speech. However, more and more speakers of well-studied languages (i.e., German, French, and Spanish) are learning multiple languages, especially English. As a result, it is increasingly more difficult to find monolingual speakers to serve as judges. Moreover, since many researchers must rely on the native speakers living locally, e.g., Germans living in North America, it becomes even more critical for researchers to understand the different factors that affect native speaker ratings.

Thus this study examines whether native German speakers with minimal English experience rate native English learners' German pronunciation differently than do native German speakers with significant English experience. To do this, we asked 30 native English speakers with varying amounts of German experience (beginning, intermediate and advanced) and three native German speakers to produce German sentences. We then asked 10 Germans who had never lived in an English speaking country and 10 Germans with at least 2 years in an English speaking country to rate these sentences on a 7 point Likert scale for accentedness, fluency, and comprehensibility. Judges were also asked to rate their attitudes towards and identification with native English speakers. Moreover, we examined what features of the sentences (number of pauses, specific segmental errors, speech rate, etc) affected the native speakers' judgments of these sentences.

Preliminary results indicate that having significant English experience and positive attitudes towards native English speakers affected the judges' ratings of the native English speakers' accentedness, fluency, and comprehensibility differently, but not necessarily in expected way. We discuss implications for second language research.

Strange, Winifred, Ocke-Schwen Bohn, Sonja A. Trent and Kanae Nishi. (2005) "Contextual variation in the acoustical and perceptual similarity of North German and American English Vowels." *Journal of the Acoustical Society of America* 118: 1751-1762.

Strange, Winifred, Ocke-Schwen Bohn, Sonja A. Trent and Kanae Nishi. (2004) "Acoustic and Perceptual similarity of North German and American English vowels." *Journal of the Acoustical Society of America* 115: 1791-1807.

Voseo to Tuteo Shift among Two Salvadoran Communities in the United States

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The objective of this study was to document and account for the maintenance or change in the linguistic behavior of Salvadorans in Washington, DC, and Houston, especially regarding voseo, the nearly universal form of singular familiar address in El Salvador. Salvadorans constitute the largest Hispanic group in the nation's capital, where there are comparably few Mexicans, while the opposite is true in Houston, where Salvadorans are greatly outnumbered by Mexicans. Therefore, it was predicted that Salvadorans in Washington, DC, would maintain voseo more than their counterparts in Houston, who would shift to a greater use of tuteo, the nearly exclusive form of familiar address in Mexico. This type of sociolinguistic phenomenon is described by Accommodation Theory. It was also hypothesized that male participants would maintain voseo more than females due to the covert prestige of this form. To test these hypotheses, equal amounts of data were gathered in both cities using three protocols. The first and largest was a questionnaire, completed by more than 100 respondents in each city, containing queries both on language use and regarding independent variables such as age, gender, education level, place of birth, time in the United States, etc. The second protocol employed 10 pairs of subjects, evenly matched in each city, who engaged in different verbal activities aimed at eliciting direct forms of second-person address. The third protocol involved unstructured home visits with two married couples in each city to observe spontaneous speech. Most if not all of the second and third protocol participants also completed the questionnaire, thus allowing a comparison between their pronoun and verb claiming and their actual language use.

As predicted, there was more voseo among Washington, DC, participants in the first and third protocols vis-à-vis their counterparts in Houston. Unexpectedly, there was more voseo use among the Houston participants of Protocol 2 than those in the nation's capital, even controlling for a disproportionate number of women in the Houston sample of informal address users. However, in this and the other two protocols, the hypothesis of greater voseo maintenance among men was confirmed, particularly in the case of Washington, DC.

'Sweet as!': the intensifier as in New Zealand and Australian English

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The use of 'as' as a post-modifying intensifier is a construction that has become well-established in Australian and New Zealand English but is rare elsewhere. Only recently has its usage begun to be studied. In 2002, Laurie Bauer and Winifred Bauer included adj + as in their study of intensifier usage

among middleschool aged children in New Zealand. Later, in 2006, Michael Head and Peter Petrucci built on Bauer and Bauer's work by studying this specific construction using the Wellington Corpus of Spoken New Zealand quotations in newspaper articles.

For my research, I used the Australia and New Zealand-specific Google search engines to scour the internet for examples. Usually Google would be an inadequate corpus to attempt a linguistic study because its results change often, giving a fuzzy-at-best picture of usage frequency. However, since my purpose wasn't to determine the frequency with which the expression is used, but rather to catalogue examples of the expression's productivity, Google adequately served my purpose. In addition to searching for the phrases 'sweet as' and 'cool as' in the two sites, I also searched for the phrases 'awesome as,' 'easy as,' 'mad as,' and 'sturdy as' to find evidence of productivity of type. I looked for 'scared as' to see if the construction could be used with participles. Lastly, I looked for 'Chinese as' and 'Maori as' to see if the construction could be used with classifying adjectives. (Because these last two terms are very region specific, I supposed that they were among the most likely to occur.)

It was discovered that since the aforementioned studies, adj + as has become increasingly grammaticalized, as evidenced by its use in the predicate and attributive positions, its modification by adverbs, and its use as an adverb. These last two uses in particular had not been found by previous researchers, and the extent of the construction's use in general was found to be broader than had been supposed.

Differences in Pronunciation Preferences between Learners and Instructors of Second Languages

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Pronunciation is recognized as one of last areas of an L2 to be successively developed (Saville-Troike, 2006; Towell & Hawkins, 1994). This study explores whether learners consider having close to native pronunciation as indicative of fluency when compared with other linguistic factors such as depth of lexicon, producing well-formed syntactic structures, and errors produced in a given utterance. In our study we hypothesize that a disconnect exists between student and instructor expectations and that this situation weakens the effectiveness of teaching pronunciation in the classroom.

Several non-native English speakers were tested using the following methodology. College level L2 English learners were prompted with discussion questions and recorded in a group setting. After the session the students are asked to rate the language proficiency of their peers. The recordings were analyzed to test empirically if the subjects' judgments were supported by the linguistic data. Different criteria such as speed, lexical usage and pronunciation were measured. University of Montana language instructors from different academic backgrounds were then asked to listen to the same recordings and judge the students' proficiency.

We hypothesize that instructors will rate lexicon, speed and grammatical accuracy higher than phonemic accuracy (pronunciation), while students will do the opposite as studies by both Barcelos (2000) and Kern (1995) indicate that students often place greater emphasis on accurate pronunciation than do their teachers. The value of this study is to identify areas in which the instructors' expectations conflict with those of students and how approaches can be developed that will bridge this gap.

Language Learning Strategy Use in the First-Year Chinese Language Classrooms

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Language learning strategies are techniques learners use to process comprehensible input in order to acquire a second language. Ellis (1994) points out that learners' choices of strategies affect the degree of success in language learning in terms of the rate of acquisition and the level of achievement (Ellis, 1994). SLA researchers have attempted to identify learners' strategy use and categorize them into different types of strategies. Among the many categorizations of strategies created by scholars, Oxford's (1990) taxonomy of strategies is considered the most comprehensive (Ellis, 1994). Based on Ellis' (1994) language learning strategy framework with Oxford's (1990) taxonomy of strategies as the guide, this study investigated learners' strategy use and its relationship to both its social and individual learner factors. This case-study presents findings which address the research question, "*Do college learners of Chinese as a foreign/heritage language use language learning strategies differently based on the following learner differences: (a) home language/culture and (b) number of other foreign languages studied?*". Two learners of Chinese as a foreign language and two of Chinese as a heritage language in the first-year Chinese courses at university level participated in the study. The research methods included classroom observations and focused group interviews. The classroom observations provided first-hand information on the learners' strategy use and the interviews enabled this study to further investigate how and why the learners decided on their strategy use. The findings showed that not only the two factors stated in the research question, but other factors also affected the four participants' strategy use. They include the learners' personalities, learning beliefs, and teaching approaches received in the classrooms.

Verb-Particle Errors

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In this paper, I argue that the pattern of observed errors in the production of the verb-particle construction supports an analysis according to which the particle moves, and argues against alternative analyses, according to which the construction is derived through verb and/or direct object movement. Among the attested spontaneous speech errors involving verb-particle constructions are the following, in which the particle appears both before and after the direct object (Fay 1981, UCLA Speech Error Corpus).

- (1) a. Would you turn on the light on?
- b. Because I have a filter that throws out everything around 1000 Hz. out..

Duplication errors of this sort are the result of the production of pre- and post-movement positions of an item; further examples are in (2):

- (2) a. Are those are for the taking?
- b. A boy who I know a boy has hair down to here.
- c. And when the Indians chew cocoa, which they chew cocoa all day long, they...

Recent analyses of the verb-particle construction, such as Basilico (2008), cannot account for the pattern of errors. According to Basilico, the derivation of (3a) is as in (3a'), with the generation of "build up" as a unit. "Built" raises to the head of vP and next to the head of vP-EXT, the direct object remaining in its

Al contrario de los resultados de estudios de otros investigadores, en esta investigación todos menos uno de los participantes usaron los tiempos del subjuntivo correctamente excepto en pocos casos. Mientras un participante reemplazó el uso del subjuntivo presente por el presente del indicativo, otro participante evitó su uso al tomar otras medidas lingüísticas. En el análisis de este estudio se contempla el significado de las respuestas de los entrevistados en términos semánticos y sintácticos, con el propósito de entender cómo es percibido el significado del modo subjuntivo entre hablantes nativos y bilingües, pudiendo así encontrar similitudes y oposiciones entre ambos grupos.

The adaptation of coda /l/ in English loanwords in Thai

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A dark l [ɫ] in coda position in English loanwords in Thai appears to be realised as [n], [w] or [j]. This is due to the fact that a lateral sound does not exist in Thai in coda position and must therefore be replaced with a segment permitted in Thai codas. Thai speakers often substitute [ɫ] which has a set of features of [+coronal, +velar] with either [n] which has [+coronal, -velar] or with [w] which has [-coronal, +velar]. This reflects faithfulness to an input segment in English. The segment replacing the /l/ is faithful either to the [+coronal] feature, i.e. [n], or to the [+velar] feature, i.e. [w]. For the loanwords having [aɪ] or [ɔɪ] as a nucleus, [ɫ] is often replaced by [j]. Again, this can be construed to be due to faithfulness, given the relationship between the vowel [ɪ] and the glide [j].

In recent years there have been some accounts of the realisation of English final /l/ in Thai. Kenstowicz and Suchato (2006) claim that the final /l/ is realised as [n] in older loanwords and as [w] in newer ones. Thus, their account claims that selection between [n] and [w] is related to differing speaker groups rather than being purely phonologically motivated. Rungruang (2007) accounts for the nasal replacement of /l/ by arguing that it is an unlicensed segment in Thai; therefore it is replaced by [n] which is harmonic to /l/ in place of articulation. Labialisation of /l/ yields [w] which is an off-glide as an output. However, the account fails to predict the occurrence of [n], [w] and [j].

I argue in this paper that the occurrence of the realisations of final /l/ is predictable by observing their assimilation into an adjacent segment which shares the same laryngeal specification. The final /l/ is replaced by [w] when an onset of a preceding or following syllable is [+velar] and/or [+labial] and when a preceding vowel is [+round] and/or [+high]; by [n] when an onset of preceding or following syllable is alveolar; and by [j] when a preceding vowel is [aɪ] or [ɔɪ].

In order to account for these facts, I propose an optimality theoretic analysis based on interactions between the following constraints: CODACON (to restrict illegitimate coda consonants), SHARE FEATURE (to allow feature spreading), DEP-IO (to prohibit an inserted segment in an output); and MAX-IO (to restrict a deletion of output segment).

A sample optimality theoretic analysis of input /kælsiəm/ yielding output [kɛnsɪəm] is shown in the tableau below:

Calcium /kælsiəm/

Input: /kælsiəm/	CODA-CON	SHARE	DEP-IO	MAX-IO
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		FEATURE		
a. k ^h ɛlsɪ̂am	*!			
b. k ^h ɛlisɪ̂am			*!	
c. k ^h ɛwsɪ̂am		*		
☞ d. k ^h ɛnsɪ̂am				
e. k ^h ɛsɪ̂am				*!

Sintagmas con doble determinantes pospuestos en el español salvadoreño

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En el siguiente trabajo se analizan las implicaciones semántico-pragmáticas presentes en sintagmas del tipo *artículo + posesivo + sustantivo*, como en *una su cartita*, y *el su deso*, que varían con respecto a sintagmas de corte tradicional como *una cartita suya* y *el deso suyo*. Este tipo de construcciones con doble determinante pospuesto al sustantivo se presentan entre habitantes de una comunidad rural salvadoreña, así como entre salvadoreños que habitan actualmente en Houston, Texas. Me propongo identificar los contextos en que se llevan a cabo, ya que tienen ciertas particularidades que difieren del lenguaje estándar en cuanto al sustantivo empleado y al contexto narrativo. Se propone que los sintagmas en cuestión surgen principalmente cuando se habla de algo que está íntimamente relacionado a uno de los participantes en el discurso, en cuyo caso, por lo general, se busca resaltar la idea de pertenencia. Sin embargo, analizo además la importancia que parece tener la posposición del posesivo en la construcción, ya que a través de la focalización, parece proyectarse aún más la cercanía psicológica que el hablante desea manifestar.

Genitive of Negation in Slavic Languages

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One of the most interesting and puzzling phenomena observed in negative sentences in Slavic languages is a special case marking, called the Genitive of Negation (hence GenNeg). GenNeg refers to the genitive case marking of internal arguments of the verb in the context of sentential negation, which include direct objects of transitive verbs, logical subjects of unaccusative verbs, including existentials and passives, and logical subjects of existential copular constructions. All modern Slavic languages, with the exception of Bulgarian and Macedonian, either commonly use GenNeg marking (obligatorily or optionally) in some or all of the aforementioned contexts or show evidence (in archaisms and fixed expressions) that GenNeg was

once commonly used in a language. Examples below illustrate the occurrence of GenNeg in some Slavic languages.

(1) *On ne polučil posylki.* (Russian)

he not receive parcelGEN

‘He didn’t receive a parcel.’

(2) *Vona ne kupyla xliba.* (Ukrainian)

she not buy breadGEN

‘She didn’t buy any bread.’

(3) *Nie czytałem tej książki.* (Polish)

not read [that book]GEN

‘I haven’t read that book.’

(4) *Nemam vremena za doručak.* (Croatian)

not-have timeGEN for breakfast

‘I don’t have time for breakfast.’

Traditionally, linguists have studied the GenNeg assignment mostly in Russian and Polish (Babby 1980, Bailyn 1997, Brown and Franks 1995, Brown 1999, Witkoś 2003, Kim 2003, Babyonyshev 2006, etc). This paper, however, presents a comparative study of the GenNeg uses in several Slavic languages, including Russian, Ukrainian, Polish, Czech, and Croatian. With the help of the data from the language corpora and literary texts, I provide an overview of the environments, in which GenNeg currently occurs in various Slavic languages, and I also trace back the use of this phenomenon to Old Church Slavonic and earlier versions of some modern Slavic languages. I analyze the synchronic and diachronic data and observe the overall tendency of eliminating the use of GenNeg by making it optional and further even archaic and used only in certain fixed expressions (e.g. in Czech and Croatian). Using the Minimalist framework, I also present a structural account of the GenNeg assignment in negative sentences in Slavic languages.

Change in Agreement and Case: third factor effects

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In this talk, I will look at a number of instances of morphosyntactic change having to do with Case and agreement, i.e. head and dependent marking. I will then show there is a systematic pattern to all of them, and look for an explanation to these patterns from the language acquisition device. I argue that although Features are extremely relevant in language change, third factor principles (as in Chomsky 2005; 2006) drive those changes.

Changes in head-marking (or agreement) can be captured by means of a cycle from a full phrase to a head to an agreement marker. In this paper, I give very brief examples of stages in the subject agreement cycle from Indo-European, Japanese, Austronesian, Athabaskan, Uto-Aztecan, Oto-Mangan, and Bantu. Emphatic (non-argument) pronouns can be reanalyzed as subject pronouns, which in turn can be reanalyzed as agreement and later be lost. I refer to this series of changes as the Subject Agreement Cycle or Subject Cycle. Subject agreement is frequent, as Bybee’s (1985) estimate of 56% agreement with the subject shows and Siewierska’s (2008) of 70%. The explanation for a subject agreement cycle can be seen in terms of phrase to head, and of interpretable to uninterpretable features in current Minimalist thinking. I formulate these as Economy Principles that are part of the linguistic endowment, possibly a ‘third factor’ principle.

I will also investigate the other major kind of marking, namely that on the nominal. Cycles are much less obvious here because there are so many functions. Dependent marking on a nominal is often referred to as Case, and Case can be (a) grammatical (marking the subject and object), or (b) discourse related (marking in/definiteness), or (c) semantic (marking the thematic relations). Marking the thematic

positions is done through pure position (in e.g. Chinese, English), or through inherent Case and adpositions (in e.g. Sanskrit, Latin, Malayalam, Japanese, Tagalog). Definiteness and specificity are the second semantic aspect that needs to be marked. Specificity/definiteness can be marked through case in e.g. Finnish, Turkish, Persian, and Limbu (van Driem 1986: 34), through aspect in e.g. Russian (Leiss 1994; 2000; Abraham 1997; Philippi 1997), through position in e.g. Chinese, through a determiner, and through a combination of position and articles in e.g. Dutch and German (Diesing 1991).

Unlike the agreement cycle, where the source is typically a pronoun or determiner, dependent marking has no unique source and is much messier. In this paper, I identify a few sources and attempt to account for them in a Minimalist way. I illustrate that semantic/inherent Case typically reanalyzes verbs, nouns, and adverbs, and that structural Case reanalyzes a D (for the 'nominative') or an ASP (for the 'accusative'). Using a Pesetsky & Torrego (e.g. 2004) type account, I argue that the D (in languages that mark structural Case) has uninterpretable features valued by T and ASP respectively.

Metaphor, individual discourse and linguistic ideology in El Paso, Texas

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This paper reports the results of an analysis of the metaphors employed by a group of middle-class bilinguals in El Paso, Texas, when speaking about language use in their community and in their homes. Lexical and conceptual metaphors referencing processes, institutions and ethnic groups related to Spanish/English use were included. The corpus for this project comes from 10 hours of recorded interviews which are part of a larger study on parental attitudes and motivations toward Spanish maintenance in two Mexican American communities (Velázquez 2008).

Metaphors are important to the study of linguistic attitudes because they are a powerful tool to convey evaluation and emotion, and because they function as a site for the reproduction of a group's linguistic ideology (Knowles and Moon 2006). Several authors (Lakoff and Johnson 1980, 2003, Pinker 2008), further argue that metaphors are not only about language, but a type of conceptualization "that partially structures the things we do, not just the things we say" (Knowles and Moon 2006:32). Investigation of the linguistic ideologies present in a bilingual community is crucial to the description of patterns of language maintenance and loss because a speaker's notions about what is good, valuable or pleasing about language is framed by "perceptions of language and discourse constructed in the interest of a specific social group" (Kroskrity 2000:8).

The study of language ideologies in El Paso is relevant to our understanding of the tensions and diversity present within bilingual communities because this city is the largest and oldest site of Spanish/English contact along the US-Mexico border, and a community with a long history of stable bilingualism (Teschner 1995, Hidalgo 1995). Achugar (2008) surveys the metaphors employed by institutional actors in El Paso to refer to bilingualism and bilinguals, and documents the ways in which these metaphors contest national monolingual ideologies. The present article contrasts Achugar's examples of academic and media discourses with the discourse of speakers who are not in the business of articulating public opinions about language use in their community.

It is argued here that the examination of both types of discourses, as well as the many other aspects of language use in this border community that are yet to be studied, can help us understand if and how individual discourses map onto larger linguistic ideologies, and ultimately, help us understand the impact of ideological processes on language use.

To Aspirate or Not to Aspirate: The Case of Lexicalized Word-initial h in Traditional New Mexico Spanish of Taos

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The traditional Spanish of New Mexico (TNMS) is a unique variety of Spanish in danger of extinction that has attracted the interest of researchers due to the elements of variation and change that characterize it and also to the contact situation in which its speakers find themselves. Researchers predict that, similar to what has occurred with the Spanish of other southwestern states TNMS will undergo dialect extinction within 50 to 100 years (Bills and Vigil 1999:58). Language contact with Mexican Spanish, indigenous languages and English has helped shape TNMS and simultaneously threatens its continued existence. Consequently, research on the traditional variety of Spanish spoken in New Mexico provides data relevant to the field of linguistics in relation to language variation and change, language contact and language death, and may also serve to describe and in this sense preserve knowledge of the language not only for linguists but also for members of the speech community.

One of the unique phonological features of TNMS is the pronunciation of word-initial orthographic h as [h] or [x]. In their study of New Mexico and southern Colorado Spanish Bills and Vigil state that:

On the phonological level, one of the most salient archaic features is the retention of the /x/ fricative corresponding to orthographic h, a phonological unit that has been lost in mainstream Spanish. The following forms, for example, are pronounced with an initial glottal [h] or velar [x]: humo ‘smoke’, hervir ‘to boil’, hallar ‘to find’, hediondo ‘smelly, stinky’ Bills and Vigil (1999:50).

In the present study 6 bilingual speakers of Spanish and English from Taos, a city in northern New Mexico, were interviewed. Three of the speakers were female and three were male and they ranged in age from 54 to 69 years. The speakers were asked to give Spanish translations for seventeen words with word-initial h and to use this word in a sentence. The words were: hablar, hacer, hacha, hambre, harina, helar, hijo, hija, hilo, hojas, hormiga, horno, huesos, hallar, humo, hediondo, and hervir. Their speech was recorded using a Marantz PMD-660 and was analyzed using PRAAT speech analysis software. Through spectrographic and acoustic analyses the present study confirms the presence of [h] and [x] for word-initial h in Taos, New Mexico. The data demonstrate that h is pronounced 65% of the time for the tokens hallar, humo, hediondo, and hervir by the six speakers interviewed. However, results from all 17 words reveal that orthographic word-initial h is not pronounced ([Ø]) 82% of the time, leading one to believe that the pronunciation of word-initial h in hallar, humo, hediondo, and hervir may be an isolated archaism or occur in lexicalized forms only.

New Mexican Spanish: 150 years of contact with English and counting

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Spanish in New Mexico came into intensive contact with English in 1848 with the signing of the *Tratado de Guadalupe Hidalgo*. As Clegg (this panel) notes, a common popular perception of the results of the ensuing century and a half of language contact is that our Spanish is a degraded mishmash of the two languages, liberally laced with archaic terms and invented lexical items. This perception may extend into

the professional literature as well. For example, Rosaura Sánchez' (1982) 'Our linguistic and social context' examines a number of features of Southwest Spanish, but at the time of writing she did not have available to her the means to determine the frequency of those features. This leads to the possibility of selecting an infrequent feature as a dialectal characteristic, when in fact it is not. Thus, in order to better understand the current linguistic reality of Spanish in New Mexico, a group of students and I carried out an analysis of a portion of a corpus drawn from the New Mexico/Colorado Spanish Survey (NMCROSS). The goal of this work was to identify the commonality found between New Mexican Spanish (NMS) and other varieties of the language. Each student was given a five hundred word segment for analysis. Using as a guide Mark Davies' (2006) *Frequency Dictionary of Spanish*, we established five classification categories: 1) the forty seven most common words in Spanish, 2) the ensuing five thousand most common items, 3) common items not found in the frequency dictionary (toponyms, names, etc.), 4) words identifiably unique to NMS (*Pojoaque*, *Cuyamungue*, *burriñates*, *cunques*, etc.) and 5) borrowings from English unique to our region (*monquear* vs. *televisión*) and switches to English. After the initial analyses were carried out, we compared the results of the individual researcher with those of the others, and finally compiled the findings into a single count. In this session I will present the results of our investigation.

Morphophonological Conditioning of Syllable and Word-final /s/ Reduction in Border Uruguayan Spanish

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A situation of linguistic contact between Spanish and Portuguese has existed along what is now the Uruguayan-Brazilian border for hundreds of years. Though there has been extensive research on border Uruguayan Portuguese (Carvalho 1998, 2003, 2004; Elizaincín 1976, 1979, 1992; Elizaincín et al. 1987; Hensey 1972; Rona 1965), relatively little research has focused on the Spanish of this area (Carvalho 2006; Elizaincín 2008; Thun and Elizaincín 2000). As a result of such intense contact, Portuguese morphological and phonological patterns exert considerable influence on the structure of border Spanish. As in the rest of Uruguay, syllable and word-final /s/ is commonly reduced to an aspirant or deleted in border varieties. Though the aspiration of /s/ cannot be seen as stemming from Portuguese influence, since this articulation is not characteristic of southern Brazilian Portuguese (Koch et al. 2002), deletion may be conditioned by Portuguese plural marking patterns, in which plural /s/ is retained for determiners but deleted for other constituents of a noun phrase (as in *as casa antigua* 'the old houses'). The aspiration of /s/, on the other hand, seems to be conditioned primarily by phonological factors, as is the case in non-border varieties. This research seeks to answer questions related to the influence of Portuguese on the conditioning of syllable and word-final /s/ variation in the Spanish of Rivera, Uruguay, which is the largest metropolitan area on the Uruguayan side of the border.

An analysis of the linguistic conditioning of variable realizations of /s/ was conducted using a total of 3,091 tokens, which were extracted from an extensive database of Spanish recorded by the author in Rivera from mid-March to mid-May 2003. This database consists of over 50 hours of colloquial speech data from a representative sample of 63 bilinguals of Spanish and Portuguese. The independent variables used in the analysis were morphological status, word stress, word position, following phoneme, syllable position, and cognate status. Using GoldVarb X (Sankoff et al. 2005), the contribution of each of these linguistic factor groups on the aspiration and deletion of syllable and word-final /s/ was ascertained. As in monolingual varieties of non-border Uruguayan Spanish, the aspiration of /s/ is highly probable in pre-consonantal environments. Interestingly, the presence of following non-dental consonants statistically favors the use of aspirated variants. The deletion of /s/, however, is favored for non-determiners, as in Brazilian Portuguese, while it is disfavored for plural determiners. In this way, it seems

that morphological patterns of /s/ deletion in Portuguese are conditioning the deletion of this morpheme in border varieties of Uruguayan Spanish.

L2 Morpheme Acquisition Order Across L1 Language Families

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Elicited imitation (EI) is an oral testing methodology designed to test a language learner's understanding of specific grammatical structures (Erlam, 2006). In administering EI tests, a subject listens to a string of words and then is asked to reproduce that string of words. Theory asserts that each subject forms a cognitive representation based on the grammatical structures understood in the string of words presented, and then produces a string of words according to that representation (Bley-Vroman & Chaudron, 1994). A person's ability to reproduce a sentence is connected with that person's understanding of the structure of the language. EI has provided helpful insight into the process of language acquisition and language testing.

In research on the learning of English as a second language (ESL), learners' first language (L1) backgrounds are an important consideration. Similarity between English and a learner's L1 differs greatly depending on the L1, and there is still much research to be done on specific grammatical structures in English that are most problematic for speakers of different L1s. Odlin (2003) explains that similarities and differences between a person's L1 and second language (L2) affect the acquisition of the L2. There is research on general grammatical structures that are problematic for specific L1s, such as plurality and negation (Romaine, 2003), but precise morphological structures of English most problematic for different L1 language families have not been compared and contrasted through one test.

In this presentation we report on a pilot study designed to determine how subjects' L1 affects the natural order of L2 morpheme acquisition in English. DeKeyser and Goldschneider (2005) cite 6 morphemes in English—including progressive, regular past tense, and plural—and conduct a large scale survey of the research indicating the order of acquisition of the same 6 morphemes. While DeKeyser and Goldschneider's survey is extensive, the studies they survey are not entirely in agreement, and generalizations are made to the entire population of English L2 learners; the authors do not examine differences between morpheme acquisition for varying L1s.

In our study, using EI results from approximately five hundred ESL students, we investigate morpheme acquisition order according to L1. We divide subjects into groups by L1 using the ten primary languages and the four main language families in our subject pool and conduct multiple analyses of variance to determine similarities and differences between these groups in terms of accuracy levels for EI items involving each of the morphemes highlighted in the DeKeyser and Goldschneider study. We will report these analyses and discuss possible implications regarding L1 background and L2 acquisition order.

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Three primary positions exist illustrating the connection between language and the development of imagination: 1) imagination is pre-existent to language and fosters aspects of language development; 2) language is a precursor to imagination, and directs its ontogeny and 3) the two are simultaneously developed and are autonomous; they do not influence each other. The argument adopted herein comports with a Vygotskian based paradigm – language as a socially motivated system facilitates the ontogeny of imagination. If, as Vygotsky proposes, social functions develop prior to psychological functions, imagination is a later development since it depends upon certain cognitive functions. Cognitive skills foundational to imagination are: mental imagery (initially illustrated by imitating a previous non-remote event) and perspective-taking (projecting the self or another into reciprocal roles as a consequence of shifting conversational or spatial orientations). While the former skill (mental imagery) typically surfaces at 1;8, perspective-taking begins to materialize at 3;0 but does not fully develop until well into elementary school. Although mental imagery alone is insufficient to imaginative thinking, the means to perspective-take – to envision the self in others' place either as a part of representational play or in actual real world interactions is sufficient.

Deictic terms such as “I,” “you,” “this,” “that,” or “here,” “there,” serve as linguistic facilitators toward apprehension of cognitive perspective-taking. The person deictics “I” and “you” indicate a particular referent person; they additionally connote two reciprocal conversational roles – speaker and addressee. The nature of person deictics as reciprocal indexical and symbolic signs demonstrates their pivotal role as precursors to the cognitive skill of perspective-taking. Participating in shifting conversational exchanges and using deictics to characterize the function of that participation, fosters recognition of the differing perspectives assumed by particular participants within such roles. Recognition of different participant roles and of their shifting nature is paramount to imagination in those roles, such that the self or another can serve as participants in a given role at one point in time, but can take one another's roles or entirely distinctive roles at other points in time. The imagination depends in large part on placing participants in potential roles. While within imaginative sequences participant roles often consist of a conversational framework, such roles are extended to nonspeech events as well, e.g., as agents, receivers, and the like.

This inquiry seeks to provide convincing evidence that children must socially and linguistically take part in conversational exchanges prior to imagining themselves or others in those roles. Such evidence illustrates the critical function of certain lexical categories (person, space and time deictics) in the ontogeny of constructing representational play and other expressions of imagination which require projection of animates into functional roles.

*The Kiche morpheme *täq* as a non-phrase final pluralizer*

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The Kiche (Mayan) morpheme *täq* has been described as a pluralizer, a diminutive, and a plural distributive (see López García Hernández, et. al. 1980; Larsen 1988; and Ixcoy 1997). Aside from these brief descriptions and a few examples, little else has been said about *täq*'s linguistic properties. This being the case, this paper examines this morpheme in order to describe its syntactic distribution and semantics. First, it is shown that *täq* is a clitic that may cliticize to verbs (1), adjectives (2), prepositions (3), and, in certain cases, nouns (4).

- (1) X-eb'-n-pchle'j=**täq** l-u tz'i' la Aaron.
 comp-3pl.B-1sg.A-run.over=pl det-3sg.A dog det.m Aaron
 'I ran over Aaron's dogs many times.'
- (2) X-n-loq' kyep nim-a'q=**täq** ja.
 comp-1sg.A-buy two big-pl=pl house
 'I bought two big houses'
- (3) L-ali k'o ch-u-uch=**täq** le kuk.
 det-girl exist prep-3sg.A-in.front.of=pl det squirrel
 'The girl is in front of the squirrels.'
- (4) Le aq x-ub'-u-tklej le ko'tz'ij p-le tikonbäl=**täq** ko'tz'ij.
 det pig comp-3pl.B-3sg.A-trample det flower in-det place=pl flower
 'The pig trampled the flowers in the gardens.'

Second, I will argue that rather than there being two homophonous *täq* morphemes in the above sentences – a distributive in (1) and a pluralizer in (2)-(4) – there is only one: a pluralizer that can pluralize individuals (i.e. nouns) or events (i.e. verbs). Third, I will show that *täq* is a clitic that may not appear in a phrase final position. This generalization about its position explains many puzzling facts about the distribution of this morpheme. First it explains why, in (1) and (4), *täq* cliticizes to the words that it pluralizes – a verb and a noun respectively – whereas in (2) and (3), it cliticizes to words that precede the nouns it pluralizes. Because these nouns are phrase final in (2) and (3), *täq* may not cliticize to them. Second it explains why *täq* may cliticize to the noun *tikonbäl* in (4) when it may not usually cliticize to nouns. In (4), *tikonbäl* is the first noun in a compound and is therefore not a phrase final noun. So cliticization is acceptable.

This description of *täq* as a phrase final morpheme also has important implications for the phrase structure of Kiche possessive phrases. In possessive phrases, the possessive affix (5) often affixes to the possessed noun. However, instead, it may affix to a special preposition that follows the possessed noun (6). While these two possessive phrases have similar word orders, the fact that *täq* may follow the possessed noun when it includes the possessive affix but not when a special preposition is used suggests that these two possessive phrases have different structures.

- (5) X-eb'-n-welq'aj le ki-yant=**täq** le bisiklet.
 comp-3pl.B-1sg.A-steal det 3pl.A-wheel=pl det bicycle
 'I stole the bicycles' wheels.'
- (6) *X-eb'-n-terne' le tz'i'=**täq** k-ech l-al-b'om.
 comp-3pl.B-1sg.A-chase det dog=pl 3pl.A-prep det-boy-pl
 'I chased boys' dogs.'

El tú como un "mask": El voseo y la identidad salvadoreña y hondureña en los EE.UU

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Este estudio examina el uso del voseo como marcador de identidad entre salvadoreños y hondureños viviendo en los Estados Unidos. Desde una perspectiva sociolingüística y etnográfica, se compara el

voseo estadounidense con el de El Salvador y Honduras, y la preferencia de pronombres de segunda persona: tú, vos y usted. A través de entrevistas sociolingüísticas y por medio de observaciones etnográficas llevadas a cabo por un hispanohablante estadounidense con cincuenta individuos de origen o descendencia salvadoreña u hondureña, se adentrará en la experiencia centroamericana en los Estados Unidos en cuanto a su desarrollo lingüístico, o en relación al voseo y como éste se asocia con el deseo de mantener la identidad.

Esta presentación en particular se enfoca en el voseo como marcador transnacional de identidad cultural salvadoreña y hondureña. Los resultados preliminares señalan que aunque parece haber una tendencia de transmutar su variedad nativa del español hacia el dialecto vernáculo en los EE.UU., los salvadoreños y hondureños mantienen el voseo al encontrarse con otros paisanos centroamericanos y amigos mexicanos muy cercanos, para destacar y afirmar su descendencia u origen salvadoreña u hondureña.

Los estudios de Lipski (1988, 1989, 2000, 2002, 2008), Hernández (2000) y Rivera-Mills (2002, Forthcoming) han aportado mucho conocimiento y acercamiento a este campo desarrollante en cuanto al voseo en los Estados Unidos y el vos como marcador de identidad. Hasta la fecha, sólo se han realizado pocos estudios sobre el español y el voseo entre centroamericanos viviendo en los Estados Unidos. La población de centroamericanos en los EE.UU. sigue creciendo y su distribución geográfica también se ha ampliado llegando a tener una presencia en el noroeste, por lo tanto, es importante indagar más a fondo el uso del voseo y el español centroamericano, y cómo éste participa en la formación de patrones lingüísticos del español hablado en los Estados Unidos.

Phonological Change in Bilingualism: Interface of Phonology and Syntax

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This study investigates the relationship between sound inventories and phonological changes in bilingual speakers. In particular, it attempts to look for post supra-segmental factors in sound changes. The major finding suggests that difference in sound inventory of a language is not the only factor accountable for its phonological change, and that free variation in sound production correlates with the syntactic category that a word belongs to.

Researchers, such as Lin (1986) and Li (1992), have long addressed the phonological differences between Taiwanese Mandarin and Beijing Mandarin. Retroflexion-lessness is one of the characteristics that differentiate Southern dialects from Northern dialects (Li 2004). Retroflexion is also the most salient sound inventory that is used to tell Taiwanese Mandarin from Beijing Mandarin. However, Tse (1998) dismisses the confusion that Taiwanese bilingual speakers do not distinguish retroflexion in their speeches. The above phenomenon leads to the following questions: how do Taiwanese bilingual speakers employ retroflexion? When and where does retroflexion appear in a person's speech, given that this person is bilingual?

A pilot study was conducted for empirical data, including an interview with a bilingual speaker and a passage read by this informant. Acoustic analysis was used to aid in examining sound changes. Bilingualism, universal markedness and Chinese historical phonology are discussed in this study to account for phonological changes. Bilingualism in this study refers to the two Chinese language varieties spoken in Taiwan, namely Mandarin and Southern Min. The former is the official language taught in school, whereas the latter is the most widely spoken vernacular in Taiwan. Speakers in this particular speech community are believed to have a nearly equal amount of exposure to the two languages.

The focus of this current study is on the unique retroflex fricatives and affricates in Mandarin, which are independent morphemes and phonologically marked (Li, 2004, p. 121). Previous studies have pointed out phonological variations in Taiwanese Mandarin. However, little attention has been paid to the interface of this phenomenon with its syntax. This study elicited a bilingual speaker's free variation

between [ʃ.ɿ] and [s.ɿ] when producing Mandarin copular 是 *shi*, and further found systematic syntax in this speaker's use of the retroflex sounds. This study contributes the phonological free variation to syntax.

On the semantic nature of Spanish infinitival complements

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Previous approaches to infinitival complement constructions in Spanish and other languages have focused mainly on syntactic issues (Bošković 1997, Chomsky and Lasnik 1993, Stowell 1982, among others), leaving the role of meaning in the periphery. This study examines the semantics of infinitival complementation in Spanish within the theoretical framework of cognitive-construction grammar (Langacker 1987, 1991; Goldberg 1995, 2006, among others). In particular, I analyze the extent to which the semantics of matrix verbs appearing in infinitival complement constructions is correlated to the meaning of the infinitival complement, and I provide an account for why, for instance, the examples in (1a) and (2a) are possible while those in (1b) and (2b) are semantically or pragmatically odd:

(1) a. *Le prometí / Evito comprar una casa grande.*

“I promised him I would buy a big house / I avoid buying a big house.”

b. ? *Le prometí / Evito ser alta.*

? “I promised him I would be tall / I avoid being tall.”

(2) a. *Mario dudaba / lamentaba ser pobre.*

“Mario doubted / regretted being poor.”

b. ? *Mario dudaba / lamentaba comprar una casa grande.*

? “Mario doubted / regretted buying a big house.”

The examples contrasted in (1a) and (1b) show that the matrix verb *prometer* ‘promise’ and *evitar* ‘avoid’ can take an infinitival complement that typically designates a state of affairs that evokes aspects of volition, purpose, intention, and thus an unrealized goal (cf: Smith 2009). In contrast, the examples in (2a) and (2b) show that some matrix verbs such as *dudar* ‘doubt’ and *lamentar* ‘regret’ are not compatible with the same semantic type of infinitival complement. The analysis argues that the occurrence of different semantic types of complement is not semantically arbitrary, but rather motivated by the semantic interaction between the meanings of the matrix verbs and the meanings of the infinitival complements. I propose that verbs taking infinitival complements in Spanish involve two different states of affair (cf. Yoon 2004): one involving the subordinate process that is conceptually distant from the states of affair designated by the matrix verbs, such as *querer* ‘want,’ *intentar* ‘intend,’ *decider* ‘decide,’ *preferir* ‘prefer,’ and *evitar* ‘avoid,’ and another involving a tighter conceptual relationship between the matrix and the subordinate processes in terms of temporal and conceptual overlap and co-occurrence of states of affair (e.g., *lamentar* ‘regret,’ *dudar* ‘doubt,’ and *declarar* ‘declare’) (Smith 2009; Yoon 2004). This study further compares the *to* infinitival and *-ing* complements in English with those two types of infinitival complements in Spanish and shows the range of possible complement types and their cross-linguistic similarities and differences.
