ergio   ra a   a ael

Desafíos culturales y lingüísticos en un mundo globalizado: El caso de los auxiliares de conversación en España

En un mundo tan globalizado como en el que vivimos hoy, mudarse al extranjero para enseñar la lengua que uno ha adquirido desde su niñez y la cultura relacionada con ésta se está convirtiendo en un fenómeno cada vez más común para estudiantes que acaban de graduarse de la universidad. Es una gran oportunidad para aprender más sobre dicha cultura mientras se enseña la lengua que uno ha aprendido desde pequeño. En el campo de la enseñanza y adquisición de segundas lenguas, son numerosos los estudios que han medido diferentes aspectos interculturales relacionados con las estancias en el extranjero de estudiantes subgraduados, ya sea durante un semestre o durante un programa de verano (Deardorff, 2006; Goldstein, 2022). Sin embargo, la investigación es escasa cuando se trata de analizar los desafíos culturales y/o lingüísticos de graduados universitarios que se han desplazado a otro país para enseñar inglés, como es el caso de los auxiliares de conversación en España. Las experiencias culturales y/o lingüísticas pueden ser diferentes al comparar estos dos formatos de estancia en el extranjero (desplazarse a estudiar vs. desplazarse a trabajar), y no se puede asumir que los resultados encontrados en el primer formato se puedan extrapolar al segundo. Teniendo esto en cuenta, en esta presentación pretendo profundizar en este último punto y compartir los resultados de una encuesta que he compartido mediante Google forms con 10 auxiliares de conversación que están trabajando en la actualidad en España como profesores ayudantes de inglés en escuelas primarias o secundarias. Todos ellos son originarios de Estados Unidos y se han graduado de universidades estadounidenses recientemente. La encuesta, adaptada de la "Escala de Sensibilidad Intercultural" desarrollada por Chen y Starosta (2000), consta de 34 preguntas tanto de escala Likert como de respuesta abierta, y aborda varios aspectos relacionados con la experiencia de estos auxiliares en España hasta ahora, como por ejemplo, si creen que estaban cultural y lingüísticamente equipados antes de embarcarse en su viaje al extranjero; los desafíos culturales y/o lingüísticos inesperados que deben afrontar al vivir en una nueva sociedad; o cómo consideran que la educación recibida en la universidad para formarse como estudiantes bilingües y biculturales está ayudándolos (o no) a crecer como personas y a moldear las vidas de sus estudiantes españoles en las clases de inglés. Los resultados de esta encuesta pretenden mostrar el nivel de integración y de sensibilidad intercultural de los auxiliares de conversación en España, y cómo han resuelto las potenciales diferencias culturales y/o lingüísticas que hayan podido encontrar.

Chen, G. M., & Starosta, W. J. (2000). The development and validation of the Intercultural Sensitivity Scale. *Human Communication, 3,* 1-15.

Deardorff, D. K. (2006). Assessing intercultural competence in study abroad students. *Languages for intercultural communication and education*, *12*, 232. 36.
Goldstein, S. B. (2022). A systematic review of short-term study abroad research methodology and intercultural competence outcomes. *International Journal of Intercultural Relations*, *87*, 26-

Intersectional Dialogue in the Linguistic Landscape of Honolulu Chinatown

Abstract

This study applies the nexus analysis framework in the analysis of an important site in the linguistic landscape of Honolulu Chinatown (Scollon & Scollon, 2004; Hult, 2009). The researcher visually documented the first-floor external walls of the Wo Fat Building, an important historical, cultural and symbolic site for Honolulu Chinatown, and used it as a corpus from which to select visual texts representative of different typologies, such as authorized texts, unauthorized texts, graffiti, a community mural, etc. Following Angermeyer (2017), these texts were used as prompting images in ethnographic interviews to draw out the perspectives of individuals representative of different community roles and different *historical bodies*. The designs of the visual portrayal of texts and questions for interviews were informed by geosemiotics and a consideration of the many semiotic resources available in public space (Scollon & Scollon, 2003). The results reveal the publicly accessible walls of Wo Fat to be a site of intersectional dialogue and showcase for the diversity of and sometimes conflicting values held by members of the community, while also hinting at how different languages and cultures locally are granted differential representation and symbolic value in public space (Lou, 2010). Honolulu Chinatown has thus far gone largely undocumented in terms of its linguistic landscape. It is a diverse and complicated neighborhood, which may be ideal in some ways for observing intersectional discourse.

Lamont Antieau

I says, she says:
Reported speech in the Linguistic Atlas of the Middle Rockies

While the Linguistic Atlas of the Gulf States (LAGS) is generally lauded for its contribution toward a better understanding of speech in the Southern United States in terms of lexical, phonetic, and syntactic variation, the director of the project, Lee Pederson, also pointed out that audio recordings from the project had even more to offer scholars of life and language in the American South and beyond. Pederson (1993: 38) contended that "the text/tape carries investigation beyond the eminent domain of linguistic geography. It offers materials for discourse analysis, (structural) narrative study, and oral literary interpretation. The text suggests possibilities that extend beyond the primary targets of linguistic geography, the work-sheet items. It points toward interdisciplinary research that offers unedited materials to study language as action, structure, and art." Despite this call to examine these broader facets of the interviews, and the compelling examples that Pederson provided to encourage such research, little work has been done in this regard, neither with the LAGS materials nor with audio-recorded interviews that have been conducted for other components of the Linguistic Atlas Project (LAP).

This paper responds to Pederson's call by examining reported speech in interviews collected in his follow-up to LAGS: the Linguistic Atlas of the Western States (LAWS). More specifically, I will be focusing on the occurrence of reported speech in a subcomponent of LAWS called the Linguistic Atlas of the Middle Rockies, a collection of 70 interviews conducted with elderly inhabitants of communities in Colorado, Utah, and Wyoming from 1988 to 2004. Following the original plan of LAWS (Pederson 1990), interviews in the Middle Rockies were audio-recorded and transcribed in their entirety. While the contents of the collection have been used to describe various linguistic features in the region, such as weather and kinship terms, as well as syntactic doubling and a-prefixing, discourse and pragmatic features of the corpus have been largely ignored.

For this study, tools from corpus linguistics will be used to extract reported speech from the interviews and then various linguistic facets of the extracts will be analyzed, including what quotatives are employed by speakers to introduce reported speech; what reported speech can tell us about differences in linguistic variants speakers hear and those they use elsewhere in the interview; and if reported speech is ever used by informants to show the positions they take with regard to language variation. Where applicable, sociolinguistic methods will be used to determine whether social characteristics play a role in how reported speech is used in the interviews. Finally, I will discuss how the methods used in this work can be applied to the study of discourse features in other LAP components that are currently undergoing transcription.

l a ria l arez   er l ernar o ine le

Perceptions and attitudes towards the display of Asturian linguistic and semiotic resources in the public sphere

In multilingual communities, the linguistic landscape (LL) is not only a space wherein language(s) are displayed, but also the medium through which ideological conflicts and contestations between majority and minoritized groups are reflected. In the case of the Asturian language, a minoritized language spoken in Asturies (Spain), its visibility in the public sphere may be decisive to encourage its prestige and, consequently, improve maintenance and revitalization. Thus, the present study examines whether the promotion in the public space can aid in the positive perception and attitudes towards Asturian. The research questions are: 1) What are the perceptions towards Asturian through the Mieres LL?, and 2) What are the attitudes towards the use of this minoritized language? Data was gathered through a survey questionnaire distributed amongst Mieres residents. This municipality situated in the center of Asturies was chosen for being a locality wherein Asturian has been favorably promoted.

Through qualitative and quantitative analyses, and with respect to the first research question, residents believe that not only the appearance of the Asturian language, but also the use of Asturian symbols in restaurants and stores reinforce their identity. As to the second research question, results show that the presence of Asturian linguistic and semiotic resources reinforces participants' Asturian identity. Furthermore, findings reveal positive linguistic attitudes: not only do Mieres residents believe that speaking Asturian is an essential part of being Asturian, but they have the desire that future generations continue speaking this minoritized language.

This research demonstrates that LL is a useful tool to determine societal matters and issues related to social affiliation and language prestige among the inhabitants of a given community, especially those of minoritized language groups. It also substantiates the importance of implementing language protection policies and planning, as well as creating a reciprocal relationship between recipients of the LL and language policy planners.

Keywords: linguistic landscape, Asturian, language attitudes, language perceptions, language contact, minoritized languages

References

Andrés Díaz, Ramón. 2002. La Llingua Asturiana na Sociedá. Informe sobre la Llingua Asturiana. *Academia de la llingua Asturiana. 82–103.*

Barnes, Sonia. 2015. Perceptual salience and social categorization of contact features in Asturian Spanish. *Studies in Hispanic and Lusopohone Linguistics, 8*(2), *213-241.*

Barnes, Sonia, 2016. Negotiating local identity: rural migration and sociolinguistic perception in

Erb   Ben-Rafael, & Mu Bym (Eds.) i/i. migration als. Mig in the, &t2 (pp. 37-18). Multilingual

Barn, Monica & Carla Bagna. 2010. Linguistic landscape and language vitality. In E. Shohamy,

Ben-Rafael, Eliezer, Shohamy, Elana, Amara, Muhammad & Nira Trumper-Hecht. 2006. Linguistic landscape as symbolic construction of the public space: The case of Israel. *International Journal of Multilingualism, 3*(1), *7–28.* https://doi.org/10.1080/14790710608668383

Blackwood, R., Lanza, E., & Woldemariam, H. (Eds.). 2016. *Negotiating and Contesting Identities in Linguistic Landscapes*. Bloomsbury Publishing.

Bleorțu, Cristina; Prelipcean, A (2018). *The Castilian and Asturian languages in schools.* Revista Românească pentru Educație Multidimensională, 10(4):112-118.

Blommaert, J., Collins, J., & Slembrouck, S. 2005. *Spaces of Multilingualism, Language and Communication , 25* (3), *197–216.*

Garvin, R. (2010). Responses to the Linguistic Landscape in Memphis, Tennessee: An Urban Space in Transition. In E. Shohamy, E. Ben-Rafael & M. Barni (Ed.), *Linguistic Landscape in the City* (pp. 252-272). Bristol, Blue Ridge Summit: Multilingual Matters. https://doi.org/10.21832/9781847692993-016

Gubitosi, P., & Ramos Pellicia, M. F. 2021. Introduction: Uncovering the voice of minority groups. In P. Gubitosi & M. F. Ramos Pellicia (Eds.), *Linguistic Landscape in the Spanish-speaking World* (pp. 1–16). John Benjamins Publishing Company.

Gubitosi, P., & Medina González, P. 2021. Language-power relationship, linguistic identity and the struggle for survival: the case of Asturian in Oviedo, Spain. *Critical Inquiry in Language Studies*. Taylor & Francis Group, LLC. https://doi.org/10.1080/15427587.2021.2007772

Huguet, Angel. 2006. Attitudes and Motivation versus Language Achievement in Cross-Linguistic Settings. What Is Cause and What Effect? *Journal of Multilingual and Multicultural Development*, v27 n5 p413-429.

Lasagabaster, D. (2017). Language Learning Motivation and Language Attitudes in Multilingual Spain From an International Perspective. *The Modern Language Journal*, *101*(3), 583–596. http://www.jstor.org/stable/44981007

Llera Ramo, F. J.(n.d.). (in printing).III Estudio sociolingüístico de Asturias, 2017 [III Sociolinguistic study of Asturias, 2017]. Oviedo, Spain: Academia de la Llingua Asturiana

Rodríguez Barcia, S., & Ramallo, F. 2015. Conflicto lingüístico: el paisaje urbano como espacio ideológico. *RILI, XIII, 1* (25), *131–153.*

Rubdy, R. 2015. Conflict and exclusion: The linguistic landscape as an arena of contestation. In R. Rubdy & S. Ben Seid (Eds.), *Conflict, exclusion and dissent in the linguistic landscape* (pp. 1–24). Palgrave McMillan.

Shohamy, E., & Waksman, S. 2008. Linguistic landscape as an ecological arena: Modalities, meanings, negotiations, education. In E. Shohamy & D. Gorter (Eds.), *Linguistic landscape: Expanding the scenery* (pp. 313–331). Routledge.

rene   ria   uintero

Título: Sobre la Presencia de Hispanismos en Dos Variedades del Ixil

El propósito de esta investigación es establecer una primera aproximación hacia los préstamos nominales del español en el ixil de Santa María Nebaj y San Juan Cotzal, una lengua maya hablada en Guatemala. A pesar del hallazgo de numerosos estudios sobre las lenguas en contacto de Mesoamérica (Campbell, et al., 1986), son limitados los destinados a los préstamos léxicos. La mayor parte de los estudios se dedica a los préstamos léxicos entre idiomas mayas (Wichmann y Brown, 2003; Wichmann y Hull, 2009) y a los hispanismos en el náhuatl (Parodi, 2017). Sin embargo, el tema es prácticamente inexistente en la literatura sobre el idioma ixil, donde los préstamos del español son mencionados superficialmente (Lengyel, 1991; Adell, 2015, 2019).

La investigación tiene dos objetivos. El primero es la identificación de hispanismos (préstamos establecidos y ocasionales) en textos y entrevistas en el ixil de Nebaj y Cotzal del corpus "Proyecto Lingüístico Ixil", el cual muestra conversaciones de distinta temática y refleja el uso cotidiano de la lengua. El segundo es la comparación de los hispanismos identificados y la investigación de las diferencias entre las dos variedades. Para ello, se clasifican los préstamos españoles por campos semánticos, según los temas de conversación. Además, se consideran los significados de los hispanismos en ixil y se identifica, donde ha sido posible, las palabras ixiles que sustituyen. Por último, se hace un análisis de los cambios fonológicos que sufrieron las palabras españolas al nativizarse.

Los resultados indican que la variedad de Cotzal es más conservadora que la de Nebaj debido a su reticencia a incorporar hispanismos, o si los adoptan, estos se asemejan a la lengua ixil. Además, los hablantes de Nebaj tienden a utilizar más préstamos establecidos debido al mayor contacto con el español, y se ha reconocido la incorporación de préstamos ocasionales en ambas variedades del ixil. En este análisis comparativo, se han observado los mismos procesos fonológicos en el ixil de Nebaj y Cotzal. Sin embargo, se hallan diferencias en el plano léxico, ya que las dos variedades no siempre comparten la misma palabra para un determinado significado.

Adolfo Ausin

A unified account for *lavaplatos*, *correveidile*, and *no sé qué*

We present in this paper a uniform account of several types of Spanish compounds that in the past have been accounted for differently, offering a solution to the controversy about the proper characterization of compounds such as *lavaplatos*, *sacapuntas*, *sinvergüenza*. This controversy stems from the similarities and differences of the underlined elements in (1).

(1) a. Esta máquina es un <u>lavaplatos</u>
    b. Esta máquina <u>lava platos</u>

The similarities between *lava platos* in (1a) and *lavaplatos* in (1b) are used to argue that compounds like *lavaplatos* need to be derived syntactically (Kornfeld, Moyna). On the other hand, the fact that (1b) but not (1a) can be followed by *…pero no los lava muy bien* is used as evidence that the internal elements of compounds are not accessible to syntax and that therefore they need to be derived lexically (Varela, Rainer & Varela).

Less attention has been devoted to compounds like *correveidile*, *nomeolvides*, *siguemepollo,* (syntactic freezes in Moyna's terms). Less lexicalized examples of this compound type appear in (2). The prefix in (2b) shows without a doubt that we are dealing with a word.

(2) a. le podía suceder aventura que ganase, en <u>quítame allá esas pajas</u>, alguna ínsula
       (Cervantes, *Quijote*)
    b. el salón es como el de tu casa, para usar y disfrutar, es el <u>anti-mírame y no me toques</u>
       (reverso.net)

To account for *correveidile* type compounds, Moyna and others propose that they are the result of turning a sentence into a noun (hence the name *syntactic freeze*). We argue that such an account should be extended to the *lavaplatos* type. The only difference being that in the latter case, only a VP is being "frozen" (reminiscent of DiSciullo and Williams N → V N rule). This proposal greatly simplifies the grammatical description of Spanish compounds since now none of previous accounts for the *lavaplatos* type are needed.

The *lavaplatos* type is more common than the *correveidile* type (Moyna). We argue that this is so because the elements involved in the *lavaplatos* type are most basic (Schroten) and therefore more easily lexicalized.

Lastly, we extend our account to quantifiers like *no se qué* and *no sé cuántas* exemplified in (3). Although it is tempting to transformationally relate sentences like (3b) to *No sé [CP cuántas guerras perdimos]* (Guimarães), we argue against such an approach and in favor of treating them as another instance of syntactic freezes.

(3) a. y déjame muriendo // un <u>no sé qué</u> que quedan balbuciendo (San Juan de la Cruz)
    b. Perdimos <u>no se cuantas</u> guerras mundiales contra nosotros mismos (twitter.com)

References:
DiSciullo, A. and E. Williams. 1987. *On the definition of word*, MIT.
Guimarães, M. 2004 *Derivation and Representation of Syntactic Amalgams*, Maryland.
Kornfeld, L. 2009. IE, Romance: Spanish. *The Oxford handbook of compounding*, OUP.
Moyna, M. 2011. *Compound Words in Spanish: Theory and History*, John Benjamins.
Moyna, M. 2021. Exocentricity in Morphology. *The Oxford Encyclopedia of Morphology*.
Rainer, F. & S. Varela. 1992. Compounding in Spanish. *Rivista di Linguistica*.
Varela, S. 2012. Derivation and Compounding. *The Handbook of Hispanic Linguistics*, Blackwell.
Schroten, J. 2010. The Head of Verb+Noun Compounds in the Romance Languages, *Iberia*.

i ola M la er
n iana ni er it

Preterite and imperfect usage with stative predicates among Spanish-English bilinguals in Southern Arizona: A variationist account

Research into Spanish-English bilingual communities has suggested that the preterite and imperfect (P&I) distinction with a select group of stative predicates (i.e., *ser/estar* 'to be', *tener* 'to have' and *saber* 'to know') varies while the imperfect supplants the preterite and the distinction between the P&I neutralizes with this verb class across generations (e.g., 3rd generation bilinguals) (Silva-Corvalán, 1994, Zentella, 1997). This variation has been attributed to levels bilingualism, lack of input in Spanish, etc. (Cuza & Miller, 2015; Montrul, 2002), yet variation between the P&I with stative predicates has been observed in monolingual Spanish varieties (e.g., Ayres, 2009; Knouse, 2009) as seen in (1) from Knouse (2009, p. 22) with *ser* 'to be'.

(1) **Fue** terrible. Para mí **era** terrible.

　　She was-PFV terrible. For me she was-IPFV terrible.

Given variation among monolingual varieties, it is not only not appropriate to employ error analyses (see Montrul, 2002), but also these accounts are unable to provide a detailed linguistic explanation of what is being lost (i.e., linguistic constraints) in the internal system of the speakers as the imperfect supplants the preterite. Consequently, the present investigation adopts a variationist sociolinguistic approach (Labov, 1972) to inquire into the frequency and usage (i.e., both linguistic and social factors) of the P&I with stative predicates in an unexplored Spanish-English bilingual community.

A total of 15 Spanish-English bilinguals were randomly selected from the *Corpus del Español en el Sur de Arizona* (CESA) (Carvalho, 2012-). Participants were organized into three generational groups based on their country of birth along with their parents (i.e., either Mexico or the United States) (Silva Corvalán, 1994). All verbs in the P&I were isolated, placed in the infinitive and underwent diagnostics to distinguish statives from dynamic predicates (Shirai, 2013). Every P&I stative formed part of the envelope of variation and were coded for both linguistic (i.e., adverbials, clause type, features of the subject/direct object, polarity, sentence type, discourse (i.e., conversation or narrative) and verb frequency) and social (i.e., age, sex and generation) variables (see Knouse, 2009; Reid, 1977). The analysis began with a frequency tabulation of stative predicates in the P&I for each generation. Normalized frequency was calculated due to differences in corpora size per generation. Four separate mixed-effects logistic regressions (i.e., one for all groups and one for each generational group) were conducted in RBRUL (Johnson, 2009) to observe the linguistic and social factors that constrained the P&I with stative predicates for this bilingual community along with those for each generational group.

Initial results indicated that there was a significant decrease in use of stative predicates with the preterite in favor of the imperfect ($p < .001$) across groups. However, this was not consistent for all stative predicates, for example, *ser* 'to be', still appear with a high rate of preterite across groups. The regressions demonstrated changes in linguistic constraints across generations. The constraints that favored the preterite with 1st generation speakers were either lost or favored the imperfect in later generations, but only with high frequency statives, which confirms usage-based accounts (Bybee, 2006) that language change occurs with higher frequency items. The results are discussed in detail and a call for additional work into P&I statives in Spanish is addressed.

References

Ayres, J. (2009). *El discurso de pasado del español méxico-americano en Houston: un cambio lingüístico en una situación de contacto*. [Doctoral dissertation, University of Houston] ProQuest Dissertations Publishing.

Bybee, J. (2006). From usage to grammar: The mind's response to repetition. *Language, 82,* 529-551.

Carvalho, A. (2012-). *Corpus del Español en el Sur de Arizona (CESA)*. University of Arizona. cesa.arizona.edu.

Cuza, A., & Miller, L. (2015). The protracted acquisition of past tense aspectual values in child heritage Spanish. In R. Klassen, J. M. Liceras, & E. Valenzuela (Eds.), *Hispanic Linguistics at the Crossroads: Theoretical Linguistics, Language Acquisition and Language Contact* (pp. 211-229). John Benjamins Publishing Company.

Johnson, J. (2009). Getting off the Goldvarb standard: Introducing Rbrul for mixed-effects variable rule analysis. *Language and Linguistics Compass, 3,* 31-70.

Knouse, S. (2009). *Variation in aspectual morphology: Stative verbs in the Spanish of Salamanca.* [Doctoral dissertation, University of Florida] ProQuest Dissertations Publishing.

Labov, W. (1972). *Sociolinguistic patterns*. University of Pennsylvania Press.

Montrul, S. (2002). Incomplete acquisition and attrition of Spanish tense/aspect distinctions in adult bilinguals. *Bilingualism: Language and Cognition, 5,* 39-68.

Reid, W. (1977). The quantitative validation of a grammatical hypothesis: The *passé simple* and the *imparfait*. *Columbia University Working Papers in Linguistics, 4,* 59-77.

Shirai, (2013). Defining and coding data: Lexical aspect in L2 studies. In M. R. Salaberry & L. Comajoan (Eds.), *Research design and methodology in studies on L2 tense and aspect*. (pp. 271-308). De Gruyter.

Silva-Corvalán, (1994). *Language contact and change: Spanish in Los Angeles*. Oxford University Press.

Zentella, A. C. (1997). *Growing up bilingual: Puerto Rican children in New York.* Wiley-Blackwell.

Affective response and language attitudes: Predicting language use in bilingual communities

Within the state of Texas live 11.9 million Spanish speakers, encompassing a quarter of all Spanish speakers in the U.S. (Duffin, 2022). The attitudes among community members in Texas will influence Spanish language maintenance in the state (Barbosa, 2020) and could demonstrate similar patterns in the broader U.S. This exploratory analysis seeks to understand the connection between affective response and language use in Spanish-English bilingual communities.

The affective component of an attitude is conceptualized in the current project according to Fishbein and Ajzen's (1975) framework, positing that affective, or emotional responses influence both an individual's belief towards an object (in this case, the Spanish language) as well as that individual's intention towards action in relation to the object. Examining emotional responses related to language ability is central to understanding language attitudes and the possibility for a behavior (in this case, language maintenance) to take place. The current project investigates how emotional responses influence language attitudes (Kutlu & Kircher, 2021) with the ultimate goal of predicting language maintenance (Barbosa, 2020; Bugel & Montes-Alcalá, 2020) and community norms (Lasagabaster & Huguet, 2007) in bilingual communities should the results be generalizable.

The current research project analyzes the Spanish in Texas Corpus (Bullock & Toribio, 2013) consisting of interviews with Spanish-English bilinguals in multiple geographic regions of Texas (n=96). A categorical approach of modeling emotion (De Bruyne et al., 2022) was utilized to create three affective response categories for which to code the data: anxiety (Pyun et al., 2014), linguistic self-confidence (Pyun et al., 2014), and enjoyment (Alrabi, 2022). All interviews were coded for anxiety, linguistic self-confidence, and enjoyment in relation to language ability and language use in the community. Preliminary results reveal that participants felt linguistically insecure in relation to Spanish, particularly regarding specific modes of use such as writing. The analysis also revealed that according to the participants, Spanish language maintenance is important.

This study analyzes trends of bilingual-speakers' affective responses when reflecting on language ability across multiple individuals and communities. By illuminating the emotional responses related to language use, the present study can guide strategies in studying affect as an attitudinal component capable of predicting language use and maintenance in bilingual communities.

References

Alrabai, F. (2022). Modeling the relationship between classroom emotions, motivation, and learner willingness to communicate in EFL: Applying a holistic approach of positive psychology in SLA research. *Journal of Multilingual and Multicultural Development,* 1-19. https://doi.org/10.1080/01434632.2022.2053138

Barbosa, Mara. (2020). Spanish-speaking immigrants in Indiana: A quantitative exploration of their attitudes towards Spanish. In T. Bugel and C. Montes-Alcalá, (Eds.) *New approaches to Language Attitudes in the Hispanic and Lusophone World*. John Benjamins.

Bugel, T. & Montes-Alcalá, C. (2020). Introduction. In T. Bugel and C. Montes-Alcalá, (Eds.) *New approaches to Language Attitudes in the Hispanic and Lusophone World*. John Benjamins.

Bullock, B. E. & Toribio, A.J. (2013). The Spanish in Texas Corpus Project. COERLL, The University of Texas at Austin. http://www.spanishintexas.org

De Bruyne, L., Atanasova, P., & Augenstein, I. (2022). Joint emotion label space modeling for affect lexica. *Computer Speech & Language, 71*. https://doi.org/10.1016/j.csl.2021.101257.

Duffin, E. (2022, November 14). *Hispanic population U.S. 2021, by state*. Statista. https://www.statista.com/statistics/259850/hispanic-population-of-the-us-by-state/#:~:text=In%202021%2C%20California%20had%20the,Hispanic%20residents%20in%20that%20year.

Fishbein, M.F. & Ajzen, I. (1975). *Belief, Attitude, Intention, and Behavior: An Introduction to Theory and Research*. Addison-Wesley Publishing Company.

Instituto Cervantes. (2021). El español en cifras. In *El español: Una lengua viva: Informe 2021*. Instituto Cervantes.

Kutlu, E. & Kircher, R. (2021). A corpus-assisted discourse study of attitudes toward Spanish as a heritage language in Florida. *Languages, 6*(38). https://doi.org/10.3390/languages6010038

Lasagabaster D. & Huguet, A. (2007). Introduction. In D. Lasagabaster & A. Huguet (Eds), *Multilingualism in European bilingual contexts: Language use and attitudes*, (pp. 1-16). Multilingual Matters.

Pyun, D. O., Kim, J.S., Cho, H.Y., & Lee, J.H. (2014). Impact of affective variables on Korean as a foreign language learners' oral achievement. *System, 47*, 53-63. http://dx.doi.org/10.1016/j.system.2014.09.017

U.S. Census Bureau. (2019). 2019: ACS 1-Year Estimates Subject Tables: Language spoken at home Selected Social Characteristics in the United States, American Community Survey [SAS Data file].Retrieved from https://data.census.gov/table?q=Language+Spoken+at+Home&tid=ACSST1Y2019.S160

Marina   onilla   one o
ollin   ollege

Patrones de cambio en curso en Andalucía Oriental: el caso de la /s/ final en Málaga provincia.

Varios estudios sociolingüísticos sobre la provincia de Málaga se han enfocado sobre todo en la capital, a menudo excluyendo las áreas menos urbanas (Ávila Muñoz 1994, Vida-Castro 2004, Villena-Ponsoda 2008, Villena Ponsoda & Ávila-Muñoz 2014, entre otros). Tomando la /s/ final de sílaba como objeto de estudio, el presente trabajo tiene como objetivo contribuir al entendimiento del grado de variación lingüística según el área geográfica en esta región de España. Los datos consisten en 36 entrevistas sociolingüísticas grabadas por participantes nativos (18 hombres y 18 mujeres) de tres áreas de la provincia: Málaga capital, Rincón de la Victoria y Vélez Málaga. Además de las entrevistas, los datos incluyen una lectura de un texto y de una lista de palabras, y un cuestionario sociodemográfico. En total, se han extraído 17.261 ocurrencias de la /s/ en posición de sílaba interna y final de palabra, que se han analizado según su realización (mantenimiento, aspiración, o elisión), teniendo en cuenta una serie de factores internos y externos comunes en este tipo de estudios (Terrell 1979, Poplack 1979, López Morales 1983, entre otros). Los resultados globales de esta investigación muestran que la aspiración de /s/ domina claramente, alcanzando un 86.4% del total. De acuerdo con la zona geográfica, la aspiración ocurre con frecuencia en la capital (75.7%), aunque con porcentajes más altos en Vélez Málaga (92.5%) y Rincón de la Victoria (91.6%). Sin embargo, al comparar este número con los porcentajes de mantenimiento, este ocurre de forma más frecuente en la capital (22,6%) que en las otras dos localidades (Vélez Málaga 7.3% y Rincón de la Victoria 5.8%). Al considerar el factor género, las mujeres mantienen la /s/ de forma más significativa en la capital que los hombres (17% vs. 7.2% respectivamente). Según la edad, los participantes entre 30-49 años son los que más mantienen la /s/ (26.1%) en comparación con los que tienen más de 50 años (5.2%). En Vélez Málaga, aquellos entre 30-49 años mantienen la /s/ un 12.9% y los de más de 50 años un 5.3%, mientras que los participantes de Rincón de la Victoria entre 30-49 años mantienen la /s/ un 9.6%, frente al 2.2% de los de más de 50 años. Por último, y de acuerdo con la formación académica, los hablantes de Málaga capital con estudios superiores son los que más mantienen la /s/ (25.4%), seguidos de los hablantes de Vélez Málaga (11%) y de Rincón de la Victoria (10%).

En conclusión, podemos notar una tendencia de cambio hacia el mantenimiento de la /s/ final especialmente en Málaga capital, entre mujeres, y entre hablantes de edad media y niveles de educación más altos. Estos resultados nos confirman el prestigio asociado con esta variante entre los grupos que socialmente suelen mostrar preferencia por variantes menos estigmatizadas. En realidad, el aumento en el mantenimiento de la /s/ no está solamente condicionado por la región sino también por el género, la edad, y el nivel de educación.

Referencias

Ávila Muñoz, Antonio M. (1994). La variación reticular e individual de s/z en el vernáculo urbano malagueño. Datos del barrio de Capuchinos. Analecta Malacitana, 17, 343-377.

López Morales, H. (1983). *Estratificación social del español de San Juan de Puerto Rico* (Vol. 18). Universidad Nacional Autónoma de México, Instituto de Investigaciones Filológicas, Centro de Lingüística Hispánica.

Poplack, S., (1979). *Function and Process in a Variable Phonology*. Doctoral Dissertation, University of Pennsylvania, Philadelphia.

Terrell, T., (1979). Final /s/ in Cuban Spanish. *Hispania* 62, 599–612.

Vida-Castro, Matilde A. (2004). *Estudio sociofonológico del español hablado en la ciudad de Málaga: condicionamientos sobre la variación de/-s/en la distensión silábica*. Publicaciones de la Universidad de Alicante

Villena-Ponsoda, J. A. (2008). Sociolinguistic patterns of Andalusian Spanish. *International Journal of the Sociology of Language*, 2008(193/194), 139-160

Villena Ponsoda, J. A. y A. Ávila Muñoz (2014). Dialect stability and divergence in southern Spain. Social and personal motivations. En Braunmüller, K., S. Höder y K. Kühl (eds.). *Stability and divergence in language contact. Factors and mechanisms*. Amsterdam: John Benjamins, SILV 16, pp. 207-238.

Esther L. Brown and Javier Rivas

University of Colorado-Boulder

Sources of reduction in discourse makers? *¡Vamos a ver!*

Previous studies have shown discourse markers, compared to their lexical counterparts exhibit greater degrees of phonetic reduction, including lenition, deletion, and durational shortening (Gonen et al. 2015, Bybee et al. 2016, Drager 2016, Ernestus and Smith 2018, Martinuzzi and Schertz 2022). The explanations for the divergent patterns of articulation include greater degree of frequency and greater grammaticalization, which allows for these forms to acquire (inter)subjective meanings (Traugott 2010). Recent work on a Spanish discourse marker that is neither frequent nor highly grammaticalized, *es decir* 'that is to say', suggests that an additional source of reduction is independent of the lexical item and could reside in the [REFORMULATOR] construction itself (Authors 2024).

The purpose of this study is to test this proposal using a novel variable, *vamos a ver* 'let's see', which is used as a reformulative discourse marker (Brenes Peña 2008). In order to establish that a source of reduction is the reformulator construction itself (and not degree of grammaticalization, lexical frequency or conditioning factors of the target context), we use a corpus of naturalistic data of Spanish from Spain. We extract all cases of *vamos a* used as both a reformulator in the *vamos a ver* construction as well as non-discourse marker cases, which include future and movement (N=281). We measure *vamos a* duration using Pratt in order to determine whether durations correlate with (discourse or non-discourse) functions. Additionally, to test whether they account for durational variations, all target tokens are coded for the following factors of the production context known to predict duration: context rates, predictabilities, and pause adjacency. We submit our data to linear regression models using R. Results suggest frequency, grammaticalization and factors of the production contexts fail to account for the variation. We interpret this as supporting the proposition that the [REFORMULATOR] construction itself stipulates reduced articulations.

On the effect of language contact on variation in US Southwest Spanish: A study of extralinguistic conditioning of mood selection

Language contact is often referred to as the main driver of variation and change in contact varieties (Poplack & Levey, 2010). English-Spanish bilinguals in the US are frequently believed to speak an unstable form of Spanish supposedly impacted by contact with English (Bessett & Carvalho, 2022). Subjunctive use among bilingual speakers is commonly cited to support this argument. Subjunctive has been claimed to be simplified due to contact with English because of differences across immigrant generations (Silva-Corvalán, 1994). Most studies on variation in US Spanish have explored contact with English through immigrant generations. However, as pointed out by Villa and Rivera-Mills (2009), we must consider the linguistic realities of the Southwest US, which result from the constant influx of Spanish-speaking immigrants, the proximity to Mexico, and the unique position the Southwest US has historically and culturally in terms of language contact. Considering this, immigrant generation may be in fact an oversimplification of these experiences.

Contact with English can be measured and operationalized, but in different ways and not without challenges. This is a critical matter that needs to be discussed, therefore, this study examines the effect of bilingualism in mood variation in US Spanish through three extralinguistic factors: immigrant generation, language dominance, and language use in the family. This variationist investigation analyzes sociolinguistic interviews from the *Corpus del español del sur de Arizona* (Carvalho, 2012-). The statistical method used in this study is a multivariate logistic regression. Considering that a premise of this type of analysis is that factors examined should not be mutually dependent, this study calls attention to the collinearity among extralinguistic factors and emphasizes the necessity of employing analytical procedures that rigorously examine their effect. In this study, these factors are separately examined in multivariate analyses run in R. All three factors are found to be significant to mood variation in Southern Arizona. Therefore, we need to assess which model best explains variation in the data set. Results from analyses of variance explained (one calculated for each model created with the original data set and another resulting from a bootstrap simulation that resamples it 1000 times) indicate that the model with language use in the family best explains mood variation in the region. These findings point to the importance of language socialization for one's linguistic behavior. The domains of language socialization, in this case the familial ones, allow bilingual speakers to robustly maintain the Spanish language even in contact with English. Consequently, the language use in this setting affects mood selection behavior, favoring subjunctive when Spanish is mainly or partially spoken within family interactions while speakers who mainly use English favor indicative. While much has been said about contact with English, these results point to a different route. There is no doubt that contact with English affects the amount of Spanish used by a community. However, contact with English might not matter as much as contact with Spanish does, especially if Spanish is maintained in domains potentially relevant to

References:

Bessett, R. & Carvalho, A. M. (2022). The structure of US Spanish. In S. Loza and S. M. Beaudrie (Eds.) *Heritage Language Teaching: Critical Language Awareness Perspectives for Research and Pedagogy*. (pp. 44–61). New Work: Routledge.

Carvalho, A. M. (2012-). *Corpus del Español en el Sur de Arizona (CESA).* University of Arizona. cesa.arizona.edu.

Poplack, S. & Levey, S. (2010). Contact-induced Grammatical Change: A Cautionary Tale. In Auer, P. & Schmidt, J. (Eda.) *Language and Space: An International Handbook of Linguistic Variation. Volume 1: Theories and Methods* (391–419). Berlin: Mouton de Gruyter.

Silva-Corvalán, C. (1994). The gradual loss of mood distinctions in Los Angeles Spanish. *Language Variation and Change*, 6, 255–272.

Villa, D. & Rivera-Mills, S. (2009). An integrated multi-generational model for language maintenance and shift: The case of Spanish in the Southwest. *Spanish in Context, 6*(1), pp. 26–42.

Pablo Camus
Soka University of America

In the field of Spanish heritage language (SHL), scholars have pointed out the necessity of reformulated curricular and programmatic practices in SHL in order to support Spanish heritage language learners' (SHLLs) language maintenance (Pascual y Cabo & Prada, 2018), promote appreciation of linguistic diversity and challenge dominant language ideologies (Beaudrie et al., 2020). Critically informed Spanish classes for SHLLs' can also have a significant impact in identity formation process (Parra, 2016). A strong sense of identity in their heritage language can, in turn, help SHLLs' maintain their language, reconnect with their heritage community (Beaudrie, 2020) and develop socio-cultural and linguistic awareness (Beaudrie et al., 2020; Parra et al. 2017). However, little is known about individuals who claim multiple ethnolinguistic identities that intersect with their SHL's identity, and how they navigate and construct their complex sense of self.

This study presents the case of Sabrina- a Filipina-Latina native speaker of Spanish, who has heritage from the Philippines, Colombia, and Venezuela. She was born and grew up in the West Coast of the United States and is a first-year student in a small liberal arts college in Southern California. Although Sabrina used mostly English throughout her life, she always had had a desire to improve and maintain her Spanish. The study follows Sabrina during a semester in which she took a Spanish class for heritage and second language speakers (HL/L2 "mix" class) and explores the effects of such class on her identity construction as a Filipina-Latina. The class's curriculum included current pedagogical frameworks in the field of SHL, such as of Critical Language Awareness (Holguin-Mendoza, 2016), Pedagogy of Multiliteracies (Parra, 2016) and Learning by Design (Cope & Kalntziz, 2015). Data was collected through interviews

(before and after the semester), course assignments, and a questionnaire. Interviews and assignments were transcribed and analyzed thematically for emerging trends.

Results indicate the benefits of the class in helping Sabrina claim a strong sense of identity. Specifically, the class gave Sabrina the tools and vocabulary to challenge dominant language ideologies and the linguistic insecurities she had experienced throughout her life. Likewise, Sabrina reported that learning about Spanish speaking communities in the US validated her own lived-experience and created a desire to raise awareness about the nuances and complexities of her identity both as a Filipino-Latina, and as Asian Latina. Likewise, she felt more confident in asserting her identity as a Spanish speaker and is more eager to expand her vocabulary and abilities without having the pressure of "sounding perfect". In addition, the class also gave her curiosity and desire to explore her Filipino linguistic background. These results are discussed in light of the theoretical and pedagogical implications for SHL's scholarship.

Katherine Christoffersen, Dania López García, Javier Cavazos

Challenging the English-Only Norm in Higher Education: Assessing the Impact of Dual Language Bilingual Education at UTRGV

At the University of Texas Rio Grande Valley (UTRGV), the B3 Institute facilitates the process through with UTRGV becomes a bilingual, bicultural, and biliterate institution. As a part of this endeavor, the B3 Institute has created Spanish (E) and bilingual (X) course designations in which faculty teach courses in various disciplines entirely in Spanish or bilingually in Spanish and English. Although robust long-standing research has documented the many benefits of dual language education programs in the K-12 setting (Baker & Wright, 2017; Collier & Thomas, 2017; Thomas & Collier, 2019), higher education has continued to follow the English-only monolingual norm (García & Li, 2014; Phillipson, 2009) where English is the exclusive medium of instruction. The very few exceptions include bilingual and Spanish medium instruction in Puerto Rico (Mazak et al., 2017), bilingual and Zapotec instruction in Mexico (De Korne et al., 2018), and French medium instruction in Canada (Van Viegen & Zappa-Hollman, 2020). However, since there are so few examples of dual language bilingual education (DLBE) programs in languages other than English at the university level, there has been no systematic study assessing their impact on student success.

In this study, we conducted an analysis of 4182 students who started at UTRGV in Fall 2016. By analyzing the students' overall GPAs and comparing GPAs in non-E/X courses and E/X courses, we examine how E and X courses impact student success. We also analyze the number of credits completed and degree completion (graduation) comparing students who took E/X courses and those who did not, which enables us to examine how E/X courses impact student retention. Additionally, we analyze 300 qualitative survey responses from current students and 60 qualitative survey responses from former students in order to study students' perspectives on the impact of E/X courses. Additionally, two focus groups including 5 current students provide more detailed accounts of student experiences in E/X courses. Preliminary findings suggest that DLBE at UTRGV positively impacts achievement and increases retention and degree completion while also resulting in higher confidence, greater motivation, and more positive experiences in these courses.

Alicia Cipria and Erin O'Rourke

Comparing discursive spaces: the analysis of Spanish linguistic landscapes in Alabama

The study of linguistic landscapes (LL) examines the use of signage in public spaces, often with a focus on the use of non-majority languages (Landry & Bourhis, 1997; Gorter, 2006; Shoshamy & Ben-Rafael, 2015). While Gubitosi and Ramos Pellicia (2021) offer a panorama of research on LL in Spanish (see also Gorter, 2023), Franco-Rodríguez (2018) reviews Spanish LL research in the US. According to the Pew Research Center, the Latino population in the US has some of the highest rates of increase in smaller communities in the Southeast (Passel, Lopez & Cohen, 2022). The aims of this project are to map and analyze signage in Spanish within Tuscaloosa County, which shows the third highest rate of increase in Latino population within Alabama (*Hispanic Population*, 2022).

The images being analyzed were collected between January 2020-May 2023. These photographs of public signage in Spanish were taken via cellphone. Each picture was uploaded to an ArcGIS Field Maps app to allow for both geolocation of the image as well as tagging of the image for specific linguistic and visual characteristics. From a database of over 120 locations, we have identified a subset of images specifically related to three location types: restaurants, stores, and churches. Signage from these locations is analyzed to gauge how much Spanish is used within a given location type. In this way, we address the questions of 1) how the Spanish *language* is used in public signage, 2) how it differs according to *location* (i.e., place) and text placement (i.e., space)*,* and 3) how the signage identifies the authors and intended audience (i.e., *indexicality*) via linguistic and/or visual means (e.g., group self-identifiers, images, colors, and flags). Further, in examining place and space, we consider three discursive contexts in which the signage is positioned: marketplace (restaurants), community (church) and a mix of both (stores) (cf. Kallen, 2010, p. 43)

Preliminary analysis of the three location types shows a combination of Spanish and English in restaurants, whereas stores and churches show more predominant use of Spanish in their signage. More specifically, part of the analysis of signage in this study distinguishes between the symbolic and informative parts of a text (see Landry & Bourhis, 1997; Franco-Rodríguez, 2007, 2008). Previous findings for restaurant signage (N=57) show that while the main or symbolic portion of the text, which is correlated with the status of the language and the text originator, appears in Spanish the majority of the time (58%), the informative portion (e.g., designating the type of business – shop, store, etc.), appears in English (83%) (see Fig. 1). These findings are compared to the other two location types – stores and churches (see Figs. 2 and 3). In sum, we document the growth of the Latino community in the region via the change in the linguistic landscape in order to gain a more comprehensive view of Spanish language use in the US.

Fig. 1 Restaurant   Fig. 2 Convenience store   Fig. 3 Church

References

Field Maps Designer. https://www.arcgis.com/apps/fieldmaps/ 16 May, 2023.

Franco-Rodríguez, J. M. (2018). Spanish in Linguistic Landscapes of the US. In K. Potowski, & J. Muñoz-Basols (Eds.), *The Routledge Handbook of Spanish as a Heritage Language* (pp. 66–77). Routledge.

Franco-Rodríguez, J. M. (2008). El paisaje lingüístico del Condado de Los Angeles y del Condado Miami-Dade: propuesta metodológica. *Círculo de Lingüística aplicada a la Comunicación*, (35), 3–43.

Franco-Rodríguez, J. M. (2007). El español en el Condado de Miami-Dade desde su paisaje lingüístico. *Linred: Lingüística en la Red*, 5(2007-2008). 1–29.

Gorter, D. (2023). Review of Gubitosi & Pellicia (2021): Linguistic Landscape in the Spanish-speaking World. *Linguistic Landscape*, *9*(2), 215–217.

Gorter, D. (Ed.). (2006). *Linguistic landscape: A new approach to multilingualism*. Multilingual Matters.

Gubitosi, P., & Ramos Pellicia, M. F. (Eds.). (2021). *Linguistic landscape in the Spanish-speaking World*. John Benjamins.

Hispanic Population Growth and Dispersion Across U.S. Counties, 1980-2020. (2022, February 3). Pew Research Center. Retrieved May 24, 2023, from https://www.pewresearch.org/hispanic/interactives/hispanic-population-by-county/

Kallen, J. L. (2010). Changing landscapes: Language, space and policy in the Dublin linguistic landscape. In Jaworski, A., & Thurlow, C. (Eds.), *Semiotic landscapes: Language, image, space* (pp. 41–58). A&C Black.

Landry, R., & Bourhis, R. Y. (1997). Linguistic landscape and ethnolinguistic vitality: An empirical study. J*ournal of Language and Social Psychology*, 16(1), 23–49.

Passel, J. S., Hugo Lopez, M. & Cohn, D'V. (2022, June 17). U.S. Hispanic population continued its geographic spread in the 2010s. *Pew Research Center*. Retrieved May 24, 2023, from https://pewrsr.ch/3J28O2s

Shohamy, E., & Ben-Rafael, E. (2015). Linguistic landscape: A new journal. *Linguistic Landscape*, 1 (1–2), 1–5.

Susana de los Heros
University of Rhode Island

The Discourse Marker *Well* as a Hedge in Political Discourse in the Coney Barrett vs Brown Jackson Confirmation Hearings

Participants in political interactions in institutional settings, employ discourse to achieve political goals (Wang 2006). In a confirmation hearing in the US, senators question nominees to advance their party's agenda, that is, either challenging or supporting them (Baumann 2019). Likewise, nominees seeking confirmation, can manipulate their discourse (Furko 2017) to present themselves as knowledgeable, objective and being fit for the job. Discourse markers (DMs) or elements that "bracket units of talk" (Schiffrin 1987, p. 57) play a central role in politicians' speech (Furko 2017). More specifically, DMs "can have rhetorical or dialoging functions" to allow speakers to indirectly evidence agreement or disagreement with the previous speaker and on what is being said (Aijmer 2013, p. 5). Among the most employed DMs is *well*. *Well* can serve as a way of expanding, diverging, and/or disagreeing from the options given in the previous turn, and in initiating a new topic (Heritage 2015, p. 89).

Considering there is little research on the use of *well* in political discourse we are filling the gap with this study. Thus, in this presentation, we compare how Judge Coney Barrett (Oct. 12-15, 2020) and Judge Brown Jackson (March 22-24, 2023) use "well-prefaced turns" to respond to senators' questions during their confirmation hearings using discourse analysis. Well-prefaced turns here were not necessarily employed in response to senators who sided with an opposing political view but mostly to "mark a polite, implied disagreement, … and also, to… "challenge" the questioner's presuppositions (Kirk 2018). In addition, we found that less direct, Judge Coney Barrett, employed "well" more frequently than Brown Jackson.

 References

   Aijmer, K. (2013). *Understanding Pragmatic Markers: A Variational Pragmatic Approac*h. Edinburgh University Press
Baumann, D. 2019. "How U.S. Supreme Court Justices Are Nominated" https://www.thoughtco.com/understanding-the-supreme-court-nomination-process-3368219
   Furko, P. Manipulative uses of pragmatic markers in political discourse. *Palgrave Commun* 3**,** 17054 (2017). https://doi.org/10.1057/palcomms.2017.54
Heritage, J. 2015. "Well-prefaced turns in English conversation: A conversation analytic perspective". *Journal of Pragmatics*, *88*, 88–

 104. https://doi.org/10.1016/j.pragma.2015.08.008

  Kirk, J. M. (2018). "Chapter 5 The Pragmatics of Well as a Discourse Marker in Broadcast Discussions". In *Corpora and Lexis*. Leiden, The Netherlands: Brill. doi: https://doi.org/10.1163/9789004361133_007

  Schiffrin, D. 1987. *Discourse markers*. Cambridge: Cambridge University Press.

Jabier Elorrieta

Inclusive language in Spanish: when the imposition of morphological change is no longer restricted to the Real Academia

This paper considers whether the spread of proposals for inclusive language, such as nouns ending in –es for the plural referring to all genders is indeed a top-down imposition from academic groups that goes against the nature of the Spanish language. On the contrary, a study of normative guides that teach a "better" language in fact shows that top-down imposition of morphological change is actually a tradition well documented in publications by the *Real Academia Española*.

Lately there have been multiple attempts at increasing the visibility of both females and people who do not identify with one gender exclusively in Spanish, where traditionally the masculine (both singular and plural) has had the distinction of being unmarked and therefore applicable to both genders: *los compañeros* includes males and females. Some spelling attempts have achieved a degree of popularity, such as the @ or more lately x signs: (*compañer@s or compañerxs*). In the spoken language, we have heard the doubling of the noun associated with each of the two grammatical genders: *los ciudadanos y las ciudadanas* (or with the reverse order), the use of feminine plural as generic, as in the name of the coalition of parties *Unidas Podemos*, or the novel use of –e as an unmarked morpheme, applicable to people of any gender or not identifying with a gender.

As mentioned by Lauria, the use of this neutral –e, as in *les amigues,* became popular in Argentina, at least in 2018 (Alemany, 2019). It has since spread to Chile and to academic circles in other countries such as Puerto Rico and beyond. This linguistic usage has obvious political overtones and implications. Given this trend, the positions of academics and linguists who study language policy vary: Lauria argues that speakers "can change language, in fact they do it every day", while the Spanish academician Álvarez de Miranda (2018) argue that "as a linguistic act, this can only be considered a joke. In no language has there been an invention of a gender morpheme out of nowhere".

This paper will show that in fact, academics are walking on thin ice when suggesting that morphological changes cannot be imposed from above. A study of the *Diccionario panhispánico de dudas* and of *Fundéu* will show that they definitely routinely seek morphological readjustments in the speech of speakers. Chief among them are the push for –d as a marker for the second person plural command (*comed, venid*), when a study of oral forms shows that testimonies of final –r (*venir, comer*) as a command have been general in popular and written speech dating back centuries. Orally forms ending in –r constituted the overwhelming majority of uses back in 1960s Spain. Final –d has lately become more widespread among some speakers, and it now competes orally with final -r. An interesting development in this regard is the acceptance by the Academy of the form *iros* for the *irse* verb, which had previously been restricted to *idos* in academic language, in spite of the generalized use of *iros.* This kind of top down imposition and others regarding *leísmo* show that the Academy cannot seek refuge in the supposed impossibility of

imposing morphological changes as a reason to oppose inclusive language ending in –e.

Alemany, Luis: *"La '-e' como género neutro es un acto político, no lingüístico".* El Mundo, 12-20-2019.
Álvarez de Miranda, Pedro (2018): El género y la lengua. Turner.
Real Academia Española (2005): Diccionario panhispánico de dudas. Madrid.

Guillaume Enguehard

Language Revitalization: Reconnecting with Contemporaries rather than Ancestry

This research summary explores the intricate relationship between language and identity by focusing on the Cornish language, a Celtic language that became extinct in the 18th century but is now experiencing a revitalization movement. The study aims to investigate the notion of authenticity and its significance in language revitalization efforts.

The Cornish language experienced fluctuating standardization throughout the 20th century, with three main revived forms prevailing: Unified Cornish, Modern Cornish, and Common Cornish. Advocates for each form claim greater proximity to the original language (Mills 1999).

This study investigates the criteria individuals employ when adhering to a particular Cornish language form. The methodology involves participants associating keywords with different forms of Cornish and assessing their level of adherence to these forms. While the survey remains ongoing and results subject to change, current findings suggest that while authenticity holds importance as an adherence criterion, it is outweighed by the prevalence of a linguistic form. Participants tend to prefer a more widespread form, even if they acknowledge its shortcomings in terms of authenticity.

In conclusion, this study raises questions regarding language as an identity marker in language revitalization efforts. Given that proximity to the original language is a crucial criterion in the debate surrounding different forms of Cornish (Davies-Deacon 2016), one would expect authenticity to be a significant criterion for language as an identity marker. However, the findings suggest that this function is more closely tied to the proximity of the language form spoken by the majority, rather than a strict adherence to an original form. This suggests that, contrary to what is often claimed by its actors (Penglase 1994), the goal of linguistic revitalization is more to reconnect with one's contemporaries than to reconnect with one's ancestry.

Davies-Deacon, M.-S. (2016). *Orthographies and ideologies in revived Cornish* [MA dissertation [ms]]. University of York. **Mills**, J. (1999). Reconstructive phonology and contrastive lexicology: problems with the Gerlyver Kernewek Kemmyn. *Cornish Studies*, *7*, 193–218. **Penglase**, C. (1994). Authenticity in the Revival of Cornish. *Cornish Studies Two*, 96-107.

Paola Enríquez Duque
The Ohio State University

Language Contact Folk Knowledge:
The Case of the Speakers of the Spanish of Quito

This study examines the (socio)linguistic folk knowledge that speakers of the Spanish of Quito have about the Kichwa-Spanish contact that shapes this Spanish variety. It seeks to respond to the need of recognizing speakers' knowledge as a crucial aspect of sociolinguistic research (Preston 1993) and to gain a deeper understanding of local perspectives on language and social phenomena within the community (Albury 2017).

In the urban area of Quito, the use of Kichwa is limited and Spanish dominates the social spheres, particularly among the mestizo population, which represents the socially dominant group. However, the Spanish of Quito has been shaped by the socio-historical Kichwa-Spanish contact present in the Andean region since colonial times. The morphosyntax of the Spanish of Quito exhibits various features resulting from this contact, such as the presence of multiple gerund periphrases.

This study is based on 40 interviews, each approximately of 45 minutes, conducted with speakers of the Spanish of Quito residents of the urban area of Quito from middle and upper-middle socioeconomic classes, i.e., speakers of the prestigious variety. The interview consisted of a morphosyntactic contact feature identification task, followed by a semi-structured conversation focusing on the characteristics of the Spanish of Quito and its formation. In the identification task, participants evaluated 25 contextualized sentences. Twelve of these sentences contained target items featuring a single contact feature (e.g., the 'dar + GERUND' periphrasis), while the remaining thirteen sentences served as fillers. Preliminary results indicate a continuum in the participants' levels of feature recognition. Certain features, such as the 'dar + GERUND' periphrasis, were recognized as distinctive of the variety by over 90% of the participants, while others, like the 'direct object zero-clitic,' were recognized by less than 10% of the participants. Qualitative data from the semi-structured conversation reveal that participants are aware of the influence of Kichwa on the formation of the Spanish of Quito, albeit with a tendency to focus predominantly on the lexical level while underestimating the determinant role of contact in the morphosyntactic domain. I argue that this underestimation of the Kichwa influence on this variety, as reflected in the speakers' knowledge, mirrors the socio-historical dynamics in Quito, including the minorization of the indigenous population and language since colonial times.

A thorough understanding of the (socio)linguistic folk knowledge and how it is constructed within the society is fundamental for comprehending the local conception of language and the prevailing ideologies within the community.

References

Albury, Nathan John. 2017. How folk linguistic methods can support critical sociolinguistics. *Linguistics* 3(2). 181–259. doi: 10.1111/j.1473-4192.1993.tb00049.x.

Preston, Dennis R. 1993. The uses of folk linguistics. *International Journal of Applied Lingua* 199. 36–49. doi: 10.1016/j.lingua.2017.07.008.

il erto ar a
aniel o o era
rel Muñoz
u it a arro
Manuela rtiz

La telecolaboración y su efecto en las actitudes lingüísticas de hablantes de español como lengua de herencia (LH) y como segunda lengua (L2)

El desarrollo de las habilidades de una lengua meta ha sido motivo de estudio desde varias décadas atrás. En el contexto global en el que la humanidad se encuentra, existe un diálogo abierto acerca de la importancia sobre la multiculturalidad y el multilingüismo hoy en día gracias a la globalización (Gallois & Callan, 1991). Esto ha generado que poblaciones de estudiantes a nivel universitario tengan intereses y conciencia sobre adquirir una segunda o tercera lengua y lo que esto pudiera implicar para el desarrollo de su profesión (Esteve, 2004). Con esto, existe una propuesta del Instituto Tecnológico de Estudios Superiores de Monterrey llamada *"Global Classroom"* que fomenta el desarrollo de competencias de tipo multidisciplinario mediante la interacción entre estudiantes universitarios en contextos virtuales e internacionales a través de herramientas tecnológicas (web 2.0). Este proyecto está basado en el *Collaborative Online International Learning* (COIL), enfoque propuesto por Joe Rubin (2015). Esta propuesta detalla la interacción entre estudiantes en un contexto virtual de cuatro poblaciones de estudiantes universitarios de diferentes bagajes profesionales y lingüísticos donde el objetivo es el desarrollo de las habilidades de la lengua meta (i.e. español o inglés). El enfoque de este trabajo es analizar las actitudes lingüísticas antes y después del proyecto de *"Global Classroom"* en dos poblaciones: (1) los hablantes de español como LH y (2) los hablantes de español como L2. Con ello, se busca conocer el efecto que tuvo la experiencia de interacción con hablantes nativos de español de otro contexto hispanohablante. La metodología de este trabajo es de corte cuantitativo donde se usaron *pre-test* y *post-test* para medir el efecto en ambas poblaciones. Los resultados preliminares muestran que existe una diferencia significativa entre los hablantes de herencia y los de segunda lengua.

Palabras claves: *Global Classroom, Global Learning, Collaborative Online International Learning, lengua meta, multidisciplinariedad, heritage speakers, second language learners*

Examining the "stability" of the syntax–discourse interface of Basque *heritage* speakers

This study considers whether the socially restricted bilingualism experienced by Basque speakers during the dictatorship of Francisco Franco (1939–1975), in which they grew up speaking the language at home and in private settings but had no access to formal education or mass media in the language, had some effect on the syntax–discourse interface (i.e., loss of the syntactic focus strategy). Given this sociolinguistic situation, one can hypothesize that some aspects of the grammars of these Basque speakers would be similar to those of heritage language speakers in other social contexts around the world (Polinsky, 2018).

Montrul and Polinsky (2011) show that information-structural categories like focus, which are conditioned by the syntax–discourse interface, are the site of significant instability for heritage language speakers. Thus, the present study analyzes the subject position in unergative and unaccusative sentences in Western Biscayan Basque to examine the stability of the syntax–discourse interface. Sentences (1a) and (1b) are examples of unergative and unaccusative constructions with a broad focus interpretation, respectively. Sentences (2a) and (2b) are examples of the same constructions but with a narrow focus interpretation.

		John-ERG	cry	do	have.ABS3sg. ERG3sg
		'John cried.'			
	b. Jon	etorri	da.		
		Jon-ABS	come	be.ABS3sg	
		'Jon came.'			
(4)	a. JON-EK	ein	deu		negar.
		Jon-ERG	do	edun.ABS3sg.ERG3sg	cry
		'JON cried.'			
	b. JON	etorri	da.		
		Jon-ABS	come	izan.abs3sg	
		'JON came.'			

,

As these examples show, the unmarked word order in unergative sentences is S-O-VI (1a), and it is S-VI in unaccusative ones (1b). Altube (1929), based on his description of Western Bizkaian Basque, explain that "the main rule concerning the use in the sentence of the inquired nominal element is that it must be placed immediately before the verb" (p.6). This results in the order S-VI-O in unergative constructions (2a).

Data was obtained through an acceptability judgment as well as elicitation tasks carried out among Basque native speakers whose age range was 55–75 years old. Data revealed that participants perceived both the canonical and uncanonical ones as acceptable. This is a common phenomenon among heritage language speakers, who tend to accept grammatical structures but are reluctant to reject ungrammatical ones (Polinsky, 2018). Furthermore, they rarely produced the canonical S-VI-O order with unergative verbs in a narrow focus context, instead favoring the unmarked word order. Thus, we might assume that there was a loss of this syntactic strategy in their variety of Basque vis-á -vis that of their parents and grandparents (i.e. those who hypothetically constitute the basis of Altube's description). Assuming that an unmarked word order (broad) is conditioned only by syntax, while a marked one (narrow) is conditioned by the

l aro onz lez l a

titu e ling ti a re e o iale l i a to elo e io e o uni a i n o online en   o e retrata a lo i ano a lante

El español es la segunda lengua más hablada del mundo por número de hablantes nativos y aunque el número de países en los que se habla español es muy alto, la imagen que se tiene de los hispanohablantes es, en muchos casos, muy negativa (Rivadeneyra, 2006).

Esto se debe, entre otras, a varias representaciones políticas, socioculturales y socioeconómicas externas hacia los hispanohablantes, pero esa imagen está también altamente influenciada por los medios de comunicación generales, los programas de televisión, la industria cinematográfica y, últimamente, las redes sociales (Rosa, 2016; Melgarejo & Bucholtz, 2020). En este contexto y aún con los estudios que exploran cómo las lenguas están siempre vinculadas a una serie de percepciones y actitudes externas a la lengua (Henerson, Morris y Fitz-Gibbon, 1987), pero a su vez, a muchas intrínsecas relacionadas con las creencias personales y colectivas sobre esa lengua y sus hablantes (Baker, 1992). Dentro de esta percepción y al margen de la realidad, los individuos y las comunidades pueden tener una impresión negativa o positiva sobre una lengua y sus hablantes debido al grado de influencia de los medios de comunicación generalistas (Zamora, 2015, Hernández Campoy, 2004).

En este sentido, y aún con numerosos trabajos que exploran el grado de esa influencia (Santa Ana, 20009; Akines, 2015), este estudio busca indagar en ejemplos concretos en cuanto a programas de televisión, cine o redes sociales y cómo estos ejercen esa influencia, ya sea positiva o negativa. (Mastro y Greenberg, 2000). Puesto que el alcance de este tipo de medios es muy elevado, parece imperativa la necesidad de conocer hasta qué grado ciertas representaciones visuales en los medios de comunicación influyen en esa percepción incluso dentro de la comunidad de hispanohablantes. Con ese objetivo en mente, este trabajo examina cuáles son las percepciones y actitudes hacia los hispanohablantes que proyectan determinados medios sociales y qué medios de comunicación (medios sociales, noticias, películas, etc.) influyen en sus percepciones y en la forma en que "definen" a los hispanohablantes. Para lograr este objetivo, 55 participantes de entre 18 y 25 años han tomado parte en un cuestionario donde se recogen datos de carácter cualitativo y cuantitativo. Tras su análisis, estos datos nos demuestran que actualmente el impacto de las redes sociales es mucho mayor que el de medios más generalistas, con un énfasis en el rol de los "influencers", especialmente con resultados referentes a los "no sabo kids" hablantes. A nivel cuantitativo, aunque para un 78% la

representación de los hablantes de español es bastante negativa, vemos que en los datos cualitativos que hay un "rayo" de esperanza para los participantes hacia una nueva tendencia en los medios de sociales de comunicación hacia una representación menos estereotipada de los hispanohablantes.

1. Akines, A. L. (2015). Hispanic representations on media platforms: Perspectives And stereotypes in the meme, television, film, and on YouTube.
2. Hernández Campoy, J. M. (2004). *El fenómeno de las actitudes y su medición en sociolingüística*. Tonos digital, nº 8, 2004.
3. Mastro, D. E., & Greenberg, B. S. (2000). The portrayal of racial minorities on prime time television. *Journal of Broadcasting & Electronic Media*, *44*(4), 690-703.
4. Melgarejo, V., & Bucholtz, M. (2020). Oh, I don't even know how to say this in Spanish": The linguistic representation of Latinxs in "Jane the Virgin. *Spanish in Context*, *17*(3), 488-510.
5. Rivadeneyra, R. (2006). Do you see what I see? Latino adolescents' perceptions of the images on television. *Journal of adolescent research*, *21*(4), 393-414.
6. Zamora, Z. (2015). *Las actitudes lingüísticas en Nicaragua/Lo que pensamos los nicaragüenses sobre el español que hablamos*. Managua: PAVSA.
7. Santa Ana, O. (2009). Did you call in Mexican? The racial politics of Jay Leno immigrant jokes. *Language in Society*, *38*(1), 23-45.
8. Rosa, J. (2016). Racializing language, regimenting Latinas/os: Chronotope, social tense, and American raciolinguistic futures. *Language & Communication*, *46*, 106-117.

Richard W. Hallett and Vick Pérez-Segovia

Analyzing the foodscapes of Hispanic food security information systems in Chicago, New York, and Los Angeles

This presentation reports on data collected from a research project funded by the US National Science Foundation (NSF) to examine the cultural competence of information systems related to the issues of food security in the Hispanic communities of New York, Los Angeles, and Chicago. Specifically, this presentation provides analyses of the Greater Chicago Food Depository [Banco de Alimentos de Chicago], Pilsen Food Pantry [Despensa de Comida Pilsen], NY Common Pantry, Food Pantry LAX, and the Los Angeles page for the World Harvest websites.

To date, research on foodscapes (Lake et al. 2010, Morgan & Sonnino 2010, Mackendrick 2014, *inter alia*) has mostly focused on fine dining/cuisine, while discourse analyses of food insecurity (Knezevic et al. 2014, Lawal 2015, *inter alia*) have been more limited in their scope. As Garzone (2017:218) notes, "the identity value of food becomes salient in contexts where a certain system or tradition comes into contact with other systems." According to Kimani et al. (2021), there is a strong and complex association between food insecurity and race/ethnicity (See also Odom-Young & Bruce 2018). For example, "Racial prejudice and language, education, and cultural barriers create inequalities that make Latino communities more impacted by food insecurity" (https://www.feedingamerica.org/hunger-in-america/latino-hunger-facts, accessed 5/10/22).

Given that discourse analysis is "an umbrella term covering several different research perspectives and paradigms" (Vásquez 2022:4) and that linguistic landscape "is not a unified methodology with an established orthodoxy" (Hult 2014:510), this study is informed by a more multimodal discourse analysis (Royce & Bowcher 2007, O'Halloran et al. 2011, *inter alia*) of websites and recent online linguistic landscapes (Kallen et al. 2020, Yao 2021, and Harris et al. 2022) than by a true blended online ethnography (Androutsopoulos 2008).

Findings reveal that the websites for the food distribution in Chicago, where roughly 18% of the population speaks Spanish as a first language, and New York, where nearly 15% of the population speaks Spanish as a first language, equate food with dignity and hope (1) and (2), as well as culture (3).

> (1) "The Food Depository is part of a united community effort working to bring food, dignity and hope to our Cook County neighbors" (https://www.chicagosfoodbank.org/about/, accessed 11/9/2021).

> (2) "New York Common Pantry reduces hunger and promotes dignity, health and self-sufficiency" (https://nycommonpantry.org/, accessed 2/13/2023).

The website for the pantry in Los Angeles, where an estimated 40.1% of the population speaks Spanish, does not equate food with dignity (3).

> (3) "Our goal at Food Pantry LAX is to assist people with their food needs by providing enough free groceries to last two days or more" (http://foodpantrylax.org/, accessed 4/28/2023).

Our discourse analysis of the online linguistic landscape/foodscape calls into question the cultural competence of these food security information systems and concomitantly reveals hierarchical ethnic biases through discourse about the provision of food to others.

"*We work hard and get nothen for it*"[1]*:* Regional variation in pin/pen merger in a post-Reconstruction corpus

In 1879 African Americans from across the South began writing Governor John St. John in Kansas looking for refuge from waves of terrorism that followed Reconstruction (Painter 1977). Many of these authors had limited access to education, driven by extreme and at times life-threatening circumstances to communicate through writing. Historical data on African American Language (AAL) is scarce, but letters by semi-literate authors can provide insight into the history, regional variation, and development of regional southern American English and varieties associated with African American communities (Siebers 2019, Elspass 2012, Van Herk & Walker 2005). We analyze a unique data set from 1879 from the post-Reconstruction South, representing a period after the antebellum documents analyzed by Montgomery and Eble (2004) and the Civil War Veteran letters explored by Brown (1990), but well before the WPA-era recordings of elderly formerly enslaved individuals (for a review, see Schneider 2015). Our work offers new insight into theories of southern English variants and regionalization in early varieties of AAL by filling in gaps in 19th century data.

The digitally available corpus includes eighteen folders of Governor St. John's received correspondence, comprising 2638 images of original letters and a 548-page pdf transcript. Each letter includes the county of origin, author's name, and date of authorship. Our initial analysis indicates that approximately two-thirds of the letters were written by African American authors. From this corpus, we selected 40 letters by semi-literate authors who self-identified as African American (ex: *I am a coler man;* H. Swift, Mobile County). We focus on the pin/pen merger as previous evidence suggests that this phonological feature may have emerged during the last quarter of the 19th century (Brown 1990). We selected forty letters, ten each from the states of Alabama, Louisiana, Mississippi, and Texas, resulting in approximately 11,000 words under analysis. From this selection, a total 346 potential environments for merger were identified, with 11% of the data showing evidence of merger through phonological or inverse spellings.

The majority of merged pin/pen tokens were produced by ten authors, but there is at least one example of the merger from each state. While merged tokens appeared in stressed environments for two authors out of the forty analyzed, the vast majority were present in unstressed environments. These patterns are surprisingly similar to findings in Brown (1990). This evidence suggests that the pin/pen merger was largely idiosyncratic, mostly confined to unstressed syllables, and regionally diffuse in our corpus of letters from the lower South. Such findings provide little evidence to support Montgomery and Eble's (2004) hypothesis that the pin/pen merger began phonologizing to stressed environments among African Americans in the Deep South in the later part of the 19th century; but, instead, confirm Brown's (1990) results suggesting that pin/pen mergers were rare and regionally diffuse at this time. While the pin/pen merger is widespread in contemporary varieties of AAL, we do not have convincing data that early AAL is the source of this variant.

---

[1] Reverend John Jacobs, Escambia County, Alabama, October 7, 1879

References

Brown, Vivian. 1990. The social and linguistic history of a merger: /ɪ/ and /ɛ/ before nasals in southern American English. PhD Dissertation, Texas A&M University.

Elspass, Stephen. 2012. "The Use of Private Letters and Diaries in Sociolinguistic Investigation." *The Handbook of Historical Sociolinguistics* edited by Juan Manuel Hernández-Campoy and Juan Camilo Conde-Silvestre, Wiley*, pp. 156-169.

Painter, Nell Irvin. 1977. *Exodusters: Black Migration to Kansas after Reconstruction.* W. W. Norton & Company, Inc.

Montgomery, Michael, and Connie Eble. 2004. "Historical perspectives on the *pen/pin* merger in Southern American English." *Studies in the History of the English Language II: Unfolding Conversations*, edited by Anne Curzan and Kimberly Emmons, Mouton de Gruyter, pp. 415-434.

Siebers, Lucia. 2019. "'[T]his is all answer soon': African American vernacular letters from the eighteenth and nineteenth centuries." *Keeping in Touch: Emigrant letters across the English-speaking world Vol. 10,* edited by Raymond Hickey, John Benjamins Publishing Company, pp. 213-237.

Schneider, E. W. 2015. Documenting the history of African American Vernacular English. *The Oxford handbook of African American language,* edited by Jennifer Bloomquist, Lisa Green, and Sonja Lanehart, Oxford.125-139.

Van Herk, Gerard and James A. Walker. 2005. "S marks the spot? Regional variation and early African American correspondence." *Language Variation and Change* (17) 113-131.

arlo   nri ue   arra

Rhotics in Spanglish codeswitching in intermediate-advanced Spanish as a Heritage Language students: A longitudinal variation analysis

Few works on the production of rhotics (taps and trills) by speakers of Spanish as a heritage language (SHL) in the US exist. Vigil (2008) is one of the few articulatory analyses focused on the phonetic realization of rhotics in bilinguals who speak Traditional New Mexican Spanish (TNMS) which is, along with northern Mexican Spanish, one of the two major dialects spoken in New Mexico. The third variety of Spanish spoken in the state is a mixture of the two major dialects, as reported by Del Angel-Guevara (2023). The present work analyzes rhotic production in SHL students with data from 16 pre and 12 post interviews conducted at the beginning and at the end of a semester-long intermediate-advanced (fourth semester) SHL course in a large public university in the Southwestern US in which bilingual mode practices were uplifted, and Spanglish was used as the main vehicle of instruction. Evidence is presented to answer the following questions: 1) Considering what Vigil (2008) wrote about individual variation in TNMS, what is the degree of individual consistency at the beginning and at the end of the semester in phonetic realization, according to phonetic context, in each dialect? 2) Does how close the articulation of a rhotic in Spanish is to a recent previous switch from English, or a subsequent switch to Spanish, affect the quality of the segment? Using the classifications of rhotics by Bradley (in press) and Vigil (2008) results revealed that, in general, there was a significant difference in production at the beginning and at the end of the semester in students who spoke northern Mexican Spanish and in students who spoke the mixed dialect. This difference did not seem to exist in taps but exists in trills at the end of the semester in speakers of TNMS. The number of "English-like" rhotics produced at the end of the semester seemed to decrease closer to Spanish-English switches in speakers of TNMS and northern Mexican dialects, but this decrease was not observed in speakers of the mixed dialect, compared with the beginning of the semester. No significant changes appeared in the articulation of rhotics close to Spanish-English switches. The pedagogical benefits of the use of Spanglish in SHL classes has been explored by Ibarra (2018, 2019), which showed a rise in the ratio of Spanish production in bilingual Spanglish mode in students, a result that is in line with recent developments in the use of translanguaging and Spanglish in the heritage and bilingual classroom (Barba Pacheco, 2016; Gomez Menjivar 2015; Martínez, 2010, 2013; Sayer, 2008). These results are further evidence of the importance of fostering positive attitudes towards Spanglish as a home variety in the SHL classroom, which lowers the affective filter (Krashen, 1981, 1982), and helps widen the students' repertoire of vernacular articulations to include more canonical ones, instead of using only hegemonic, "standard" dialects as vehicles of instruction that may intimidate and erode students' self confidence in what they bring to the classroom from their speech communities.

References

Barba Pacheco, M. (2016). Translanguaging in the English-centric classroom: A communities of practice perspective (Doctoral dissertation).

Bradley, T. G. (In press). Róticas: Descripción fonética, in J. Gil and J. Listerri (eds.),

Fonética y fonología descriptivas de la lengua española. Washington, DC: Georgetown University Press.

Del Angel-Guevara, M. (2023). Returning to northern New Mexico: A study of the Nuevomexicano lexicon (Doctoral dissertation).

Gomez Menjivar, J. C. (2015). *Spanglish in the Classroom: A Linguistic Approach to Code-Switching in Latino/a Literature.* Routledge.

Ibarra, C. E. (2018). Spanglish in intermediate-advanced heritage language students: Attitudes and production. Paper presented at the 2018 National Heritage Language Resource Center (NHLRC) 3rd International Conference on Heritage/Community Languages. University of California, Los Angeles.

--   (2019). The perception of effective learning practices in an intermediate-advanced SHL class. Paper presented at the VI National Symposium on Spanish as a Heritage Language (NSSHL). University of Texas Rio Grande Valley, McAllen.

Krashen, S. D. (1981). Bilingual education and second language acquisition theory. *Schooling and language minority students: A theoretical framework*, 51-79.

--   (1982). *Principles and Practices in Second Language Acquisition*. New York, NY: Pergamon.

Martinez, R. A. (2010). "Spanglish" as literacy tool: Toward an understanding of the potential role of Spanish-English code-switching in the development of academic literacy. *Research in the Teaching of English, 45*(2), 124-149.

--   (2013). Reading the world in Spanglish: Hybrid language practices and ideological contestation in a sixth-grade English language arts classroom. *Linguistics and Education, 24*(3), 276-288.

Sayer, P. (2008). Demystifying language mixing: Spanglish in school. *Journal of Latinos and Education, 7*(2), 94-112.

Vigil. D. (2008). *The traditional Spanish of Taos, New Mexico: acoustic, phonetic, and phonological analyses*. Ph D dissertation, Purdue University.

arol   arra   etter

'Falling Vowels' in Mexican Spanish, Forty Years Later

This paper examines the phenomenon of *vocales caedizas* 'Falling vowels' in Mexican Spanish. Falling vowels refer to instances in which vowels are not pronounced in the final syllable position after and in between certain consonants, such as /t/ or /s/, as previously noted (Canellada y Zamora Vicente, 1960 ; Lope Blanch, 1963). Some of the observations remarked the following cases of 'Falling vowels': "estɐs, antəs. . . ; 2) estᵃs, antᵉs. . . ; 3) estᵃs, antᵉs. ..4) ant-s (pérdida total)" (Lope Blanch, 1963, p.5). However, these studies did not have available spectrographic information, to complement their observations.

One limitation of previous studies on Falling vowels is the lack of spectrographic information to support their observations, given the tine in which they were performed. By incorporating spectrographic information, this paper aims to provide additional observation and a more comprehensive understanding of the phenomenon of 'Falling vowels' in contemporary Mexican Spanish. on the 'Falling vowels' in contemporary Spanish.

The research questions that guided this study were twofold. Firstly, the study aimed to investigate whether the phenomenon of falling vowels, as observed in the previous studies conducted 40 years ago, is still present in contemporary Mexican Spanish. This inquiry sought to determine if falling vowels have persisted or if changes in language usage or phonetic patterns have influenced their occurrence over time.

Secondly, the study sought to explore the pervasiveness of falling vowels in Mexican Spanish across various sociocultural classes and age groups. By examining different social strata and age demographics, the research aimed to identify whether falling vowels are a widespread phenomenon, consistently observed across different linguistic and sociocultural backgrounds. This investigation aimed to shed light on the sociolinguistic aspects of falling vowels and whether they are subject to variation or are relatively stable linguistic features.

Through the analysis of spectrographic data and the implementation of statistical techniques, the study aimed to provide empirical evidence regarding the presence and distribution of falling vowels in contemporary Mexican Spanish. By investigating their occurrence in different sociocultural classes and age groups, the study aimed to determine whether falling vowels are influenced by sociolinguistic factors, such as education, regional variation, or generational changes.

By addressing these research questions, the study aimed to contribute to a deeper understanding of falling vowels in Mexican Spanish, highlighting their persistence or potential changes over the past four decades. Additionally, by exploring the pervasiveness of this phenomenon across diverse sociocultural classes and age groups, the study sought to uncover potential sociolinguistic patterns and shed light on the role of social factors in the realization of falling vowels in Mexican Spanish.

The methodology encompassed looking at syllable final vowels, between the consonants /t/ and /s/ as in the examples previously cited. The speech was segmented using Praat (Boersma and Weenink, 2023) and the statistical analysis to describe and predict the percentage of vowels performed as *caedizas* were different packages in R. Moreover, the codification followed the same parameters that Lope Blanch (1963) in which the vowels are not completely omitted, or expressed, but they are performed in a gradient fashion (Bybee, 2001; Bybee et *al.* 2016).

Margarita Jara
University of Nevada Las-Vegas

Exploring Present Perfect Grammaticalization in Peruvian Amazonian Spanish (PAS)

There is great variation in the use of Present Perfect (*he comprado*/I have bought, henceforth 'PP') in the different macro-dialectal zones of American Spanish. Previous studies have analyzed the factors that constrain the selection of the PP in Spanish from a variationist perspective
(Schwenter and Torres-Cacoullos 2008, Hernandez 2004, 2006, Escobar and Crespo 2021). Considering that Peruvian Amazonian Spanish (PAS) consists of a set of varieties that emerged in the context of prolonged and intense contact with indigenous languages, its study is essential to gain an understanding of its verbal systems and grammaticalization phenomena (Heine and Kuteva 2005, Siegel 2012). The goal of this research is to identify linguistic and non-

The data consist of sociolinguistic interviews collected in Iquitos, a Peruvian city that represents the historical, socioeconomic, cultural, and linguistic processes in which PAS varieties emerged. The participants are monolingual adult men and women from two generations, born in this city.

The analysis includes the PP and the Preterit (*compré*) as dependent variables, and linguistic (e.g. aksionsart, role syntactic of the speaker, etc.) and non-linguistic (e.g. age and gender) variables. Preliminary results show the interaction of lexical aspect and genre, among other factors.

syntax–discourse interface, the tendency of the participants reflects the loosening of discourse constraints.

References

Altube, S. (1929). Erderismos. Gaubeka.

Montrul, S. & Polinsky, M. (2011).Why not HL Speakers? Linguistic Approaches to Bilingualism, 1(1), 58–62. https://doi.org/10.1075/lab.1.1.07mon

Polinsky, M. (2018). Heritage languages and their speakers. Cambridge University Press. https://doi.org/10.1017/9781107252349

o a onga a ar rieto an Martina Vi onti
ni er it o   ali ornia   i er i e

ra i Me i ine an   o   unit   ngage ent   ra ting a oña ro t e nlan   ire

Graphic Medicine has proven to be one of the most exciting fields in contemporary Humanities. The use of graphic components with a simple language creates the perfect medium to bridge the gap between healthcare information and laypeople. With that in mind, we decided to adjust the content for the population of Southern California and, more specifically, the Inland Empire. And that commitment is profoundly linked to the ideas of community, language and respect.

The Inland Empire, CA, composed by the Riverside and the San Bernardino counties, is home to more than 2.7 million Latinos. In the decennial 2000-2010, the general population increased by 30%, and Latinos by 68%. In the next decennial, the first increased by 9%, while the second grew an additional 19%. Even while the Affordable Care Act reduced the percentage of Latinos without health insurance from 22% to 12%, the numbers are still almost double than those of White origin. In addition, 24% of Latinos in the Inland Empire declare to have limited proficiency in English. Despite the fast-growing Latino population in the area, the healthcare system is developed around English speaking patients. As a consequence, these communities struggle to access quality healthcare services.

With the goal of providing Spanish speakers accessible healthcare information, we are developing a multifaceted initiative for which la Doña is central. We created a brochure in Spanish that explains the different steps that a patient goes through when visiting E.R. For this task the graphic components are key, but representation does not always follow the communities. With the collaboration of a local community artist, we created a character that might be a member of the Latino communities of the Inland Empire. The Doña portrays an older Latina woman created from pictures of real people that Latino students from the IE have contributed to the project. The goal is that this character represents a central member of the Latino community that is often ignored in medical settings: la Doña. By doing so, it is clear who the intended audience is regardless of the language component and we are broadening the scope to be more inclusive of vulnerable members of the community.

In this paper, we examine the different steps that we followed to co-create the character, as well as the motivations behind this initiative. We will also offer guidelines as to how to reproduce this project in different academic and non academic spaces.

References

Center for Social Innovation at UCR and Inland Empire Community Foundation. (2022). *¡Aquí Estamos! A Data Profile of Latinos in the Inland Empire*. https://live-ucr-socialinnovation.pantheonsite.io/sites/default/files/2022-09/aqui-estamos-r4-digital-distribution.pdf

Czerwiec, M.K., Williams, I., Squier, S. M., Green, M. J., Myers, K. R. and Smith, S. T. (2015). *Graphic Medicine Manifesto*. Pennsylvania State University Press.

Martínez, G. A. (2020). *Spanish in the Health Care; Policy, Practice and Pedagogy in Latino Health*. Routledge.

Mayor Serrano, M. B. (2018). "Qué es la medicina gráfica". *Tebeosfera*, *3a época*(9). https://www.tebeosfera.com/documentos/que_es_la_medicina_grafica.html

Showstack, R., Santos, M., Feuerherm, E., Jacobson, H., & Martínez, G. (2015). Language as a social determinant of health: An applied linguistics perspective on health equity. *AAALetter. https://www.aaal.org/news/language-as-a-social-determinant-of-health-an-applied-linguistics-perspective-on-health-equity*

Timmins, C. L. (2002). "The impact of language barriers on the health care of Latinos in the United States: a review of the literature and guidelines for practice". *Journal of Midwifery & Women's Health, 47*(2), pp. 80-96. https://doi.org/10.1016/S1526-9523(02)00218-0

Sarah Lease
University of New Mexico

Cumulative effects in the lexicon: Spanish-speaking children's /bdg/ realizations

Child language acquisition researchers cite lexical frequency as a catalyst in the acquisition of linguistic patterns since children tend to acquire structures sooner when they are frequent in discourse (Longobardi et al., 2015; Shin, 2016). The earlier acquisition of linguistic patterns in frequent items is attributed to the accumulation of numerous exemplars with the encoded formal and contextual uses of the pattern, which quickly reinforces the pattern in memory and speech production (Brown & Shin, 2022). Lexical frequency also affects phonetic reduction since speakers tend to routinize the production of frequent words and phrases, and frequent repetition of these reduced forms also accumulates in memory (Bybee et al., 2016; Sóskuthy & Hay, 2017). The patterns of the higher frequency items trickle down into lower frequency items of the lexicon (Bybee, 2001) which facilitate the generalization of linguistic patterns across the lexicon.

Here, I examine the cumulative effect of lexical frequency on school-aged Spanish-speaking children's /bdg/ realizations throughout childhood. I predict that as age increases, the effect of high lexical frequency on /bdg/ reduction radiates to lower frequency words. In other words, the youngest children's realizations are most affected by lexical frequency, while oldest children's realizations may still be influenced by lexical frequency, but the effect will not be as strong. I test this hypothesis while controlling for the adjacent phonological contexts, word position, inflections that promote reduction (*i.e.*, -*ado*/*ido*; -*aba*(-*s*/-*n*/-*mos*), and speech rate.

To assess this hypothesis, I draw on a corpus of sociolinguistic interviews with 20 U.S. born Spanish-speaking children (ages 5-17) living in Washington and Montana (Shin & Van Buren, 2016). To date, all interviews and over 5,000 tokens of /bdg/ have been auto-segmented, and all data extraction and variable coding is automated with Praat and R scripts. The dependent variable is 'intensity ratio' (the ratio of the minimum intensity of the consonant to the maximum intensity of the following vowel). The higher the intensity ratio, the more reduced the consonant. Token frequencies for each word type are extracted from a large corpus combining sociolinguistic interviews with adult and child Spanish-speakers throughout the western U.S. The preliminary findings presented below consider the manually-corrected data for 856 tokens produced by six children (ages 5, 6, 9, 9, 15, and 17). The remaining interview files will be cleaned and analyzed before LASSO.

The predicted interaction between lexical frequency and age is identified in a mixed-effects linear regression model (Figure 1). That is, as both age and lexical frequency increase, the intensity ratios of children's /bdg/ increase. The youngest children have the widest range of intensity ratios, and the older children have a smaller range of intensity ratios and higher ratios overall. These results are supported by individual analyses of each phoneme. The results add novel evidence to the body of research that demonstrates the facilitative effect of lexical frequency on language acquisition. Furthermore, this phonetic analysis demonstrates that children, like adults, store detailed information about linguistic experiences and that this accumulation of experience gradiently alters lexical representations throughout childhood.
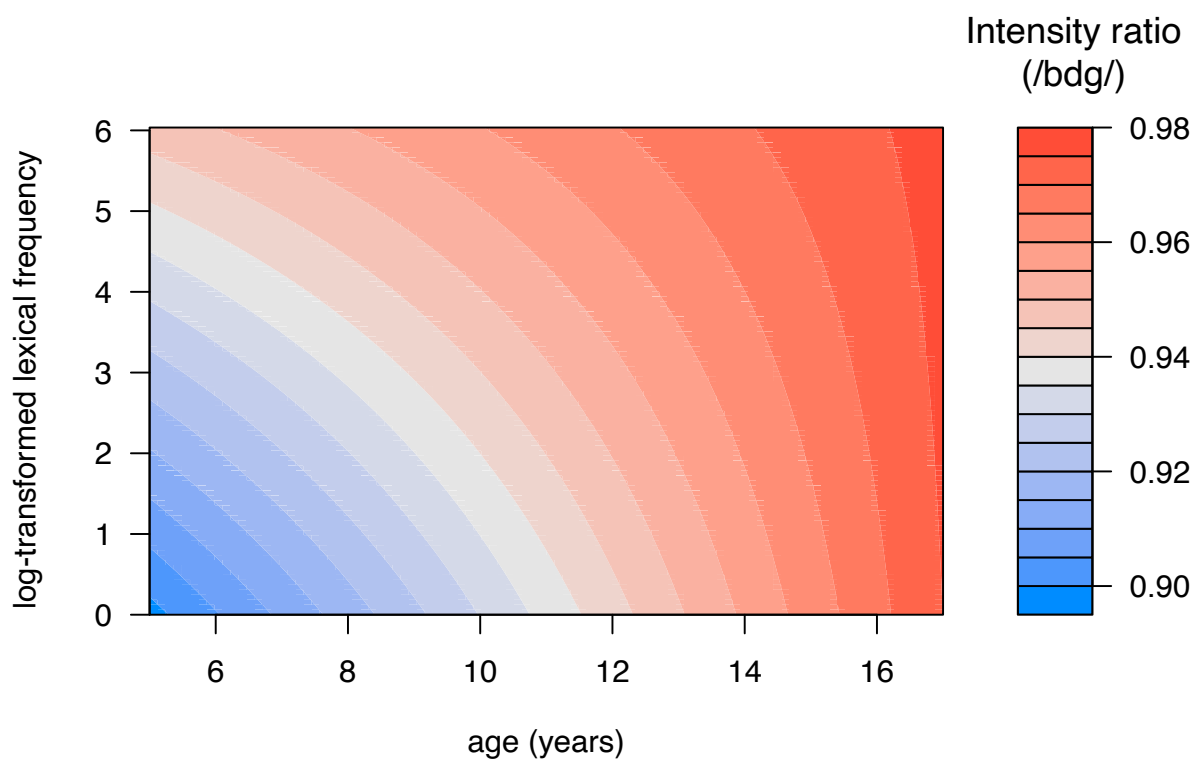
Figure 1. Effect of increasing age and lexical frequency on intensity ratio

References

Brown, E. L., & Shin, N. (2022). Acquisition of cumulative conditioning effects on words: Spanish-speaking children's [subject pronoun + verb] usage. *First Language*, *42*(3), 361–382. https://doi.org/10.1177/01427237211067574

Bybee, J. (2001). *Phonology and language use*. Cambridge University Press.

Bybee, J., File-Muriel, R. J., & Napoleão De Souza, R. (2016). Special reduction: A usage-based approach. *Language and Cognition*, *8*(3), 421–446. https://doi.org/10.1017/langcog.2016.19

Longobardi, E., Rossi-Arnaud, C., Spataro, P., Putnick, D. L., & Bornstein, M. H. (2015). Children's acquisition of nouns and verbs in Italian: Contrasting the roles of frequency and positional salience in maternal language. *Journal of Child Language*, *42*(1), 95–121. https://doi.org/10.1017/S0305000913000597

Shin, N. (2016). Acquiring constraints on morphosyntactic variation: Children's Spanish subject pronoun expression. *Journal of Child Language*, *43*(4), 914–947. https://doi.org/10.1017/S0305000915000380

Shin, N., & Van Buren, J. (2016). Maintenance of Spanish subject pronoun expression patterns among bilingual children of farmworkers in Washington/Montana. *Spanish in Context*, *13*(2), 173–194. https://doi.org/10.1075/sic.13.2.01shi

Sóskuthy, M., & Hay, J. (2017). Changing word usage predicts changing word durations in New Zealand English. *Cognition*, *166*, 298–313. https://doi.org/10.1016/j.cognition.2017.05.032

Equity in Action: Redefining Spanish for the Profession Curriculum for Empowering Spanish-Speaking Communities

This conference presentation is a follow-up to a previous session presented at LASSO 2022, with the goal of further advancing the integration of social equity practices in Spanish for the Profession curriculum. In light of the persistent impact of inequitable public policy on Spanish-speaking communities in the United States, this presentation seeks to deepen our understanding and expand our pedagogical approaches.

Drawing upon the valuable insights gained from the previous session, this presentation will delve into the practical implementation of service learning and Competency-Based education within the Spanish for the Professions classroom. By leveraging the interconnectedness of language, culture, and community, we will explore how these pedagogical tools can foster empathy, cultural competence, and social responsibility among students.

This presentation advocates for the integration of social equity practices into the Spanish classroom, as supported by scholarly works such as Randolph and Johnson (2017), Leeman (2007), Norton & Toohey (2010), Osborn (2006), and Martinez (2013).

Three key points will be addressed:

Emphasizing the Interconnectedness: The curriculum will highlight the significance of understanding language, culture, and community connection. It will demonstrate how addressing social equity concerns within the classroom can lead to a deeper comprehension of the challenges faced by Spanish-speaking communities.

Integrating Service Learning: The incorporation of service learning will provide students with practical experiences to engage directly with Spanish-speaking communities. This approach promotes mutual understanding, empathy, and collaboration, while addressing authentic societal issues.

This presentation will share practical strategies and resources to apply in the classroom, empowering instructors to create inclusive learning environments that promote social equity. By embracing this transformative curriculum, we can better prepare students to address the needs of Spanish-speaking communities and work towards a more just and equitable society.

Patricia MacGregor-Mendoza, Gabriela Moreno & Jeff Longwell

Attitudes, identity and experiences with Spanish: Perspectives from SHL/SNS and L2 learners

The values second language (L2) and heritage learners (HL) attribute to language learning can provide valuable insight to the attitudes learners from different backgrounds have toward the target language, as well as the expectations they have for their outcomes. Carreira and Kagan (2011) found that HL learners from different language backgrounds expressed largely positive attitudes toward learning their HL, while other researchers found that these effects may be mitigated by the learner's perceived level of proficiency in their HL (e.g. Hudgens Henderson et al., 2020; Tse, 2001), the sociopolitical climate of the community or classroom (e.g. Martínez, 2006; Sánchez Muñoz and Amezcua 2019) or even gender (Hudgens Henderson et al., 2020). L2 learners express views of Spanish aligned with instrumental values (Pomerantz, 2002), yet held conflicting views of their positionality with regard to more affective or integrative perspectives (Schwartz, 2014).

Although our institution is an HSI with a robust set of separate course offerings for both L2 Spanish learners and Spanish Heritage Language/Spanish Native Speaker (SHL/SNS) learners, we recognize that we, like other institutions, have L2 courses in which SHL/SNS learners are enrolled. In our efforts to ensure that in all of our courses we are seeking to not only build learners' linguistic skills, but also foster connections with the community beyond the classroom, we surveyed students in our beginning, intermediate and advanced level courses in both our L2 program as well as our SHL/SNS program. Survey items included their attitudes toward the Spanish language, their attitudes toward what they were learning in their classroom and whether what they were learning aligned with their expectations and aspirations. Our findings point to the range of perspectives, intentions and expectations held by L2 learners in L2 classes, SHL/SNS learners in L2 classes and SHL/SNS learners in SHL/SNS classes.

References

Carreira, M. & Kagan, O. (2011). The results of the national heritage language survey: Implications for teaching, curriculum design, and professional development. *Foreign Language Annals, 44,* 40-64.

Hudgens Henderson, M. Vergara Wilson, D. and Woods, M. (2020). How Course Level, Gender, and Ethnic Identity Labels Interact with Language Attitudes towards Spanish as a Heritage Language. *Hispania, 103,* 1, 27-42.

Hur, E, López Otero, J. C., Lee, E. (2021). Attitudes and expectations towards Heritage Language Instruction: Evidence from Korean and Spanish in the US. *Languages 6*: 14. https://doi.org/10.3390/languages6010014

Martínez, G. (2006). *Mexican Americans and language: Del dicho al hecho*. Tucson, AZ: University of Arizona Press.

Pomerantz, A. (2002). Language ideologies and the production of identities: Spanish as a resource for participation in a multilingual marketplace. *Multilingua, 21*, 275–302.

Sánchez-Muñoz, A., & Amezcua, A. (2019). Spanish as a tool of Latinx resistance against repression in a hostile political climate. *Chiricú Journal: Latina/o Literatures, Arts, and Cultures, 3*(2), 59-76.

Schwartz, A. (2014). Third border talk: Intersubjectivity, power negotiation and the making of race in Spanish language classrooms. *International Journal of the Sociology of Language, 227*, 157–173.

Tse, L. 2001. Heritage language literacy: A study of US biliterates. *Language, Culture, and Curriculum 14*: 256–68.

ntonio Mart n   ez
ni er it o   i on in   a ro e

English-Spanish Heritage Speakers and L2 Learners Alike: The Prosody of Clitics in the Present Continuous Sentence

In this paper I examine whether native English speakers' prosody affects object proclitic production in Spanish complex sentences of the [*estar* 'to be' + present participle] type, e.g., *se están besando* '(they) are kissing each other', which according to variationist studies is the preferred option over the enclitic alternative *están besándose* among native speakers (Schwenter & Torres Cacoullos, 2014; Sitaridou, Whimpanny & Ayres, 2015). More specifically, I test possible dominant language transfer effects among second language (L2) and heritage language (HL) learners of Spanish (see the reviews of Schwartz & Sprouse, 1996 and White, 2003 for L1-transfer in L2 acquisition; and Montrul 2014 and Montrul & Ionin, 2012 for dominant language transfer among HL learners).

In the area of prosody, one proposal concerning native language influence is the Prosodic Transfer Hypothesis (PTH), which predicts that learners will have difficulty with L2 prosody distinct from L1 (Goad, White & Steele, 2003; Goad & White, 2006). The latest revisions of the PTH however allow for the possibility that a distinct new L2 prosodic structure may be built by licensing L1 structures in new positions ("minimal adaptation", Goad & White, 2004), provided there exist similar structures in the L1. Following Selkirk's (1996) prosodic representation model, Spanish clitic pronouns are morphologically free items (Figure 1c), a category which is present in English as well, as it happens with [article + noun] sequences e.g., *the book* (Figure 1d), but not with English pronouns, full prosodic words (Figure 1a) or their contractions (Figure 1b).

Although the production of clitics in complex sentences involving *estar* + present participle in heritage Spanish shows native-like rates (Gutiérrez, 2014; Silva-Corvalán & Gutiérrez, 1995), there still remains the question of whether L2 learners are also capable of licensing "minimal adaptations" of their object clitics (prosodically weak forms), which differ from their prosodically strong L1 English counterparts. In light of a similar prosodic construction in English, Spanish learners at more advanced stages of their L2 acquisition may "minimally adapt" their L1 prosodic structures to accommodate the new L2 material.

Preliminary data from a pool of participants (HSs, $N = 9$, 7 advanced + 2 intermediate, all simultaneous bilinguals; L2ers, $N = 10$, 6 advanced + 4 intermediate, mean length of 46.3 weeks of exposure to native input; NSs, $N = 8$, born and raised in Mexico) performing an elicited production task were analyzed in R (www.r-project.org), using a mixed logistic regression model (5% of significance). Proclitic placement in verbal periphrases of the [*estar* 'to be' + present participle] type was not affected by group ($\chi^2 = 5.86$, $df = 2$, $P = .053$), but it was close (see Figure 2, where these instances were coded as "1").

These preliminary results may support the PTH for L2 Spanish acquisition and align with previous findings in heritage Spanish (an analysis of the full data set with both groups will be presented at the conference). In this specific structure both HLLs and L2ers seem to behave alike.

(488 words)

Figure 1: Prosodic representations of English and Spanish affixal and free clitics

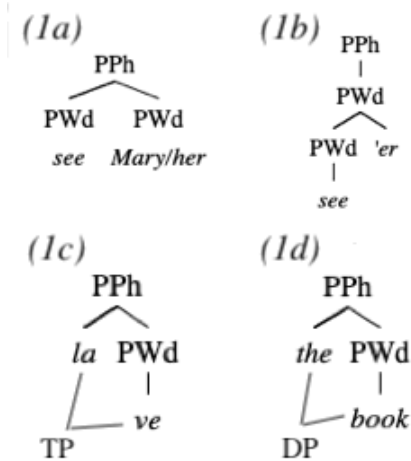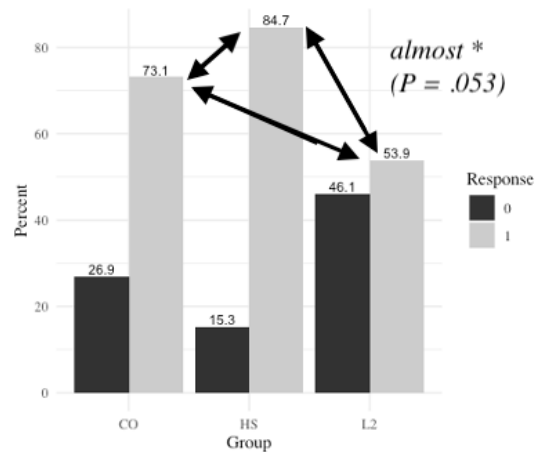Figure 2: Results, Elicited Production Task

References

Goad, H. & White, L. (2004). Ultimate Attainment of L2 Inflection: Effects of L1 Prosodic Structure. In S. H. Foster-Cohen, M. Sharwood Smith, A. Sorace & M. Ota (Eds.), *EuroSLA Yearbook 4* (pp. 119-145). John Benjamins.

Goad, H. & White, L. (2006). Ultimate attainment in interlanguage grammars: A prosodic approach. *Second Language Research*, *22*(3), 243–68.

Goad, H., White, L., & Steele, J. (2003). Missing Inflection in L2 Acquisition: Defective Syntax or L1-Constrained Prosodic Representations?. *The Canadian Journal of Linguistics*, *48*(3-4), 243–63.

Gutiérrez, M. J. (2014). La subida de clíticos en tiempo real y aparente en el español de Houston. In A. Enrique-Arias, M. J. Gutiérrez, A. Landa & F. Ocampo (Eds.), *Perspectives in the Study of Spanish Language Variation. Papers in Honor of Carmen Silva-Corvalán* (pp. 301-320). Universidade de Santiago de Compostela: Servizo de Publicacións e Intercambio Científico.

Montrul, S. (2014). *Interlanguage, transfer and fossilization. Beyond second language acquisition*. In Z. Han & E. Tarone (Eds.) *Interlanguage: Forty years later* (pp. 75-104) John Benjamins.

Montrul, S. & Ionin, T. (2012). Dominant Language Transfer in Spanish Heritage Speakers and Second Language Learners in the Interpretation of Definite Articles. *The Modern Language Journal*, *96*(1), 70-94.

R Core Team (2019, January 23). *The R Project for Statistical Computing*. https://www.r-project.org/

Schwartz, B. D., & Sprouse, R. A. (1996). L2 cognitive states and the Full Transfer/Full Access model. *Second Language Research*, *12*(1), 40-72.

Schwenter, S. A., & Cacoullos, R. T. (2014). Competing constraints on the variable placement of direct object clitics in Mexico City Spanish. *Revista Española de Lingüística Aplicada, 27*(2), 514-536.

Selkirk, E. (1996). The Prosodic Structure of Function Words. In J. L. Morgan & K. Demuth (Eds.), *Signal to Syntax: Bootstrapping from Speech to Grammar in Early Acquisition* (pp. 187–213). Lawrence Erlbaum.

Silva-Corvalán, C., & Gutiérrez, M. J. (1995). On transfer and simplification: Verbal clitics in Mexican-American Spanish. In P. Hashemipour, R. Maldonado & M. M. van Naerssen (Eds.), *Studies in Language Learning and Spanish Linguistics in Honor of Tracy D. Terrell* (pp. 302-312). McGraw-Hill.

Sitaridou, I., Whimpanny, H., & Ayres, L. (2015). Variation and optionality in clitic climbing in Argentinean Spanish. *Isogloss: A journal on variation of Romance and Iberian languages*, *1*(2), 247-291.

White, L. (2003). *Second Language Acquisition and Universal Grammar*. Cambridge: Cambridge University Press.

ntonio Me ina i era an o a nu

**Black Talk: Perceptions and Usage of Black English among
College Students in Cleveland, Ohio**

This study examines language attitudes and perceptions toward African American vernacular among college students at Cleveland State University. We believe that perceptions on Black English have changed and evolved during the 21st century, and that the linguistics self-esteem Black people have towards Black vernacular has improved as well. This research surveys the perceptions that urban Black college students, including students outside of the culture, views on Black English. It provides also insight to open a dialogue on language usage among the younger generation of college students.

A total of 130 members from the college community participated in this questionnaire. In order to examine language perceptions and attitudes towards Black English in Cleveland, we created a questionnaire using Qualtrics. In the first question we asked the participants to indicate their use or knowledge of the terms Black English, Ebonics, African American Vernacular or other. The second question includes a list of commonly used phrases in colloquial English, and we asked the participants if they associate those phrases with Black English, Appalachian or Southern English, or with colloquial English. The second part of the questionnaire included five questions intended to examine language perceptions and attitudes towards Black English among the participants.

Miguel Muñoz Valtierra

Application of ChatGPT Spanish Education Material in Language Classrooms

The recent surge of AI (Artificial Intelligence) advancements has seeped into many fields, including language education (Ali et al., 2023). This rise has resulted in a multitude of research regarding AI such as: teacher's attitudes towards AI in classrooms, use of AI to mitigate new speaker anxiety and AI assessments (Tlili et al., 2023; Shazly, 2021; Jeon, 2021). One of the most prominent AI tools that has caused waves is ChatGPT. Launched on November 30, 2022, ChatGPT has the ability to respond to any prompt in human-like text formed from massive amounts of text data (Kasneci et al., 2023). Capable of answering any prompt from any field, this chatbot has the ability to translate between languages, often without error. AI like ChatGPT is here to change the world we know today, which makes understanding and working with the new technologies essential to the future development of an AI supported curriculum.

Although recent research has explored the application of ChatGPT in English learning (Kasneci et al., 2023), much research has yet to be done on the implementation of materials created by ChatGPT in other language classrooms. This work takes advantage of ChatGPT's multiple language responses to aid in the creation of task-oriented learning materials for Spanish language courses. It shares how it may aid in the creation and development of teaching content. With a basis in task based, language learning, the project explores methods of creating and using ChatGPT materials within a Spanish classroom context. It hopes to further contribute to the ongoing development of digital pedagogy, with special focus on Spanish language classrooms.

Resources

Ali, J., Shamsan, M., A., A., Hezam, T. & Mohammed A. A. Q.(2023). Impact of ChatGPT on learning motivation: Teachers and students' voices. *Journal of English Studies in Arabia Felix,2*(1), 41-49. 10.56540/jesaf.v2i1.51

El Shazly, R. (2021). Effects of artificial intelligence on English speaking anxiety and speaking performance: A case study. *Expert Systems*, *38*(3), e12667.

Jeon, J. (2021). Chatbot-assisted dynamic assessment (CA-DA) for L2 vocabulary learning and diagnosis. *Computer Assisted Language Learning*, 1-27.

Kasneci, E., Seßler, K., Küchemann, S., Bannert, M., Dementieva, D., Fischer, F., ... & Kasneci, G. (2023). ChatGPT for good? On opportunities and challenges of large language models for education. *Learning and Individual Differences*, *103*, 102274.

Nunan, D. (2004). *Task-based language teaching*. Cambridge university press.

Tlili, A., Shehata, B., Adarkwah, M. A., Bozkurt, A., Hickey, D. T., Huang, R., & Agyemang, B. (2023). What if the devil is my guardian angel: ChatGPT as a case study of using chatbots in education. *Smart Learning Environments*, *10*(1), 15.

Code Switching and Linguistic Identity: A qualitative study on the usage of AAVE among African-American Professionals

Dialectal variation in the English language among people who identify as African American, Afro Caribbean, Afro European, and Afro Latino/a can be traced as far back as the Trans-Atlantic Slave Trade. These dialectal variations are influenced by, but not limited to, region, culture, speech community, tradition, and social experiences.

African American Vernacular English, commonly known as AAVE, is a variety of English that is common among many African American speech communities. And although it is embedded in African American culture, it has received heavy criticism both within and outside of the African American community. For decades, the discourse around AAVE has been negative – with the usage of the dialect being perceived as improper English used by the uneducated, black slang with illogical grammar, and "standard English with mistakes" (Pullum 1999). However, AAVE possesses distinct phonological and syntactic features, such as consonant cluster reduction, unstressed syllable deletion (Rickford 1999), and is not utilized by all African Americans.

The use of AAVE is interwoven in the identity of many African Americans, making it acceptable amongst many African American speech communities. However, it is not widely accepted in the classroom, in professional settings, nor some social settings, forcing those who use it to code-switch between the variety and Standard American English (SAE). There is an abundance of research available exploring the pedagogy of AAVE in elementary school and secondary school classrooms, and for this reason, I chose to focus my research on the linguistic phenomena of oral code-switching between AAVE and SAE amongst African American professionals.

I explored the morphological and syntactic features of AAVE; whether or not the participants were cognizant of being bi-dialectals; and how the sociolinguistic and cultural characteristics of code switching are linked to not only their individual identities, but the collective African American identity and experience. Additionally, I explored the role of diglossia within African American speech communities, the attitude of the participants towards AAVE versus SAE, what situations and why the participants tend to utilize AAVE and/or SAE, and the implication(s) of code-switching.

Valeria   oa

Centering Indigeneity in SHL Education: Theoretical and Pedagogical Considerations

This qualitative study explores the perspectives of six Indigenous learners and two instructors to examine their experiences and the inclusion of Indigeneity in the Spanish as a Heritage Language (SHL) classroom. Although there have been numerous proposals and perspectives that have successfully incorporated the sociopolitical realities of SHL learners (see Loza & Beaudrie, 2021), there is progress to be made to better understand the multifaceted identities of learners and instructors in the Latinx community. Thus, the perspectives of Indigenous learners and pedagogues are necessary to not only acknowledge but to meet the needs of a part of the Latinx community that is often erased by centering mestizaje, the racial mixing of Indigenous and Spanish peoples. Thus, the present study utilizes Critical Latinx Indigeneities (CLI) as a theoretical framework based on Blackwell et al. (2017), to uncover salient themes in the individual testimonios (see Pérez Huber, 2009), sharing circles (see Tachine et al., 2016), and written reflections of these eight Indigenous instructors and learners that have taken and/or taught an SHL course. The findings in this study indicated eight prominent themes from the participants' experiences which include concrete pedagogical considerations. The first six themes focused on participants' identity development and educational experiences as Indigenous Mexicans in the U.S. These themes uncover the many ways in which their identities are constructed in a dynamic manner and often get negotiated within the dominant mestizo Mexican rubric that erases their Indigeneity as previous scholarship has demonstrated (Blackwell et al., 2017; Grinberg & Saavedra, 2000; Kovats Sánchez, 2020; among others). For at least two student participants, their SHL courses were still mainly focused on developing the students' linguistic competence. For example, they expressed that the content in their SHL classes presented various opportunities to improve their grammar, spelling, vocabulary, and similar explicitly linguistic exercises. Thus, they did not recall any examples of the course incorporating their identities, much less their Indigeneity. Fortunately, the rest of the participants did have concrete examples of Indigeneity being incorporated in their SHL courses, though to various degrees. The two instructors who were both linguists, also relayed sharing the same linguistic points the students saw about Indigenous languages in their SHL courses. In other words, both instructors mentioned that they have seen Indigeneity included in their SHL programs, but this was not necessarily the norm within the field of SHL Education overall. From these findings, we can continue to rethink and revise our pedagogies to better serve the students with multifaceted identities that arrive in the SHL classroom.

References:
   Latino Studies, 15(2), 126–137. https://doi.org/10.1057/s41276- 017-0064-0
Blackwell, M., Boj Lopez, F., & Urrieta, L. (2017). Special issue: Critical Latinx indigeneities.
Grinberg, J., & Saavedra, E. R. (2000). The constitution of bilingual/ESL education as a disciplinary practice: Genealogical explorations. *Review of Educational Research, 70*(4), 419-441. https://doi.org/10.3102/00346543070004419

Kovats Sánchez, G. (2020). Reaffirming Indigenous identity: Understanding experiences of stigmatization and marginalization among Mexican Indigenous college students. *Journal of Latinos and Education, 19*(1), 31–44. https://doi.org/10.1080/15348431.2018.1447484

Loza, S., & Beaudrie, S. M. (Eds.). (2021). *Heritage language teaching: Critical language awareness perspectives for research and pedagogy*. Routledge. https://doi.org/10.4324/9781003148227

Pérez Huber, L. (2009). Disrupting apartheid of knowledge: Testimonio as methodology in Latina/o critical race research in education. *International Journal of Qualitative Studies in Education*, *22*(6), 639-654. https://doi.org/10.1080/09518390903333863

Tachine, A. R., Bird, E. Y., & Cabrera, N. L. (2016). Sharing circles: An Indigenous methodological approach for researching with groups of Indigenous peoples. *International Review of Qualitative Research*, *9*(3), 277-295. https://doi.org/10.1525/irqr.2016.9.3.277

erre   o ell

No' dimo' par de botella' y ahora etamo' al garete: Examining claims of crossing in Latin Urban music.

Abstract

The continued latinization of reggaeton following the genre's 2004 crossover into U.S. media markets has been criticized for essentializing the marginalized presence of Afro-Caribbean creatives/performers from normative articulations of the imaginatively panethnic *latinidad* advanced in popular media. Such critiques conceptualize Caribbean linguistic and cultural practices as symbolic resources tokenizable by artists and executives of non-Caribbean origins to profit from the contemporary record-breaking popularity of the genre all the while erasing the art form's initial africanity. The scarce scholarship adopting a sociolinguistic approach to this commodification notes an emergent phonological homogeneity audible in the artistic performance speech of the ethnonationally distinct top-charting performers, framing the differences between artists' interview and sung speech as representative of a form of linguistic minstrelsy not unlike the cooption of an exaggerated, tokenized African American English by white rappers in the construction of their hip-hop personae. This particular case of crossing has been popularly termed a 'Caribbean Blaccent' in consumer discourse which critiques non-Caribbean artists of raciolinguistically privileged backgrounds for capitalizing on the covert prestige of distinctive and translocally stigmatized phonological elements of Caribbean Spanish to lay claim to the reggaeton soundscape. The present study contributes to this line of inquiry by pairing acoustic analysis with quantitative statistical modeling to offer empirical comparisons of the use of lenited coronal sibilant allophones – popularly considered indexical of Caribbean Spanish in transnational latinidad discourse – in the spoken and performed speech of four of latin urban's top-charting female performers: Anitta, Becky G, Karol G, and Natti Natasha. The results return that each artist deploys a distinct pronunciation across speech contexts, favoring sibilance in interview speech and phonetic zeros in sung performances. Moreover, the findings reveal a statistically significant increased incidence of [ø] alongside time with the most recent records uniformly deploying near-categorical reduction independent of artists' sociocultural and linguistic backgrounds. These results are highly suggestive of the emergence of a tokenized form of Caribbean Spanish acting as the linguistic standard for performing contemporary reggaeton, which tracks well with the music industry's commodification and recruitment of Caribbean cultural artefacts as the embodiment of urban latinidad.

Jonathan Pye

British Latino: Investigating the semiotic construction of a mediatized figure of personhood

Agha (2011) defines a *figure of personhood* as a series of "contingent, performable behaviors effectively linked to social personae for some determinate population" (172). Such behaviors may initially point to specific individual figures, however, if the figure of personhood circulates on a larger, mass-mediated scale, it undergoes decontextualization (Agha, 2007). As a result, these "behaviors" are abstracted and come to be understood as identifiable qualities or indexicalities (Eckert, 2008). The present study studies the semiotic construction of a mediatized figure of personhood. In particular, it presents a case study of the mediatized figure of the *British Latino* and the social qualities and indexicalities indexed by this figure. The figure of the *British Latino* is investigated through discourse analysis of two main data sources; through qualitative content and discourse analysis of eighteen (18) podcasts produced by *British Latino Network*, a business-to-business online networking platform, between 2019 and 2021 and through multimodal discourse analysis of the use of language, images and other semiotic resources on the website of British Latino Network (https://www.britishlatinonetwork.co.uk/).

Analysis of both data sources was performed concurrently. In order to analyze the podcasts (n =18), each podcast was transcribed, coded and relevant themes identified (Braun & Clarke, 2022) within a thematic analytical framework. Multimodal discourse analysis of the use of language and images on the website of British Latino Network involved a semiotic analytic approach in which screenshots were taken to simulate the user's engagement with the website and to analyze the interaction of different semiotic resources, such as language, images and color. This analysis found that the mediatized figure of the *British Latino* within the dataset was understood to possess Latin-American heritage; those of Peninsular Spanish heritage were excluded. The figure of the *British Latino* is identified as living in the UK; in particular, in urban centers in the South, such as London. In regards to language, the *British Latino* is indexed as primarily English-speaking. Finally, the *British Latino* indexes an upwardly-mobile, white-collar and professional individual. I situate these findings within existing analyses of *Latinidad(es)*, or Latina/o/x ethnic identity and experience. Previous authors (Caminero-Santangelo, 2013; Lawrence & Clemons, 2022; Flores, 2021) have emphasized, however, that this is an ideologically-contested term and concept. The findings of this study challenge the US-centric logics of *Latinidad* and likewise question the prominence of the Spanish language as a sociocultural index of *Latinidad* (Lawrence & Clemons, 2022). Instead, the figure of the *British Latino* here elaborated centers an understanding of *Latinidad* and the Latina/o/x experience which highlights and indexes urban life, the English language and professional aspirations. **(430 words)**

References

Agha, A. (2007). Recombinant selves in mass mediated spacetime. *Language & Communication*, *27*(3), 320–335. https://doi.org/10.1016/j.langcom.2007.01.001

Agha, A. (2011). Large and small scale forms of personhood. *Language & Communication*, *31*(3), 171–180. https://doi.org/10.1016/j.langcom.2011.02.006

Braun, V., & Clarke, V. (2022). *Thematic analysis: A practical guide*. SAGE.

Caminero-Santangelo, M. (2013). Latinidad. In S. Bost & F. R. Aparicio (Eds.), *The Routledge Companion to Latino/a Literature* (pp. 13–24). Routledge.

Eckert, P. (2008). Variation and the indexical field. *Journal of Sociolinguistics*, *12*(4), 453–476. https://doi.org/10.1111/j.1467-9841.2008.00374.x

Flores, T. (2021). "Latinidad Is Cancelled." *Latin American and Latinx Visual Culture*, *3*(3), 58–79. https://doi.org/10.1525/lavc.2021.3.3.58

Lawrence, A., & Clemons, A. (2022). (Mis)languaging and (mis)translating identity: Racialization of latinidad in the US mediascape. *Latino Studies*. https://doi.org/10.1057/s41276-022-00383-2

Michelle F. Ramos-Pellicia

Exploring the linguistic landscape of a Hispanic Serving Institution in Southern California

In this presentation, I discuss a qualitative approach to the linguistic landscape of a Hispanic Serving Institution in Southern California. In this context, the campus landscape, or schoolscape is considered a reproduction of language ideologies (Brown 2012).

I consider how a schoolscape of an HSI responds to issues of equitability and representation of Spanish-speaking cultures. I explore how the use of language and culture in the schoolscape reveal hidden linguistic ideologies and curricular details in a campus that has been identified as a Hispanic Serving Institution.

A total of 300 pictures were collected in the course of three months from eight different buildings on the university campus.

The differing use and expectations of the visual manifestations of the Spanish language use and Latinx/Chicanx culture reveal the priorities and challenges of responding to the needs of the students who identified as Chicanx/Latinx.

Brown, Kara. 2012. The linguistic landscape of educational spaces. In: Marten,

Gorter, L. van Mansel (eds), Minority languages in the linguistic landscape,

281–298. Basingstoke: Palgrave Macmillan.

Thomas A. Robins

Interlanguage Convergence and Dominance in an L1 Portuguese Speaker Living in Santa Rosa de Yavarí, Perú

Interlanguage refers to the linguistic system that emerges during the process of second language acquisition, representing a transitional stage between the learners' first language (L1) and the target language. It is simultaneously influenced by the learner's L1 and the language input. This phenomenon can occur when an individual undergoes a significant immersion experience, such as moving to a different country or being extensively exposed to a new linguistic environment. With consistent exposure and practice, the interlanguage may evolve, solidify, and gradually replace the original L1 as the primary means of communication for the speaker. As a result, the interlanguage becomes a fully developed language, enabling the speaker to express his/her thoughts, feelings, and ideas effortlessly with varying degrees of transfer. This article aims to apply current interlanguage models to the case of an L1 Portuguese speaker from the Tres Fronteras region of South America whose speech represents an interlanguage between Spanish and Portuguese. This article will analyze two recorded interviews with the participant and provide salient examples in order to demonstrate the many interlanguage elements present in his speech. Overall, from this analysis it can be determined that the underlying language of the participant's speech is Portuguese, but with significant influence Spanish creating a middle ground in which both languages converge to form the participant's interlanguage.

Teaching Spanish in India: Opportunities, Challenges, and Solutions

Spanish has been taught in India shortly after its independence, as the new nation sought to establish new commercial and cultural links with Europe and Latin America. However, during the first decade of the 21st century, an increasing demand for Spanish language courses materialized into additional university courses and the opening of the Instituto Cervantes in New Delhi. According to a recent report of the Instituto Cervantes, currently there are almost 50,000 students of Spanish in India, and this number is projected to grow. In order to understand this increasing demand for Spanish courses and student needs, we created the Studying Spanish in India (SSI) Survey. This was a rapid anonymous survey, distributed online through social media, with 21 questions regarding student experiences learning Spanish in India. In total, 51 students from 13 Indian provinces and territories completed the survey. In this presentation, we will focus on student responses regarding opportunities, challenges, and solutions. For instance, among motivations, we find that students see Spanish as a way to improve their economic and career prospects (18.8% use it in their current workplace and 12.94% have used it over the telephone to communicate with clients); in addition, students like Spanish-language programming, especially online (20.56%), and many like to practice their Spanish by listening to music (15.89%). Among the many challenges, students mentioned the lack of a local Spanish-speaking population (20%), as well as lack of opportunities to practice outside the classroom (38%). We also observed some pedagogical challenges, such as the lack of instructional materials specific for Indian students (27.19% of students used textbooks printed abroad and 10% used textbooks designed specifically for native speakers of English), and the lack of native speakers teaching the language (55.74% of students were taught by Indian nationals who themselves had studied Spanish as a third or fourth language). Students have tackled these challenges by using a plethora of solutions, including creating conversation groups off and online (10.28% and 3.74% correspondingly), and using Information and Communications Technology (ICT) tools such as podcasts, videos, and mobile phone applications to improve their speaking and listening skills. Overall, we expect that the demand in learning Spanish will increase in India in the upcoming decades, and we should be aware and sensible to the needs and practices of students of Spanish in the world's most populous country.

o e a   a   er   u rez

Percepciones de un grupo de hispanohablantes acerca de la vitalidad etnolingüística del español en Lincoln, Nebraska

En esta ponencia se analizan las percepciones de un grupo de hispanohablantes acerca del uso del español en la ciudad de Lincoln, Nebraska. De acuerdo con Giles, Bourhis y Taylor (1977) la vitalidad etnolingüística "is that which makes a group likely to behave as a distinctive and active collective entity in intergroup situations" (p. 308). Los grupos con mayor vitalidad etnolingüística tienden a sobrevivir porque muestran una cohesión grupal, mientas que los grupos con baja vitalidad etnolingüística tienden a ser asimilados. Siguiendo estos postulados, la comunidad hispanohablante en Lincoln debería haber sido asimilada por el grupo con mayor vitalidad y habría perdido su lengua debido a que es un grupo pequeño (8.56% de la población); sin embargo, el español se continúa hablando en la ciudad. En esta investigación se estudia la vitalidad etnolingüística del español en Lincoln desde un enfoque subjetivo, tal como lo sugieren Bourhis, Giles y Rosenthal (1981), **debido a que las percepciones** de los propios hablantes y el conocimiento que tienen sobre la lengua podría ser muy útil para comprender cómo en una comunidad pequeña, como la de hablantes de español en Lincoln, la lengua minoritaria se continúa hablando. La muestra de esta investigación está conformada por veintiún hablantes de español como primera lengua. Teniendo en cuenta la noción de generación de contacto propuesta por Villa y Rivera-Mills (2009), la muestra está organizada en tres grupos: generación 1, generación 1.5 y generación 2. Los participantes fueron reclutados usando un muestro de tipo bola de nieve o cadena y los datos fueron recolectados a través de una entrevista sociolingüística. Los resultados preliminares muestran que hay una percepción de vitalidad del español alta. La mayoría de los entrevistados tienen percepciones altas sobre el tamaño de la población hispana-latina en la ciudad y el número de hispanohablantes. También perciben que ha habido un crecimiento del tamaño de la población desde su momento de llegada o cuando eran infantes. Para el futuro, manifiestan que la lengua se hablará mucho más debido a la llegada de inmigrantes a la ciudad. En cuanto a las percepciones de viabilidad del español en oficina de gobierno, entre el 50 y 70 por ciento manifiestan que se puede hablar español; sin embargo, al indagar si se pueden hacer trámites gubernamentales en español ninguno de los hablantes de la generación 1 respondieron que es posible hacer trámites en su lengua materna, mientras que el 57% de los participantes de la generación 1.5 y 2 respondieron que sí. En lo referente a las motivaciones, los hablantes resaltaron la importancia que les brinda la lengua para comunicarse con miembros de su familia y la comunidad latina; igualmente, que el

español les permite acceder y crear conexiones con la comunidad de hablantes de español. Este último aspecto confirma lo planteado por Karan (2000) que, en situaciones de diglosia, los hablantes optan por hablar la lengua con menos prestigio social principalmente por motivaciones solidarias.

La investigación participativa basada en la comunidad y la profesionalización del rol de los intérpretes médicos

El inadecuado acceso a los servicios de idioma y la discriminación lingüística en los servicios de salud son parte de una variedad de factores que conducen a disparidades en salud que afectan a personas latinas de habla hispana en los Estados Unidos (Martínez, 2020); por eso los investigadores académicos en ciencias de salud pública han explorado tanto las causas como el impacto de los problemas de acceso al idioma en el campo de servicios de salud (Fernández et al., 2011; Flores et al., 2008). El Título VI de la Ley de Derechos Civiles de 1964 establece que toda persona que solicite servicios a organismos públicos u organizaciones financiadas por el gobierno de Estados Unidos debe recibir asistencia en su lengua materna, con la consiguiente necesidad del uso de intérpretes y traductores. Un componente importante de la investigación de justicia social es enfocarse en las voces de las personas a quienes la investigación desea mejorar, no como sujetos de quienes los investigadores colectan datos sino como participantes activos en un proceso de comprensión y tratamiento de problemas que afectan a la comunidad (Showstack et al., 2018).

En esta presentación, describimos el proceso de implementar una serie de talleres de intérpretes en una ciudad intermedia en el medio-oeste de EE.UU., organizada dentro del marco de investigación participativa basada en la comunidad (CBPR, por sus siglas en inglés) (Minkler y Wallerstein, 2012). Incluimos las voces de los intérpretes en el proceso de influenciar el cumplimiento de la normativa federal en la región y hacer patente cómo esta falta de acceso puede ser considerada como discriminación y atentado contra los derechos civiles de los pacientes hispanos.

Después de describir nuestro proceso, reportamos la información preliminar obtenida en los primeros tres talleres, entre ellos un taller sobre el marco legislativo del acceso lingüístico en la atención médica en los Estados Unidos y la profesionalización del rol del intérprete médico. Los temas que emergieron de las conversaciones incluyen la existencia de una falta de conocimiento por parte de la comunidad hispanohablante y de poca difusión entre los intérpretes que la sirven acerca de las leyes de acceso lingüístico en el área médica, haciendo por consiguiente difícil exigir su cumplimiento. Algunos cambios positivos que están pasando debido a este proceso son que el pueblo latino está enterrándose de sus derechos como pacientes y las personas que desean ser intérpretes están capacitándose a través de nuestras reuniones.

La investigación participativa basada en la comunidad entonces se convierte en herramienta de progreso en el cambio adaptativo hacia la consecución de la equidad en el acceso a la salud mediante la justicia lingüística y evidencia la necesidad de la profesionalización del rol de los intérpretes en el estado.

Referencias

Fernandez, A., Schillinger, D., Warton, E. M., Alder, N., Moffet, H., Schenker, Y., . . . Karter, A. (2011). Language barries, physician-patient language concordance, and glycemic control among insured Latinos with diabetes: The diabetes study of northern California (DISTANCE). *Journal of General Internal Medicine*.

Flores, G., Torres, S., Holmes, L., Salas-Lopez, D., Youdelman, M., & Tomany-Korman, S. (2008). Access to hospital interpeter services for limited English proficient patients in

New Jersey: A statewide evaluation. *Journal of Health Care for the Poor and Underserved, 19*, 391-415.

Martínez, G. (2020). *Spanish in health care: Policy, practice, and pedagogy in Latino health*: Routledge.

Martínez, G., Showstack, R., Magaña, D., Hardin, K., & Dejbord-Sawan, P. (2021). Pursuing Testimonial Justice: Language Access through Patient-Centered Outcomes Research with Spanish Speakers. *Applied Linguistics, Special issue edited by Netta Avineri & Danny C. Martinez*.

Showstack, R., Duque, S., Keene Woods, N., López A. & Chesser, A. (2021). *Lifting the voices of Spanish-speaking Kansans: a community-engaged approach to health equity* https://doi.org/10.1515/multi-2021-0082

aniel   Villa

n ea   or e an   o iolingui ti   e er i tent   tan ar   on tru t

In spite of the general consensus in the sociolinguistic community that a "standard" language is an abstraction, an imagined variety of a language that no one speaks, the concept remains alive and well in the research literature, particularly with regard to the Spanish language as it is spoken in the U.S. As Lippi-Green has observed (1997: 61), "One very thorny problem that is not raised very often by sociolinguists is the fact that we are, as individuals and as a group, just as hampered by language ideology as the rest of the population. . . . This is best illustrated by the fact that most sociolinguists continue to use terms like *standard* and (worse still) *non-standard* even while they are arguing that these terms are ideological and inaccurate". We use many strategies to deal with this reality, one of which I call the "epistemic comma". That is, to distance ourselves from distasteful terminology we refer to "standard", "academic", or "prestige" forms of a language, with the commas serving as a wink and a nod that we really don't like the terms, but everybody knows what we're talking about. However, I argue that the epistemic comma and similar devices do not relieve those labels of the semantic baggage they carry, and that their use colors our work in ways that we do not wish them to.

This phenomenon is widespread in the professional literature on U.S. Spanish, but given the brevity of this presentation, I will focus on only one: pedagogy for Spanish heritage speakers (SHS). One tenet of many researchers and pedagogues in this field holds that one of the principal goals of SHS instruction is for students to develop a prestige variety of Spanish. For example, Beaudrie, Ducar, and Potowski (2014) dedicate a portion of chapter 4 of their volume on SHS to this particular goal. They discuss the abstract nature of a standard form of a language, and cite Lippi-Green's observations on that phenomenon as I have done above. Yet, in an Orwellian twist they continue to assert that in spite of the fact that all varieties of a language are equal, some are more equal than others. According to this logic, then, one main goal of SHS instruction is to respect the students' equal variety of Spanish while having them acquire the more equal abstract version of it. Common justifications for doing so include better academic performance and better jobs prospects, neither of which have ever shown to be correlated with the acquisition of the "prestige" variety of the language. In other words, such a pedagogical approach is purely ideological in nature, rather than one based on careful linguistic research. In sum, the dead horse of a standard language construct has been well beaten and after decades of flogging, it is time to move forward.

References

Beaudrie, Sara, Cynthia Ducar, and Kim Potowski. 2014. Heritage Language teaching: Research

Lippi-Green, Rosina. 1997. English with an accent: Language, ideology, and discrimination in
     and practice. New York, NY: McGraw-Hill Education Create.

Miria Villaz n Val uena
ni er it o   ali ornia   i er i e

La literatura desde dos realidades
El uso del bilingüismo para construir historias

 World literatures is a system of variations in which novels do not work on a uniform way, showing the differences between cultures, from the way of writing, but also from the vocabulary or the language used on the novels, studying the struggle for symbolic hegemony across the world by using Spanish, English and even French in those places where colonialism made an important shape on history.

 Novels with a profound bond within a culture can have a translinguistic context that differ depending on the language they are written and the languages they are translated into. The reading of these novels in another language (English, for example), instead of reading them on the original language they were written (Spanish) creates a new perspective on culture and how the nation is built. Comparing the novels in both languages (Spanish and English) make us notice the cultural differences that appear through speech.

 My intention with this text is to go a step further with this idea of cultural boundaries and differences between languages in literature and study how bilingualism can be identified in a novel that uses two languages at the same time. This is something that I noticed happened in some readings we have made due to the translation of the text. But what about those texts that are written in Spanish and in English in the original way?

Word count: 240

Piero Visconte

Aspects of Afro-Hispanic Speech in the Colombian Media: A Raciolinguistic Perspective

Since the early nineteenth century, anti-black theatrical practices have permeated certain Latin American cultural landscapes. From the *Teatro Bufo* in Cuba (Leal 1980) and the *Negritos* in Puerto Rico (Rivero, 2004) to modern characterizations of blackface such as *Las Negritas Puloy* in Colombia (Valle 2018), there has and continues to be a strong link between the stereotypical characterization and manifestation of Blackness in media systems and social discourse.

This paper examines the ideological power of modern media in Colombia, exploring if and how the racial impersonation of blackface can be considered as a manifestation of anti-Blackness. Utilizing the television character *Soldado Micolta* (Private Micolta), played by a non-black man formerly in blackface from the popular Colombian humor program *Sábados Felices* (Happy Saturdays), this paper informs how linguistic and discursive speech features, combined with performative practices, contribute to stereotypical and racist behaviors.

The questions that this work addresses may be stated as follows: (1) What is the relationship between "sound and skin" (Jones 2019)? How does the linguistic evidence support or deny this claim? (2) Has the speech pattern of "Soldado Micolta" changed with the loss of the black faces of his characters? If so, how? (3) How do imitations of racialized language contribute to harmful misrepresentations by minority communities? In doing so, DeFrantz and Gonzalez's (2014) framework of Black Performance Theory will be applied to examine the socio-historical background of blackface performance. In addition, we will provide an acoustic analysis through PRAAT to establish the relationship between Soldado Micolta's speech production and speech perception.

In summary, this study comprises two main arguments. First, it offers evidence of how the character of *Soldado Micolta* strongly stigmatizes Afro-Colombian speech with performative practices that combine speech patterns with semiotic symbols. In the case of *Soldado Micolta*, these discursive practices do not appropriately reflect the speech or pragmatic productions of Afro- Colombians. Second, to achieve visual resonance, the *Soldado M*icolta interpreter relies on tacit propositions about how blackness functions in Colombian society.

In conclusion, these conceptualizations have deep social implications, as "racial subordination can develop, fester, and be reproduced through debasing cultural productions in an environment where anti-Black racism is typically invisibilized and trivialized" (Valle 2019).

Dispelling Myths about Northern New Mexican Spanish

Much has been written about Northern New Mexico Spanish (NNMS) given its distinct trajectory, starting with the pioneering works of Hills (1906) and Espinosa (1909). It is the oldest continually spoken dialect of the language in what is now the United States (dating back to the sixteenth century) and, for this reason, is one of the only dialects of U.S. Spanish that was not formed through immigration from Latin America. Perhaps this has been the greatest reason why there are so many misunderstandings and myths about NNMS, including that it:

(1)   is the Spanish of sixteenth-century Spain;
(2)   is not spoken by younger people;
(3)   is spoken only by the uneducated;
(4)   is not influenced by Mexican Spanish;
(5)   is restricted to land-based activities.

It is my intention to explain why these myths exist and, more importantly, to dismantle them through the examination of interview and questionnaire data from two corpora of New Mexican Spanish spanning thirty years (Author 2022; Bills & Vigil 2008). The data for the current research are derived from the informal speech of 30 northern participants per corpus, equally distributed by sex and ranging in age from 25 to 84.

The analysis of these data shows that NNMS cannot be considered a relic simply because it has retained archaic words such as *asina* (*así* 'that way') or *túnico* (*vestido* 'dress'). If anything, NNMS now more closely approximates Northern Mexican Spanish with regards to the lexicon. Interview participants in both corpora use words of Mexican origin much more frequently than words that are archaic. There is a generational divide, however, with younger speakers using Mexicanisms to a greater extent than older speakers. Younger speakers use features of the dialect (such as syllable-initial /s/ aspiration and '-nos' as the first-person plural suffix) much less than older speakers, signaling that NNMS as a dialect most likely will not survive more than a couple of generations.

Given the perception, particularly among younger New Mexicans, that it is merely a dialect used for land-based activities (such as tending to the acequias or harvesting chile), many see little value in NNMS. This, sadly, has precipitated the loss of the dialect among younger generations. The Spanish language, however, does not show signs of dying out in northern New Mexico. Questionnaire data from the more recent corpus show that Spanish use in the home is only slightly greater among older speakers, which is unexpected given that many northern New Mexicans scarcely believe that young people speak the language at all. This relatively stable use of the language is due to preservation programs in the state and increased immigration from Mexico to the northern half of the state, mainly to Santa Fe and Albuquerque, over the past five decades. Northern Mexican Spanish has not only reinforced use of the language in the northern part of New Mexico, it is gradually defining it more and more.

Yue Zhao
Impact of the One Belt One Road Initiative on languages and mobility within China and Russia

Globalisation and international trade have had an effect on the use of language throughout the world. This study discusses the influence of languages that dominate trade such as English, Chinese and Russian, and the effect on less commonly spoken languages in the context of the One Belt One Road Initiative (OBORI). The prevalence of teaching a particular language at the university level in a host country can be a good indicator of the current state of the inroads made by that language. Language in a communication exchange needs a common ground and this affects outcomes to a certain degree, however when combined with other forms of exchanges, such as cultural and commerce-related exchanges between two countries, then this paves the way for the dominant language to gain a foothold in the larger context such as the OBORI.

To ensure a common understanding, there should ideally be one common language when trading among different countries. China's share of international trade has been steadily growing. Due to increased trade, there has been an increased interest in people learning the major languages used in trade, such as Chinese, Russian and English. Bilingual or multilingual people are more employable due to their skills and are sought after. This situation also contributes to 'economic migration', whereby people with skills that are in demand migrate to other countries in search of possible better-paying opportunities.

In this study, several surveys of university students were conducted from the period 2010 to 2020, encompassing periods pre-OBORI and post-OBORI implementation. The results of the surveys showed that since the introduction of the OBORI, while English is still the dominant preference for language courses, the demand is decreasing at the university level in terms of enrolment, while the demand for Chinese language courses is increasing in Russia ats universities.

Advances in digital technology and electronic communication mean that people are mobile without having to leave their current location. This was accelerated by necessity as a result of the Covid-19 pandemic, where in-person meetings and travel were severely curtailed. One ongoing benefit of the advances in digital technology is a reduction in expenses and time lost due to travel. In major cities, for example, there is a higher demand for multiple languages to be spoken, as a result of various forms of trade ranging from tourism to international commerce. For students to become confident in learning a new language while also retaining their original language and cultural identities, there is a need for appropriate resources, as well as a commitment to translanguaging, whereby participants are encouraged to use the host language, as well as their original language. Teaching materials should also be provided in both languages. Teaching of languages in some areas has been hindered by a lack of suitable educational materials.