



## **XXI Congreso del español en los Estados Unidos & VI del español en contacto con otras lenguas**

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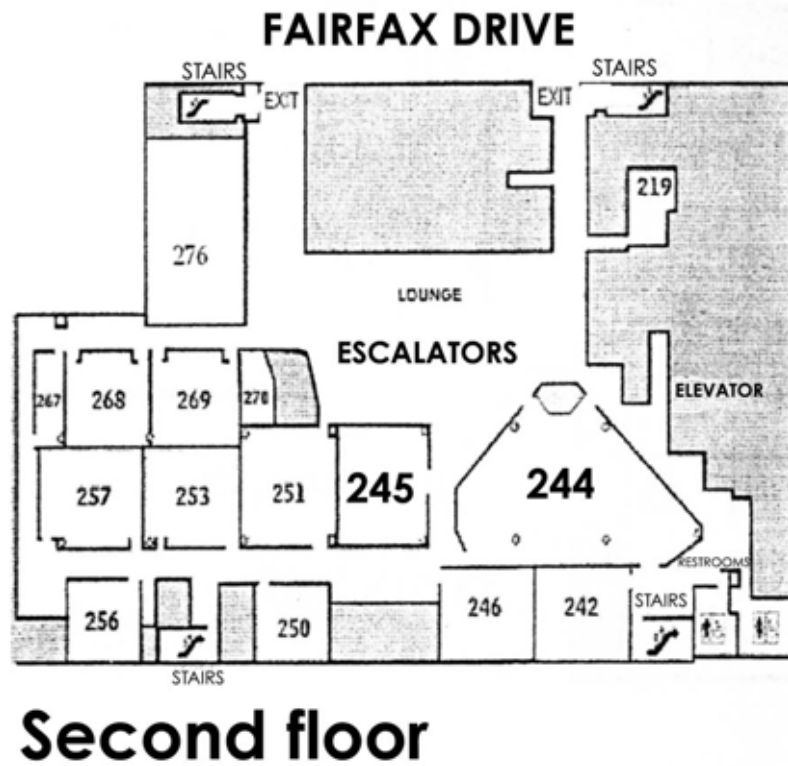
**XXI Conference on Spanish in the US &  
VI Spanish in contact with other languages**

**George Mason University & University of Maryland  
15-18 marzo/March 2007 - Arlington, VA**

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## Plano del Original Building / Map of the Original Building



Library and entrance from parking are located on first floor

## Carta de los organizadores

Desde su primer encuentro en 1980, *El español en los Estados Unidos* reúne a investigadores de varias disciplinas —como lingüística, sociología, antropología, educación, estudios legales, entre otras— dedicados al análisis de temas relacionados con el español y las comunidades hispanohablantes en los Estados Unidos. Desde 1991, *El español en los Estados Unidos* se ha celebrado junto con el congreso *El español en contacto con otras lenguas*, lo que ha permitido múltiples contactos entre investigadores centrados en el ámbito estadounidense y especialistas de otras partes del mundo hispanohablante. Durante los últimos años, el interés hacia estos temas ha crecido espectacularmente, gracias al reconocimiento público y académico alcanzado por la comunidad hispanohablante en el país.

Estamos encantados de darles la bienvenida a los congresos de 2007, que prometen mantener la línea de anteriores encuentros con estimulantes sesiones plenarias y ponencias de gran calidad. A todo ello hemos añadido una novedad: dos mesas redondas con invitados especiales, la primera sobre medios de comunicación y mercadeo en español en los Estados Unidos, y la segunda sobre políticas educativas que afectan al español en este país. Confiamos en que estos tres formatos, junto con las conversaciones informales en las recepciones y los pasillos, ofrecerán múltiples oportunidades para intercambios intelectuales productivos y apasionantes.

Quisiéramos agradecer a nuestros respectivos departamentos en George Mason y la Universidad de Maryland, así como a los numerosos patrocinadores y colaboradores dentro y fuera de nuestras instituciones, por convertir en realidad este gran acontecimiento académico. Agradecemos además la información y sugerencias aportadas tanto por los organizadores de encuentros previos, como por los evaluadores de propuestas. Nuestra gratitud se extiende a otras cuantas personas por su inestimable apoyo organizador y administrativo. Sin duda, la primera persona que debería recibir nuestro agradecimiento es Dolores Lima, nuestra asistente de organización, que ha sabido combinar unas excelentes destrezas organizadoras con una maravillosa actitud, y con ello manejar todo tipo de tareas tranquila y felizmente. Jen Barnard, la extraordinaria especialista en administración del Departamento de Lenguas Modernas y Clásicas de George Mason University, fue mucho más allá de sus responsabilidades para hacerse cargo del procesamiento de las inscripciones además de otras diversas labores relacionadas con el congreso, mientras simultáneamente lograba el continuo funcionamiento del Departamento. Karina Mizrahi, directora asistente de finanzas en la Facultad de Humanidades y Ciencias Sociales de George Mason nos sorprendió una y otra vez con su capacidad de ofrecer consejo y resolver cualquier pregunta que surgiera. Michelle Ramos-Pellicia nos brindó apoyo organizador en diversas ocasiones, y le estamos muy agradecidos por ello. Gracias también a Rebecca Jones y LeAnn Pittmann en el campus de GMU-Arlington por su trabajo en la distribución de espacio físico y equipo técnico. Le estamos muy agradecidos a Charlotte Groff-Aldridge, directora asociada para asuntos administrativos en la Escuela de Lenguas, Literaturas y Culturas en la Universidad de Maryland, por su continuo y paciente apoyo, sobre todo en algunos momentos de “crisis”. ¡Le deseamos todo lo mejor en su nueva etapa profesional y personal! Mildred Yen, coordinadora de servicios financieros en SLLC-UMD, nos ha proporcionado excelente supervisión con respecto a una variedad de tareas relacionadas con los viajes, alojamiento y papeleo para los plenaristas en el congreso, a menudo con la experta asistencia de Laura Glockner. Por supuesto, muchísimas gracias a los muchos estudiantes graduados y subgraduados que han participado como voluntarios en el congreso.

**¡Gracias a todos!**

Manel Lacorte, University of Maryland (mlacorte@umd.edu)

Jennifer Leeman, George Mason University (jleeman@gmu.edu)

## From the organizers

Founded in 1980, *Spanish in the US* brings together researchers from various disciplines —such as linguistics, sociology, anthropology, education, and legal studies— investigating a wide range of topics related to Spanish and Spanish-speaking communities in the United States. Since 1991, *Spanish in the US* has been held in conjunction with the *Spanish in Contact with Other Languages*, allowing productive connections between researchers focusing on the US context and researchers investigating the entire Spanish-speaking world. In recent years, interest and participation have increased dramatically, thanks to both the growing public and scholarly recognition of Spanish-speaking communities in the United States.

We are delighted to welcome you to the 2007 conferences, which promise to continue in the tradition of past conferences by offering stimulating plenary addresses and high-quality paper sessions. We have also introduced a new feature by including two invited round table events, the first on Spanish language media and marketing in the US, and the second on educational policies affecting Spanish in the US, which promote interaction with people working outside of academic institutions. We are confident that these three presentation formats, together with informal conversations at the receptions and in the hallways, will create numerous opportunities for productive and exciting intellectual exchange.

We would like to thank our respective departments at George Mason and the University of Maryland, as well as the numerous sponsors and contributors both inside and outside our universities, for making this exciting event possible. So too, we are grateful for the suggestions and input we received from organizers of previous editions of the conferences, as well as to the abstract reviewers. We would also like to express our gratitude for the invaluable organizational and administrative support we have received from so many different people. We are especially grateful to Dolores Lima, the Assistant Coordinator from the University of Maryland, who combined excellent organizational skills with an excellent attitude, making things run both smoothly and happily. Jen Barnard, the absolutely amazing Administrative Specialist for the Department of Modern and Classical Languages at George Mason University, went well above and beyond the call of duty, efficiently and good-naturedly taking on the processing of registrations as well as a variety of other conference-related tasks, all while simultaneously keeping the Department running. Karina Mizrahi, Assistant Director of Finance at the College of Humanities and Social Sciences at George Mason continually amazed us with her ability to efficiently handle questions and provide guidance, despite our best efforts to stump her with situations that no one could have envisioned. Michelle Ramos-Pellicia contributed various kinds of organizational support, which we greatly appreciate. Thanks are also due to Rebecca Jones and to LeAnn Pittmann of the GMU-Arlington campus for their work arranging event space and audiovisual equipment. We appreciate the assistance provided by Charlotte Groff-Aldridge, Associate Director for Administrative Affairs at the School of Languages, Literatures, and Cultures-UMD, as well as her continuous and patient support and guidance, especially in certain moments of “crisis”. We congratulate her and wish her the very best as she prepares to retire. Mildred Yen, Coordinator of Business Services at SLLC-UMD, has provided excellent supervision for many different tasks related to travel, accommodation, and paperwork for the plenary speakers, with the expert assistance of Laura Glockner. We are also very grateful to the many undergraduate and graduate student volunteers for their work at the conference.

**¡Gracias a todos!**

Manel Lacorte, University of Maryland (mlacorte@umd.edu)

Jennifer Leeman, George Mason University (jleeman@gmu.edu)

## Patrocinadores / Sponsors

### Anfitriones / Hosts

Department of Modern and Classical Languages (GMU)  
Department of Spanish and Portuguese/SLLC (UMD)

### Patrocinadores / Sponsors

College of Humanities and Social Sciences (GMU)  
Consejería de Educación, Embajada de España  
Instituto Cultural de México  
National Foreign Language Center (UMD)  
Office of the Provost (GMU)  
School of Languages, Literatures, and Cultures (UMD)

### Colaboradores / Contributors

Center for Applied Linguistics  
College of Education (UMD)  
Department of Curriculum and Instruction (UMD)  
Department of Sociology and Anthropology (GMU)  
Latin American Studies Program (GMU)  
Mason Project on Immigration (GMU)  
Prentice Hall Publishers

## Evaluadores de propuestas / Abstract reviewers

Isabel Alvarez  
Alejandra Balestra  
César Brasdefer  
Richard Cameron  
María Carreira  
Holly Cashman  
Cecilia Colombi  
Anna María Escobar  
Nydia Flores-Ferrán  
Carol Klee  
Nuria López-Ortega  
Andrew Lynch  
Glenn Martínez  
Silvina Montrul  
Irene Moyna  
Harold Ormsby  
Luis Ortiz López  
Joy Peyton  
Kim Potowski  
Ana Roca  
Michelle Ramos Pellicia  
Esperanza Román-Mendoza  
Liliana Sánchez  
Jacqueline Toribio  
Daniel Villa  
Gabriela Zapata

## Congresos anteriores / Conference history

**Spanish in the US Setting: Beyond the Southwest I.** University of Illinois at Chicago Circle. October 10-11, 1980. Publication: *Elías-Olivares, Lucía (ed.) 1983. Spanish in the US setting: Beyond the Southwest.* Rosslyn, VA: National Clearinghouse for Bilingual Education.

**Spanish in the US / El español en los Estados Unidos II.** University of Illinois at Chicago. October 1981.

**Spanish in the US / El español en los Estados Unidos III.** Indiana University, 1982. Publication: *Elías-Olivares, Lucía, Elizabeth A. Leone, René Cisneros, & John R. Gutiérrez (eds.) 1985. Spanish language use and public life in the United States.* Berlin: Mouton.

**Spanish in the US / El español en los Estados Unidos IV.** Hunter College, CUNY, New York, October 6, 1983.

**Spanish in the US / El español en los Estados Unidos VI.** University of Texas at Austin, 1985.

**Spanish in the US / El español en los Estados Unidos VII.** University of New Mexico, October 24-25, 1986. Publication: *Bergen, John J. (ed.) 1990. Spanish in the United States: Sociolinguistic issues.* Washington, DC: Georgetown University Press.

**Spanish in the US / El español en los Estados Unidos VIII.** University of Iowa, October 15-17, 1987. Publication: *Wherritt, Irene, & Ofelia García (eds.) 1989. US Spanish: The language of Latinos.* *International Journal of the Sociology of Language*, 79.

**Spanish in the US / El español en los Estados Unidos IX.** Florida International University, October 1988. Publication: *Roca, Ana, & John M. Lipski (eds.) 1993. Spanish in the United States: Linguistic contact and diversity.* Berlin: Mouton de Gruyter.

**Spanish in the US / El español en los Estados Unidos X.** University of Arizona, October 4-6, 1989.

**Spanish in the US / El español en los Estados Unidos XI.** University of Illinois at Chicago, October 11-13, 1990.

**Spanish in the US / El español en los Estados Unidos XII & 1st International Conference on Spanish in Contact with Other Languages.** University of Southern California, Los Angeles, CA, Nov. 7-9, 1991. Publication: *Silva-Corvalán, Carmen (ed.) 1995. Spanish in Four Continents: Studies in language contact and bilingualism.* Washington, DC: Georgetown University Press.

**Spanish in the US / El español en los Estados Unidos XIII & 2nd International Conference on Spanish in Contact with Other Languages.** University of Minnesota, Minneapolis, MN, Oct. 22-24, 1992.

**Spanish in the US / El español en los Estados Unidos XIV.** University of Texas at San Antonio, The Institute of Texan Cultures, and la Universidad Autónoma de México en San Antonio. 1993.

**Spanish in the US / El español en los Estados Unidos XV.** University of Colorado, Boulder, CO, October 28-29, 1994

**Spanish in the US / El español en los Estados Unidos XVI & 3rd International Conference on Spanish in Contact with Other Languages.** Albuquerque, New Mexico, February 12-14, 1998. Publication: *Southwest Journal of Linguistics*, 19 (2), 20 (1 and 2). *Daniel Villa, Editor.*

**Spanish in the US / El español en los Estados Unidos XVII.** Florida International University, Miami, FL, March 11-14, 1999. Publication: *Roca, Ana (ed.) 2000. Research on Spanish in the United States: Linguistic issues and challenges.* Somerville, MA: Cascadilla Press.

**Spanish in the US / El español en los Estados Unidos XVIII.** University of California at Davis, Davis, CA. 2000.

**Spanish in the US / El español en los Estados Unidos XIX & 4th International Conference on Spanish in Contact with Other Languages.** University of Puerto Rico, San Juan, PR, 2002. Publication: *Ortiz López, L. & M. Lacorte (eds.) 2005. Contacto y contextos lingüísticos: El español en los Estados Unidos y en contacto con otras lenguas.* Madrid: Iberoamericana.

**Spanish in the US / El español en los Estados Unidos XX & 5th International Conference on Spanish in Contact with Other Languages.** University of Illinois at Chicago, Chicago, IL. March 24-26, 2005.



## Esquema general / Program overview

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### Jueves 15 de marzo / Thursday March 15

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Las actividades del jueves se celebrarán en el Instituto Cultural de México (2829 16th Street NW, Washington DC). Se facilitará transporte desde el Hotel Hilton para todos los participantes que se inscriban antes del 1 de marzo.

Thursday events will be held at the Cultural Institute of Mexico (2829 16th Street NW, Washington DC). Transportation from the Hilton Hotel will be provided to conference participants who register by March 1.

- 5:15 pm Salida desde el Hotel Hilton / Depart Hilton Hotel
- 6:30 pm Mesa redonda / Round table: El español en los medios de comunicación y la mercadotecnia en los Estados Unidos  
Coordinada por María Carreira
- 8:00 pm Recepción en el Instituto Cultural de México / Reception at the Cultural Institute of Mexico
- 9:00 pm Salida desde el Instituto Cultural de México hacia el Hotel Hilton / Depart Cultural Institute of Mexico for the Hilton

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### Viernes 16 de marzo / Friday March 16

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Las sesiones del viernes, sábado y domingo se celebrarán en el campus de George Mason-Arlington.

Friday, Saturday and Sunday sessions will be held at George Mason's Arlington Campus.

- 8:00- Inscripción & desayuno continental (gratuito) / Registration & (complementary) continental breakfast  
Original Building, Second floor lobby
- 9:00-12:15 Ponencias / Paper sessions
- 12:15-1:30 Almuerzo (sugerencias en la carpeta del congreso) / Lunch break (suggestions in conference folder)
- 1:30-2:30 Plenaria / Plenary: Spanish language contact in Latin America: The impact of internal migration and globalization on contact varieties of Spanish  
Carol A. Klee
- 2:45-3:45 Sesión informativa / Informational session: Spanish in the US - Opportunities for NEH Funding
- 3:45-4:45 Sesión informativa / Informational session: Publishing in academic journals on Spanish in the US and Spanish in contact with other languages
- 2:45-4:45 Ponencias / Paper sessions
- 5:00-6:00 Plenaria / Plenary: La subjetividad y el bialfabetismo: Una mirada longitudinal  
Luis C. Moll
- 6:30-8:30 Recepción (más información en la carpeta del congreso) / Reception (more information in conference folder)

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### Sábado 17 de marzo / Saturday March 17

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- 8:00- Inscripción / Registration - Original Building, Second floor lobby  
Desayuno continental (gratuito) / Complementary continental breakfast - #329
- 8:30-12:15 Ponencias / Paper sessions
- 12:15-1:30 Almuerzo (sugerencias en la carpeta del congreso) / Lunch break (suggestions in conference folder)
- 1:30-2:30 Plenaria / Plenary: The untold story of Lau v. Nichols  
Rachel F. Moran
- 2:45-4:45 Ponencias / Paper sessions
- 5:00-6:30 Mesa redonda / Round table: Educational policies and practices affecting Spanish in the US  
Organized by Ana Roca

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### Domingo 18 de marzo / Sunday March 18

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- 8:30- Desayuno / Breakfast (Original Building, Second floor lobby)
- 9:00-11:45 Ponencias / Paper sessions
- 12:00-1:00 Plenaria / Plenary: *Lost in translation: Language acquisition and loss in the United States*  
Alejandro Portes  
Co-sponsored by the Mason Project on Immigration

## Jueves 15 de marzo / Thursday March 15

Las actividades del jueves se celebrarán en el Instituto Cultural de México (2829 16th St. NW, Washington DC).  
(Se facilitará transporte desde el Hotel Hilton del congreso para todos los que se inscriban antes del 1 de marzo)

Thursday events to be held at the Cultural Institute of Mexico (2829 16th St. NW, Washington DC).  
(Transportation from the Hilton Hotel will be provided to conference participants who register by March 1)

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**5:15** Salida desde el Hotel Hilton hacia el Instituto Cultural de México, Washington DC  
Depart Hilton Hotel for Cultural Institute of Mexico, Washington DC

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**6:30** **Mesa redonda / Round table:**  
**El español en los medios de comunicación y la mercadotecnia en los Estados Unidos**

Coordinada por María Carreira, California State University-Long Beach

Participantes: Raúl Avila, Colegio de México; Miguel Gómez Winebrenner, Cheskin; Armando Guzman, TVAzteca America; Alberto Avendaño, *El Tiempo Latino*; José López Zamorano, Notimex

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**8:00** **Recepción en el Instituto Cultural de México**  
**Reception in the Cultural Institute of Mexico**

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**9:00** Salida desde el Instituto Cultural de México hacia el Hotel Hilton  
Depart Cultural Institute of Mexico for the Hilton Hotel

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## Viernes / Friday (AM)

8:00-	Inscripción y desayuno (gratuito) / Registration & (complementary) continental breakfast Original Building, Second floor lobby			
	<u>Salón / Room # 330</u> <i>Chair: Robert Train</i>	<u>Salón / Room #302</u> <i>Chair: Alejandra Balestra</i>	<u>Salón / Room #317</u> <i>Chair: Liliana Sánchez</i>	<u>Salón / Room #244</u> <i>Chair: Kim Potowski</i>
9:00-9:30	<b>Reconstrucción de la identidad del castellano en áreas catalanoparlantes del estado español</b> Concepción B. Godev	<b>De la tradición oral a la letra impresa: Lengua y cambio social en Nuevo México, 1880-1912</b> Arturo Fernández-Gibert	<b>Recepción y respuesta a la ideología lingüística monolingüe de Huntington en la prensa norteamericana y latinoamericana</b> M.Cecilia Colombi	<b>Factors involved in the classification of Spanish heritage speakers: The role of generation</b> María Isabel Martínez Mira
9:30-10:00	<b>Idiomas indígenas y español en Guatemala: El multilingüismo como recurso en la construcción del estado multi e Intercultural</b> Fabiola Varela-García	<b>Las expresiones pasivas en California y Nuevo México (1850-1950): Cambio lingüístico e identidad</b> Patricia Gubitosi	<b>Using written Spanish in the U.S.: Realities and aspirations</b> Laura Callahan	<b>La elaboración lingüística en diferentes registros del español de hablantes de herencia</b> Ana Sánchez-Muñoz
10:00-10:30	<b>“¿Ministros de una misma iglesia?”: The Real Academia Española, Instituto Cervantes and panhispanism</b> Darren Paffey & Clare Mar-Molinero	<b>Preocupación normativa en la prensa hispana en internet: ¿Cómo es el español que se usa en la red?</b> Isabel Álvarez	<b>Reconstrucción y contacto de lenguas: El español en el Nuevo Mundo</b> Claudia Parodi	<b>Heritage speakers in university Spanish language classes: Multiple perspectives</b> Anne Hoffman-González & Michelle Sharp
10:30-10:45	Descanso / Break			
	<u>Salón / Room #330</u> <i>Chair: Nydia Flores-Ferrán</i>	<u>Salón / Room #302</u> <i>Chair: Naomi Lapidus Shin</i>	<u>Salón / Room #317</u> <i>Chair: Ana Roca</i>	<u>Salón / Room #244</u> <i>Chair: Glenn Martínez</i>
10:45-11:15	<b>Language contact and political identity: The case of Basque Country Spanish</b> Maria Ciriza	<b>Variation in age of arrival and regional Latin American origins as predictors of borrowing behavior in Spanish in the U.S.</b> Rachel Varra	<b>Language and ideology: Spanish reported speech in journalistic discourse</b> Kareen Gervasi	<b>Language socialization practices: Transmitting values and building a bond in a family of Mexican heritage</b> Kelly Lowther
11:15-11:45	<b>“Aunque el pueblo es bilingüe, hay mucha gente que no sabe nada de español y hay otra que no sabe nada de inglés”:</b> <b>Mantenimiento lingüístico en Ajijic, Jalisco, México</b> Daniel Barragán Trejo, Cynthia Wendolyn González de Alba, Claudia Gabriela Horta García, & Angrimer Morelia Vázquez Merlos	<b>Pronombres de sujeto en Santa Cruz (y Puerto Rico): ¿Procesos semánticos/pragmáticos o influencia de L2?</b> Alexandra Morales & Luis A. Ortiz López	<b>The expression of cultural standing in Miami Cuban Spanish: An analysis of discourse about Castro and Cuba</b> Andrew Lynch	<b>A new look at Spanish attrition in the US: Language shift among Mexican Americans in South Texas</b> Tonya E. Wolford & Phillip M. Carter
11:45-12:15	<b>Speech community, discourse, and code-switching style</b> MaryEllen Garcia	<b>La flexión verbal en /s/ y la perseverancia: Explicaciones funcionales para el uso variable del pronombre sujeto tú en el español de Nueva York</b> Carolina Barrera-Tobón	<b>Miami-Cuban interrogative intonation: A Sociolinguistic analysis</b> Scott M. Alvord	<b>Spanish maintenance and loss in the U.S.: New analytical perspectives</b> Susana V. Mills & Daniel J. Villa
12:15-1:30	Almuerzo / Lunch (sugerencias en la carpeta del congreso / suggestions in conference folder)			

## Viernes / Friday (PM)

Salón / Room #329

**1:30-2:30** **Spanish language contact in Latin America:**  
**The impact of internal migration and globalization on contact varieties of Spanish**  
 Carol Klee

**2:30-2:45** **Descanso / Break**

	<u>Salón / Room #330</u> <i>Chair: Daniel J. Villa</i>	<u>Salón / Room #302</u> <i>Chair: Arturo Fernández-Gibert</i>	<u>Salón / Room #317</u> <i>Chair: Luis A. Ortiz López</i>	<u>Salón / Room #244</u>	
<b>2:45-3:15</b>	<b>El (sub)desarrollo del español académico entre los maestros bilingües en los Estados Unidos: ¿Una cuestión del poder?</b> Michael D. Guerrero	<b>Variation and alternation of address forms in Spanish in contact with Portuguese in Uruguay</b> Ana Maria Carvalho	<b>Variation in the Expression of Nominal Possession in Colombia and New York City</b> Rafael Orozco	<b>Informational session: Spanish in the US - NEH funding opportunities</b> Thomas M. Adams	
<b>3:15-3:45</b>	<b>“Todos los peregrinos de nuestra lengua”: Ideologies and accounts of Spanish-as-a-(foreign) language</b> Robert Train	<b>Evolución de las fórmulas de tratamiento de segunda persona en el español de California y Nuevo México: 1800-1900</b> Alejandra Balestra	<b>Convergence: Null subjects and agreement in Shipibo Spanish</b> Liliana Sánchez, José Camacho & Jose Elías Ulloa		
<b>3:45-4:15</b>	<b>La clasificación del español como lengua extranjera: Un debate contextualizado e ideológico</b> Nicole M. Houser	<b>Bilingual practice and language ideology in nineteenth-century California: An archival study</b> Kirsten Silva Gruesz	<b>Text structure and narrative identities in academic writing: "Mi familia" by Quechua-Spanish bilingual and Spanish monolingual children</b> Liliana Sánchez		<b>Informational session: Publishing in academic journals on Spanish in the US and Spanish in contact with other languages</b> Rosina Márquez-Reiter, Ricardo Otheguy, Ana Maria Schwartz, Armin Schwegler & Daniel Villa
<b>4:15-4:45</b>	<b>Receptive bilinguals' language development in the classroom: The differential effects of heritage versus foreign language curriculum</b> Sara Beaudrie	<b>A tale of two borders: 19th century language contact in Southern California and Northern Uruguay</b> Magdalena Coll & María Irene Moyna	<b>Intervocalic voiced stops in Yucatan Spanish: a case of contact induced language change?</b> Jim Michnowicz		

**4:45-5:00** **Descanso / Break**

Salón / Room #329

**5:00-6:00** **La subjetividad y el bialfabetismo: Una mirada longitudinal**  
 Luis C. Moll

**6:30-8:30** **Recepción (más información en la carpeta del congreso)**  
**Reception (more information in conference folder)**

## Sábado / Saturday (AM)

8:00- Inscripción / Registration – Original Building, Second floor lobby Desayuno (gratuito) / (complementary) continental breakfast – Salón #329				
	<u>Salón / Room #330</u> <i>Chair: MaryEllen Garcia</i>	<u>Salón / Room #302</u> <i>Chair: Michelle Ramos-Pellicia</i>	<u>Salón / Room #317</u> <i>Chair: María Spicer-Escalante</i>	<u>Salón / Room #245</u> <i>Chair: Laura Callahan</i>
8:30-9:00	<b>Ponencia cancelada/ Paper cancelled</b>	<b>La adquisición de la vibrante alveolar sonora: El caso de los estudiantes de Central Michigan University</b> Luz Marcela Hurtado	<b>Placement exams and the heritage language learner</b> Greg Thompson	<b>U.S. immigration laws for Latinos since 9/11: An SFL analysis</b> Tammy Gales
9:00-9:30	<b>The fourth generation: Turning point for language shift or mere coincidence?</b> Susana V. Mills	<b>Three phonological variables of Mock Spanish accents: (r_), (i:), and (d)</b> Carla María Breidenbach	<b>Testing lexical decision as a placement tool for early and late Spanish/English bilinguals</b> Marta Fairclough & Carlos J. Ramírez	<b>Interpreters' use of politeness markers as a linguistic tool for controlling immigration hearings</b> Marjorie Zambrano-Paff
9:30-10:00	<b>La raíz y las alas: Motivations for intergenerational Spanish language transmission in two Mexican American communities</b> Isabel Velázquez	<b>An analysis of phonological adaptation strategies for borrowings in Spanish</b> Jens H. Clegg	<b>¡Díme cómo hablas y te diré en qué clase debes estar! Creating your own Spanish heritage language placement exam</b> Sara Beaudrie & Cynthia Ducar	<b>¿Cómo desahacerse de un agente de telemarketing? Un estudio de las estrategias de 'face' empleadas por clientes y proveedores institucionales en una llamada de índole intercultural</b> Rosina Márquez-Reiter
10:00-10:15 Descanso / Break				
	<u>Salón / Room #330</u> <i>Chair: Rosina Márquez-Reiter</i>	<u>Salón / Room #302</u> <i>Chair: Edwin M. Lamboy</i>	<u>Salón / Room #317</u> <i>Chair: Marta Fairclough</i>	<u>Salón / Room #245</u> <i>Chair: Isabel Alvarez</i>
10:15-10:45	<b>La elección de lengua en encuentros de servicio en una comunidad bilingüe</b> Claudia Valdez	<b>Opcionalidad y obligatoriedad en los pronombres de sujeto en el español (L1/L2) del Caribe</b> Luis A. Ortiz López	<b>Percepciones del español de prestigio entre jóvenes hispanos universitarios</b> Cecilia Montes-Alcalá	<b>Eslóganes y titulares: estudio contrastivo</b> Pilar Garces-Conejos Blitvich
10:45-11:15	<b>Excuse me Madame! Massage Miss? ¡Cómpreme mamá!: Language contact and handicraft vendors' language preferences in Cusco, Peru</b> Amy Firestone	<b>Comparison of the subject personal pronoun expression in Colombia and New York City</b> Rafael Orozco & Gregory R. Guy	<b>Motivation and success among heritage Spanish learners in higher education</b> Sandra Falcón	<b>Creando identidad con la lengua: Hispanos y latinos en los medios</b> Florencia Cortés Conde
11:15-11:45	<b>El impacto del inglés en el español de hablantes bilingües en los Estados Unidos: El marcador del discurso 'como'</b> Aixa Said-Mohand	<b>Functional explanation in the variable use of subject pronouns in both contact and non-contact varieties of Spanish</b> Daniel Erker	<b>Seeing stress: Spanish patterns of accentuation and pedagogical applications</b> Maria M. Carreira	<b>Nuevas fronteras y el espacio lingüístico: El acento neutral en las telenovelas producidas para los telespectadores en los Estados Unidos</b> Lisa Andion
11:45-12:15	<b>Bilingual discourse markers in Chicago Spanish</b> Lourdes Torres & Kim Potowski	<b>Diminishing sensitivity to continuity of reference: Subject pronoun use in New York City</b> Naomi Lapidus Shin & Ricardo Otheguy	<b>Teaching Spanish and English writing to bilingual speakers: Research insights from American and Mexican classrooms</b> María Spicer-Escalante	<b>El español en el condado de Miami-Dade desde la señalética</b> José Manuel Franco-Rodríguez
12:15-1:30 Almuerzo / Lunch (sugerencias en la carpeta del congreso / suggestions in conference folder)				

## Sábado / Saturday (PM)

Salón / Room #329

1:30-2:30

### The untold story of Lau v. Nichols

Rachel F. Moran

2:30-2:45

Descanso / Break

#### Salón / Room #330

Chair: M. Cecilia Colombi

#### Salón / Room #302

Chair: Iñigo Yanguas

#### Salón / Room #317

Chair: Cecilia Montes-Alcalá

#### Salón / Room #245

Chair: Miguel Novella

2:45-3:15

#### Whose Spanish? Authenticity and global Spanish

Clare Mar-Molinero

#### El español en contacto bilingüe y multilingüe: Insights from 'code-mixing' experimental data

Anahí Alba de la Fuente,  
Raquel Fernández-Fuertes &  
Juana M. Licerias

#### Con Todos: Using learning communities to promote intellectual and social engagement in the Spanish curriculum

Juan Antonio Trujillo &  
Loren Chavarría

#### ¿Se habla español?: Language policy in health care along the US-Mexico border

Glenn Martinez

3:15-3:45

#### U.S. Spanish as a variety of General Spanish: Establishing empirical norms

Daniel J. Villa

#### Negative evidence in instructed heritage language learners: A study of differential object marking

Silvina Montrul & Melissa  
Bowles

#### El desarrollo del español en la preparación de maestros bilingües

Barbara Merino & Laura  
Dubcovsky

#### Spanish and English in (pragmatic) contact: Pragmatics and the dialogue interpreter

Miranda Stewart

3:45-4:15

#### Do-it-yourself Spanish: Introducing public discourses of 'Gringoism' as racializing linguistic and cultural reclamation

Adam Schwartz

#### Effects of processing instruction on Spanish heritage language development: A follow-up study

Kim Potowski & Jill Jegerski

#### Preparing for the future: Development of an undergraduate program in translation and interpretation

Roseann Dueñas  
González

Ponencia cancelada/  
Paper cancelled

4:15-4:45

#### Language policy and the drawing of racial boundaries: Public and parochial schools in territorial Tucson

Elise M. DuBord

#### La expresión de futuridad entre hablantes de español como L1 y L2: Análisis lingüístico y sociolingüístico

Edwin M. Lamboy

#### Salazar: Un modelo de educación dual en la ciudad de Chicago

Jorge Salinas

Ponencia cancelada/  
Paper cancelled

4:45-5:00

Descanso / Break

Salón / Room #329

### Mesa redonda / Round table: Educational policies and practices affecting Spanish in the US

5:00-6:30

Organized by Ana Roca, Florida International University

Participants: Donna Christian, Center for Applied Linguistics; Gisela Conde, Embassy of Spain; Ofelia García, Teachers College, Columbia University; Kendall King, Georgetown University

## Domingo / Sunday (AM)

8:30-	Desayuno / Breakfast (Original Building, Second floor lobby)		
	<u>Salón / Room #330</u> <i>Chair: Andrew Lynch</i>	<u>Salón / Room #317</u> <i>Chair: Ricardo Otheguy</i>	<u>Salón / Room #244</u> <i>Chair: Aixa Said-Mohand</i>
9:00-9:30	<b>Spanish in the Southwest: Repression, resistance, and resilience</b> Patricia MacGregor-Mendoza	<b>La velarización de (rr) en comunidades puertorriqueñas de los Estados Unidos: ¿Una cuestión de identidad nacional?</b> Wilfredo Valentín-Márquez	<b>Mexicanos in New Jersey: The state of Spanish in New Brunswick</b> Nydia Flores-Ferrán
9:30-10:00	<b>Estándares elegidos: La subestimación del español vernáculo como vehículo para la transmisión de enseñanzas religiosas en una iglesia metodista bilingüe del Valle de Texas</b> Ana Cristina Villarreal	<b>Del nivel fonológico al nivel escrito: El español de Puerto Rico en acción</b> Antonio Medina-Rivera	<b>Spanish in Ohio</b> Terrell A. Morgan
10:00-10:30	<b>The sound of silence: Spanish heritage textbooks' treatment of language variation</b> Cynthia Ducar	<b>Language attitudes and dialect use: The case of Mexican Americans and Puerto Ricans in the same community</b> Michelle F. Ramos-Pellicia	<b>Mood selection in Spanish impersonal sentences: Usages in Utah and New England compared</b> John Chaston
10:30-10:45	<b>Descanso / Break</b>		
	<u>Salón / Room #330</u> <i>Chair: Evelyn Canabal</i>	<u>Salón / Room #317</u> <i>Chair: Silvina Montrul</i>	<u>Salón / Room #244</u> <i>Chair: Rafael Orozco</i>
10:45-11:15	<b>Social and interactional functions of small talk in U.S. Spanish broadcast news</b> Holly R. Cashman	<b>Spanish-speaking college students' attitudes about code-switching</b> Dalia Magaña	<b>La colocación como concepto explicativo de la variación sintáctica en los préstamos léxicos</b> Ana Ortigosa & Ricardo Otheguy
11:15-11:45	<b>Ponencia cancelada/ Paper cancelled</b>	<b>Spanish-English bilinguals' reactions to felicitous and infelicitous intra-sentential code-switching</b> Tyler Kimball Anderson	<b>Spanish/English contact in rural Puerto Rico: Sociolinguistic perspectives</b> Jonathan Holmquist
11:45-12:00	<b>Descanso / Break</b>		
	Salón / Room #329		
12:00-1:00	<b>Lost in translation: Language acquisition and loss in the United States</b>  Alejandro Portes (Co-sponsored by the Mason Project on Immigration)		

## Sesiones plenarias / Plenary sessions

**Carol A. Klee, University of Minnesota**

*Spanish language contact in Latin America: The impact of internal migration and globalization on contact varieties of Spanish*

Viernes / Friday 1:30-2:30

Massive social and economic transformations in Latin American during the twentieth century and early part of the twenty-first century, particularly increasing urbanization, have had detrimental effects on indigenous language maintenance and at the same time have brought about changes in local varieties of Spanish. During the twentieth century, Latin America was transformed from a predominantly rural to a predominantly urban society; it is predicted that by 2010, the Latin American urban population may reach 80 percent. Urbanization has not been restricted to cities; urban institutions and urban standards have expanded their influence into rural regions, in part through complex social networks formed with migrants to urban areas.

With these changes indigenous languages, which survived until the twentieth century primarily in rural, relatively isolated areas of Latin America, have come into increasing contact with Spanish and relatively rapid language shift has resulted. While studies have demonstrated that the indigenous languages have had virtually no structural influence on most varieties of Latin American Spanish, in areas where large numbers of speakers of indigenous languages reside and where there has been extensive bilingualism (especially in the twentieth century), contact-induced features can be found; these areas include the Yucatan region of Mexico, Guatemala, Paraguay, and the Andean region of South America. Increasing pressures from globalization and internal migration have brought speakers of these varieties into contact with speakers of non-contact dialects of Spanish. The specific language changes that have resulted will be examined as they relate more broadly to issues of language contact, dialect contact, cultural identity, and the processes of language change.

**Luis C. Moll, Universidad de Arizona**

*La subjetividad y el bialfabetismo: Una mirada longitudinal*

Viernes / Friday 5:00-6:00

Las ideas que comparto en esta ponencia están basadas, en gran parte, en un estudio longitudinal que hemos realizado con estudiantes que comenzaron sus estudios en una escuela (K-5) de "inmersión en español". Me concentro en tres aspectos. Primero, resumo algunos hallazgos de la investigación, especialmente que todos los estudiantes se convirtieron no solo en bilingües, sino también en "bialfabeticos" durante sus años de estudio. Segundo, presento las condiciones que creó la escuela para poder sostener un programa de estudios en español, aun bajo las circunstancias ideológicas adversas del estado. Estas condiciones se caracterizan por el compromiso claro del cuerpo docente y los administradores con la educación bilingüe, y por poder facilitar una pedagogía que amplíe, en vez de restringir, las destrezas y habilidades de los estudiantes. Concluyo con un resumen del progreso de tres estudiantes, las cuales hemos seguido por nueve años y representan trayectorias diferentes hacia el bilingüismo.

**Rachel F. Moran, University of California-Berkeley**

*The untold story of Lau v. Nichols*

Sábado / Saturday 1:30-2:30

Scholars working on immigrant education and language acquisition are probably familiar with *Lau v. Nichols*, 414 U.S. 563 (1974). *Lau* is a landmark because the United States Supreme Court declared that children who speak a language other than English have a right to special assistance under Title VI of the Civil Rights Act of 1964. Most people know the formal holding: Language can not be used as a proxy to discriminate against children on the basis of race, ethnicity, or national origin. Discrimination can be judged by the effect of a policy as well as the intent in promulgating it. *Lau's* significance was cemented when Congress codified the holding in the Equal Educational Opportunities Act (EEOA) of 1974. The



Court's ruling helped to usher in an era of invigorated federal funding and enforcement, state innovation, and successful civil rights litigation.

Less well known is the story behind the case. Lau began when a poor Chinese woman in San Francisco came to a Neighborhood Legal Services attorney, Edward Steinman, and mentioned the problems that her son, Kinney, was having in the public school system. Although Kinney spoke Cantonese, the school took no steps to address his language barriers. Steinman filed a class action on behalf of Kinney and others like him. The litigation epitomized a test-case approach to law reform. Steinman sought a clear statement of constitutional principle that would transform educational practices throughout the nation. Even so, the legal precedents appeared so weak that the San Francisco Unified School District was willing to stipulate that it provided little or no assistance to thousands of Chinese-speaking students. The case that transformed the legal landscape for English language learners was decided without a trial or even much in the way of depositions and interrogatories. Steinman lost before the lower courts but eventually triumphed on appeal.

Although Lau's immediate impact was significant, the decision rests on an increasingly fragile footing. If filing today, the Lau family would have difficulty in finding a legal aid lawyer to take the case, and the federal courthouse door would be closed under Title VI. If the Laus proceeded under the EEOA, they could sue the San Francisco school district but would face arguments that the California Department of Education and other state actors are beyond the statute's reach. If the Laus relied on California law as an alternative, they would confront the strictures of Proposition 227, which mandates intensive English instruction unless a waiver applies. Indeed, in the face of rising anti-immigrant sentiment, it is not clear precisely what the future holds for Lau.

**Alejandro Portes, Princeton University**

*Lost in translation: Language acquisition and loss in the United States*

Domingo / Sunday 12:00-1:00

## Mesas redondas / Round tables

### **El español en los medios de comunicación y la mercadotecnia en los Estados Unidos**

Jueves / Thursday 6:30 PM (Instituto Cultural de México)

Coordinadora / organizer: María Carreira, California State University-Long Beach

Participantes / participants: Raúl Avila, Colegio de México; Miguel Gómez Winebrenner, Cheskin; Armando Guzman, TVAzteca America; Alberto Avendaño, *El Tiempo Latino*; José López Zamorano, Notimex

Esta mesa redonda tiene como propósito examinar la situación lingüística actual de los medios de comunicación y la mercadotecnia en español en los Estados Unidos. Tras ofrecer una perspectiva general de estos campos, los participantes abordarán cuestiones en torno a lo que significa *hacer uso correcto y adecuado del español* en este país. En particular, se plantearán interrogantes tales como: 1) ¿Cuáles serían los criterios para la selección de variantes del español en los medios? (demográficos, económicos, etc.); 2) ¿Qué obligaciones lingüísticas, si algunas, tienen los medios en español en este país? (¿preservar la lengua? ¿fomentar la unidad? ¿comunicarse de la manera más directa? ¿educar al público?); 3) ¿Qué futuro presentan los medios a corto y largo plazo? (¿continuarán su expansión? ¿inmigrarán hacia el inglés?).

### **Educational policies and practices affecting Spanish in the US**

Sábado / Saturday 5:00-6:30 PM

Coordinadora / organizer: Ana Roca, Florida International University

Participantes / participants: Donna Christian, Center for Applied Linguistics; Gisela Conde, Embassy of Spain; Ofelia García, Teachers College, Columbia University; Kendall King, Georgetown University

This round table plenary session will focus on selected aspects of research on bilingualism and policy and practices that affect Spanish-English bilingualism in the United States. Spanish is evolving in the U.S., as it is in the world, in different complex bilingual and political and educational contexts. Although linguists have been concerned primarily with linguistic topics of language contact phenomena (social, cognitive and structural, etc.), re-thinking what research can offer in the areas of societal bilingualism, educational linguistics and socially critical approaches and possibilities, this panel hopes to encourage discussion, questions, and engagement concerning Spanish in the United States and related issues dealing with a person's right to opportunities to have access to bilingual schooling and developing literacy in both languages.

## Sesiones informativas / Informational sessions

### **Spanish in the US: Opportunities for NEH Funding**

Thomas M. Adams

Viernes / Friday 2:45-3:45

National Endowment for the Humanities program staff from the Division of Education will supply information on NEH grant programs and opportunities, providing guidance on the most promising avenues for seeking funding support for specific types of activities. The presentation will focus on NEH support for the teaching of language and culture in schools, colleges, and universities, through professional development at the local and national levels and the design of new curriculum and materials.

### **Publishing in academic journals on Spanish in the US and Spanish in contact with other languages**

Rosina Márquez-Reiter, Ricardo Otheguy, Ana Maria Schwartz, Armin Schwegler & Daniel Villa

Viernes / Friday 3:45-4:45

Aimed at junior scholars (graduate students and junior faculty), but also informative for established linguists, this special session introduces the audience to the ins and outs of five leading journals on Spanish in the US and language contact. Led by editors and representatives of the *Heritage Language Journal* (Ana María Schwartz), the *Revista Internacional de Lingüística Iberoamericana* (Armin Schwegler), *Spanish in Context* (Ricardo Otheguy & Rosina Márquez-Reiter), the *Southwest Journal of Linguistics* (Daniel Villa), and the *Journal of Pidgin and Creole Languages* (Armin Schwegler), the discussion will focus on issues such as article selection, refereeing, electronic vs. hard-copy publishing, number of accepted vs. rejected papers, and so on. Ample time will be reserved for a Question and Answer session, in which the audience can direct questions at the panelists. The session is intended above all as a practical guide to how to get published in the fields of Spanish in the US and/or language contact studies.

## Ponencias / Papers

### **Isabel Álvarez**

*Preocupación normativa en la prensa hispana en internet: ¿Cómo es el español que se usa en la red?*

Viernes / Friday (AM)

Este trabajo busca determinar el papel que se da a la norma lingüística en las publicaciones digitales escritas en español en EE.UU. Los datos analizados proceden de 6 diarios digitales distintos y nos muestran que en este tipo de publicaciones hay un enorme interés por mostrar el español como una lengua de prestigio y defenderla ante el avance del inglés.

### **Scott M. Alvord**

*Miami-Cuban interrogative intonation: A Sociolinguistic analysis*

Viernes / Friday (AM)

The intonation system of Cubans and Cuban-Americans living in Miami is investigated. A variable rule analysis exploring the use of two intonation patterns for yes/no questions was carried out. It was discovered that immigrant generation is a significant factor in the variation and that there is an intonational change occurring in subsequent generations. The social networks of individual speakers are also a significant factor influencing the absolute interrogative intonation pattern used.

### **Tyler Kimball Anderson**

*Spanish-English bilinguals' reactions to felicitous and infelicitous intra-sentential code-switching*

Domingo / Sunday (AM)

Linguists have long established that code-switching is not an uncontrolled amalgamation of two languages; rather it is a bilingual speech behavior that is subject to social conventions and grammatical constraints. However, little attention has been focused on whether the non-linguist is likewise aware of these restrictions. In order to answer this question, the present study evaluates the responses of 274 participant judges to bilingual texts containing grammatical and ungrammatical language alternations. Judges' impressions and responses.

### **Lisa Andion**

*Nuevas fronteras y el espacio lingüístico: El acento neutral en las telenovelas producidas para los telespectadores en los Estados Unidos*

Sábado / Saturday (AM)

Existe una tensión irreconciliable entre tratar de complacer a la mayor cantidad de telespectadores con un producto genérico y alcanzar una autenticidad cultural y lingüística. Por un lado, borrar las líneas es una buena idea para conseguir unidad. Por otro lado, que nos advierta que sigamos en este camino con prudencia para no perder la voz única de un acento argentino o cubano en la búsqueda de una homogeneización.

### **Alejandra Balestra**

*Evolución de las fórmulas de tratamiento de segunda persona en el español de California y Nuevo México: 1800-1900.*

Viernes / Friday (PM)

Análisis de la dinámica de los cambios lingüísticos ocurridos en las formas de tratamiento durante el siglo XIX en el español usado en California y Nuevo México. Este estudio muestra que la variable género interviene de manera considerable cuando se trata de los usos de las formas de segunda persona.

### **Daniel Barragán Trejo, Cynthia Wendolyn González de Alba, Claudia Gabriela Horta García & Angrimer Morelia Vázquez Merlos**

*“Aunque el pueblo es bilingüe, hay mucha gente que no sabe nada de español y hay otra que no sabe nada de inglés”: Mantenimiento lingüístico en Ajijic, Jalisco, México*

Viernes / Friday (AM)

Esta ponencia explora el mantenimiento lingüístico del español e inglés en el pueblo de Ajijic, Jalisco, México. Explicamos por qué a pesar de que ambas lenguas conviven allí desde hace 70 años, ni los ajijijeños hablan inglés ni los estadounidenses español. Sí existe bilingüismo pero, en realidad, los grupos se mantienen aislados y cada lengua se conserva cumpliendo todas sus funciones y utilizándose en todos sus ámbitos.

**Carolina Barrera-Tobón**

*La flexión verbal en /s/ y la Perseverancia: Explicaciones funcionales para el uso variable del pronombre sujeto tú en el español de Nueva York*

Viernes / Friday (AM)

Basados en una muestra de hispanohablantes recién llegados a Nueva York procedentes de diferentes zonas latinoamericanas, así como sus descendientes nacidos en la Ciudad, analizamos el uso variable del pronombre sujeto 'tú'. Utilizando la regresión logística, estudiamos los efectos de diez variables independientes, entre ellas las distintas formas de la Flexión en /-s/ y la llamada Perseverancia. Demostramos que estas variables actúan de forma distinta en los distintos dialectos y las distintas generaciones de hispanohablantes.

**Sara M. Beaudrie**

*Receptive bilinguals' language development in the classroom: The differential effects of heritage versus foreign language curriculum*

Viernes / Friday (PM)

This presentation addresses a study that examined the effects of two types of curricula (heritage versus foreign) on the language development of two groups of HL learners with receptive abilities in the language and a group of FL learners after one semester of instruction. The results offer implications for the inclusion of receptive bilinguals in HL programs as well as pedagogical practices most suitable for these students.

**Sara Beaudrie & Cynthia Ducar**

*¡Díme cómo hablas y te diré en qué clase debes estar! Creating your own Spanish heritage language placement exam*

Sábado / Saturday (AM)

This presentation provides practical information for the successful implementation of a computerized placement exam for Spanish Heritage Language (SHL) programs. This exam uses identifiers to discriminate among the different levels of students. Statistical results show that the exam is highly reliable in placing both intermediate and advanced SHL learners. It is our contention that an exam of this nature can be easily adapted to meet the requirements of other institutions with similar SHL populations.

**Carla María Breidenbach**

*Three phonological variables of Mock Spanish accents: (r\_), (i:), and (d)*

Sábado / Saturday (AM)

The study offers a multivariate analysis (VARBRUL) to determine the frequency of three phonological variables, (i:), (r\_), and (d) which correspond to the English graphemes 'i', 'r', and 'th', commonly found in audible versions of Mock Spanish accents (i.e., English spoken with a contrived Spanish accent) as they correlate to the sociolinguistic factors of race, media source, and the linguistic environments in which the stereotypical variants occur.

**Laura Callahan**

*Using written Spanish in the U.S.: Realities and aspirations*

Viernes / Friday (AM)

This paper reports on an investigation into the role using written Spanish has in U.S. Latinos' lives. 22 interviews were coded for concepts and emergent themes. Themes were grouped into four categories: language maintenance and loss, issues of prescriptivism, the experience of writing in Spanish, and current and planned uses for written Spanish. The results reflect patterns in objectives for and obstacles to using written Spanish, with implications for heritage language teaching and language maintenance.

**Maria M. Carreira**

*Seeing stress: Spanish patterns of accentuation and pedagogical applications*

Sábado / Saturday (AM)

This paper presents a novel way to teach the rules of Spanish accentuation to bilingual Latinos. Traditional pedagogical approaches require that students identify the location of spoken stress before applying a set of orthographic rules. However, picking out the stressed syllable is an exceedingly difficult task for all but the most proficient bilingual Latinos (Carreira 2002). Our research suggests that familiarizing students with the patterns of accentuation of nominal and verbal suffixes yields better results than traditional pedagogical approaches.

**Ana Maria Carvalho**

*Variation and alternation of address forms in Spanish in contact with Portuguese in Uruguay*

Viernes / Friday (PM)

This paper focuses on variation and alternation in the use of the newly incorporated vos and the more local tú in Uruguayan border Spanish. A quantitative analysis of general patterns of use is complemented by a qualitative analysis of interactional strategies of second-person pronoun alternation during sociolinguistic interviews. Preliminary results on the social stratification of pronoun choice support my previous hypothesis of dialect diffusion as a result of recent urbanization of this border dialect.

**Holly R. Cashman**

*Social and interactional functions of small talk in U.S. Spanish broadcast news*

Domingo / Sunday (AM)

This paper draws on previous research on small talk as well as previous research on television news in order to investigate the functions of small talk in U.S. Spanish-language television newscasts. The analysis attempts to uncover the social and interactional functions of small talk used between co-anchors and among co-anchors and other interactants. The data consists of 15 hours each of local (Phoenix, AZ) and national (U.S.) news broadcasts on Univisión.

**John Chaston**

*Mood selection in Spanish impersonal sentences: Usages in Utah and New England compared*

Domingo / Sunday (AM)

This paper identifies, analyzes, and compares usage norms of the Spanish mood selection in subordinate clauses which follow the impersonal constructions: 'ser + adjective + que...' and 'lo + adjective + ser que...', in the speech of Spanish speakers living in central Utah and New England. Language usages, including variations from prescriptive and previously reported norms, are correlated to extra-linguistic data of each speaker to help relate social phenomena to linguistic style and meaning.

**Maria Ciriza**

*Language contact and political identity: The case of Basque Country Spanish*

Viernes / Friday (AM)

The Spanish variety of the Basque Country is characterized by specific linguistic features, which have been argued to be due to contact with Basque. This paper examines this Spanish variety with relation to the speaker's political identity. It is hypothesized that these linguistic features will be found not only in bilingual speakers in areas of strong language contact, but also in monolingual speakers of Spanish who identify with Basque nationalism.

**Jens H. Clegg**

*An analysis of phonological adaptation strategies for borrowings in Spanish*

Sábado / Saturday (AM)

This study analyzes borrowings from interviews with 30 bilingual participants from New Mexico. A total of 265 phonologically adapted English-origin words were identified in stretches of Spanish conversation and analyzed for patterns of adaptation. The study found that words borrowed based on oral forms follow a pattern of adapting English sounds to their nearest Spanish phonological neighbor. Words adapted based on written forms adapt the graphemes to the Spanish sound that corresponds with that grapheme.

**Magdalena Coll & María Irene Moyna**

*A tale of two borders: 19th century language contact in Southern California and Northern Uruguay*

Viernes / Friday (PM)

This paper analyzes historical contact of American Spanish with English and Portuguese, by considering 19th century documents from southern California and northern Uruguay. Both areas exhibited language mixing, but whereas in California it was limited in linguistic scope and duration, in Uruguay it was pervasive and long-lasting, affecting all formal, social, and stylistic levels. We claim formal differences are linked to linguistic family resemblance, but prestige and demographics account for persistence of the Portuguese-Spanish hybrid.

**M.Cecilia Colombi**

*Recepción y respuesta a la ideología lingüística monolingüe de Huntington en la prensa norteamericana y latinoamericana.*

Viernes / Friday (AM)

En este estudio se comparan 20 reseñas y editoriales sobre el último libro de Samuel Huntington publicados en periódicos en español y en inglés para evaluar la recepción de este libro en la sociedad norteamericana y

latinoamericana. La construcción lingüística de las ideologías presentadas en estos textos se analizan desde el marco teórico de la lingüística sistémico-funcional y de evaluación. A través de este análisis se observa cómo las actitudes sobre el lenguaje en estos textos afirman o desafían la ideología lingüística monolingüe desarrollada por Huntington.

### **Florencia Cortés Conde**

*Creando identidad con la lengua: Hispanos y latinos en los medios*

Sábado / Saturday (AM)

Convirtiéndose el primero de julio de 2004 en la segunda minoría de los Estados Unidos, la comunidad "hispana" es un complejo simbólico de razas, naciones, historias, lenguas e intereses. A esto se suma el haberse convertido en "audiencia" para medios en español y "mercado" para sus anunciantes. Usando los métodos del análisis del discurso y análisis de contenido, se estudiará la identidad discursiva propuesta por dos diarios: el *Washington Hispanic* y *El Tiempo Latino*.

### **Anahí Alba de la Fuente, Raquel Fernández-Fuertes & Juana M. Liceras**

*El español en contacto bilingüe y multilingüe: Insights from 'code-mixing' experimental data*

Sábado / Saturday (PM)

Los datos de mezcla de código (code-mixing) típicos de situaciones de contacto de lenguas pueden proporcionar información sobre cómo se representa el lenguaje en la mente del bilingüe y del hablante no nativo. En este trabajo se aportan datos experimentales sobre la direccionalidad de la mezcla y el llamado 'criterio analógico' que avalan la Hipótesis de la Diferencia Fundamental en cuanto a la sensibilidad del nativo y del no nativo al rasgo formal de género.

### **Elise M. DuBord**

*Language policy and the drawing of racial boundaries: Public and parochial schools in territorial Tucson*

Sábado / Saturday (PM)

This paper examines unofficial language policies in late nineteenth century public and parochial schools in Tucson, Arizona that reflect the accommodation of power between Mexicans and Anglos and the negotiation of a new racial hierarchy. I argue that the parochial schools Mexican elites founded maintained Spanish language instruction as a means of racially and linguistically distancing themselves from lower classes of Mexicans in the public schools while simultaneously creating a buffer between Anglos and Mexicans.

### **Cynthia Ducar**

*The sound of silence: Spanish heritage textbooks' treatment of language variation*

Domingo / Sunday (AM)

Though the field of Spanish heritage language (SHL) has seen a boom in research, such research has not yet addressed the presentation of language variation in materials available for SHL classes. This presentation uses textbook examples to demonstrate that current SHL texts continue to promote a pseudo-Castilian variety of Spanish, while delegating student varieties of US Spanish to 'appropriate' home contexts. It is argued that future SHL textbooks must incorporate corpus-based, sociolinguistic research to combat this reality.

### **Roseann Dueñas González**

*Preparing for the future: Development of an undergraduate program in translation and interpretation*

Sábado / Saturday (PM)

Latinos' poor academic performance is a result of an academic culture that fails to recognize the value of their linguistic and cultural capital. At the same time, the need for advanced bilingual professionals is increasing across the country. In response to these problems, The University of Arizona has completed an innovative Translation/Interpretation program designed to improve Latino access, retention and completion rates at the post-secondary level. The program and its supporting research will be discussed.

### **Daniel Erker**

*Functional explanation in the variable use of subject pronouns in both contact and non-contact varieties of Spanish*

Sábado / Saturday (AM)

Analysis of Spanish speech from 142 New Yorkers confirms the functional prediction that in the first and third person speakers will use overt pronouns with morphologically non-distinctive verbs at a significantly higher rate than they will with verbs whose morphology is itself a distinctive subject marker. We confirm this prediction across a continuum of language contact: in the speech of newly arrived immigrants, established immigrants, and Spanish speakers born in New York City.

**Marta Fairclough & Carlos J. Ramírez**

*Testing lexical decision as a placement tool for early and late Spanish/English bilinguals*

Sábado / Saturday (AM)

The purpose of this study is to measure the effectiveness of a lexical decision test for placement of incoming students into a two-track Spanish language program at the university level. Four levels of early and late bilingual students will be tested using Davies' (2005) corpora. A cloze test will be used as a comparison measure.

**Sandra Falcón**

*Motivation and success among heritage Spanish learners in higher education*

Sábado / Saturday (AM)

This paper explores socio-economic factors motivating heritage speakers to enroll in Spanish for Heritage Speakers courses. Is it a sense of cultural identity? Do they do so in pursuit of bilingualism/biculturalism, or to simply satisfy language requirements? The researcher investigates which of these factors entails greater success. It is predicted that prior experience of language and education as empowering in the sense of Bourdieu's (1991) cultural capital is critical to overall motivation and success.

**Arturo Fernández-Gibert**

*De la tradición oral a la letra impresa: lengua y cambio social en Nuevo México, 1880-1912*

Viernes / Friday (AM)

En la transición del siglo XIX al XX, Nuevo México pasó de ser una sociedad de tradición oral a formar parte de los Estados Unidos. Las transformaciones socioeconómicas introdujeron cambios en las formas comunicativas de los nuevomexicanos, quienes impulsaron la cultura de la letra impresa mediante la alfabetización en su lengua nativa. La circulación de cientos de periódicos en español produjo transformaciones lingüísticas y culturales, y permitió construir una identidad hispana propia en el nuevo estado.

**Amy Firestone**

*Excuse me Madame! Massage Miss? ¡Cómprame mamá!: Language contact and handicraft vendors' language preferences in Cusco, Peru*

Sábado / Saturday (AM)

This paper analyzes handicraft vendors' language preferences in markets in Cusco, Peru with particular attention to vendors' use of Quechua, Spanish, and other foreign languages with tourists. Previous studies on Quechua suggest that Quechua is used as a promotional tool for handicraft vendors; however, in Cusco, this was not observed. Although Quechua is absent in these interactions, handicraft vendors are not shifting away from Quechua; interviews inform that they still maintain it in public and private spaces.

**Nydia Flores-Ferrán**

*Mexicanos in New Jersey: The state of Spanish in New Brunswick*

Domingo / Sunday (AM)

This study examines the language practices of Mexicanos in an enclave that can be characterized as an emergent community. While language practices among Mexicanos, Chicanos, and Mexican-Americans have been documented in the U.S. where they have had a strong presence, for the East, this population remains relatively under investigated. The study uses ethnography as a first line of inquiry and analyzes discourse to the understand language practices of adults.

**José Manuel Franco Rodríguez**

*El español en el condado de Miami-Dade desde la señalética*

Sábado / Saturday (AM)

A pesar de su presencia manifiesta, las señales en español visibles en las calles de los Estados Unidos han recibido escasa atención en los trabajos lingüísticos. Aquí se presenta el primer estudio sobre el léxico, la gramática y la ortografía en la señalética comercial y urbana del condado Miami-Dade. El análisis de los resultados conduce a y concluye con una reflexión sobre el futuro del español en esta región estadounidense.

**Tammy Gales**

*U.S. immigration laws for Latinos since 9/11: An SFL analysis*

Sábado / Saturday (AM)

As a national institution, the law is held to be above emotion and prejudice. However, in the years since 9/11, as public awareness of "homeland security" has been heightened, the laws regarding immigration have come under close scrutiny. Using Martin & Rose's (2003) and Martin & White's (2005) system of Appraisal analysis, this paper explores the language of laws for Latino immigrants passed since 9/11 and the political contexts in which those laws were created.



**Pilar Garces-Conejos Blitvich**

*Eslóganes y titulares: estudio contrastivo*

Sábado / Saturday (AM)

Este estudio realiza un análisis contrastivo de titulares de prensa y eslóganes publicitarios encontrados en periódicos publicados en países de habla hispana y en Estados Unidos. El fin último del estudio es comprobar si los eslóganes y titulares de la prensa escrita en español en USA se adscriben a las tendencias observadas en estos enunciados en países de habla hispana o, por el contrario, han adaptado las convenciones de género imperantes en la prensa anglosajona.

**MaryEllen Garcia**

*Speech community, discourse, and code-switching style*

Viernes / Friday (AM)

This paper considers code-switching to be a norm, or unmarked style as suggested by Myer-Scotton, for speaking Spanish in San Antonio's Mexican American community. This is illustrated in taped interviews with local speakers in qualitative analyses of discourse in three different genres: description, narration, and argumentation. I argue that discourse norms with regard to code-switching may be a mark of speech community membership rather than determined solely by fluency or functional considerations.

**Kareen Gervasi**

*Language and ideology: Spanish reported speech in journalistic discourse*

Viernes / Friday (AM)

I analyze direct (DD) and indirect discourse (ID) in *Granma* (newspaper of the Cuban Communist Party) and *El Nuevo Herald* (Miami-based newspaper). DD and ID are influenced by the reporter's ideology and by the political power of the reported voices. Reports from *Granma* quoting government officials correlate with ID, whereas in *El Nuevo Herald*, there is almost equal use of DD and ID. When citizens without power are quoted in both publications, DD is preferred.

**Concepción B. Godev**

*Reconstrucción de la identidad del castellano en áreas catalanoparlantes del estado español*

Viernes / Friday (AM)

La dinámica del contacto entre el castellano y el catalán, ya institucionalizado desde hace más de veinte años, ha llevado consigo una intensa planificación de la lengua catalana en su uso y su espacio y, como consecuencia de esto, el castellano también se ha visto sujeto a una planificación que necesariamente lleva aparejada la reconstrucción de su identidad. En esta ponencia se explorarán los detalles de esa reconstrucción y esa nueva identidad.

**Patricia Gubitosi**

*Las expresiones pasivas en California y Nuevo México (1850-1950): Cambio lingüístico e identidad*

Viernes / Friday (AM)

Este trabajo se propone investigar la expresión de la pasividad en periódicos hispanos publicados en California y Nuevo México de 1855 a 1950, dado que existe consenso en que un cambio se está produciendo en el español. El estudio revela diferencias dialectales en el avance de este cambio entre los periódicos de California y los periódicos de Nuevo México; diferencias que, de acuerdo a la autora, se deben a cuestiones de identidad y solidaridad lingüísticas.

**Michael D. Guerrero**

*El (sub)desarrollo del español académico entre los maestros bilingües en los Estados Unidos: ¿Una cuestión del poder?*

Viernes / Friday (PM)

Esta ponencia se enfoca en una investigación del subdesarrollo del español académico que existe entre la población de maestros bilingües de ascendencia mexicana americana en los Estados Unidos. Se propone que dicho subdesarrollo resulta debido a la política y la economía y la forma en que estos dos factores definen las normas y prácticas lingüísticas adoptadas por las escuelas, comunidades, y familias, y por el mismo individuo.

**Anne Hoffman-González & Michelle Sharp**

*Heritage speakers in university Spanish language classes: Multiple perspectives*

Viernes / Friday (AM)

This pilot study examines the experiences and perceptions of Heritage speakers of Spanish in a non-major level Spanish class at a large Midwestern public university. The goal of this study was to synthesize the

commonalities among heritage speakers' perceptions to create a more holistic definition of what it is to be a heritage speaker in this setting.

**Jonathan Holmquist**

*Spanish/English contact in rural Puerto Rico: Sociolinguistic perspectives*

Domingo / Sunday (AM)

This presentation will show that even though forms of English origin are rare in recorded conversational Spanish in rural Puerto Rico, their use may be fruitfully subjected to techniques of sociolinguistic analysis. The study is based on the analysis of recorded semi-directed conversations with 60 speakers living in and around the community of Castañer in the heart of the coffee-growing region in the mountains of the west-central portion of the island.

**Nicole M. Houser**

*La clasificación del español como lengua extranjera: Un debate contextualizado e ideológico*

Viernes / Friday (PM)

Esta investigación cuestiona la clasificación del español como lengua extranjera en los Estados Unidos. El caso del español en los Estados Unidos muestra la complejidad de los contextos en que se aprende una 'lengua extranjera' y una 'segunda lengua.' Esta ponencia propone que estas clasificaciones no son descriptivas, sino productos de la historia, el discurso y la ideología lingüística.

**Luz Marcela Hurtado**

*La adquisición de la vibrante alveolar sonora: El caso de los estudiantes de Central Michigan University*

Sábado / Saturday (AM)

Análisis del efecto de factores lingüísticos y sociales en la producción de la vibrante alveolar sonora (simple y múltiple) por parte de 37 estudiantes de español como segunda lengua. La muestra consiste en dos juegos de grabaciones de las que se codificaron y se analizaron cuantitativamente con el programa estadístico VarbRul 7598 palabras. Los resultados revelan que el contexto fonético velar y los estudios en el extranjero favorecen la producción de la vibrante española.

**Edwin M. Lamboy**

*La expresión de futuridad entre hablantes de español como L1 y L2: Análisis lingüístico y sociolingüístico*

Sábado / Saturday (PM)

Este estudio compara la expresión de futuridad mediante el uso del futuro morfológico, el presente de indicativo, la perífrasis con 'ir' y la perífrasis con otros verbos en infinitivo por parte de hablantes de español como L1 y L2. Los datos sugieren que el futuro perifrástico sigue ganando terreno entre ambos grupos y que el tipo de verbo, de sujeto y de cláusula tiene efectos diferentes en el habla de unos y otros.

**Kelly Lowther**

*Language socialization practices: Transmitting values and building a bond in a family of Mexican heritage*

Viernes / Friday (AM)

This paper investigates the child language socialization practices of a bilingual family of Mexican heritage in Tucson, AZ, examining the socialization to and through language (Schieffelin & Ochs, 1986) between mother and 20-month old baby. Analysis of ethnographic-style video- and audio-recorded observations of family interaction revealed strong Spanish maintenance and the transmission of important social messages and values to baby, especially through the use of a wide variety of directive forms and displays of affect.

**Andrew Lynch**

*The expression of cultural standing in Miami Cuban Spanish: An analysis of discourse about Castro and Cuba*

Viernes / Friday (AM)

This talk draws upon a model of cultural standing to analyze the expression of opinions regarding Castro and US-Cuba relations among three major groups of Miami Cubans: early exiles, Marielitos, and Miami-born Cuban-Americans. Factors of social identity and conflict are highlighted. In the production of discourse among US-born speakers, the impact of cultural factors in processes of linguistic simplification is addressed.

**Patricia MacGregor-Mendoza**

*Spanish in the Southwest: Repression, resistance, and resilience*

Domingo / Sunday (AM)

Historically, schools have restricted Spanish use at school fearing that using Spanish would delay Latinos' assimilation into mainstream American society. The present paper discusses the preliminary results of an on-going study exploring the linguistic experiences and development, and the academic and social growth of

individuals who not only suffered repression for speaking Spanish at school and surrendered to it, but also those who survived, and more importantly, those who succeeded in spite of it.

### **Dalia Magaña**

*Spanish-speaking college students' attitudes about code-switching*

Domingo / Sunday (AM)

Code-switching is many times seen as a language flaw when in reality it is a positive linguistic ability since it requires dexterities that code-switchers may not know. It is important that Spanish speakers are educated about this subject, but before we this can be achieved, language attitudes are essential. This research deals with the attitudes that University of California, Davis students, both at the undergraduate and graduate level, have about code-switching.

### **Clare Mar-Molinero**

*Whose Spanish? Authenticity and global Spanish*

Sábado / Saturday (PM)

In this paper I will discuss the phenomenon of grassroots appropriation of Spanish as part of the global spread of Spanish by examining some examples of US Latino popular music. I will argue that the topics, lyrics, codeswitching, videos and music of these are an interesting manifestation of a linguistic community crossing 'contact zones' (Pratt, 1987; 1992, 2005) to bring their own particular form of Spanish to the global stage.

### **Rosina Márquez-Reiter**

*¿Cómo desahacerse de un agente de telemarketing? Un estudio de las estrategias de 'face' empleadas por clientes y proveedores institucionales en una llamada de índole intercultural*

Sábado / Saturday (AM)

Esta comunicación examina una conversación telefónica entre un proveedor montevideano y un cliente bonaerense. El enfoque es integrativo en tanto que las estrategias de 'face' y los actos metapragmáticos son analizados sociopragmáticamente y, la estructura de la conversación es examinada utilizando herramientas del análisis de la conversación etnometodológico. Los resultados revelan una conversación fluida, relativamente informal y una orientación hacia la 'considerateness' por parte del proveedor y hacia el 'involvement' por parte del cliente.

### **Glenn Martinez**

*¿Se habla español?: Language policy in health care along the US-Mexico border*

Sábado / Saturday (PM)

This paper analyzes how recent language policy in health care affects commitment of health care providers along the US Mexico border to provide language assistance services for Spanish speaking patients. The paper offers recommendations for fostering greater commitment language assistance services and greater awareness of language barriers among health care providers.

### **María Isabel Martínez Mira**

*Factors involved in the classification of Spanish heritage speakers: The role of generation*

Viernes / Friday (AM)

This study analyzes the role of generation when classifying Spanish heritage speakers. Familiarity/use of the subjunctive in adverbial clauses was tested with different instruments and compared to monolingual Mexican speakers/advanced Spanish L2 learners. There are similarities between the monolinguals/heritage speakers regarding the (grammatical) subjunctive, although 3rd/4th generation of heritage speakers tolerated the (ungrammatical) indicative more (but less than the L2 learners). The generational component is seen in light of factors like incomplete acquisition/sociodemographic issues.

### **Antonio Medina-Rivera**

*Del nivel fonológico al nivel escrito: El español de Puerto Rico en acción*

Domingo / Sunday (AM)

En este trabajo se examinarán algunos aspectos fonológicos que se transmiten en la escritura de hablantes hispanos que viven en la ciudad de Cleveland, Ohio. Se hará mención específicamente a la lateralización de (r) a final de sílaba y la elisión de (s) a final de sílaba en la escritura formal de varios hablantes puertorriqueños.

**Barbara Merino & Laura Dubcovsky**

*El desarrollo del español en la preparación de maestros bilingües*

Sábado / Saturday (PM)

Esta presentación se ocupa del desarrollo del español escrito de futuros maestros bilingües. Para ello se analizaron definiciones tomadas de diferentes disciplinas del currículo siguiendo la lingüística sistémica funcional (Halliday, 1994), que estudia las características formales de la lengua unidas a su significado. Como resultado, se describió un continuo desde definiciones informales hasta otras abstractas. Este trabajo apoya la práctica frecuente y sostenida del español para maestros bilingües, que satisfaga propósitos genuinos de la escuela.

**Jim Michnowicz**

*Intervocalic voiced stops in Yucatan Spanish: A case of contact induced language change?*

Viernes / Friday (PM)

Yucatan Spanish regularly fails to show the voiced stop/approximate alternation favored by “standard” dialects, a feature that is often attributed to contact with Yucatec Mayan. This study offers evidence from sociolinguistic interviews that bilingualism with Mayan does correlate with increased stop usage. Stops also fail to alternate with approximates in other bilingual areas, indicating that voiced stops may be preferred in situations of language contact, regardless of what the contact language is.

**Susana V. Mills**

*The fourth generation: Turning point for language shift or mere coincidence?*

Sábado / Saturday (AM)

The present study explores language maintenance and shift among fourth generation Hispanics residing in a northern Arizona community. Using a sociolinguistic approach, Spanish language use by 20 fourth generation Hispanics residing in this community is examined and compared to the Spanish language use of first through third generation Hispanics. Specific domains are studied to determine Spanish/English language use among the participants.

**Susana V. Mills & Daniel J. Villa**

*Spanish maintenance and loss in the U.S.: New analytical perspectives*

Viernes / Friday (AM)

Recent research on U.S. Spanish suggests that there may exist emerging changes in the patterns of shift that do not correspond to Fishman’s ‘classic’ three generation language loss model. The research presented in this paper, then, takes into account these recent findings, and presents new and modified analytical models for future research into the dynamics of Spanish/English maintenance and loss in the U.S.

**Cecilia Montes-Alcalá**

*Percepciones del español de prestigio entre jóvenes hispanos universitarios*

Sábado / Saturday (AM)

Este estudio se propone descubrir las actitudes de hispanos con una educación universitaria respecto a las diferentes variedades regionales/geográficas de la lengua española. Mediante cuestionarios se entrevistó a dos grupos de jóvenes de diferentes países hispanos con el objetivo de que indicasen en qué país o región se habla el mejor español y por qué. Los resultados difieren de estudios previos y ponen en cuestión la lealtad lingüística a la propia comunidad.

**Silvina Montrul & Melissa Bowles**

*Negative evidence in instructed heritage language learners: A study of differential object marking*

Sábado / Saturday (PM)

Low to intermediate proficiency heritage language (HL) learners of Spanish demonstrate similar gaps in linguistic knowledge to adult L2 learners. This study investigates whether focused instruction with negative evidence is beneficial for their (re)acquisition of one such feature, differential object marking.

**Alexandra Morales & Luis A. Ortiz López**

*Pronombres de sujeto en Santa Cruz (y Puerto Rico): ¿Procesos semánticos/pragmáticos o influencia de L2?*

Viernes / Friday (AM)

Se investiga semántica/pragmáticamente el pronombre de sujeto en tercera persona en hablantes de ascendencia puertorriqueña bilingües de Santa Cruz. Correlaciona la presencia/omisión del PPS con variables (socio)lingüísticas. Se evidencia mayor uso de PPSs en L2, motivado por la clase semántica del verbo y por factores pragmáticos (foco de expresión y conectividad discursiva). La frecuencia y la función

semántica/pragmática de los PPSs se ve influenciada por el contacto de lenguas, particularmente en los casos de atrición.

### **Terrell A. Morgan**

*Spanish in Ohio*

Domingo / Sunday (AM)

A formal description of native Ohio Spanishes based on digital video samples filmed in communities where Spanish has been spoken for over half a century. Characterization of these varieties within the larger pan-Hispanic dialectal picture, and comparisons with other communities in the Midwest and beyond. Identification of educational, political, cultural, and commercial initiatives that impact language use, and suggested resources and topics for further academic study of Spanish in the Buckeye State.

### **Rafael Orozco**

*Variation in the expression of nominal possession in Colombia and New York City*

Viernes / Friday (PM)

This study determines the distribution of possessive adjectives, definite articles, and possessive periphrases in Colombia and New York. The factor groups influencing the occurrence of a given form are the same for both populations and pull in the same directions. The constraint effects suggest that, despite language contact, the two groups of informants are still members of the same speech community. These results help explain other instances of morphosyntactic variation involving analytic and synthetic variants.

### **Rafael Orozco & Gregory R. Guy**

*Comparison of the subject personal pronoun expression in Colombia and New York City*

Sábado / Saturday (AM)

This study examines the use of subject personal pronouns (SPPs) in Colombia and New York examining the distribution of overt and null SPPs and determines the factor groups which promote overt and null subjects. These factor groups are compared to those that constrain the occurrence of SPPs in New York reported by Otheguy (2006). The results provide a baseline of data from a noncontact speech community that can be usefully compared with potentially contact-influenced varieties.

### **Ana Ortigosa & Ricardo Otheguy**

*La colocación como concepto explicativo de la variación sintáctica en los préstamos léxicos*

Domingo / Sunday (AM)

En nuestro estudio sobre los préstamos léxicos en el español de Nueva York ponemos a prueba la predicción de que mientras que las combinaciones libres de palabras inglesas aparecerán mayoritariamente en español como secuencias de palabras inglesas y españolas (e.g. la tapa del toilet, el basement del edificio), las colocaciones del inglés (e.g. social worker, credit card) aparecerán con más frecuencia prestadas al español como una expresión completamente en inglés.

### **Luis A. Ortiz López**

*Opcionalidad y obligatoriedad en los pronombres de sujeto en el español (L1/L2) del Caribe*

Sábado / Saturday (AM)

Se examinan los PPSs en L1 y L2 en la frontera dominico-haitiana. Se correlacionan los PPSs con variables semánticas/pragmáticas y con la competencia lingüística de los sujetos. Los bilingües manifiestan frecuencias más altas de PPSs en contextos opcionales y contrastivos, un efecto del parámetro del creole. L1 demuestra un comportamiento balanceado de presencia/ausencia de PPSs en los mismos contextos opcionales preverbales, condicionado por el pronombre, los valores semánticos del verbo y la función del PPS.

### **Darren Paffey & Clare Mar-Molinero**

*“¿Ministros de una misma iglesia?”: The Real Academia Española, Instituto Cervantes and panhispanism*

Viernes / Friday (AM)

In the context of debates about languages and globalisation, this paper looks at the panhispanic language policies developed and driven by the Real Academia Española and the Instituto Cervantes. We engage in a critical analysis of policy documents, collaborative projects and the Congresos de la lengua española, posing questions about institutional language ideologies that underpin the unity and spread of Spanish in the global linguistic ‘market’, as well as examining the implications of these policies.

**Claudia Parodi**

*Reconstrucción y contacto de lenguas: El español en el Nuevo Mundo*

Viernes / Friday (AM)

En este trabajo mostramos que es posible reconstruir la historia del español en el Nuevo Mundo gracias a los hispanismos o préstamos del español a las lenguas indígenas en distintas etapas de su historia. Gracias a este método de investigación que resulta factible demostrar que el español latinoamericano procede de varios dialectos peninsulares y no sólo de uno, como algunos han señalado.

**Kim Potowski & Jill Jegerski**

*Effects of processing instruction on Spanish heritage language development: A follow-up study*

Sábado / Saturday (PM)

This study compares the effects of processing instruction (PI) (VanPatten 2004) and traditional output-based instruction (TI) among heritage speakers. Specifically, the experiment targeted the interpretation and production of the past subjunctive with indefinite referents, such as *Mi papá fue en carro porque no había un tren que pasara cerca de casa*. Many heritage speakers use the imperfect indicative in this context. There was significant improvement on both interpretation and production in the posttest under both instructional conditions.

**Michelle F. Ramos-Pellicia**

*Language attitudes and dialect use: The case of Mexican Americans and Puerto Ricans in the same community*

Domingo / Sunday (AM)

Studies have demonstrated the role of language attitudes in language variation, but have not considered language use and attitudes towards speakers of different Spanish varieties in a community. I explore if language attitudes influence the speakers to separate or converge Puerto Rican and Mexican American Spanish. I correlate attitudes with /r/ in syllable final position. The results show that MAS maintains [r] and PRS does not. Speakers' attitudes are more powerful than their linguistic interactions.

**Aixa Said-Mohand**

*El impacto del inglés en el español de hablantes bilingües en los Estados Unidos: El marcador del discurso 'como'*

Sábado / Saturday (AM)

En nuestro estudio analizamos el marcador del discurso 'como'. El corpus corresponde a 56 entrevistas con estudiantes bilingües de segunda y tercera generación. Los resultados indican que si bien los participantes emplean las funciones de ejemplificación, aproximación general, aproximación numérica y causalidad, que también se han constatado en variedades monolingües del español, observamos el uso de 'como' para presentar un discurso directo y ejemplificaciones oracionales que no se ha documentado en variedades monolingües del español.

**Jorge Salinas**

*Salazar: Un modelo de educación dual en la ciudad de Chicago*

Sábado / Saturday (PM)

El Ruben Salazar Bilingual Center es una escuela pública (PK-8) de Chicago que ofrece enseñanza en inglés y en español, y atiende a una población mayoritariamente latina de bajos ingresos. En esta presentación se ilustra cómo aplica los fundamentos teóricos del enfoque dual a su actividad cotidiana. Se resaltan logros y limitaciones respecto al bilingüismo y bialfabetismo de los alumnos que han cursado los ocho grados en esta escuela.

**Liliana Sánchez**

*Text structure and narrative identities in academic writing: "Mi familia" by Quechua-Spanish bilingual and Spanish monolingual children*

Viernes / Friday (PM)

Spanish compositions on the topic *Mi familia* "My family" written by L1 Quechua-L2 Spanish bilingual children and Spanish monolingual children are compared. Mean number of sentences per composition, frequency in the use of sequential, regularity and causality markers (Kress 1994, Reynolds 2002) revealed no significant differences, but semantic content (family members' activities, interpersonal relations) did, generating different identity profiles for the children as academic writers. The potential consequences for assessment are discussed.

**Liliana Sánchez, José Camacho & Jose Elías Ulloa**

*Convergence: Null subjects and agreement in Shipibo Spanish*

Viernes / Friday (PM)

In Shipibo 3 p null subjects are licensed by a discourse topic, but 1,2 p subjects are not. The lack of agreement morphology makes 1 and 2 p obligatorily overt. In Shipibo Spanish, null subjects are generalized to 1, 2 person,

but under inappropriate pragmatic conditions. Defective 3 p agreement and the use of gerunds in main clauses are evidence of convergence towards Shipibo.

### **Ana Sánchez-Muñoz**

*La elaboración lingüística en diferentes registros del español de hablantes de herencia*

Viernes / Friday (AM)

El presente estudio investiga si existe variación estilística en el español hablado como lengua de herencia en EE.UU. y cómo dicha variación se manifiesta en registros con diferentes niveles de formalidad. El uso de adjetivos atributivos y la diversidad léxica son algunos de los rasgos analizados con el fin de investigar si hay variación estilística dependiendo de las situaciones en las que los hablantes usen el español.

### **Adam Schwartz**

*Do-it-yourself Spanish: Introducing public discourses of 'Gringoism' as racializing linguistic and cultural reclamation*

Sábado / Saturday (PM)

This study exposes 'gringo Spanish' as a discursive site for the reproduction of racism and social order in White public spaces. I emphasize recursive processes in linguistic re-appropriation wherein Anglos and those identifying with the U.S. White majority comfortably 'interact' with Spanish and imagined Mexican peoples and cultures. A textual analysis of a particular title in popular Spanish language education literature (Harvey, 1990/2003) will be central to this argument.

### **Naomi Lapidus Shin & Ricardo Otheguy**

*Diminishing sensitivity to continuity of reference: Subject pronoun use in New York City*

Sábado / Saturday (AM)

Our study demonstrates that NYC bilinguals show a diminishing sensitivity to Switch Reference as a predictor of the variable use of overt first and second, but not third person singular subject personal pronouns. We argue that this is evidence that the processes that Silva-Corvalán (1994:207) has termed simplification are mediated by functionality: areas of the grammar that are more useful for communication tend to resist erosion under contact, while less crucial areas are more permeable.

### **Kirsten Silva Gruesz**

*Bilingual practice and language ideology in nineteenth-century California: An archival study*

Viernes / Friday (PM)

This paper uses the unpublished diaries and letters of bilingual californio-Anglos (the Bandini, Solano, and Dalton-Zamurano families) to analyze practices of code selection, linguistic socialization, and literacy instruction in California during the crucial decades of 1840-1880. It traces shifts in linguistic ideologies surrounding Spanish under an encroaching Anglo-American educational and juridical system.

### **Maria Spicer-Escalante**

*Teaching Spanish and English Writing to Bilingual Speakers: Research insights from American and Mexican classrooms*

Sábado / Saturday (AM)

The main objectives of this presentation are: 1) the analysis and comparison of the diverse teaching methodologies that High School teachers, in the U.S. and in Mexico, use to teach Spanish and English writing, and 2) the analysis of the effects that the specific observed writing instruction has on the students' writing tasks, by exploring the most relevant features of the students' written discourse in both languages.

### **Miranda Stewart**

*Spanish and English in (pragmatic) contact: Pragmatics and the dialogue interpreter*

Sábado / Saturday (PM)

Presupposition and implicature are key to the transfer of pragmatic meaning and frequently function through ambivalence and the multifunctionality of linguistic resources. Courtroom interpreters, while operating under 'literality' constraints, may effect subtle shifts of pragmatic force. The aim of this paper is to investigate what happens when Spanish and English come into close pragmatic contact in the US courtroom and to examine how this contact is mediated by the dialogue interpreter.

### **Greg Thompson**

*Placement exams and the heritage language learner*

Sábado / Saturday (AM)

This presentation describes how to identify heritage learners and determine their proficiency levels through the use of both their cultural and linguistic characteristics. Additionally, this presentation provides examples of

instruments that can be used to evaluate heritage students and addresses some of the different language uses by these students according to their proficiency level.

**Lourdes Torres & Kim Potowski**

*Bilingual discourse markers in Chicago Spanish*

Sábado / Saturday (AM)

In Spanish language contact situations, the borrowing of particles such as discourse markers is quite common. We examine the status of discourse markers in the Spanish spoken by diverse communities in Chicago. Our corpus consists of interviews with 2nd and 3rd generation speakers who identify as Puerto Rican, Mexican and “MexiRican”. We will report some of our preliminary findings on the use of “so,” “you know,” and “I mean” and discuss their status in contact Spanish varieties.

**Robert Train**

*“Todos los peregrinos de nuestra lengua”: Ideologies and accounts of Spanish-as-a-(foreign) language.*

Viernes / Friday (PM)

Beginning with Nebrija’s foundational Gramática de la lengua castellana, this paper explores the historical construction of standardizing accounts of the Spanish language as a (non)native language, particularly in the context of foreign language education in the United States. This paper suggests that language professionals are presented with an ethical responsibility to critically address the accounts and accountability surrounding our constructed notions of the Spanish language and Spanish-language speakers.

**Juan Antonio Trujillo & Loren Chavarría**

*Con Todos: Using learning communities to promote intellectual and social engagement in the Spanish curriculum*

Sábado / Saturday (PM)

Working from an expanded version of the Five Cs that includes a “Consciousness” standard inspired by critical pedagogy theory, the Advanced Spanish Coordinated Studies program at Oregon State University attempts to create a learning environment consistent with contemporary research on conditions for student retention and success (Tinto, 1994; Kuh et al., 2005) that also places the needs and experience of the domestic Latino population in a central position within the Spanish curriculum.

**Claudia Valdez**

*La elección de lengua en encuentros de servicio en una comunidad bilingüe*

Sábado / Saturday (AM)

Se analizan los encuentros de servicio y la elección de lengua entre trabajadores y clientes en una panadería ubicada en el sur de la ciudad de Tucson, Arizona. El uso del inglés/español se estudia desde la perspectiva de la socialización del lenguaje y del análisis del discurso. Se proponen un patrón de servicios con tres dinámicas principales de interacción y la elección de lengua como una negociación efectuada en los primeros tres turnos conversacionales.

**Wilfredo Valentín-Márquez**

*La velarización de (rr) en comunidades puertorriqueñas de los Estados Unidos: ¿Una cuestión de identidad nacional?*

Domingo / Sunday (AM)

Se analiza la distribución sociolingüística de (rr) en una comunidad de Michigan, enfocando los casos de [x], considerado el más puertorriqueño de los sonidos. El análisis propone que las frecuencias de velarización de (rr) tienen relación directamente proporcional con la concentración urbana de puertorriqueños en los Estados Unidos. La poca resistencia de este rasgo a las presiones normativas se compara con la preferencia por la lateralización de (r) para la proyección de una identidad nacional.

**Fabiola Varela-García**

*Idiomas indígenas y español en Guatemala: El multilingüismo como recurso en la construcción del estado multi e intercultural*

Viernes / Friday (AM)

Esta comunicación describe el proceso y resultados de la elaboración consensuada de políticas lingüísticas en Guatemala. En el 2003 el Vice-Ministerio de Educación Bilingüe Intercultural impulsa y reconoce las primeras políticas lingüísticas en la historia del país. En ellas se perfilan las líneas generales para la planificación formal y funcional de los 25 idiomas del país en las instituciones de la administración pública, en el marco de los Acuerdos de Paz (1996) ([www.ebiguatemala.org](http://www.ebiguatemala.org)).



**Rachel Varra**

*Variation in age of arrival and regional Latin American origins as predictors of borrowing behavior in Spanish in the U.S.*

Viernes / Friday (AM)

Extensive interview data show that neither sex, nor age, nor years in the U.S., but rather age of arrival and one's particular Latin American origins are the predictors of one's borrowing behavior. U.S. birth, or arrival before age 15, and Caribbean rather than South American Mainland origins predict relatively higher borrowing rates.

Conceptual tools such as calque, borrowing, and switching are evaluated with respect to the corpus for their usefulness in understanding contact behavior.

**Isabel Velázquez**

*La raíz y las alas: Motivations for intergenerational Spanish language transmission in two Mexican American communities*

Sábado / Saturday (AM)

This paper presents preliminary findings of research into motivations for the transmission of Spanish in two groups of Mexican American families, in El Paso, Texas, and the neighborhood of La Villita, in Chicago. This study investigates community ethnolinguistic vitality, families' participation in local, regional and transnational networks, and parental motivations and attitudes. Because of time constraints, the focus of this presentation will be El Paso, with mention of relevant points of intersection with La Villita.

**Daniel J. Villa**

*U.S. Spanish as a variety of General Spanish: Establishing empirical norms*

Sábado / Saturday (PM)

Studies of U.S. Spanish often refer to the non-standard features found in the varieties spoken in this country.

However, 'standard' Spanish seems to represent an empirically undefined, idealized variety of the language spoken by the upper classes. An aim of the research presented in this paper, then, is to work toward establishing an empirically grounded, data driven description of a variety of Spanish found throughout the Spanish speaking world, labeled General Spanish.

**Ana Cristina Villarreal**

*Estándares elegidos: La subestimación del español vernáculo como vehículo para la transmisión de enseñanzas religiosas en una iglesia metodista bilingüe del Valle de Texas*

Domingo / Sunday (AM)

En este trabajo se expone el uso de los diferentes discursos utilizados por una comunidad de práctica bilingüe en una iglesia hispana del Valle de Texas. Analizamos la subestimación del español vernáculo como vehículo de transmisión de enseñanzas y la elevación del español estándar por su presunta higiene verbal. También se aborda la dependencia del inglés como medio necesario de comunicación.

**Tonya E. Wolford & Phillip M. Carter**

*A new look at Spanish attrition in the US: Language shift among Mexican Americans in South Texas*

Viernes / Friday (AM)

We examine Spanish language attrition among adolescent Mexican Americans in South Texas. Our findings indicate that the three-generation pattern of language shift for immigrant languages is underway in this south Texas community, with the youngest generation showing the highest use of all indicators of attrition and/or English influence. This finding is considered in light of the recent implementation of a dual-language program in the local schools and the demographics of the community.

**Marjorie Zambrano-Paff**

*Interpreters' use of politeness markers as a linguistic tool for controlling immigration hearings*

Sábado / Saturday (AM)

The study shows the impact of immigration interpreters' addition of politeness markers on the testimony of Spanish-English bilingually hearings in one U.S. immigration court. Interpreters have the ethical responsibility to maintain legal equivalence; however, they incorporated these markers to adhere to the Hispanic conversational contract and to restore defendants to their former social status in the Hispanic culture. This practice gives interpreters a powerful tool for exerting linguistic, social, and cultural control over defendant's discourse.

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