

Southeastern Conference on Linguistics
LXXXIX Annual Conference (SECOL 89)



Theme: Diversity & Inclusion in Linguistics
March 31 – April 2, 2022

Hosted Virtually



Louisiana State University

College of Humanities & Social Sciences

The Interdepartmental Linguistics Program

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Welcome to the SECOL LXXXVIX

"True colors are beautiful like a rainbow"
(Billy Steinberg & Tom Kelly for Cyndy Lauper's album, 1986)

On behalf of the [SECOL Executive Committee](#), it is our pleasure to welcome you to the 89th annual Southeastern Conference on Linguistics (SECOL) and the second virtual edition of this annual event. The officers hope that this opportunity to share your research with colleagues virtually is a rewarding experience, and we have learned how to do it better in the last two years.

This second-ever entirely virtual SECOL was deemed necessary in 2021, due to health precautions brought about by the COVID-19 pandemic and uncertainty about face-to-face meetings. Members, affiliates, and friends of the LSU's Interdepartmental Linguistics Program have been integrally instrumental in planning, hosting, and advertising of this year's conference and [we thank them for their assistance](#).

The ultimate success of the SECOL organization depends entirely upon the support of our members. Thank you for being a part of SECOL, submitting abstracts for presentations, your enthusiasm and patience for the conference program planned entirely by volunteers, for the glory of languages studies and promotion of linguistics diversity and inclusion in the U.S. Southeast and beyond. This continues to be a challenging time, with the pandemic and the war in Ukraine ongoing during the time of our meeting. The SECOL Executive Committee hopes to offer "normal-time" professional development opportunities and extends its gratitude to each of you for making time to connect with colleagues virtually at SECOL.



Irina Shport
Associate Professor
Department of English, LSU



Rafael Orozco
Professor
Department of World Languages,
Literatures, & Cultures, LSU

Irina and Rafael

Hosts and SECOL 89 Organizers,
The Interdepartmental Linguistics Program



Acknowledgments and Appreciations

The members and officers of SECOL would like to extend our thanks to Tracey L. Weldon for her keynote address; Joseph Hill, Ceil Lucas, Carolyn McCaskill, Robert Bayle for leading the Q&A following the screening of the "Signing Black in America" documentary.

Many thanks to the current SECOL officers for their vital work on the SECOL Executive Board:

| | |
|--------------------|---------------------------|
| Tamara Lindner | President |
| Felice A. Coles | Vice President |
| Ralf Thiede | Past-president |
| Irina Shport | Secretary & co-Web Master |
| Paul Reed | Treasurer & co-Web Master |
| Justin White | Journal Editor |
| Alicia Cipria | Member-at-large |
| Rafael Orozco | Member-at-large |
| Rachael Allbritten | Member-at-large |

And to the Nominating Committee:

| | |
|----------------|----------------------|
| Jeff Reaser | Nominating Committee |
| Paulina Bounds | Nominating Committee |
| Abby Walker | Nominating Committee |

And to the incoming officers:

| | |
|-------------|----------------------|
| Jeff Reaser | Member-at-large |
| Jon Forrest | Nominating Committee |

Much gratitude as well to the organizers and supporters of the SECOL 89 meeting:

- Irina Shport (LSU Dpt. of English) and Rafael Orozco (LSU Dpt. of World Languages, Literatures and Cultures) for co-hosting and organizing the meeting;
- the Scientific Committee of thirty (!!) reviewers for reviewing conference abstracts (names are listed with gratitude at <https://www.lsu.edu/hss/linguistics/secol89/papers.php>);
- the Program Committee for putting together the conference schedule, this program, the fliers, and the website (Irina Shport, Rafael Orozco, Jack Rittenberry, José Rohas, Liliana McGuffin-Naranjo);
- Chairs of 23(!) sessions, moderators of 4 (!!) special panels, and seven (!!!) zoom hosts who welcome you to each of the conference events;
- the Dean, faculty, staff, and students of the College of Humanities & Social Sciences at Louisiana State University for their generous support of this year's SECOL.

How to attend the Virtual SECOL LXXXVIX

Find the Program Online

This program is available at: [SECOL LXXXVIX Program](#)

Attend a Panel / Session / Event

Find the program at: [SECOL LXXXVIX Program](#)

Then scroll through the program and click on the [name of the session / panel / event](#) that you wish to attend and the hyperlink will redirect you into the Zoom meeting. (Clicking on the "[Zoom Link, click here](#)" text for the same session / panel / event will redirect you to the same meeting, whichever you find easier to click.)

Ask Questions in a Panel

Please type your question in the Q&A feature of the Zoom room. The Chair will address all questions at the end of each 20-minute presentation and the Presenters will respond to questions during the following 10-minute Q&A. Moderators of special panels might have a different set up for the Q&A; please, check with a panel moderator when you are attending it.

To attend the Business Meeting, meet colleagues, learn about SECOL and get involved, join us on Friday from 5:30 – 6:30 p.m. (CDT) / 6:30 – 7:30 p.m. (EDT) at: [SECOL Business Meeting!!](#)

Technical Issues

Contact Rafael Orozco at (225) 441-0884 (phone or text) or José Rojas at (337) 326-8425 for help if needed.

Program Overview

Thursday, March 31, 2022

| Time | String One | String Two | String Three |
|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| Executive Committee Meeting 11:15 – 12:15 p.m. (CDT) | | | |
| Welcome Room 12:30 – 12:50 p.m. (CDT) Zoom Link, click here | | | |
| 1:00 – 2:30 p.m. (CDT) | Special Panel 1: Spanish Language Variation and Inclusivity Zoom Link, click here | Session 1: Diglossia & Bilingualism Zoom Link, click here | Session 2: Vowel Phonetics Zoom Link, click here |
| 2:45 – 4:15 p.m. (CDT) | Session 3: Language on Campuses and in Academia Zoom Link, click here | Session 4: Language Documentation Zoom Link, click here | Session 5: Aspects of Second Language Acquisition Zoom Link, click here |
| 4:30 – 6:00 p.m. (CDT) | Walt Wolfram, Jeffrey Reaser, Marissa Morgan: Talking Black in America: Roots--Documentary and Q&A Zoom Link, click here | | |

Program Overview

Friday, April 1, 2022

| Time | String One | String Two | String Three |
|--------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| 8:45 – 10:15 a.m. (CDT) | Special Panel 2: What is the SEC Spanish Consortium? Zoom Link, click here | Session 6: Ethnolinguistic Variation Zoom Link, click here | Session 7: Place & Self in Discourse Zoom Link, click here |
| 10:30 – 12:00 p.m. (CDT) | Special Panel 3: The SEC Spanish Consortium & Community-Engaged Research Zoom Link, click here | Session 8: African American English Zoom Link, click here | Session 9: Sense of Place Zoom Link, click here |
| Lunch Break 12:00 – 1:00 p.m. (CDT) | | | |
| 1:00 – 2:00 p.m. (CDT) | Plenary Address: Tracey L. Weldon Middle-class African American English and the Language of Double Consciousness: A Personal Account Zoom Link, click here | | |
| 2:10 – 3:40 p.m. (CDT) | Session 10: Spanish Corpus Linguistics Zoom Link, click here | Session 11: Multidialectism & multilingualism Zoom Link, click here | Session 12: Southern U.S. English: Accent Zoom Link, click here |
| 3:50 – 5:20 p.m. (CDT) | Session 13: Mock Spanish Zoom Link, click here | Session 14: French & English Zoom Link, click here | Session 15: Southern U.S. English Zoom Link, click here |
| SECOL Business Meeting 5:30 – 6:30 p.m. (CDT) Zoom Link, click here | | | |

Program Overview

Saturday, April 2, 2022

| Time | String One | String Two | String Three |
|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| 8:45 – 10:15 a.m. (CDT) | Special Panel 4: Call to Arms for Identity & Language Variation Zoom Link, click here | Session 16: Morphosyntax Zoom Link, click here | Session 17: Spanish Speakers' Languages Zoom Link, click here |
| 10:30 – 12:00 p.m. (CDT) | Session 18: Linguistic Landscapes Zoom Link, click here | Session 19: Text & Discourse Analysis Zoom Link, click here | Session 20: Language Learning & Pedagogy Zoom Link, click here |
| Lunch Break 12 p.m. – 12:50 p.m. (CDT) | | | |
| 12:50 – 2:20 p.m. (CDT) | Session 21: Phonetics Zoom Link, click here | Session 22: General Linguistics Zoom Link, click here | Session 23: Bilingualism & Translanguaging Zoom Link, click here |
| 2:30 – 4:00 p.m. (CDT) | Joseph Hill, Ceil Lucas, Carolyn McCaskill, Robert Bayley: Signing Black in America Zoom Link, click here | | |
| Executive Committee Follow-up Meeting 4:15 – 5:15 p.m. (CDT) | | | |

Detailed Schedule: Thursday, March 31, 2022

Welcome!

Opening Remarks: SECOL 89 Organizing Committee, Irina Shport and Rafael Orozco; SECOL President, Tamara Lindner

12:30 – 12:50 p.m. (CDT)

[Zoom Link: click here](#); zoom host: Irina Shport

1:00 – 2:30 p.m. (CDT)

Special Panel 1: Spanish Language Variation and Inclusivity

Moderator: Latasha Valenzuela

Zoom host: Rafael Orozco

[Click here for Zoom link](#)

Colomina Almiñana, Juan J. (Louisiana State U.)
When languages confront the Laputian effect

Ibarra, Carlos Enrique (Louisiana State U.)
Home varieties in the Spanish as a heritage language classroom: The Affective Filter and student attitudes toward Spanglish

Valenzuela, Latasha & Orozco, Rafael (Louisiana State U.)
Two sociolinguistic variables for one variation in Mexican Spanish

Session 1: Diglossia & Bilingualism

Chair: Jill Brody

Zoom host: Liliana McGuffin-Naranjo

[Click here for Zoom link](#)

Aldawsari, Abdullah (U. of Mississippi)
Arabic diglossia: The social functions of code-choice among Saudis on Twitter, the role of gender and prestige

Brody, Mary Jill (Louisiana State U.)
"Listen, my son calls me 'papá'": Perceptions on language choice by a Tojol-ab'al / Spanish bilingual

McGuffin-Naranjo, Liliana (Louisiana State U.),
Latin America indigenous people's poetry: Hugo Jamioy Juagibioy, and Rosa Chavéz's collective voices to subvert the hegemonic language

Session 2: Vowel Phonetics

Chair: Brian Jose

Zoom host: José Rojas

[Click here for Zoom link](#)

Bray, Andrew (U. of Georgia)
Canadian raising... and lowering? Pre-nasal allophones and American hockey players

McCalip, Ella (Louisiana State U.)
Canadian Raising of /au/ in Louisiana female speakers

Jose, Brian
A preliminary case study of the short-A system in northwestern Indiana

2:45 – 4:15 p.m. (CDT)

Session 3: Language on Campuses and in Academia

Chair: Carlos de Cuba
Zoom host: Rafael Orozco
[Click here for Zoom link](#)

de Cuba, Carlos, Slocum, Poppy, & Spinu, Laura (Kingsborough & LaGuardia Community Colleges)
Addressing linguistic discrimination on our campuses: some strategies that work

Aston, Patrick (North Carolina State U.)
Sounding like you belong: How shared dialect creates community in academia

Rychkova, Iuliia (U. of Mississippi)
What narratives in TED talks teach us about quasi-academic discourse

Session 4: Language Documentation

Chair: Jack Rittenberry
Zoom host: Liliana McGuffin-Naranjo
[Click here for Zoom link](#)

Escamilla, Ramon (U. of Central Arkansas)
Evidentiality of Hupa =e: and =ts'e

Liu, Chin-Ting (National Chin-Yi U. of Technology)
On the trigger of tone 4 alternation in Taiwan Mandarin

Rittenberry, Jack (Louisiana State U.)
Assessing keyboard layouts for indigenous languages: Access and development

Session 5: Aspects of Second Language Acquisition

Chair: Ala Simonchyk
Zoom host: José Rojas
[Click here for Zoom link](#)

Simonchyk, Ala (U. of Mississippi)
From imprecise phonolexical representations to accurate productions in L2

Fafulas, Stephen, Pierce, Hayden, Geeslin, Kimberly, & Orozco, Rafael (U. of Mississippi, Indiana U., & Louisiana State U.)
The L2 acquisition of subject expression in Spanish: Explorations from a corpus of simultaneous film narrations

Medina, Almitra, Soccarás, Gilda, & Kamath, Soumya (East Carolina U., Auburn U.)
Syntactic complexity as a predictor of L2 Spanish listening comprehension

4:30 – 6:00 p.m. (CDT)

Vimeo link: TBA; [click here for Zoom link](#), zoom host: Irina Shport

Walt Wolfram, Jeffrey Reaser, Marissa Morgan
Talking Black in America: Roots--Documentary and Q & A

Detailed Schedule: Friday, April 1, 2022

8:45 – 10:15 a.m. (CDT)

Special Panel 2: What is the SEC Spanish Consortium?

Moderator and zoom host: Stephen Fafulas

[Click here for Zoom link](#)

Fafulas, Stephen & Howe, Chad

Opening remarks and welcome: What is the SEC Spanish Consortium and how can you be a part of it?

Preston, Dennis R. (Oklahoma State U.)

There is no such thing as language contact

Moreno Clemons, Aris, (U. of Tennessee Knoxville)

"You're my first Black Spanish teacher ever": Reimagining introductory linguistics as raciolinguistics in the Southern context

Fafulas, Stephen & Van Hoose, Matt (U. of Mississippi, Howard Community College)

Self-reported language use, proficiency and attitudes toward Spanish and English in the U.S. South: Case studies of Spanish in northern Mississippi and eastern North Carolina

Howe, Chad (U. of Georgia)

Beyond Spanish: Portuguese and indigenous language communities in Georgia

Howe, Chad & Fafulas, Stephen

Closing remarks

Session 6: Ethnolinguistic Variation

Chair: Joseph Stanley

Zoom host: Jeannie Williamson

[Click here for Zoom link](#)

Lewis, Tom (Tougaloo College)

Prosody and linguistic identity: The role of prosodic timing in indexing latinidad among Latinxs in New Orleans

Lease, Sarah (U. of New Mexico)

Spanish in Albuquerque, NM: Spanish-English bilingual children and adults' vowel spaces

Kim, Dot-Eum & Stanley, Joseph (U. of Georgia, Brigham Young U.)

The participation in non-local changes and the rejection of southern speech by Korean Americans in Georgia

Session 7: Place & Self in Discourse

Chair: Natasha Derezinski-Choo

Zoom host: José Rojas

[Click here for Zoom link](#)

Akin, Lynsey (North Carolina State U.)

Finding a homotopia "Under the Rainbow": Narrative spatialization of Kansas in queer oral histories

Derezinski-Choo, Natasha (North Carolina State U.)

How did we get here and when will it end? Chronotopes of prediction in pandemic-era journalistic podcasts

Fong, Kaela (North Carolina State U.)

Play for Pay?: Discursive strategies of identity construction on Twitter within conversations of equal pay for the USWNT

10:30 – 12:00 p.m. (CDT)

Special Panel 3: The SEC Spanish Consortium & Community-Engaged Research

Moderator: Chad Howe
Zoom host: Stephen Fafulas
[Click here for Zoom link](#)

Howe, Chad & Fafulas, Stephen

Opening remarks and welcome: Community opportunities

Moreno, Nina (U. of South Carolina)
A collaborative project for, by and about Hispanic South Carolinians

Martin, Laura, Bryant, Jikiah, Valcarcel, Noa, Allison, Karen, & Johnson, Danna, (U. of Mississippi, MississippiCare)
Breaking the language barrier: Promoting community health through community-campus partnerships

Fafulas, Stephen & Howe, Chad
Questions and moving forward with the SEC Spanish Consortium

Session 8: African American English

Chair: Jon Forrest
Zoom host: Jeannie Williamson
[Click here for Zoom link](#)

Forrest, Jon, Renwick, Margaret, Stanley, Joseph, & Glass, Lelia (U. of Georgia, Brigham Young U., Georgia Institute of Technology)
Consistent variability: African-American vowel systems in Georgia

Lewis, Tom & Scott, Ane' (Tougaloo College)
Vowel shifts and identity negotiation: An initial analysis of African American Language in Jackson, MS

Farrell, Jane (Emory U.)
Prosody and semantics in African American English: Ain't for didn't

Session 9: Sense of Place

Chair: Paul Reed
Zoom host: José Rojas
[Click here for Zoom link](#)

Reed, Paul (U. of Alabama)
Meaningful places: College students, rootedness, and the Southern Vowel Shift

Carter, A.C., Gill-Saucier, Ty, Kayali, Nour, Schneider, Ian, Smath, Joseph, & Cramer, Jennifer (U. of Kentucky)
Choosing where you're from: Perceptions of 'home' and place-based accents

Gill-Saucier, Ty (U. of Kentucky)
Looziana or Lwiziana: What's the difference? The connection between language variation, place and one's sense of self

Lunch Break
12:00 – 1:00 p.m. (CDT)

1:00 – 2:00 p.m. (CDT)

[Click here for Zoom link](#), zoom host: Irina Shport

Plenary Address: Tracey L. Weldon

Middle-class African American English and the Language of Double Consciousness: A Personal Account

2:10 – 3:40 p.m. (CDT)

Session 10: Spanish Corpus Linguistics

Chair: Juan Colomina Almiñana

Zoom host: Rafael Orozco

[Click here for Zoom link](#)

Kidhardt, Paul (UC Davis)

Lifting up Spanish heritage speakers

Valle, Daniel & Wright, Robyn (U. of Mississippi)

Variation in subjunctive: Tweeting in Peru and Spain

Session 11: Multidialectism & Multilingualism in the U.S.

Chair: Lori Vaughn

Zoom host: Jeannie Williamson

[Click here for Zoom link](#)

DeBose, Charles (California State U. East Bay)
Classical African American Language

Vaughn, Lori & Oetting, Janna (Louisiana State U.)
Grammaticality judgment tests based on General American English: Are they helpful for learning about children who speak African American English?

Gomes, Melissa (U. of California, Davis)
Konkani in America: A qualitative analysis of transmission among Goan-Americans

Session 12: Southern U.S. English: Accent

Chair: Rachel Olsen

Zoom host: José Rojas

[Click here for Zoom link](#)

Dekker, Ryan (Arizona State U.)
Observing "southern accent" features in local news for both the Deep South and southern periphery: Comparing Meridian, Mississippi to Tallahassee, Florida

Koopman, Kees (North Carolina State U.)
Southern happyY-ness: An investigation of happy-tensing in Raleigh English

Olsen, Rachel (U. of Georgia)
Prosodic cues to social identity in Southern speech

3:50 – 5:20 p.m. (CDT)

Session 13: [Mock Spanish](#)

Chair: Juan Colomina Almiñana

Zoom host: Rafael Orozco

[Click here for Zoom link](#)

Colomina Almiñana, Juan J. (Louisiana State U.)
Cognitive and societal mechanisms in mock Spanish

Davis, Althea (North Carolina State U.)
Mock Spanish and portrayals of Latinx Characters in Children's Media

Session 14: [French & English](#)

Chair: Felice Coles

Zoom host: Jeannie Williamson

[Click here for Zoom link](#)

Olivier, Jonathan (U. of Louisiana at Lafayette)
New speakers of French in Louisiana: Linguistic mudes, identity and motivation

Wendte, Nathan (U. of Virginia)
Preliminary peculiarities of Northshore Creole, a Louisiana Creole dialect

Roussel, Basile & Tagliamonte, Sali (Université de Moncton, campus de Shippagan, U. of Toronto)
Linguistic inclusion and alignment in spoken English: New insights from Ontario (Canada)

Session 15: [Southern U.S. English](#)

Chair: Broderick McCurdy

Zoom host: José Rojas

[Click here for Zoom link](#)

McCurdy, Broderick (North Carolina State U.)
Y'all means all: The changing indexical value of a southernism

Belloni, Meredith (Tulane U.)
Who (said) dat?: Comparing the English of Cajuns and Yats

Swenson, Amanda (Middle Tennessee State U.)
Re-examining a-prefixing: The need for multiple theoretical approaches & a county based model

[SECOL Business Meeting](#)

5:30 – 6:30 p.m. (CDT)

[Zoom Link: click here](#); zoom host: Irina Shport

Detailed Schedule: Saturday, April 2, 2022

| 8:45 – 10:15 a.m. (CDT) | | |
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| <p>Special Panel 4: <u>Call to Arms for Identity & Language Variation</u></p> <p>Moderator and zoom host: Latasha Valenzuela Click here for Zoom link</p> <p>Hurst, Willie (Louisiana State U.) <i>Locating the crossroads of language and culture: The Garifuna</i></p> <p>Piccoli, Margaret (Louisiana State U.) <i>Additive or subtractive: A crosswalk of current English language programs and instruction in K-12 schools</i></p> <p>Valenzuela, Latasha (Louisiana State U.) <i>Confronting racism as a foreign language instructor: A foreigner in a foreign zoom host: field</i></p> | <p>Session 16: <u>Morphosyntax</u></p> <p>Chair: Ralf Thiede Zoom host: Jeannie Williamson Click here for Zoom link</p> <p>Thiede, Ralf (UNC Charlotte) <i>Syntax responding to changing cognitive requirements: Anglo-Saxon vs. Romance literary narrative</i></p> <p>Gonzalez, Luis (Wake Forest U.) <i>Subcategorization frames or compositionality à la Frege?</i></p> <p>Huang, Yanzhen (Georgetown U.) <i>Exploring an alternative to gender syncretism: Is it possible that predicates agree with speech participants?</i></p> | <p>Session 17: <u>Spanish Speakers' Languages</u></p> <p>Chair: Andreina Colina-Marin Zoom host: José Rojas Click here for Zoom link</p> <p>Colina-Marin, Andreina (Indiana U. Bloomington) <i>Motivation and language attitudes in relation to the English proficiency of Venezuelans that reside in Louisiana</i></p> <p>Selecter, Spencer (Florida Atlantic U.) <i>Mind your manner: Transfer effects on saliency of manner in Spanish-English bilinguals</i></p> <p>Gamboa García, Raúl Antonio (U. of Mississippi) <i>Pluralization of the impersonal verb haber in Twitter</i></p> |
| 10:30 – 12 p.m. (CDT) | | |
| <p>Session 18: <u>Linguistic Landscapes</u></p> <p>Chair: Felice Coles Zoom host: Sydney Whitfield Click here for Zoom link</p> <p>Azuaje Capielo, Ronny, VanMeter, Riley, Alafifi, Ehab, O'Rourke, Erin, & Cipria, Alicia (U. of Alabama) <i>El paisaje lingüístico de Alabama: A preview of a changing linguistic landscape in Tuscaloosa</i></p> | <p>Session 19: <u>Text & Discourse Analysis</u></p> <p>Chair: Jeremy King Zoom host: Jeannie Williamson Click here for Zoom link</p> <p>Olsen, Michael (Southern Illinois U. Carbondale) <i>The decline of the American political center shown through editorial discourse</i></p> | <p>Session 20: <u>Language Learning & Pedagogy</u></p> <p>Chair and zoom host: José Rojas Click here for Zoom link</p> <p>Garabaya Casado, Erik (U. of Utah) <i>Filling the pragmatic gap: Considerations on speech acts instruction to heritage speakers of Spanish in the U.S.</i></p> |

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| <p>Alex Torres (Louisiana State U.) <i>Building empathetic perceptions of immigration through Spanish songs in Coco and Encanto</i></p> <p>Coles, Felice & Galindo, Marta (U. of Mississippi) <i>Mitigation strategies to work language in the linguistic landscape</i></p> | <p>Harasta, Shannon (Southern Illinois U. Carbondale) <i>Gender differences in the self-perception of politeness and correctness</i></p> <p>King, Jeremy (Louisiana State U.) <i>Promises, promises: Commissive speech acts in Colonial Louisiana Spanish</i></p> | <p>Call, Zachary (Purdue U.) <i>Language teaching vlogging and identity work: A case of collaborative teaching of slang on YouTube</i></p> <p>Dettinger, Michael, Rojas, Jose, & Lopez, Nicolette (Louisiana State U.) <i>Students' perceptions learning foreign language in HyFlex design courses</i></p> |
| 1:00 – 2:30 p.m (CDT) | | |
| <p>Session 21: <u>Phonetics</u></p> <p>Chair: Abby Walker Zoom host: Latasha Valenzuela Click here for Zoom link</p> <p>Thompson, Taylor (Louisiana State U.) <i>Rocky Mountain isogloss project: A report examining [i] and [ɪ] pronunciation in -ing endings</i></p> <p>Shuler, Sherree Ann, Koogle, Charlotte, Doan, Bailey, Barongan, Paloma, Bowen, Adams, & Walker, Abby (Virginia Tech) <i>Investigating perceived dialect boundaries in Southwest Virginia</i></p> | <p>Session 22: <u>General Linguistics</u></p> <p>Chair: Bill Dyer Zoom host: Jeannie Williamson Click here for Zoom link</p> <p>Dyer, Bill (U. of Florida) <i>Generic noun classes in Pular and Arabic</i></p> <p>Zykovski, Brittany (U. of Arizona) <i>Let's just agree to disagree: Gender polarity in Arabic NNCs</i></p> <p>Akishev, Timur (U. of Mississippi) <i>The interplay between different factors of linguistic adaptedness of Anglicisms (in Russian)</i></p> | <p>Session 23: <u>Bilingualism & Translanguaging</u></p> <p>Chair: Iulia Pittman Zoom host: José Rojas Click here for Zoom link</p> <p>Pittman, Iulia & Harrison, Jamie (Auburn U.) <i>Bilinguals and literacy practices in the minority language</i></p> <p>Costa Silva, Jean & Fischer, Devon (U. of Georgia) <i>Voicing the Global South: Translanguaging for social justice</i></p> <p>Apodoca Cordova, Kory, Dutra, Fátima, & Rinaldi, Leticia (U. of New Mexico) <i>Portuguese-Spanish bilingual speakers and the use of demonstrative pronouns in spoken Brazilian Portuguese</i></p> |
| 2:30 – 4:00 p.m. (CDT) | | |
| <p>YouTube link: here; click here for Zoom link, passcode: 715384; zoom host: Rafael Orozco</p> <p>Joseph Hill, Ceil Lucas, Carolyn McCaskill, Robert Bayley</p> <p><u>Signing Black in America</u></p> <p>(interpreters: JaRon Gilchrist, Jenese Portee)</p> | | |

SECOL LXXXIX

is pleased to present a plenary address by



Tracey L. Weldon

Department of English Language and Literature
The Linguistics Program
University of South Carolina

Middle-class African American English and the Language of Double Consciousness: A Personal Account

Abstract:

In 1903, W.E.B. Du Bois famously articulated the experience of *double consciousness* as “this sense of always looking at one’s self through the eyes of others... two souls, two thoughts, two unreconciled strivings”. Over a century later, this experience still resonates with many African Americans, and perhaps especially many middle-class African Americans, who find themselves having to navigate multiple, and sometimes conflicting, norms and identities, given their more central positioning along the socioeconomic and sociocultural spectrum of American society. In this paper, I offer an autoethnographic account of my experience as a middle class, middle-aged, African American female from the southern U.S., who is a native speaker of AAE and a linguist. Using recordings of myself in a variety of settings, I explore the range of features that I employ along the standard-vernacular continuum and provide an analytic perspective that is, at once, both inductive and deductive in its approach. I also offer a glimpse into a segment of the African American speech community that has been underrepresented in sociolinguistic research and make the case for why linguists must continue to extend definitions of the African American speech community beyond the working classes.

When: Friday, April 1, 2021

1:00 p.m. CDT

Where: [Plenary Address](#)

Paper Abstracts

Presenter(s)

Title

Akin, Lynsey

Finding a Homotopia “Under the Rainbow”: Narrative Spatialization of Kansas in Queer Oral Histories

Although Kansas has many complex ideological associations with queerness in the broader American consciousness – ranging from *The Wizard of Oz* to Westboro Baptist Church – queer stories from the state are largely absent in scholarship. In this study, I apply theories of queer geography and Milani and Levon’s concept of homotopia: “an inherently ambivalent place that is simultaneously utopian and dystopian, and that generates what we call vicious belonging” for queer communities (2019:607). To complicate the spatial, temporal, and causal relationships between “homotopia” and “vicious belonging,” I turn a Critical Discourse Analysis lens to the lifespan narratives of five hypermobile participants born in rural Kansas between 1950 to 1970 from Tami Albin’s corpus *Under the Rainbow: Oral Histories of Gay, Lesbian, Transgender, Intersex and Queer People in Kansas*. The interviews were coded for references to space, place, time, and belonging. Narrative strategies for constructing and spatializing (supra)regional queer belonging were then investigated through the relationality principle elements of distinction / adequation, denaturalization / authentication, and illegitimation / authorization (Bucholtz & Hall 2010). All participants recognized Kansas as a homotopia by 2009-2014 when the selected interviews occurred; however, narrators varied in the processes by which they encountered viciousness, “sourced” their belonging (as spatially intrinsic, spatially extrinsic, or through a hybrid approach), and constructed how Kansas became a homotopia. Oral histories of speakers who live through monumental changes in the ways their identities are adequated, authenticated, and authorized have a unique angle by which to explore not just how homotopias exist in the present moment, but how they have been constructed diachronically. Vicious belonging, while initially described as an effect generated by a homotopia, is thereby shown to be something that can develop *alongside* (or possibly as a catalyst for) the recognition of a space in the local consciousness as a homotopia. (Friday, Session I, Panel 3)

Akichev, Timur

The Interplay between Different Factors of Linguistic Adaptedness of Anglicisms (in Russian)

Linguistic assimilation of Anglicisms in Russian takes place on a variety of levels expressed through categorical or numerical values. Structurally, Anglicisms may be simple or compound, depending on the number of component lexemes. Semantically, they may be core or cultural, depending on the familiarity or novelty of the denoted concepts. Another dichotomous characteristic of the loans is their morphological productivity, by which Anglicisms may be productive or non-productive in terms of derivational adaptation. Each Anglicism also has a unique frequency of occurrence in the recipient language that can be calculated using corpus-based information.

A database coordinating all these parameters was constructed using corpus-elicited lexical material in order to uncover the specificities of the interplay between the above-mentioned characteristics of the loans. Preliminary data drawn from a user-generated collection of subcorpora demonstrate that certain cross-type combinations of the structural and semantic parameters are characterized not only by developing the capacity for productivity, but also by possessing a higher frequency of occurrence. Specifically, Anglicisms denoting culturally familiar concepts (core loans) and simultaneously possessing a

monolexemic structure (simple loans) have a higher chance of becoming productive and hence more popular in the recipient language. On the other hand, decreased frequency of occurrence of non-verbing Anglicisms appears to be closely associated with their structural complexity and semantic novelty of the denoted concepts. These complex relations existing across different factors of adaptedness reflect the complex cross-linguistic nature of Anglicisms. This study focuses on the influence that these adaptational characteristics have on each other, taking into account the original and acquired characteristics of the loans. (*Saturday, Session III, Panel 2*)

Aldawsari, Abdullah

Arabic Diglossia: The Social Functions of Code-Choice among Saudis on Twitter, the Role of Gender and Prestige

Arabic diglossic phenomenon has been studied from different angles. One of the most important aspects is the social functions of code-choice. There have been a number of studies about the social motivations of code-switch of Arabic in face-to-face interactions and in the mass media. However, there have been few studies about Saudi Arabic diglossia on social media. This paper surveys the literature about diglossia in Arabic (with a focus on Saudi Arabian dialects' studies, if found), the social functions of code-switch from the high variety (Modern Standard Arabic) to the low variety (Arabic dialects), and the relevant literature about that diglossic situation. In addition, a set of data was analyzed in order to find out the social functions of code-choice among Saudis on Twitter. In addition, the data was evenly collected from the two genders; the goal of including genders was to examine if there was a correlation of a specific code-choice and a specific gender. It was found that Saudis' code-switch, in religious topics on social media confirming a similar trend found among speakers of Arabic in mass media in Albirini's (2011) study. It was also found that women tend to use the more prestigious varieties more than men, which confirms a number of studies about women's preference to the more prestigious forms of language in many western communities (Labov, 1972, Trudgill, 1974). (*Thursday, Session I, Panel 2*)

**Apodoca Cordova, Kory,
Dutra Fátima, &
Rinaldi, Leticia**

Portuguese-Spanish Bilingual Speakers and the Use of Demonstrative Pronouns in Spoken Brazilian Portuguese

Scholars have yet to achieve a consensus over the reasons for the loss of the demonstrative pronoun *este/esta* 'this' in spoken Brazilian Portuguese. The present study aimed to investigate the use of demonstrative pronouns in spoken Brazilian Portuguese by Portuguese-Spanish bilinguals in Albuquerque, New Mexico, USA. Seven native speakers of Brazilian Portuguese, five female and two male, participated in an experiment that consists of a 25 piece puzzle placed between the participant and the experimenter, and is designed to elicit their expression of demonstrative pronouns. The experiment resulted in 352 tokens of demonstrative pronouns that were coded for their syntactic, pragmatic and interactional function. Results confirmed the loss of the demonstrative pronoun *este/esta* 'this', and that adverbs are used to fulfill pragmatic necessities. Moreover, results did not indicate that there is any influence from Spanish in the way that Portuguese-Spanish bilinguals in this study express demonstrative pronouns in their mother tongue. Regarding the interactional function, participants were primed with the ultimate goal to encourage them to use a specific demonstrative, a goal that was not fully achieved as most often participants continued to use the demonstrative pronouns that they had initially enunciated. (*Saturday, Session III, Panel 3*)

Belloni, Meredith

Who (Said) Dat?: Comparing the English of Cajuns and Yats

Many Americans today perceive the American South as a unified, monolithic region. In truth, the South is diverse geographically, culturally, and linguistically. South Louisiana in particular is a region rich in culture and much more diverse than outsiders may believe. Louisiana differs significantly from the wider South largely due to the settlement patterns that established the region. Primarily, influence from the French rule of the Louisiana territory, which lasted almost 100 years, has never entirely faded from the food, culture, or language of the state (Eble 2019). But even within south Louisiana, varying settlement patterns during and after the French colonial period created several unique cultures which use their own dialects to distinguish themselves as members of regional, cultural, and ethnic communities with distinct identities (Dajko 2012; Carmichael 2013, 2019; Foret 1989). These dialects have, for the most part, been studied in isolation from each other, despite their shared heritage and many shared features. In this paper I use previous work on Cajun English and New Orleans “Yat” English to compare and contrast the two dialects. I review the history of both dialects and compare them in terms of their lexicon (Schoux Casey 2013), syntax (Carmichael 2012; Dubois & Horvath 2003) and morphology (Cox 1992; Dubois & Horvath 2001; Walton 2004), and their phonology and phonetics (Carmichael 2012, 2013; Dubois & Horvath 1998b, Carmichael & Becker 2019). My aim is to show that while Cajun English and New Orleans “Yat” English have several shared features due to similar linguistic heritage, the way these shared features are deployed in each of the dialects is different and does different work for each. Distinct rates of usage, specific use cases, and levels of enregisterment within the speech communities show that a surface-level analysis is not enough to fully understand the differences in language and identity in south Louisiana communities. (*Friday, Session IV, Panel 3*)

Bray, Andrew

Canadian Raising... and Lowering? Pre-nasal Allophones and American Hockey Players

In this paper, I argue that the speech of American-born hockey players has been influenced by Standard Canadian English (SCE) as players exhibited Canadian Raising (CR) largely unexplainable by regional dialect alone. CR is described as the raising of the nuclei in PRICE and MOUTH before voiceless obstruents, creating allophonic distinction between TIE/TIGHT and COW/HOUSE (Chambers 1973, 1989). Boberg (2010:145) outlines a potential third SCE allophone preceding nasals, DOWN. Following this classification, I present data which suggests a fourth allophone present in the players’ speech, TIME.

Semi-structured sociolinguistic interviews (Labov 1966, 1972, 1984) were conducted with 20 players from the American Hockey League and ECHL, transcribed as TXT files, aligned with corresponding WAV files, and uploaded to the Dartmouth Linguistic Automation (DARLA) (Reddy and Stanford 2015). DARLA returned formant values at five duration percentages: 25%, 35%, 50%, 65%, and 80%. Mean F1 values were evaluated at each percentage to follow each allophone’s trajectory. Raised F1 values were subtracted from corresponding unraised values to measure degree of raising and one-tailed non-parametric Wilcoxon tests were used to test if allophones differed to a statically significant degree.

As seen in Table 1, pre-nasal F1 values were greater than all other allophones. Figure 1 shows the trajectories for each allophone grouped together as TIGHT/TIE/TIME and HOUSE/COW/DOWN. All players exhibited raising of TIGHT which differed to a statistically significant degree from both TIE and TIME. Far fewer players exhibited HOUSE raising when measured against COW. However, 50% of players raised HOUSE against DOWN. Additionally, 80% of players produced HOUSE and DOWN allophones which differed to a statically significant degree. Overall, most players exhibited pre-nasal lowering with TIME and DOWN having

the greatest F1 values. Paired with the raising of TIGHT and HOUSE, the results suggest novel CR in the American hockey players' speech. (*Thursday, Session I, Panel 3*)

McCurdy, Broderick

Y'all Means All: The Changing Indexical Value of a Southernism

The pronoun *y'all* is one of the most easily recognizable and frequently cited features of Southern American English. Linguists Tillery, Wilke, & Bailey (2000), however, found that younger people outside of the South were increasingly using the pronoun *y'all* and that the demographic patterns of this pronoun's spread indicate that *y'all* "has begun to lose its association with Southernness" (p. 288). That finding is now over two decades old, and there have been no subsequent studies examining whether *y'all*'s connotations and usages have changed as it has been adopted by more people outside its traditional range.

This two-part study collects and examines observational and folk linguistic data to understand the possible linguistic and social forces propelling the spread of the pronoun outside of the South. In the first section, I conduct linguistic analysis on Twitter data containing the word *y'all* to provide an updated account of the linguistic and social versatility of this pronoun. In the second section, I conduct both in-person interviews and an anonymous survey with non *y'all* users, native *y'all* users, and late *y'all* adopters to better understand the positive factors incentivizing speakers to acquire the pronoun.

Early data suggests that, while the pronoun is still primarily associated with Southernness, it is increasingly developing into a marker of socially-progressive identity due to its status as a gender-neutral alternative to *you guys* and its use in slogans like 'Y'all Means All' and 'Yallidarity.' This association however seems to predominate among younger late *y'all* adopters; native *y'all* users and older non-*y'all* users still primarily associate the pronoun with Southernness. In addition to its socially progressive connotation, the linguistic and social versatility of the pronoun as a discourse marker in written communication might also facilitate its spread. (*Friday, Session IV, Panel 3*)

Brody, Mary Jill

**"Listen, my Son Calls me 'Papá'": Perceptions on Language Choice
by a Tojol-ab'al / Spanish Bilingual**

This paper addresses one of the recurring themes arising in a series of open-ended interviews with young adult bilingual speakers of Tojol-ab'al and Spanish: the future of their indigenous language. One exceptionally emphatic contribution by a young father is analyzed in detail. This young man speaks at some length on the preservation of the Tojol-ab'al culture through the use of the Tojol-ab'al language. During this extended segment, he switches from using Tojol-ab'al into Spanish as he continues with fervor on the same topic. I carry out an ethnographically based discourse analysis of this segment that reveals possible reasons for this switch, including a conservative linguistic ideology of speaking one language at a time and not engaging in word or phrase code-switching, his bilingualism and that of his interlocutor, the nature of the topic, the speaker's possible notions about the eventual audience for his speech, and the disruptive clamor for attention by his young son, who spoke to his father in Spanish. The speaker comments to the interviewer on the fact of his son's use of Spanish at that moment, as quoted in translation in the title of the paper. (The word in Tojol-ab'al for 'father' is *tat*.) This young adult bilingual speaker articulates his insights into the dilemma in which he and his community exist: a space between loyalty to their traditions and needing to make their way in the world in which they find themselves. As he looks to an uncertain future, he talks about the challenges of his multilingual situation. (*Thursday, Session I, Panel 2*)

Call, Zachary

Language Teaching Vlogging and Identity Work: A Case of Collaborative Teaching of Slang on YouTube

Within the context of the growing popularity of video-based informal language learning, I analyze how language teacher vloggers (LTVs), in two conversation uploads, collaborate to construct identities for themselves and for each other as legitimate language speakers and language teachers. I observe two conversation vlogs that share a common theme – regional variations of slang, specifically, slang among speakers of Peninsular and Mexican varieties of Spanish, and slang among internet users of Mainland and Taiwanese varieties of Mandarin – to explore how these YouTube language teachers, during conversation, perform acts of authentication and authorization (Bucholtz & Hall, 2005) in relation to their identities as language teachers, speakers, and self-aware vloggers. I assess the videos' data from a framework based primarily in conversation analysis, and influenced by research developed in discourse analysis and social semiotics, to evaluate linguistic and multimodal practices of conversations between the different participants of the LTV pairs.

During conversation, LTVs regularly produce acts of legitimation that are individually and mutually created, as each LTV attempts to “represent” their own linguistic identity and to reinforce the legitimacy of their conversation partner's contributions through acts of authorization and authentication that manifest in conversational moves, such as constructed dialogue (Tannen 1987/2007), back-channeling (Schegloff, 1982), foot shifting (Goffman, 1981), and gesture (Martin & Zappavigna, 2019). Additionally, as LTVs describe slang items in terms of their form and use, they draw from sources located in personal experience, including generalized observations and anecdotal data, to further legitimize their claims. LTV identity work, based in linguistic, sociocultural, and pedagogical knowledge, is accomplished, not only within the local setting of the respective conversations, but particularly given LTVs' conscientiousness of the conversation's future upload to an audience of language learners worldwide, and the ensuing appeal of LTVs to represent themselves and one another as legitimate language speakers and teachers. (*Saturday, Session II, Panel 3*)

**Carter, A.C.,
Gill-Saucier, Ty,
Kayali, Nour,
Schneider, Ian,
Smath, Joseph, &
Cramer, Jennifer**

Choosing where you're From: Perceptions of 'Home' and Place-Based Accents

Discussions on language, place, and mobility have grown more nuanced in recent decades - especially as geographers continue to build upon humanistic, relational theories of place (Tuan 1991, Britain 2013). In short, attitudes and memories toward place as well as (un)conscious ideologies of language can play a powerful role in language use.

Many authors have examined connections between language, identity, and mobility in specific locales (Llamas 2007; Carmichael 2017; Nycz 2018; Reed 2020). However, this study considers a more generalized and quantified relationship between place-based language attitudes, self-reported language use, and mobility in the U.S.

This study analyzes data from 499 surveys about where [participants] were from, their attitudes toward that local language variety, their attitudes toward their own speech, and self-reported similarity

between participants' own idiolect and the language variety spoken where they are from. Follow-up interviews with 20 volunteers from the participant pool elaborated on those opinions and attitudes toward their own speech and the dialect spoken where they come from.

Quantitative results show that participants' tend to align their self-reported dialect with their attitudes toward their hometown's variety. Those who expressed positive affinity for their home dialect often also reported speaking that dialect themselves. On the other hand, those who indicated negative attitudes toward their hometown dialect tended to report speaking a different dialect themselves - regardless of whether they had moved away.

Qualitative data supports these results and highlights further metalinguistic awareness of dialectal style-shifting (Grieser 2013) - especially among participants from more linguistically prestigious regions of the U.S. These findings suggest a degree of enregisterment (Agha 2003) and commodification (Johnstone 2009) of mobile speakers' new local speech varieties and indicate the influence of place-based language attitudes and the relational nature of place on intraspeaker language change. (*Friday, Session II, Panel 3*)

**Moreno Clemons, Aris "You're my First Black Spanish Teacher Ever": Reimagining
Introductory Linguistics as Raciolinguistics in the Southern Context**

Responding to the calls for an "interdisciplinarily informed theoretical engagement with race and racism" in linguistics (Charity et al. 2020), the current paper delineates the ways in which the field of linguistics could be impacted by requiring students interested in the study of language to undertake critical studies of raciolinguistics early on in their academic careers. Specifically, the paper outlines the experience of one of three teachers who worked alongside each other to update existing introductory linguistics courses across the fields of Hispanic Linguistics, Linguistic Anthropology, and General Linguistics.

In each course, teachers were tasked with introducing the foundations of the emergent field of raciolinguistics, which theorizes language through the lens of race and race through the lens of language (Alim et al. 2016). Much like Calhoun et al. (2021)'s call to restructure introduction to linguistic courses with a focus on socio-political contextualization of language production and racial categorization, we proposed that students learn to use linguistic analyses to articulate the intersections between race, gender, class, ability and power in varying contexts. The course that will be discussed in this paper drew on local southern Spanish speaking linguistic communities providing a model for localizing linguistic inquiry to the lived experiences of specific populations of students, providing socio-historical foundations that are often obscured in U.S public education curricula (Ladson-Billings 2003; Brown & Brown 2010; Ortiz 2018). Drawing on a largely Anglo-American student population, students in the current course are tasked with locating themselves along continuums of language ideologies surrounding Spanish speaking from varying racialized populations. Class readings are drawn from fields including linguistics, sociology, psychology, ethnic studies, anthropology, education, music, criminal justice, and history. As such, the course offers an expanded view of linguistics that attracts students of tangential fields into the study of linguistics, while also expanding the reach of current linguistic research. (*Friday, Session I, Panel 1*)

**Coles, Felice & Galindo, Marta Mitigation Strategies to Work Language in the Linguistic
Landscape**

This paper investigates the work language used in the linguistic landscape (LL) of the Historic Downtown Square (HDSO) of Oxford, Mississippi, with a population of 25,416 (U.S. Census Bureau, 2020) and

approximately 20,000 University of Mississippi students during the school year (University of Mississippi, 2020).

The LL is a tool to provide information on the language of written communication used by the community (Aiestaran et al., 2013; Cenoz & Gorter, 2006). Using traditional discourse analysis and systematic patterns of grammatical variations for written American English based on a natural occurring written language (Grieve, 2016), this work examines the linguistic character of public signs in downtown Oxford.

Of recent significance is HDSO public signage when dealing with public laws or regulations. Standard American English is clear enough, but when businesses want to appeal to the "quaint" or "hometown feel" of Oxford, the signage uses linguistic strategies that mitigate their severity, such as using humor to release tension (Holmes & de Bres, 2012), as in the colorful "SAVE LIFE / COVER YOUR FACE / IN PUBLIC SPACE / YOUR EYES ARE GORGEOUS" (on a bookstore entrance). Another strategy is avoiding the use of the imperative (Darics, 2015) by choosing the passive voice, as in "FACE MASKS ARE REQUIRED TO ENTER THE STORE..." (on a department store entrance), or by using the inclusive first-person plural pronouns, as in "PPE: OUR TEAM MEMBERS PROVIDING SERVICE TO YOU ARE REQUIRED TO WEAR MASKS..." (on a restaurant window). Of course, the polite "please" is found in standard phrases even when the imperative is used, as in "PLEASE PRACTICE SOCIAL DISTANCING" (on the front door of a department store).

These mitigating strategies in the language for tourists in the HDSO intend for the audience to be aware of health guidelines without being imperious or authoritarian and to maintain a welcoming atmosphere in the HDSO. (*Saturday, Session II, Panel 1*)

Colina-Marin, Andreina

Motivation and Language Attitudes in Relation to the English Proficiency of Venezuelans that Reside in Louisiana

This study analyzes the motivation for English language acquisition in Venezuelan immigrants that reside in Louisiana and its relation to language proficiency. The research questions are 1) *What factors motivate the participants' acquisition of English?* and 2) *How does language proficiency relate to the factors that motivate English language acquisition in the participants?* Additionally, five hypotheses were tested: H1) *The null hypothesis*, if proven none of the motivational factors analyzed relate to English proficiency; H2) *Integrational/Instrumental factors relate to higher English proficiency*; H3) *Language attitudes relate to high English proficiency*; H4) *Higher family support relates to higher English proficiency*; H5) *Lower level of anxiety relates to higher English proficiency*. The methodology includes a motivation and attitudes test, an online English proficiency test, and a demographic questionnaire. The results show that instrumental and integrative motivation, family support, and having a positive attitude towards learning English motivate the participants to acquire English, in that order of importance. Furthermore, instrumental motivation is the main factor that motivates the participants with the highest level of English proficiency. For the hypotheses, H1 and H5 were not supported but H2, H3, and H4 were.

The current level of violence, mixed with the abuse of human rights, and the lack of human dignity in Venezuela, resulting from poor political and economic decisions (Sullivan 2008:1), contributes greatly to the increasing migration of Venezuelans to other countries (Schwartz 2018:26-27). Moreover, The United States Citizenship and Immigration Services reports that Venezuelans were the main applicants for asylum in 2019 (USCIS 2019:69). Considering these facts, the present study aims to promote awareness of the sociolinguistic integration of Venezuelan immigrants in the US. (*Saturday, Session I, Panel 3*)

Colomina Almiñana, Juan J.

Cognitive and Societal Mechanisms in Mock Spanish

In contrast to prevailing theories, this paper argues that there are several meaning layers in the formation of Mock Spanish, each of which requires its own explanation. Therefore, Mock Spanish meaning formation is best explained by accounting for phenomena dependent on the layer one addresses. In order to do so, I first critically assess the linguistic mechanisms in previous scholarship. I then discuss examples via the cognitive and societal mechanisms that create meaning and defend my multi-layered account of Mock Spanish through presupposition and common ground. Finally, I conclude with the advantages of my layering theory for current research in language acquisition, a better way of thinking about and teaching a second language, and incorporating the hearer's interpretation and not just the speaker's intended meaning. My theory, therefore, demonstrate that the use of Mock Spanish can be bleached of their negative meaning and have a liberating potential when appropriated by native speakers (which shifts the power dynamics behind the phenomenon). (*Friday, Session IV, Panel 1*)

Colomina Almiñana, Juan J.

When Languages Confront the Laputian Effect

This variationist sociolinguistic investigation analyzes two linguistic variables in the Spanish of Chihuahua, Mexico. The first linguistic variable examined consists of the alternation between “ch” and “sh”, a phenomenon known as deaffrication of “ch”. The second linguistic variable analyzed is the alternation between null and overt pronominal subjects, known as subject pronoun expression (SPE). We examine data from a socially stratified corpus of 32 speakers (19 women, 13 men) by means of multivariate statistical analysis for each linguistic variable. Results reveal that the deaffrication of “ch” is a geographical and social marker in the Chihuahuans’ dialect. We found a deaffrication rate of 67% which is higher than what was found previously (Amastae 1996). Pronominal expression results reveal the highest overall pronominal rate (28%) found in Mexico. It is similar to Chipolo, Mexico’s and largely concurs with pronominal rates found in continental speech communities (Carvalho et al. 2015, Orozco & Hurtado 2021). Moreover, we found similarities in the effects of social and linguistic constraints such as: gender, age, lexical effect, and language contact results show that men over the age of 50 and middle-aged women exhibit higher occurrences of both variables. Moreover, their frequency rates are the highest percentage for Mexico to this date in comparison with other studies. Our findings contribute to prove that the effects of speaker gender on a given linguistic variable are particular to a specific speech community. Additionally, our findings provide evidence, suggesting that Mexico City dwellers’ sociolinguistic behavior and language variation is different from that of the rest of the country. Overall, this study contributes to advancement of sociolinguistic research on Mexican Spanish in an understudied continental speech community. Further, this paper contributes to opening promissory research avenues. (*Thursday, Session I, Panel 1*)

Costa Silva, Jean & Fischer, Devon

Voicing the Global South: Translanguaging for Social Justice

Fregonese (2017) argues that the rise of English to global academic language has resulted in the exclusion of minority cultures. The establishment of English-only classroom policies raises questions about the shortcomings of monolingual programs in multicultural environments (Cenoz and Gorter, 2020, Fairbanks et al., 2017). In the U.S., international students from China, Bangladesh, Brazil, Nigeria and Pakistan top the list of immigration for higher education. The prominence of the global south in the United States calls for a

configuration in which teachers, students and the community are enabled to rethink the status of these countries, their cultures and languages.

In this presentation, we provide participants with a general understanding of the translanguaging theory: a multifaceted series of contextually-based practices grounded on the idea that (i) boundaries between languages are soft, and (ii) multilingual speakers do not compartmentalize their linguistic repertoire (Cenoz and Gorter, 2020, Hardigree and Ronan, 2019). We discuss how translanguaging practices provide a platform where teachers, students and communities from the global south can find their voices. We provide strategies that can be employed by educators to provide speakers from the global south with opportunities to challenge old-fashioned views about their cultures, and position themselves in the classroom. We highlight the Instructional Conversation pedagogy, currently under research at the University of Georgia, through which learners engage challenging activities, while developing their language and contextualization skills (Straubhaar et al., 2017). Finally, we discuss the importance of translanguaging in culturally diverse communities, and address the importance of promoting deep culture as opposed to surface culture (Costa Silva and Saccomani, 2021). We introduce initiatives such as the Fala Aí magazine – the award-winning student-run bilingual magazine about the Lusophone world published at the University of Georgia – as a pedagogical tool to promote translanguaging in the community. (*Saturday, Session III, Panel 3*)

Davis, Althea

Mock Spanish and Portrayals of Latinx Characters in Children's Media

Recently, research on children's media and bias has been gaining traction. Most current research analyzes Disney films and focuses around gender (Eisenhaur, 2017; Baker-Sperry, 2007; Coyne, 2016; Hine et al. 2018; Furnham & Farragher, 2000 etc). If studies are conducted on linguistic bias of racialization or ethnicity, they tend to analyze European ethnicities (Beaudine, 2017; Lippi-Green, 1997). There is a scarcity of research done on Hispanic and Latinx portrayal in children's media, particularly with the focus on language and dialect. Entertainment media is often one of the only connections children have of people of other races or national origins (Lippi-Green, 2012). For the purposes of this study, the term "media" indicates any form of entertainment presented to and marketed towards children. The main goal of the study is to analyze the portrayal of characters coded as latinx via linguistic features and surrounding characters' response to them through the use of Mock Spanish (Hill, 2007) and ungrammatical and racialized linguistic depictions. Through the framework of Critical Discourse Analysis, this project seeks to answer the research question: how are latinx characters portrayed in children's media? Through the analysis of the influential sources of children's media, including the literary series Skippyjon Jones as well as a recent release from Disney, The Muppets Haunted Mansion, a strong connection was found between the portrayals of latinx characters' linguistic features and indexes of helplessness. The findings are important in understanding what linguistic bias is formed in children and caregivers. When content is consumed that depicts a member of a marginalized community, consumers form stereotypes. When they interact with someone from these groups, they will, whether consciously or subconsciously, assume traits about individuals. In conversation with established research, this study is further support to be thoughtful and critical of the media we consume and expose to children. (*Friday, Session IV, Panel 1*)

DeBose, Charles

Classical African American Language

This paper takes issue with existing characterizations of the language situation in Black America as a bi-dialectal speech community in which the cultural language of African Americans - commonly referred to as African American English (AAE) - coexists with Standard American English (SAE) in the linguistic repertoire. Such characterizations do not take into account the double consciousness of the Black experience, and the simultaneous participation of Black folk in two speech communities: their own, and that of the USA as a whole. The case is made that the language situation in the nation as a whole is one in which regional and social dialects of vernacular American English (VAE) – including AAE – coexist in the linguistic repertoire with SAE; whereas the situation in the African American speech community is best characterized as one in which a *language of Black performance* referred to as *Classical African American language* (CAAL) coexists with VAE in a pattern of diglossia.

The diglossia model makes a crucial distinction between speaking a dialect with distinctive Black features; and talking Black as a marked choice. Many African Americans for whom AAE is not their native dialect speak CAAL when the occasion demands it. The classical status of CAAL is supported by its presence in such genres as spirituals, blues and folktales where it fits the accepted definition of a classical language, as the medium of a body of written literature that has outlived the community that once spoke it as a native language.

The paper includes critical review of existing definitions of language types and functions: not only classical, but also dialect, standard and vernacular. A key observation is that while CAAL has many features in common with AAE, the negative value attached to dialect speech does not apply in artistic acts of speaking. (*Friday, Session III, Panel 2*)

**de Cuba, Carlos,
Slocum, Poppy, &
Spinu, Laura**

**Addressing linguistic discrimination on our campuses: some
strategies that work**

In these times focusing on social justice, the discipline of linguistics has a chance to help in making real progress for linguistic justice (Charity Hudley et al. 2020). In this paper we identify examples of linguistic discrimination in academia and propose ways to move away from unfairly penalizing speakers of “nonstandard” varieties of English and towards an asset-based approach which recognizes the value of all language varieties. We further share examples of the activities we have undertaken towards decolonizing educational spaces that for far too long have treated “nonstandard” dialect variation with hostility. First, we will discuss our work in professional dissemination. We have made efforts to spread awareness through presentations at various scholarly meetings within and outside of the field of Linguistics. These presentations offer a chance to reach academics in neighboring disciplines who might not otherwise have the opportunity to learn about linguistic diversity. Within our own departments we have worked to eliminate linguistic discrimination from our shared teaching materials, syllabi and curriculum. Finally, one of us began a Faculty Interest Group at their college (which we all attended) to discuss and encourage the implementation of linguistically sensitive pedagogies regarding language at the college. Many participants came in with limited knowledge about linguistic discrimination, and have since become staunch advocates for embracing linguistic diversity in the classroom. As linguists, we feel a responsibility to address these issues through reexamining course materials and doing outreach to other disciplines. We believe that decolonizing linguistics must also involve decolonizing the fields that linguistics bears on; it is not enough to stay within the confines of our departments. While we urge others to take on this type of work, we also

need to recognize that without strong support from the discipline the work becomes much harder.
(*Thursday, Session II, Panel 1*)

Dekker, Ryan

Observing "Southern Accent" Features in Local News for both the Deep South and Southern Periphery: Comparing Meridian, Mississippi to Tallahassee, Florida

Two local news affiliates in the U.S. South were analyzed phonetically to quantify representation for what is commonly known as the "Southern accent" or Southern United States English (SUSE), a marked variety in the United States that is widely stigmatized (Lippi-Green, 2012). However, regionalized, non-mainstream speech has been found to receive higher ratings in both friendliness and authenticity (Preston & Robinson, 2005). The affiliates compared here represent two markets, one in the "Deep South" in Meridian, Mississippi and one on the Southern periphery in Tallahassee, Florida. The Mississippi broadcasters were expected to have a higher rate of Southern forms. Florida is considered within the region of the South by the U.S. Census. The "panhandle" area of the state, where Tallahassee is located, has been observed to be a border for Southern dialect features (Labov et al., 2006). Four anchors, two meteorologists, one sports anchor, and three investigative reporters for both markets were included.

The Mississippi broadcasters generally had a closer /e/-/ɛ/ proximity, which has been a reliable indicator of sounding "Southern" (Allbritten, 2011). Additionally, Mississippi broadcasters had a more prevalent "pin-pen" merger, with the vowel overlap quantified via Pillai score of 0.047 for Mississippi to Florida's 0.148, where a lower score indicates a stronger merger. However, against a hypothesis, there was little difference between the two affiliates for the socially salient Southern feature of /aɪ/ glide weakening. Euclidean distance between the beginning and end of this vowel's duration, as had been studied previously for this variant (Fox & Jacewicz, 2009), showed an average difference of 574 Hz for Mississippi and 581 Hz for Florida, where a smaller number means a more monophthongal pronunciation. Broadcasters being age 40 or older showed a statistically significant rate of more glide weakening for both markets, suggesting a generational receding use of this Southern feature. (*Friday, Session III, Panel 3*)

Derezinski-Choo, Natasha

How did we Get here and when will it End? Chronotopes of Prediction in Pandemic-Era Journalistic Podcasts

In this paper, I examine how journalists discursively construct chronotopes (timespace relationships) (Bakhtin, 1981) of the pandemic that divide timespace into the period before the pandemic, different periods during the pandemic, and predictions of when the pandemic will end. Chronotopes of the pandemic reveal how individuals engage in shared meaning-making of current events by negotiating causal relationships between past, present, future, and space. In this project, I analyze the speech of three journalists who appear in three episodes from *The Daily* podcast from the period July 2020-September 2021. First, I analyze how time periods and spaces/places become imbued with new chronotopic meanings via journalistic discourse. Second, I examine how journalists construct social types within these chronotopic configurations and then position their own identity vis-à-vis these roles. Third, I show that the construction of social types in each chronotope can lead to othering or exclusion. I draw on the theories of chronotopes (Bakhtin, 1981; Blommaert, 2019, 2020; De Fina & Perrino, 2020), spatialization (Nichols & Wortham, 2018), narrative analysis (Koven, 2012), and identity in developing my analysis.

In my results, I demonstrate that there are three chronotopes in the data: “Normal Times,” “New Behaviors,” and “Trajectory.” Building on the notion that “[s]pecific chronotopes produce specific kinds of person, actions, meaning, and value” (Blommaert, 2015, p. 109), I show how speakers index specific social actors (e.g., vaccinated/unvaccinated), behavioral scripts (e.g., infection rates), temporal units, spatialized locations, and ideologies to construct these three chronotopes. These discursive moves reflect journalists’ efforts to make predictions based on current data and encourage certain behaviors to end the pandemic. I suggest further that the othering of specific social types—especially those who do not participate in new COVID-19 protocols—may run counter to these journalists’ goals of using their platform and knowledge to aid public health efforts. (*Friday, Session I, Panel 3*)

**Dettinger, Michael,
Rojas, José, &
Lopez, Nicolette**

Students’ Perceptions Learning Foreign Language in HyFlex Design Courses

As the COVID 19 pandemic spread worldwide since early 2020, Universities in the United States saw the need to cope effectively to maintain their programs and curricular activities working. HyFlex design offered an answer for student's participation in their daily learning. Betty (2009) explains the HyFlex or Hybrid Flexible design is a course that allows online and offline instruction at the same time. However, this study reviews perceptions of the HyFlex design in students who were enrolled in undergraduate-level Spanish and German courses during the spring 2021. To accomplish this goal, the researchers surveyed students to gauge their perceptions of each course, which were delivered with one half of each class attending in-person and the other half attending simultaneously via Zoom. The participants were students between 18 and 26 years old at the level of 1101 and in 1102 enrolled in Spanish and German courses. These students were asked about their views on the effectiveness of several technologies used as supportive tools to learn a foreign language and perceived cultural awareness. Additionally, there were inquiries embedded in the surveys asking the students’ opinions about textbooks, online workbooks, and technologies such as: the course Learning Management System (LMS) Moodle, written blog entries and voice recordings, or creating learning environments. The answers were revised under a “convergent mixed method” that incorporates quantitative and qualitative analysis (Creswell & Creswell, 2018). At the same time, the study makes connections with aspects of Second Language Acquisition, Active Filter, and the Sense of Virtual Community (SOVC) from the field of Instructional Technology. The SOVC can be seen as a “feelings of membership, feelings of influence, integration and fulfillment of needs and emotional connections (Blanchard, 2007, p. 827) Although the results show ambiguous tendencies, the data manifest that students found the HyFlex design experience to be positive and effective to learn the target language. (*Saturday, Session II, Panel 3*)

Dyer, Bill

Generic Noun Classes in Pular and Arabic

Pular Fuuta (Niger-Congo) and Arabic (Afro-Asiatic) are two languages in which generic and non-generic nouns from the same semantic root appear in separate noun classes. Although Pular has many more noun classes than Arabic, a similar pattern of class assignment can be seen for generic and non-generic nouns (Gottschligg, 2006). Example 1 shows this contrast for the noun kaaba, ‘corn.’¹ In Pular, definite nouns are followed by a determiner that agrees in noun class.

(1) Pular Fuuta

- a. *kaaba on*
 corn CL_{on}.DEF
 ‘the corn’ (in general)
- b. *kaabawal ngal*
 corn.CL_{ngal} CL_{ngal}.DEF
 ‘the ear of corn’
- c. *kaabaaje den*
 corn.CL_{den} CL_{den}.DEF
 ‘the ears of corn’

The same alternation in noun class is true for the noun بيض⁺/baydɕ/, ‘eggs,’ in Arabic. بيضة⁺/baydɕ+a/, with the /a/ morpheme of the feminine class, is interpreted as one single egg.

As seen in 2, the generic Pulaar class form cannot combine with a numeral. In Arabic, ‘four eggs’ is similarly أربع⁺بيضات /ʔarbaɕ baydɕa:t/, while أربع⁺بيض /ʔarbaɕ baydɕ/, is ungrammatical.

(2) Pular Fuuta

- a. *kaabaaje tati*
 corn.CL_{den} three
 ‘three ears of corn’
- b. **kaaba tati*
 corn three

Interpretable semantic features such as number and deictic features of generics and non-generics should originate higher than the noun in a minimalist syntactic derivation (Ritter, 1991; Cinque, 2005), yet seem to determine the morphology of the noun. One explanation is that the non-generics are simply derived from generics at the noun derivation stage, and cannot combine with number due to semantic clash. In order to account for the agreement of bare nominals in Wolof, an Atlantic sister language of Pular, Fong (2021) argues that bare nominals lack a complete nP phrase for the n projection. The appearance of generic class alternation is due to specification in the nP and phonologically null projections, rather than semantic clash or a complete lack of an nP phrase. Generic noun class alternation also highlights the kind of rich linguistic diversity that can be overlooked when certain language structures, like unmarked generics, are assumed. (*Saturday, Session III, Panel 2*)

Escamilla, Ramon

Evidentiality of Hupa =e: and =ts’eh

Hupa ([hup], Dene, California) exhibits two evidentials—with default readings related to information source—plus several polysemous forms that can encode information source. This paper expands on past work, tracing an account of the grammaticalization of the Hupa clitic =e: from distal deictic to visual evidential, and lays out the semantic shift undergone by =xola:n – described in the early 1900s as a visual evidential, but now overwhelmingly an inferential evidential. Finally, I offer a fleshed-out account of =ts’eh, a non-visual sensory evidential described as Hupa’s only other ‘true’ evidential.

Data are from fieldwork with Mrs. Verdena Parker (a native speaker), supplemented by narrative examples from two text collections published as Goddard (1904) and Sapir & Golla (2001). I respond to and update these previous accounts. Observe Hupa’s two ‘true’ evidential clitics (1a and 1b), plus three robust evidential strategies (1c, 1d, 1e):

1

a. =xola:n, inferential evidential

b. =ts'eh, non-visual sensory evidential

c. =e:(y), visual evidential strategy with recent deictic origins

d. ch'in, hearsay/quotative evidential strategy

e. ch'ina:ng', originally ch'in + 'ang' ('it is so!'), hearsay/quotative evidential strategy

I present some contextualized examples of (1b) and (1c), with simplified glosses:

2

a. hayahijit na'tehsdiyay=e:
after.that 3.leave.PF=E:
'and then (**I see**) he left' [VP-240208-04]
[contemporary use]

b. no:-whi-ni-ng-'e:n=e:
to.point-1.O-PF-2.A-place=E:
'you put me back down **there**' (Sapir & Golla 2001: 860)
[old use, from Sapir's early-1900s texts]

3.

a. q'ut=ts'eh 'i-wh-ch'i(t)-teht
now=TS'EH PEG-1SG.S-die-FUT
'now, **it feels (like)** I am going to die' (Golla 1970: 261) [endophoric]

b. Justin na:-xo-n-e:y-t-kis=ts'iw
Justin around-3O-PF-1A-TR-hit=TS'EH
'(I was stretching and) [**I felt with my hand, e.g.,** that]
I hit Justin' (V. Parker 7/31/17, translation task) [external touch]

In this work and beyond, following Diwald & Smirnova (2010), I use the term *evidential* as an umbrella term to cover all members of the Hupa system. (*Thursday, Session II, Panel 2*)

**Fafulas, Stephen,
Hayden, Pierce,
Geeslin, Kimberly, &
Orozco, Rafael**

The L2 Acquisition of Subject Expression in Spanish: Explorations from a Corpus of Simultaneous Film Narrations

This paper constitutes a preliminary analysis of second language (L2) development of subject expression in Spanish by English-speaking learners. As is known, Spanish and English differ in the available forms for marking referential subjects. Whereas English almost always obligatorily expresses the verbal subject, Spanish often employs the so-called 'null subject' (see example 1), meaning that the actual verbal subject is not expressed, instead relying on the rich morphological marking of the verb and strong subject-verb agreement of the language (Lubbers Quesada 2015, p. 22). However, a number of discourse-pragmatic constraints condition subject expression in Spanish, and form rates vary somewhat by dialect and in cases of Spanish-English bilingualism (Otheguy & Zentella 2012). This in turn presents an acquisitional challenge for English-speaking learners of Spanish as the rates of expressed vs. null forms vary depending on a number of sociolinguistic factors that are not normally taught in the classroom.

In the current investigation we elicited data via simultaneous oral narrations of ‘The Pear Story’ film (Chafe 1980) which required participants to manage multiple 3rd person subject forms in discourse. We collected narrations from four distinct learner proficiency levels in addition to baseline data with native speakers of English as well as native speakers of Spanish from Mexico and Spain. For the analysis, tensed verbs were coded for speaker group, number, and reference. We additionally coded for the form of the expressed subject (noun phrase, pronoun, or null) following the work of Gudmestad and Geeslin (2021) who posit that all three forms should be considered in the envelope of variation. Results uncover that learners are sensitive to pragmatic factors (i.e. switch reference) even at the lower proficiency levels, though they differ significantly from native speakers by employing more overt subjects where native speakers tend to use null subjects.

Example (1)

Male native speaker from Spain

“...un hombre que **NULL** está quitando las peras y **NULL** está encima de un, un perero y **NULL** recoleta las peras y **NULL** las pone en un capazo y **NULL** deja toda las peras en el capazo”

(...a man who **NULL** is removing the pears and **NULL** is on top of a, a basket and **NULL** collects the pears and **NULL** puts them in a basket and **NULL** leaves all the pears in the basket)

Female learner from 3rd Year Spanish

“... Hay una persona que **NULL** toca las frutas de su, de el árbol Um. Él es chino Y **NULL** pone los fruta.. las frutas en una, un container.. él está limpiando las frutas”

(... There is a person who **NULL** touches the fruits of his, of the tree Um. He is Chinese AND **NULL** puts the fruits... the fruits in one, a container... he is cleaning the fruits) (*Thursday, Session II, Panel 3*)

Fafulas, Stephen & Van Hoose, Matt

Self-Reported Language Use, Proficiency and Attitudes toward Spanish and English in the U.S. South: Case Studies of Spanish in Northern Mississippi and Eastern North Carolina

This talk aims to highlight some key findings from our study of recently emerging Latinx communities in the U.S. South. We focus on the socio-demographic profiles of approximately 60 participants representing different generations in northern Mississippi and eastern North Carolina. Specifically, we create profiles in the light of sociolinguistic interviews and Bilingual Language Profiles (Birdsong, Gertken, & Amengual, 2021) completed by each participant, which allow us to assess language use, attitudes and practices through the perspective of bilingual speakers in the U.S. South. We analyze these findings alongside demographic data on Latinx communities from these regions, to shed light on how Spanish-English bilinguals compare to what is known from more established Spanish-speaking regions, such as New York City, Chicago and Los Angeles. (*Friday, Session I, Panel 1*)

Farrell, Jane

Prosody and Semantics in African American English: *Ain't* for *Didn't*

African American English (AAE) is an extraordinarily rich language that is the subject of many works of sociolinguistic research. One variable of AAE that lacks extensive research is the variable *ain't* for *didn't*--a distinct and uniquely AAE feature. This study will approach the variable from a prosodic perspective--an angle less frequently used when approaching AAE. Previously, it has been found that in the AAE aspect system, stressed *BIN* and unstressed *been* have different grammatical restrictions (DeBose, 2015), showing

us that prosody is contributing to these restrictions. Clauses that include tokens of *ain't* in the DCA, DCB, and PRV corpora from the Corpus of Regional African American Language (CORAAL) will be extracted and measured at the word level for duration and pitch using Praat. *Ain'ts* will be coded for semantic category and presence of multiple negation, and compared to the pitch and duration of its clause and average values of the speaker, as well as compared across the distribution of *ain'ts* by semantic category. This study aims to discover whether there are prosodic patterns in the production of *ain't* for *didn't* versus present tense forms of *ain't*, which may help us understand defining properties of its semantics. (*Friday, Session II, Panel 2*)

Fong, Kaela

Play for Pay?: Discursive Strategies of Identity Construction on Twitter within Conversations of Equal Pay for the USWNT

Online discussions of professional sports are a unique setting to gain insight into how fans' discussions on gender and class engage with larger social ideologies and how stance-taking and (dis)alignment in these discussions are forms of identity construction. In this paper, I analyze a corpus of 30 tweets regarding the United States Soccer Federation's (USSF) decision *against* awarding the United States Women's National Team (USWNT) equal pay compared to the men's team. This paper identifies the discursive tactics used by commenters to enact stances and (dis)alignment to argue the issue of equal pay in sports. I applied the concepts of stance (Du Bois 2007) and positioning theory (Bamberg et al. 2011) in conversation with topoi of argumentation (Wodak 2011) within the chronotopic (Blommaert & De Fina 2007) frame of sports and equal pay. The results illustrate that both epistemic and affective stance as well as the topoi of finances, competition, and morality are used to align with different sides of the equal pay debate. This analysis found men more likely to rely on epistemic stance and topoi of finances and competition, while women take affective stances using the topos of morality to justify their arguments for inclusion. Women were generally in agreement in their support for equal pay. In contrast, men made up the majority of the oppositional comments and exhibited much more intergender variation of their stances on equal pay. Those against equal pay position themselves as the more rational group by disaligning themselves from equal-pay supporters. In representing equal-pay supporters as irrational, their discursive strategies rely on larger cultural stereotypes and ideologies of women and hysteria. In doing so, they align themselves along the lines of misogynistic ideologies of women being inferior and not deserving of equal compensation. (*Friday, Session I, Panel 3*)

**Forrest, Jon,
Renwick, Margaret,
Stanley, Joseph, &
Glass, Lelia**

Consistent Variability: African-American Vowel Systems in Georgia

A substantial amount of recent work has examined incoming changes in the vowel systems of the South (Dodsworth & Kohn, 2012; Fridland, 2012; Thomas, 1997), but many of these studies have focused on White speakers. As more work emphasizes variability in African American Language (Farrington et al., 2021; King, 2021), taking a similar perspective on changes in the vowel systems of Black speakers can provide a fuller picture of linguistic variability in the South. We analyze vowel systems of speakers from Georgia, providing

a snapshot of overall changes in Black speakers' vowel systems. We focus on vowels implicated in what has been termed the African-American Vowel Shift (AAVS) (Thomas, 2007).

Interviews were transcribed and force-aligned; subsequently, acoustic measurements were extracted for all vowels. The subset of data analyzed in this paper consists of 100 speakers, 72 White and 28 Black, spanning in birthyear from 1887 to 2003. Vowel diagonals (Labov et al., 2013) were measured at nucleus (35% duration) for the front vowels KIT, DRESS, and TRAP, and F2 measurements were taken at nucleus for LOT. Linear mixed-effects models were constructed for each vowel, controlling for internal factors and including an interaction between speaker race and generation (e.g. Baby Boomer).

Results show relative similarity in the vowel systems of the oldest Black and White speakers. Later in time, most features associated with the Southern Vowel Shift (SVS) peak for White Baby Boomers, but features of the AAVS emerge in the data later, around Gen X. These remain prominent for only a short window in apparent time. The youngest Black speakers show little evidence of any AAVS features, similar to the loss of the SVS among younger White speakers in the South. The major theme emerging from Black speakers' vowel systems is variability, calling for explanations beyond divergence/convergence to White norms. (*Friday, Session II, Panel 2*)

Gamboa García, Raúl Antonio Pluralization of the Impersonal Verb *Haber* in Twitter

The pluralization of the impersonal verb *haber* is an extended phenomenon in the speech of Caracas, Venezuela. The present study provides more insights into this phenomenon within the context of the social network Twitter, which is a new scenario for the pluralization of *haber*. 1.157 tweets, dated from June 2018 to June 2021, were scrapped from users from Caracas. The logistic regression revealed a decrease in the pluralization rates of *haber* compared to previous studies about the phenomenon in the speech of Caracas. The variable *Tense and Mode* with the levels *Imperfect* and *Present Perfect* were statistically significant in favor of the pluralization. In contrast, the level *Preterit (Tense and Mode)*, and the variables *Affirmative Clauses* and *Frequency* resulted statistically significant in favor of the singular forms use. The results can be interpreted in two ways: 1). this study shows the continuity of previous oral corpora-based research, and therefore, the existence of the stabilization of the change in progress suggested in Bentivoglio & Sedano (1989) can be argued. That is due to the limited number of pluralized tenses in both the present study and Bentivoglio & Sedano (1989). 2). caution should be taken since this study, unlike most of the previous studies, is based on a written corpus. Thus, it is not possible to assess the state of a change in progress. (*Friday, Session III, Panel 1*)

Garabaya Casado, Erik Filling the Pragmatic Gap: Considerations on Speech Acts Instruction to Heritage Speakers of Spanish in the U.S.

Second language (L2) pragmatics teaching, of speech acts in particular, is a developing field that has proved its relevance toward the achievement of communicative competence in the target language. However, this relation may be less clear in the case of Spanish heritage language (SHL) learners, who have already acquired some pragmatic knowledge at home. Therefore, some authors state that heritage speakers demonstrate a "unique" pragmatic style in comparison to monolinguals (Pinto & Raschio, 2007) and that they experience an "advantage" in relation to L2 learners (Taguchi et al., 2017). Recent studies have suggested that the teaching of speech acts to this student population might be counterproductive as SHL learners have shown lower scores in the assessment of their pragmatic competence after explicit instruction in this regard was

provided. In this paper, I aim to discuss some of the latest literature on speech acts that point out this regression (e.g., Bachelor & Barros García, 2019; Barros García & Bachelor, 2018) and to suggest some explanations and future lines of research that could ultimately help fill a gap in SHL acquisition theory and pedagogy. Testing these speakers' pragmatic competence in formal domains, segregating the results according to their sociolinguistic generation, or conducting studies on specific speech acts patterns in determined areas in the U.S. are among the ideas that I propose. (*Saturday, Session II, Panel 3*)

Gill-Saucier, Ty Looziana or Lwiziana: What's the difference? The Connection between Language Variation, Place and One's Sense of Self

This paper analyzes the connection between variation in the pronunciation of "Louisiana," place and identity. Language, place and identity in Louisiana has been a long topic of discussion, but there has yet to be a study focusing on how Louisianians pronounce their state in relation to other social factors. To answer this question, I sought data from Rubrecht's sampling for the Dictionary of American Regional English (1971). I mapped out the pronunciations of "Louisiana" by informant and superimposed different cultural, demographic, and regional folk maps to analyze the spatial relation. I then compared fieldnotes to the outliers of the data. The results indicate a relationship between the pronunciation of "Louisiana," place and identity. The traditionally Francophone and culturally French regions tend to pronounce the state as [ləˌwɪzi'æ.nə] while the Anglo regions tend to pronounce the state as [ˌluːzi'æ.nə]. The division of major subregions show that pronunciation is the most variable at the border of North and South Louisiana, and French Identity produces /lwizɪænə/ regardless of location in any subregion. Additionally, variants of /lwizɪænə/ are divided by the North/South border. This analysis reveals that local speakers' variants of "Louisiana" entail a complex intertwined relationship between their sense of self and sense of place. (*Friday, Session II, Panel 3*)

Gomes, Melissa Konkani in America: A Qualitative Analysis of Transmission among Goan-Americans

According to Simons & Lewis (2013), 32% of the world's languages are in some stage of loss or shift and 20% of the world's languages are not being transmitted to the next generation. We know from Fishman's (1990, 1991) work on language shift reversal that preserving intergenerational transmission is one of the most important conditions for language maintenance. So, the important question then becomes: what factors contribute to language transmission? This is an especially relevant question in the case of diasporic populations at risk of losing their heritage language after immigrating to the United States. This study strives to understand the factors for transmission of Konkani as a heritage language among Goan-Americans—a population that has yet to be studied and presents potential for unique and illuminating findings for language shift and maintenance research. In order to determine which factors contributed most to either successful or unsuccessful transmission of Konkani, I conducted in-depth interviews with five first-generation Goan-American parents. Qualitative analysis of the interview data indicated the language of the home domain as the best predictor of transmission. In turn, whether Konkani was spoken in the home was affected by language attitudes and ideology, domains of usage, and language status factors that originated in the homeland prior to immigration. Much of the previous research (Jeon 2008, Nesteruk 2010) on language shift in immigrant populations only considers these factors within the new linguistic environment, taking for granted that the heritage language is the majority language in the homeland. For Goan-Americans,

language shift away from Konkani towards English seems to begin in Goa itself. And with growing globalization, I suspect that these kinds of complex cases of language shift that begin prior to immigration will become more prevalent and increasingly important in the discussion on language maintenance and linguistic diversity. (*Friday, Session III, Panel 2*)

Gonzalez, Luis

Subcategorization Frames or Compositionality à la Frege?

The problem. Pylkkänen (2008) shows that during a six-year period, four different scholars proposed four different subcat(egorization) frames for a simple verb like *go* or *walk*. Consider that many transitive verbs can be used intransitively and many intransitive ones can be used transitively, an observation that goes back to Gonzalo Correias circa 1628 (quoted by Alarcos-Llorach 1965). Consider also that a dative object can be added to many transitive verbs (and that the dative (and the accusative!) of many tri-actancial verbs can be omitted, as in *el niño no ha dado del cuerpo hoy* ‘the child has not pooped today’). Regular speakers (and children younger than seven years old) “know” transitivity and use passive voice in spite of the fact that regular speakers do not even know that they are using a verb transitively, intransitively, or ditransitively. What is the evidence that speakers are computing subcat frames other than we have been repeating subcat frames since Chomsky (1965)?

An answer. This presentation will show an alternative to “computing” subcat frames. Speakers are computing meaning à la Frege. That is, they are computing the meaning of each word and the meaning of the structure in which they appear. Davis (2001: 119) has observed that dative objects need not be part of argument structure (the explicit formulation of subcat requirements or licensing) because they compute the meaning of any dative object the same way any prepositional object is computed: by computing the meaning of the P and that of its DP object. Speakers who know the meaning of *child, break, window, break, clean, water, with, stick, rag* can simply put those words in sentences they have heard, or read, or can create themselves: *children break windows with sticks, they clean windows with rags (or with water)*, etc. (*Saturday, Session I, Panel 2*)

Harasta, Shannon

Gender Differences in the Self-Perception of Politeness and Correctness

Though the respective politeness of women’s and men’s speech has been extensively examined, little research has been done on whether women or men dedicate more effort or awareness to maintaining politeness in daily speech. It has been claimed that women use more politeness markers than men (Lakoff, 1973; Rees-Miller 2011) or have more social reliance on their speech being received positively than men do (Trudgill 1972; Brown 1980). Due to the apparent importance of the outward reception of women’s speech, I sought to examine whether there was a difference in the self-perception of politeness, correctness, or effort dedicated to maintaining politeness across gender lines. Responses were gathered from 87 participants, who completed a survey asking them to rate their speech on various criteria. Participants were also asked if there was any factor of their speech that they wanted to change. There was a significant difference between men and women when asked about potential improvements to their speech, with nearly two-thirds of women volunteering some factor of their speech they wished to improve compared to only one-third of men. Answers by respondents who had a concern about their speech accordingly corresponded to lower ratings of their correctness and politeness of speech. These findings indicate that

though there may not be a difference in the intention of politeness in women's and men's speech, women are less confident in their speech than men. (*Saturday, Session II, Panel 2*)

Howe, Chad

Beyond Spanish: Portuguese and Indigenous Language Communities in Georgia

Over the last thirty years, the Southeastern United States has experienced considerable demographic shift, which has been accompanied by notable changes in language profiles as well. In addition to Spanish, the most widely attested language apart from English in these areas, a number of other languages have also expanded in recent years. This presentation considers two cases studies concerning such communities in the state of Georgia. Specifically, we seek to understand the situation of Portuguese and Latin American indigenous languages as represented in the 2000 and 2010 US Census data. Regarding the former, the population of speakers remained stable between 2000-2010 at approximately 13,000 speakers, constituting 2% of the total speakers of Portuguese in the United States. Brazilians have become a staple in the urban areas around Atlanta, contributing in a number of ways to the socioeconomic and cultural diversity of the region. Similarly, though resulting from distinct settlement patterns, there are populations who, according to the US Census data, are speakers of a number of indigenous languages spoken across Latin America, including Mapuche, Quechua, and "Mayan Languages". These language communities, who are often second language speakers of Spanish, constitute distinct populations that are very often under-represented in the official Census data and are frequently conflated with other members of the Latinx community. This work seeks to address this gap in our understanding of the linguistic landscape of Georgia—and of the Southeastern US more generally—by offering a basic overview of these communities of practices. (*Friday, Session I, Panel 1*)

Huang, Yanzhen

Exploring an Alternative to Gender Syncretism: Is it Possible that Predicates Agree with Speech Participants?

Regardless of which theoretical framework a morphological analysis is in, personal pronouns are always analyzed as shared-feature syncretism if they share the same form while controlling different kinds of gender agreement. For example, in the French data below, the first person singular pronoun, *je*, is analyzed as syncretic for gender (Kramer to appear). This is because the pronouns control masculine and feminine agreement in (a) and (b), respectively.

(Kramer to appear)

a) *Je suis heureuse.*
1SG am happy.FSG
"I (fem.) am happy."

b) *Je suis heureux.*
1SG am happy.MSG
"I (masc.) am happy."

However, if it is prevalent across languages that predicates inflect for gender when agreeing with subject pronouns that are not specified for gender, are these subject pronouns really syncretic for gender? Or are the predicates agreeing with something else in the structure, such as speech act participants?

In this paper, I examine how prevalent such syncretism is by looking at the distribution of gender features in the personal pronoun systems and predicate agreement with subject pronouns across 11 languages from 8 language families. These languages are Iraqw, Hebrew, Bukiyip, Albanian, French, Russian, Korean, Thai, Dagaare, Hamtai, and Tunica.

Results show that in the 11 languages, gender syncretism only occurs in either the 1st or the 2nd person. Furthermore, gender distinctions and gender syncretism in independent personal pronouns are in complementary distribution in 6 languages; another 2 languages (Korean and Thai) show agreement with speech act participants; only 3 languages show neither complementary distribution between gender distinctions and gender syncretism in pronouns nor agreement with speech act participants. Therefore, 72.73% of the languages surveyed support the hypothesis that predicates agree with speech act participants. This indicates that it is possible, or perhaps even likely, that predicates agree with speech act participants. (*Saturday, Session I, Panel 2*)

Hurst, Willie

Locating the Crossroads of Language and Culture: The Garífuna

The Garífuna language is currently threatened by language attrition in their respective Central American communities due to ongoing social and political issues including cultural identity, and language contact with Spanish in nearby regions. The Garífuna language evolved from the indigenous Arawakan language over the centuries into what it is today. Furthermore, we explore the diaspora of the Garífuna to central America from the island of St. Vincent that transitions us into modern Garífuna. Additionally, their socio-history provides significant linguistic data pertaining to dialects, assimilation, language contact, language policy, and preservation. This research encompasses a review of the history, development, and status of the Garífuna language along with an overview of those who have contributed to the plans for preservation the language. One of the most important agreements in the fundamental reform was Accord Five. It is the most pertinent to the Garífuna people because it focuses on addressing the identity and rights of indigenous peoples. It acknowledges that Guatemala is a “multiethnic, multicultural, and multilingual” country and that “the parties recognize and respect the identity and political, economic, social, and cultural rights of the Maya, the Garífuna, and the Xinca people.” (COHA, 2010).

The presentation will encompass a review of the history, development, and current status of the Garífuna language and an overview of those who have contributed to the study of the language. I will discuss the evolution of the Garífuna language from the indigenous Arawakan language along with a discussion of the three most prominent language contact theories on how contact between the Arawak and African languages occurred. I will also discuss the diaspora of the Garífuna to central America from the island of St. Vincent that transitions us into modern Garífuna. Further, I will present an overview of the current situation or status of the Garífuna language and the social and political issues they face in revitalizing their language and lastly conclude with a presentation of current language revitalization work being carried out. (*Saturday, Session I, Panel 1*)

Ibarra, Carlos Enrique

Home Varieties in the Spanish as a Heritage Language Classroom: The Affective Filter and Student Attitudes toward Spanglish

Programs and textbooks of Spanish as a heritage language often promote prescriptivist ideologies and the belief that a “correct” and prestigious variety of Spanish (“standard Spanish”) exists. Several recent works, such as Beaudrie (2012, 2015), Beaudrie & Ducar (2005), Potowski (2002), Schwarzer & Petrón (2005), Showstack (2012), Valdés (2005), and Wilson & Ibarra (2015) have studied the detrimental effect that

prescriptivism in programs of Spanish for heritage speakers has on this type of student, characterized by a high degree of insecurity about their own Spanish skills. This work presents qualitative data on attitudes toward bilingual mode (Spanglish, as described by the students themselves) in and out of the Spanish as a heritage language classroom from students in an intermediate-advanced course. Positive opinions, and Spanglish as a marker of linguistic identity are taken as evidence of the validity and importance of the use of Spanglish to lower the Affective Filter (Krashen, 1982) to help students feel at ease and produce more Spanish. The data comes from 16 interviews conducted in a semester-long intermediate-advanced (fourth semester) Spanish Heritage Language (SHL) college course in a large public university in the southwest of the US. Results indicate that most of these students held a constructive view of Spanglish as a vital part of their identity and as a staple in their communities, as well as a legitimate and useful means of communication in a class in which they feel that they can be themselves. Quantitatively, the use of Spanglish in the class significantly increases the production of Spanish (Ibarra, 2017). The implications of these results are relevant in terms of the destigmatization of vernacular varieties used in the SHL classroom, and of the reaffirmation of linguistic identity in heritage speakers of Spanish, to devise effective pedagogical practices to increase Spanish production in students. (*Thursday, Session I, Panel 1*)

José, Brian

A Preliminary Case Study of the Short-A System in Northwestern Indiana

Previous research in northwestern Indiana, near the boundary between the (Inland) North and the (North) Midland dialect areas, revealed moderate participation in the Northern Cities Shift (José 2016). Therefore, it should not be unreasonable to expect a *raised short-A* system there (cf. Labov, Ash, & Boberg 2006: 175-177); however, pre-nasal tokens of the trap vowel were not included in that research.

This presentation constitutes the very first steps of an investigation into whether there is a *raised* or a *nasal*--or perhaps some other-- *short-A* system (cf. Labov et al 2006: §13.2) in NW Indiana. The question was inspired by an unrelated activity in an introductory linguistics course. Students were asked whether the vowel sounds in several pairs of words were *the same* or *different*. Responses largely conformed to expectations for same-ness (e.g., *sea-seed*, *luck-lug*, etc) and difference (e.g., *sea-say*, *luck-look*, etc). Surprisingly, though, the pair *fad-fan* didn't produce the high rate of *same* responses that was expected, casting some doubt on the presumption of a *raised short-A* system and raising the possibility of a *nasal short-A* system in that speaker's idiolect and, potentially, the wider community.

Here, I present the results of a production study of the speech of a single individual. Formant values were obtained at approximately the 25 and 75 percent temporal points from 15 tokens, each, of *fad* and *fan* in recordings of the same stimuli that the students heard. The nucleus of *fan* is slightly lower than *fad* and farther forward than it. Both of these differences, although small, are significant according to paired-samples t-tests. Furthermore, *fan* exhibits a consistent upward trajectory from the nucleus to the glide; *fad*'s offglide is generally shorter and in the opposite direction. Perhaps those different trajectories represent the actuation of an emerging *nasal short-A* system. (*Thursday, Session I, Panel 3*)

Kidhardt, Paul

Lifting up Spanish Heritage Speakers

Heritage speakers of Spanish often attach their heritage identity and sense of authenticity as Spanish speakers to their ability to produce normative Spanish taken prescriptively from Spanish grammars aimed at monolingual speakers. Since Spanish grammars are understood to reflect educated monolingual speech, they are taken as a gold standard against which less "educated" speech may be compared, including

bilingual speech. As instructors we recognize the tension between prescriptive grammars (including textbook grammars) and real-world usage. For example, we mark a sentence such as “*creo que pueda funcionar*” as grammatically incorrect because the choice of the subjunctive in the embedded clause is non-normative following “creo que” when this sentence is heard among educated Spanish speakers. Here our student may lose more than points on an assignment, they may also receive the message that their Spanish is “bad”. If the student is a heritage speaker, errors that signal “bad” Spanish can have abusive effect on their identity as heritage speakers, and unfairly distort how they see themselves indexed in a larger world of Spanish speakers and cultures. This is abusive because Spanish grammar books are wrong. Not only do they inaccurately reflect hard contours of educated speech, they create a fictitious grammar world that does not exist. To demonstrate this fiction, I use Twitter data to map and predictively model verb mood choices that over 500,000 monolingual Spanish speakers make in 21 Spanish-speaking countries following fourteen (14) common verbal and adjectival predicates that, according to grammar books, require the subjunctive. Results provide empirical evidence of deliberate mood variation following these subjunctive “triggers” in every country studied. This suggests that comparing HSs to inexistant NS populations is perhaps both mistaken and unjust, especially given the potential alienating function of failing to meet the expectations of idealized monolingual grammars. (*Friday, Session III, Panel 1*)

Kim, Dot-Eum & Stanley, Joseph The Participation in Non-Local Changes and the Rejection of Southern Speech by Korean Americans in Georgia

Korean American speech is relatively understudied compared to other ethnic variations such as non-Anglo/African American speakers in the U.S. A few previous studies in places such as Philadelphia, California, and New Jersey, have found that Korean Americans participate in some local speech patterns but not in others (Lee 2000, Cheng 2016, Lee 2016). Cheng, Jeon, & Kim (2021) examine Korean Americans’ productions of the Low Back Merger Shift in three states and find that speakers in Texas patterned more similarly with Californians than they did with Georgians. This study aims to examine Korean American English in Gwinnett County, Georgia, a suburb of Atlanta where the Korean American community is thriving and quickly growing, to see whether the pattern of rejecting local features and adopting supra-local features is found.

This study analyzes 53 speakers (31 female; 19 Korean American and 34 White; born 1997–2002) from Gwinnett County. Using a combination of linear mixed-effects models and Pillai scores, we find a complex interaction between gender/ethnicity and local/supra-local changes (Figure 1). While all groups had the now-widespread low back merger and lacked /aɪ/-monophthongization, women adopted the pan-regional Low-Back-Merger Shift the most. Interestingly, only White men showed any indication of a southern pattern, the pin-pen merger. Meanwhile, Korean Americans had less back vowel fronting and, particularly for the men, had less /æN/-raising.

The results from this study suggest that Korean American women assimilate more with White women who, in turn, are leading in the participation of supra-local changes. Korean American men exhibit similar behavior but are lagging behind the women, while White men are still oriented towards local patterns. Meanwhile, Korean American speakers appear to be projecting their Asianness (cf. Hall-Lew 2009, Cheng 2016, Baumen 2016, Kim 2021) by not fronting their back vowels as much as White speakers. (*Friday, Session I, Panel 2*)

King, Jeremy

Promises, Promises: Commissive Speech Acts in Colonial Louisiana Spanish

In recent years, the field of (socio)pragmatics has seen an increasing amount of study of speech acts to explore diverse questions related to linguistic behavior in the Spanish language. In spite of the burgeoning of this area of study, the category of commissive speech acts has been all but ignored in scholarship (Márquez Reiter & Placencia 2005: 74). Only a small number of studies (among them Rall 1993; Hardin 2001; Chodorowska-Pilch 2002) focus on this class of speech acts in Spanish, and even fewer studies deal with commissives in contact varieties of the language. The colonial period of Louisiana, during which English, French and Spanish were employed to differing degrees, presents such a context for study. Although Spanish was the *de facto* language of government in Louisiana for much of the 18th century, there is a dearth of work dedicated to the language of this period.

The corpus chosen for analysis in the present study consists of 100 business letters which represent correspondence between Spanish government and military officials in Colonial Louisiana and center around a variety of issues faced by the inhabitants of the territory in the latter half of the 18th century. For the present study, all commissives and supportive moves were identified and coded according to a modified version of the taxonomy presented in Bilbow (2002). Results of the study reveal that the institutional power of the speaker (= letter writer) proved to be the most significant factor in the formulation of commissives. Inferiors writing to superiors strongly preferred the use of the morphological future tense to express commissive illocutionary force, while superiors tended to employ the simple present tense and indirect formulations. The results of this study are compared with those found for modern Spanish in order to pinpoint diachronic changes in sociopragmatic behavior. (*Saturday, Session II, Panel 2*)

Koopman, Kees

Southern Happy-ness: An Investigation of Happy-Tensing in Raleigh English

Unstressed vowels in English receive little attention in sociophonetic literature, as it's presumed their reduction towards /ə/ flattens interspeaker and intergenerational variation. In spite of this, the happy vowel (e.g. word-final, unstressed /i/) receives attention as a marker of age in Received Pronunciation and southern UK dialects of English (Trudgill 1999; Wells 1982). Recent theorization suggests that a system of happy-tensing began in these dialects as early as 1775 (Beal 2000), indicating that this variable could be present as a part of a broad system of Southern American vowels which came about as a result of settlement from the southern UK. This study uses a corpus of speakers from Raleigh, North Carolina to investigate the development of the happy vowel over the 20th century, as general Raleigh English retreats from the Southern Vowel Shift (Dodsworth & Benton 2017). I examine whether or not a retreat from the SVS coincides with centralization of the happy vowel, and therefore whether or not happy-tensing is part of the broader Southern vowel system present in Raleigh. An initial analysis of preliminary data (n = 24; 416 tokens) shows happy centralization across apparent time. (*Friday, Session III, Panel 3*)

Lease, Sarah

Spanish in Albuquerque, NM: Spanish-English Bilingual Children and Adults' Vowel Spaces

Phonetic convergence in Spanish, resulting from contact with English, has been somewhat of an elusive feature as New Mexican bilinguals' Spanish sound patterns. This has also been the case in El Paso, TX., as

lexical stress effects on Spanish-English speakers' vowel spaces are absent (Willis, 2007). Nevertheless, the Southwest's communities differ with respect to the presence of both languages, and in a major city 4.5 hours North up Interstate-25 from El Paso, we may expect more phonetic convergence. In this study, the concomitant effects of lexical stress, word position, phonetic context, Spanish use, grammatical category, and lexical frequency on the height and frontedness values of 2,065 /i e a o u/ vowels from 30 bilingual children and adults from Albuquerque, NM were analyzed with linear mixed-effects models. First, results show that /u/ fronting is prevalent in both children and adults (Figs. 1 and 2), and in addition, among the children, as their English use increased, atonic /u/ was significantly more likely to be fronted. Expanding the range of data to include bilingual children showed that children's realizations display a generalized stress effect, whereby the atonic space is condensed compared to the tonic space (Fig. 2). Stress effects are more nuanced among the adults: as Spanish use increased only atonic /i a o/, approximate tonic realizations of each vowel. Less consistent effects were found for word position and grammatical category, and lexical frequency. This study demonstrates that /u/ fronting is, once again, a prominent vocalic feature of Spanish-English contact varieties. However, the severity of fronting falls between that of bilingual communities in the Chicago, IL (Ronquest, 2012) and in El Paso, TX. (Willis, 2007). Putting together all of the findings of the present study as well as those cited, Spanish use, geographical location, and the retention of Spanish in the community may be viable predictors of vocalic realizations. (*Friday, Session 1, Panel 2*)

Lewis, Tom

Prosody and Linguistic Identity: The Role of Prosodic Timing in Indexing Latinidad among Latinxs in New Orleans

This paper develops an account of the role of prosodic timing as an index of latinidad among second generation speakers of New Orleans Latinx English (NOLAE). Previous research has indicated that prosodic timing is an important variable to consider in exploring Latinx Englishes (Fought & Fought, 2002; Carter, 2005; Shousterman, 2014; Robles-Puentes, 2014; Carter & Wolford, 2016). The current analysis indicates that age and embeddedness within the local Latinx social network are significant predictors of prosodic timing, with older and more centrally located participants being less likely to assimilate to local norms. This points to the importance of network embeddedness in shaping variation within NOLAE and further supports the perspective that NOLAE is not a static, homogenous code, but a repertoire of linguistic resources used in the negotiation of identity.

The analysis is based on a series of sociolinguistic interviews conducted with second generation speakers of NOLAE (n=11). Text grids created in Praat were force aligned using DARLA. An nPVI score for 200 pairs of consecutive syllables was calculated for each participant. A Praat script was used to extract the segment lengths for the vowel in each syllable. For each pair of vowels, nPVI was calculated using Thomas and Carter's (2006) modification of the nPVI formula developed in Low et al. (2000). Social network modeling was completed using the Networkx package in Python, and inferential statistics were calculated using R.

While early binary distinctions between "stressed-timed" and "syllable-timed" languages (Pike, 1945; Abercrombie, 1967) have proven to be inadequate, scholars have found differences in prosodic timing do exist, as gradients along a continuum in different languages (Ramus, et al., 1999; Grabe & Low, 2002), as well as across different varieties of English (Low et al., 2000; Spencelayh, 2001; Thomas & Carter, 2006; Cogshall, 2008). This paper contributes to sociolinguistic explorations of varieties of American English by providing further evidence of the role prosodic timing plays in differentiating varieties, contributes to the study of Latinx Englishes by considering the role of prosodic timing in the negotiation of a Latinx identity,

and contributes to an emerging body of sociolinguistic literature exploring language use in New Orleans. (Friday, Session I, Panel 2)

Lewis, Tom & Scott, Ane'

Vowel Shifts and Identity Negotiation: An Initial Analysis of African American Language in Jackson, MS

This paper presents an initial description of African American Language (AAL) in Jackson, MS, focusing on speakers' systems of vowel realization. While there was an early tendency to treat AAL as a homogenous variety, recent research has indicated substantial regional and interspeaker variation (Kohn & Farrington, 2015; King, 2016, 2018; Kendall, 2018; Jones, 2020). Jones (2020) proposes an AAL dialect region extending along the Mississippi River towards the Great Lakes, delineated in part by participation in the African American Vowel Shift (AAVS) (Thomas, 2007; King, 2016; Jones, 2020). Our data indicates that Jackson residents do tend to participate in the AAVS. Speakers show a tendency towards reversing the nuclei of /e/ and /ɛ/ and towards the fronting and raising of /æ/. These results provide support for Jones' (2020) claim that the AAVS is present in the Gulf States, but interspeaker variation observed in the sample, suggests the need for continued attention to variation within African American Language and additional exploration of the ways individual speakers construct an African American identity using linguistic resources.

The analysis is based on a series of sociolinguistic interviews (n=15) conducted with African Americans in Jackson in 2021. The interviews collected demographic information and included a reading passage (Jones, 2020), which was transcribed and then analyzed in Praat. Vowel plots were created using NORM for the community and for individual speakers. This data is part of an ongoing project to examine AAL in Jackson, MS. This project contributes the exploration of variation in AAL in two ways: first, by describing the vowel systems of African American speakers in Jackson, MS, and second, by considering the social factors that shape interspeaker variation among African Americans in the city in relation to the use of linguistic resources in the construction of layered, multiplex African American identities. (Friday, Session II, Panel 2)

Liu, Chin-Ting

On the Trigger of Tone 4 Alternation in Taiwan Mandarin

The purpose of the study is to investigate the context for Tone 4 (T4) alternation in Taiwan Mandarin. The tone value of a T4 syllable has been reported to change from '51' to '53' when the T4 syllable is followed by certain tones, as shown in **Table 1**. The inconsistent findings from the literature might result from *limited informants* (only one to eight participants), *selection of vowels* (i.e., vowel types were not controlled) and *use of infrequent words* (i.e., word frequencies were not controlled). In the current study, twenty informants (female=10) were recruited to recite twenty disyllabic key words where the first syllable was T4 and the second syllable was either Tone 1 '55' (T1), Tone 2 '35' (T2), Tone 3 '213' (T3) or T4. By adapting the *color-word paradigm* proposed by Author (2022), the vowel types and the frequencies of the words in the stimulus could be properly controlled. The acoustical parameters included fundamental frequency (f0) contour, vowel length, and f0 slope. The results are summarized in **Table 2** and **Figure 1**. Growth curve analysis revealed that the f0 contours of the first syllables in the T4-T1 and T4-T4 conditions were similar (including the intercept, the linear trend and the quadratic trend). Two one-way repeated measures ANOVAs and post-hoc comparisons revealed that the F0 slopes in the T4-T1 and T4-T4 conditions and the vowel length in the T4-T1, T4-T3 and T4-T4 conditions were similar. The results revealed that T4 alternations occurred when a T4 syllable was followed by either a T1 or a T4 syllable, which supported Shen's (1990b) proposal (c.f., **Table**

1). However, the resulting tone value ‘41’ was different from the tone value ‘53’ generally reported in the literature. This issue is discussed from a typological perspective of tonal coarticulation based on different varieties of Mandarin. (*Thursday, Session II, Panel 2*)

**Martin, Laura,
Bryant, Jikiah,
Valcarcel, Noa,
Allison, Karen, &
Johnson, Danna**

Breaking the Language Barrier: Promoting Community Health through Community-Campus Partnerships

The rural South is home to many “new destination communities” for Spanish-speaking immigrants (SEC Spanish Consortium, 2021). Language barriers can limit access to health care in these communities, which is of particular concern during the ongoing Covid-19 pandemic.

Colleges and universities can play a role in addressing these challenges by bringing together mission-aligned organizations through community engagement. This proposed presentation will highlight one such collaboration that was facilitated through the M Partner initiative at the University of Mississippi.

M Partner is a community engagement initiative that connects university resources with priority projects in partner communities. Current partner communities are Ecu and Pontotoc, both located less than one hour from campus in Pontotoc County, Mississippi. In 2021, the percentage of Pontotoc County residents who identified as Hispanic/Latino was 7.3%, more than double the statewide figure of 3.4% of Mississippians who identify as Hispanic/Latino (U.S. Census, 2021).

Through her involvement with M Partner and facilitating community engagement roundtables around health disparities, an undergraduate student majoring in Public Health learned that language barriers were preventing the Spanish-speaking community from accessing primary and preventive care in the Pontotoc area. This student then connected M Partner with MississippiCare, a federally qualified health center serving Pontotoc County. This team quickly engaged a professor of BioMolecular Sciences who had piloted a bilingual health fair in Oxford, as well as a longstanding community partner with Catholic Charities.

This team then engaged collaborators on campus and in the community to offer a free bilingual health fair in July 2021 that provided health screenings, COVID vaccines, referrals to dental and mental health providers, and legal services. Over 250 people attended this event. The presentation will share lessons learned from the needs assessment and planning processes, as well as plans for the growth and sustainability of the partnership. (*Friday, Session II, Panel 1*)

McCalip, Ella

Canadian Raising of /au/ in Louisiana Female Speakers

Canadian raising in diphthongs /au/ and /ai/ when “the onset of a diphthong is closer to the target of the glide” was first identified and studied in Canadian English (Thomas, 1991). However, evidence for Canadian raising was also found among speakers in the northern United States, in east-coast states, and recently, in the southern state of Louisiana. Specifically, raising of /au/ was reported for English spoken in Greater New Orleans (the suburb of Chalmette) and was argued to represent a change in progress in this region led by female speakers (Carmichael, 2020). This study sought to answer a question of whether raising of /au/ occurs among female natives in Louisiana cities other than New Orleans.

Thirty participants from New Orleans, Lake Charles, Baton Rouge, Lafayette, Alexandria, and Shreveport (five women per site, ages 18-24) were recruited by word of mouth. They were asked to record themselves reading a passage containing forty-nine words with /au/ in a variety of phonetic environments (e.g., pre-voiceless, pre-nasal, pre-flap). Auditory judgments by the author, a native Louisianan trained in linguistics, were used to determine whether /au/ was raised in each of the target word productions. Percentage of /au/ raising was calculated for each speaker and averaged across the five speakers for each site.

The results showed that on average, raising occurred in 25.31% of /au/ productions for New Orleans, 1.24% for Lake Charles, 0.82% for Alexandria, and 0.41% for Lafayette. No raising was observed for Baton Rouge and Shreveport. These data suggest that the locus of /au/ raising is in the Greater New Orleans area. Whether this change-in-progress will continue and spread through Louisiana where English varieties other than New Orleans English are spoken (e.g., Southern White English, African American English, Cajun English) remains to be seen. (*Thursday, Session I, Panel 3*)

McGuffin-Naranjo, Liliana

Latin America Indigenous People's Poetry: Hugo Jamioy Juagibioy, and Rosa Chavéz's Collective Voices to Subvert the Hegemonic Language

In *What Is a Minor Literature?* (1975), Gilles Deleuze and Félix Guattari explain that a minor literature is when a minority writes under a dominant culture. This literature is characterized by the deterritorialization of language, with political and collective statements. A group of Latin American indigenous poets has transgressed the hegemonic language with its minor language. Their works denounce, strengthen, and above all show the specificities of their ancestral cultures. There are many indigenous people's voices under a collective voice. They gather in poetry festivals that range from original languages poetry exclusively to oralitures festivals. The Latin American oralitura movement centers on verbal creations that use ancestral oral traditions as its base. This presentation explores the poetry of Hugo Jamioy Juagibioy, a leader of the Camëntša Biyá community in Colombia, and the works of the poet, leader, and educator Rosa Chávez, a Maya K'iche' and Kaqchikel from Guatemala. From a liminal place, their voices dialogue with written and oral traditions, their views of the sacred, feminine, masculine, and gender violence, in their territory and associated with State problems. The diglossia between Spanish and its ancestral languages instrumentalizes the word to strengthen their cultures, define their indigeneity, and dialogue with their own and others' cultural specificities while creating new imaginaries. (*Thursday, Session I, Panel 2*)

**Medina, Almitra,
Soccarás, Gilda, &
Kamath, Soumya**

**Syntactic Complexity as a Predictor of L2 Spanish
Listening Comprehension**

In second language (L2) classrooms, listening comprehension is often viewed as a product rather than a process, as illustrated by the fact that listening comprehension is frequently operationalized in terms of listening test scores (Vandergrift, 2007). In order to promote a process-based (rather than product-based) approach, it is necessary to first understand how a number of factors influence auditory processing (e.g., Medina et al., 2020). Researchers have identified variables that are posited to influence listening comprehension in a second language, such as listeners' L2 proficiency, the syntactic complexity of the aural

passage, and the ability to replay an audio (e.g., Bloomfield et al. 2010; Imhof & Janusik, 2006). As Vandergrift and Goh (2012) highlighted, however, scant investigations have found empirical support for a causal relationship between these factors and L2 auditory comprehension. Therefore, the present study will empirically explore the role that one of these factors—namely, syntactic complexity—has on listening comprehension in L2 Spanish.

Data will be collected from native English speaking college students enrolled in upper-level Spanish courses. Recordings of 64 sentences in Spanish controlled for length will be played, of which 32 will be simple sentences (i.e., lacking a subordinate clause) and 32 will be complex (i.e., including a subordinate clause). Listeners will be instructed to write down in first language (L1) English what they understood for each sentence, and comprehension will be scored based on L1 recall accuracy. A linear mixed-effects model will be fit with syntactic complexity as the predictor variable. Given the assumption that increased sentential complexity augments listeners' cognitive load, we hypothesize that sentences with subordination will be more detrimental to listening comprehension than simple sentences. This study will contribute to our understanding of the variables that may influence L2 listening comprehension in Spanish and will conclude with pedagogical implications. (*Thursday, Session II, Panel 3*)

Moreno, Nina

A Collaborative Project for, by and about Hispanic South Carolinians

The growth of Spanish Heritage Language (SHL) programs across the US has been matched with an increase in the use of varied teaching approaches to efficiently meet the unique needs of heritage learners (Beaudrie, 2020). Macro approaches, such as project-based teaching and experiential learning activities, have been found to be helpful because they are meaning-based and, therefore, better suited to address issues such as learners' ethnic identity, attitude toward their own linguistic variety, among others (cf. Carreira, 2016; Parra et al. 2018). In Fall 2021, learners enrolled in a SHL project-based course (N=6) at a Southeastern public university and completed several short projects.

In this presentation, we will focus on the largest project that these learners engaged in by working collaboratively in and outside of the classroom. The objective was to produce a 'chapter' for future SHL learners; the final product contained a reading, oral narratives collected from parents and Latin@ professors, data about the Hispanic community in South Carolina, and follow-up activities. All of these elements were assembled in a wiki. The structure of the chapter was adapted from Chapter 6: "En el mapa: Latin@s en Ohio" from the course textbook, Foulis and Alex's OER, *Mi idioma, mi comunidad: español para bilingües*.

Qualitative data obtained from the students' reflections about the project will reveal the impact of technology-mediated, collaborative work on a SHL course. The wiki contents will be shared to also gain insight into what affective needs (e.g., ethnic identity issues, attitude, connection to heritage language) students sought to address through this project. (*Friday, Session II, Panel 1*)

Olivier, Jonathan

New Speakers of French in Louisiana: Linguistic Mudes, Identity and Motivation

Although linguistic research has been conducted with native and heritage speakers of Louisiana French, significantly less attention has been given to "new speakers" of French in Louisiana. New speakers have had little to no home transmission of the language in childhood, but instead learned French as children in local

immersion programs or as adults. The new speaker label emerged in regional minority language revitalization contexts, where issues sometimes arise when socially differentiating between first- and second-language (L2) speakers and ownership of language rights. After decades of efforts with French immersion programs by the Council for the Development of French in Louisiana (CODOFIL), and a steady stream of adult language learners attending immersion programs in Canada, new speakers are positioned to be the primary population of francophones in Louisiana in the future. This presentation will offer preliminary findings from a study of new speakers of French in Louisiana that examines several areas: linguistic identity, motivation, and the impact of “linguistic mudes.” Linguistic identity among new speakers informs how they speak French and their views of themselves in a changing speech community in Louisiana. To understand why new speakers of French in Louisiana use the language, this study will use the L2 Motivational Self System theory developed by Zoltán Dörnyei. Interview data will be analyzed to consider the importance of linguistic mudes, which are the result of key moments in an L2 learner’s life where the new language garners a new status. The results of this study will shed light on who new speakers of French in Louisiana are, why they learned the L2, how they view themselves as francophones in Louisiana, what they think about the local francophone community, and what they believe the future of French in Louisiana will be. (*Friday, Session IV, Panel 2*)

Olsen, Michael

The Decline of the American Political Center Shown through Editorial Discourse

Public polling and news reporting in recent years has revealed intense partisan division among the American public. *Conservatives* and *liberals* seem to be engaged in a perpetual culture war that has unfolded in national politics and trickled down to local issues. To understand this division, we may ask a simple question: *How did we get here?* I provide at least a piece of the answer by measuring cultural keywords in a large corpus of sociopolitical discourse (Williams 1983). I constructed a corpus of American news editorials (53 million words, 103,000 editorials, from 35 newspapers) spanning 2007–2019. As editorials represent the “voice” of a newspaper, whose job is to provide opinions of contemporary issues, the corpus represents a cross-section of views spanning the Bush-Obama-Trump presidencies. By examining collocation and concordance lines of *liberal*, *conservative*, and *democracy* across multiple scales of the corpus—full corpus, diachronically organized, and by individual newspapers—I show how these political words were used and changed over time and ideological space (Fairclough 1989; Sinclair 1991). These results reveal a measurable decline in moderation in describing the two political parties coupled with the increased observation of *conservative* vs. *liberal* states. Investigation of *democracy* reveals the degree to which this “American” ideal is susceptible to ideological influence based on editorial boards’ political leanings and the erosion of consensus on the state of American democracy. Taken together, this paper highlights the degree to which newspapers observed a decline of the American middle across 13 years of recent history. (*Saturday, Session II, Panel 2*)

Olsen, Rachel

Prosodic Cues to Social Identity in Southern Speech

This work explores how the prosodic cue of f0 trajectory shape communicates social identity in the Digital Archive of Southern Speech (DASS). DASS features 350+ hours of naturalistic interviews with 64 participants across eight states (Kretzschmar et al. 2013). Based on findings that f0 shape within vowels communicates

regional identity (Jacewicz & Fox 2018), the methodology utilized here is a departure from much previous work in that it examines f0 within individual segments as opposed to in prosodic phrases. The impact of social factors on f0 trajectory shape is quantified via generalized additive mixed-effects modeling (GAMMs) (Soskuthy 2017; Wood 2017), which fit nonlinear, smoothed lines to f0 measurements collected at five+ time points along each vowel's trajectory. GAMMs are gaining popularity in sociophonetic studies on the spectral qualities of vowels (Renwick & Stanley 2020); however, this is among the first studies to employ them to investigate f0 in individual vowels in English.

DASS interviews were force-aligned and measurements of f0 at five timepoints in each vowel (20-35-50-65-80%) were collected. 518,898 stressed vowels in content words were ultimately included in the analysis and f0 readings were normalized from Hz to semitones to control for anatomical variation (Stanford 2016). Several GAMMs were built fitting combinations of social factors to the dependent variable of f0. The model including age, social class, ethnicity, region, and sex accounted for the highest percentage of variation in the data, which was admittedly low at 16%, as indicated by adjusted R2 value. However, comparison of models missing each of these factors to the corresponding full model showed that the inclusion of each of these factors significantly improved model fit, as indicated by a lower AIC score for the full model and $p < 0.001$. Results thus suggest that f0 trajectory shape indeed varies on the basis of these social factors. (*Friday, Session III, Panel 3*)

**Azuaje Capielo, Ronny,
VanMeter, Riley,
Alafifi, Ehab,
O'Rourke, Erin, &
Cipria, Alicia**

El Paisaje Lingüístico de Alabama: A Preview of a Linguistic Landscape in Tuscaloosa

Within sociolinguistics, the study of linguistic landscapes (LL) is a relatively recent area of inquiry (Landry & Bourhis, 1997; Gorter, 2006; Shoshamy & Ben-Rafael, 2015). The analysis of visual representation of languages within a community (with a focus on non-majority languages) demonstrates how a given area engages speakers of other languages for various purposes (commerce, community building, outreach, and enforcement of rules and regulations). Studies of LL of Spanish or 'el paisaje lingüístico' have also started to appear (Dailey, Giles & Jansma, 2005; Lyons & Rodríguez-Ordóñez, 2017; Roeder & Walden, 2016; Gubitosi & Pellicia, 2021). In the past few decades, the South has experienced high rates of growth in the Hispanic population (Pew Research, 2016). In particular, Alabama has multiple counties which are among those with the fastest rate of growth (Pew Research, 2019). An example is Jefferson County (Birmingham), Alabama, which reported a more than 140% increase in Spanish-speaking population between 2000-2014, although it was still only 4% of the total population of the county as of 2014. While this increase still appears to be quite small, the degree to which Spanish use is found in the community may also provide a window into future growth and needs. This study explores the current status of Spanish as it appears within the community, taking Tuscaloosa, Alabama as a case study, where percent change 2000-2014 and proportion are 210% and 3% respectively. Images are analyzed according to 4 main parameters: a) context, b) juxtaposition of language(s), c) target audience, d) type of message (see Figs. 1-3). Additional aspects will also be discussed (e.g., orthography, dialectal features, message meaning). In doing so we plan to demonstrate how even at incipient levels, study of Spanish LL in the Southeast is an area worthy of study. As such, its inclusion is necessary in order to form a more complete picture of the national linguistic

landscape and contribute to research on the presence (and prevalence) of Spanish in the US. (*Saturday, Session II, Panel 1*)

Patrick, Aston Sounding Like you Belong: How Shared Dialect Creates Community in Academia

Standard Language Ideology has a significant influence on what language varieties are accepted in academic spaces, but Standard English does not have dominance in all social contexts or with all communities. Through a qualitative discourse analysis of interviews with professors about language use in higher education at a large, public, land grant university in the South, I find that faculty in the colleges of Agricultural Sciences, Natural Resources, and Veterinary Sciences receive an advantage from speaking a Southern, rural dialect with majority rural students in classes and with non-academics during rural-based field work. Professors from other colleges in the university devalue Southern, rural dialects, but these dialects confer benefits to faculty in the colleges of Agricultural Sciences, Natural Resources, and Veterinary Sciences because of these colleges' significant connections to rural areas and communities. These results indicate that shared dialect features can minimize differences in status characteristics like social class or education level within an interaction. The shared features index that both speakers are from a similar background and thus have similar values. Through this indexing, professors who speak Southern, rural dialects are able to gain the trust of rural communities who might normally distrust individuals with connections to urban centers or universities. I conclude with a discussion of how these results indicate a continuum of language acceptance within academia and directions for future sociolinguistic research. (*Thursday, Session II, Panel 1*)

Piccoli, Margaret W. Additive or Subtractive: A Crosswalk of Current English Language Programs and Instruction in K-12 Schools

Since the Supreme Court Cases *Lau vs. Nichols* (1974) (Wang, 1974), requiring schools to offer English language instruction to English Learners (ELs), and *Casteñeda vs. Pickard* (1981) (US Department of Education, 2022), establishing a set of three principles to evaluate the validity of these programs, school systems across the United States have access to several specialized English Language programs and instructional options. Although these programs are based on sound research-based language acquisition theory, some are clearly more additive than others. Additive programs develop ELs' native language while respecting ELs' cultures (May, 2014; Cervantes-Soon, et. al., 2017; Thomas & Collier, 2003; Waters, 2001). This paper will provide a description of each type of EL programming and instructional methods currently offered in the US: Bilingual, Structured English Immersion, Content-based, Early/Late Transitional Bilingual, Newcomer, and Heritage Language Two-way Immersion. Through a summary of studies, the paper will discuss the limitations of each type, limitations that are often worsened by poor implementation (Auerbach, 1993; Cheung & Slavin, 2012; Curtin, 2006; Gunderson, 2008; Janzen, 2008). The comparative analysis uses a lens of additive vs. subtractive, thereby highlighting English and native language instructional methods, culturally responsive resources and instruction, challenging curriculum, certified and qualified staff, and the priorities of school systems and school leadership. The results of the analysis enable school systems to make more informed decisions as to how they can best serve their EL student population, going beyond the minimum requirements of the Supreme Court cases. Specifically, school systems will have the knowledge to anticipate and remediate any potential problems emerging during the

implementation of an EL program by balancing English language acquisition, content learning, and maintenance of ELs' native languages and cultures. Thus, going well beyond the minimum federal compliance requirements. (*Saturday, Session I, Panel 1*)

Pittman, Iulia & Harrison, Jamie Bilinguals and Literacy Practices in the Minority Language

Maintaining minority languages in bilingual children growing up in the United States is a challenge many parents face. The task is made more difficult when languages have little support outside the home. Furthermore, though heritage language speakers are known for near-native-like pronunciation and good productive and receptive conversation skills, they usually lag behind in reading fluency, grammatical understanding, and writing. This discrepancy in the different language skills stems from the fact that it takes time, commitment, and effort to develop and sustain literacy in the minority language. This study examines the development and maintenance of conversation and literacy skills in bilingual children's minority language. More specifically, it investigates the home reading practices and looks for predictors for successfully developing literacy skills in the minority language. Several families participated at a multilingual "story time" event at the local public library where the study was conducted. Some of the families were involved in the reading of children's stories, and other families attended the event as listeners. Ten families from among the participants were selected for semi-structured interviews to examine their efforts and level of success at minority language literacy. A discussion of the findings will follow. The results of this study will add significantly to the body of literature on minority language maintenance. (*Saturday, Session III, Panel 3*)

Preston, Dennis R. There is no Such Thing as Language Contact

There is language contact only if you put comprehensive dictionaries, grammars, recordings etc. on a shelf so that they touch one another. If people are involved, then varieties not languages are in contact. Variation among and within varieties and even individuals is not trivial; it exists at every linguistic level from the interactional/pragmatic down to the phonetic.

Within SEC territory, therefore, there will be important ramifications of the fact that there exist regional, social, and developmental characteristics of English and Spanish that actually come in contact with one another and that there will be inevitable byproducts of this contact in the emerging varieties of both languages.

Opportunities for research exist even outside even such detailed variety contact considerations. In studies of three generations of Northeastern Mexican Spanish speakers in contact with the Northern Cities Shift phonology of Southern Michigan, although influences of both systems were shown in the vowel systems, the 3rd generation evidenced new pairs of tense-lax forms, yielding bait-bit at a high mid position, bat-bet at low mid, with parallel pairings in the back space and a low-central /a/ anchor, revealing a desire to achieve vowel symmetry, a typological universal.

The consideration of real language contact and the use of theoretical perspectives that go beyond contrastive statements will yield fruitful results in the investigations of the emerging and emerged varieties of Spanish and English in Southeastern US. These results will be important to not only description and theory but also to the improvement of pedagogical and applied linguistic concerns, including those surrounding community attitudinal factors towards language varieties. The SEC Spanish Consortium hopes to exploit the opportunity to work on understudied populations and linguistic levels, and with the application of new methods and means of interpretation and application. (*Friday, Session I, Panel 1*)

Reed, Paul

Meaningful Places: College Students, Rootedness, and the Southern Vowel Shift

Historically, place is considered a static linguistic variable, affecting all speakers similarly. However, research now shows that place attachment is crucial to understanding a speaker's participation, or not, in regional productions. Thus, place is more nuanced. What if we consider smaller meaningful places, such as universities? Research has shown that the type of higher education (Prichard 2016, Prichard and Tamminga 2012) can affect vocalic production. What about a speaker's relationship to that meaningful place? This paper investigates how attachment to a university affects production of vowels associated with the Southern Vowel Shift (SVS).

Alabama is typically divided into two broad speech regions | Northern and Southern (Fosco 1971). Researchers find SVS participation in both regions (e.g., Feagin 1986; Labov 1991, 1994). More demographic groups participate in the SVS in the Northern region. In contrast, Southern AL SVS participation was more demographically restricted. The current status of this regional difference is potentially changing. Author (2019), with participants from across Alabama, supported an emerging urban/rural distinction (as Fridland 2012 describes).

We focus on three features of the SVS: /a/ monophthongization, position of the nuclei of /i/ and /e/, and the position of /l/ and /E/. Data comes from sociolinguistic interviews with 37 native Alabamian females who are university students. Interviews included conversation, reading passages, word lists, and a measure of rootedness to the institution. For /a/, F1/F2 values were measured at 20% and 80% of the vowel's duration and vector length (VL) was calculated. For the front vowels, F1/F2 values were measured at the vowel's midpoint.

Results indicate that attachment to the university is a factor, but not for all students. More rooted students who are involved in Greek life actually use fewer SVS features, while students not involved in Greek life who are rooted do use more SVS features. (*Friday, Session II, Panel 3*)

Rittenberry, Jack

Assessing Keyboard Layouts for Indigenous Languages: Access and Development

Keyboard support has consistently increased to include more languages to meet the needs of diverse language communities. These keyboard layouts are included in software to ease computer input across writing systems and languages. In general, these exist in out-of-the-box solutions which differ between operating systems, including the Google Keyboard for Android phones (Esch et al., 2019) and keyboard presets on Microsoft Windows and macOS (Galla, 2018). Users are also able to access third-party keyboards through software such as Keyman, which includes over 2000 languages (Zaugg and Reeve, 2021). For indigenous language communities, keyboard layouts are used in educational systems and language revitalization programs (Jancewicz and MacKenzie, 2002). Regularized keyboard layouts similarly provide consistency for users (Galla, 2018); however, demands for additional tools, including machine translation, approximate search, and predictive text, are complicated by a lack of text corpora from which to construct language models for use in the generation of a rule-based or machine learning model (Esch et al., 2019; Littell, 2018; Prasad et al., 2018). Identifying corpora adequate in both scale and quality presents difficulty, even for those working in software development (Prasad et al., 2018). In addition, community developers frequently must tolerate an absence of adequate support from major technology firms (Zaugg and Reeve, 2021). This presentation will address the availability of indigenous language keyboards through out-of-the-

box and third-party tools to identify languages without built-in support on major operating systems. In addition, I will evaluate the overall sophistication of available keyboard layouts (the inclusion of voice-to-text, spellcheck, text prediction, etc.) alongside basic character input. (*Thursday, Session II, Panel 2*)

**Roussel, Basile & Tagliamonte, Sali Linguistic Inclusion and Alignment in Spoken English:
New Insights from Ontario (Canada)**

In Canada, the linguistic coexistence of the two official languages (English and French) attracts considerable attention in the mainstream media. In French, use of English words or patterns is often viewed negatively. This can be attributed to the fact that French is a minority language in Canada and the influence of English is perceived as a threat to the "quality" and survival of French (e.g. Auger 2005; Boudreau 2009). However, very few studies have considered the alternative scenario: the influence of French on English. In this paper, we ask: in a community where French is a majority language at the local level, could French have an impact on the structure of spoken English? If so, what are the linguistic and social manifestations of this influence?

To answer those questions, we draw on the methods of variationist sociolinguistics (Labov 1972) and a large corpus of spoken English in Kapaskasing, a predominantly French-speaking town in the majority English-speaking province of Ontario. We focus on the future temporal reference system and analyse variation between *will* and *going to* among Francophones and Anglophones.

(1) Oh, the defenseman's *gonna* get him. If the defenceman doesn't get him, well the goalie *will* stop the puck. (aroussel, 33)

A key result is that although older Anglophones pattern in tandem with known studies of English (e.g. Denis & Tagliamonte 2017), young Anglophones exhibit a grammatical pattern specific to spoken French, that of polarity where the periphrastic variant is strongly disfavored in negative contexts (e.g. Poplack & Turpin 1999). We interpret these results as a product of social alignment between Anglophones and Francophones driven by increasing linguistic, social and cultural symmetry. We argue that increasing positive affect towards French in this community is a key explanatory factor demonstrating that local forces are critical for understanding linguistic inclusion and alignment. (*Friday, Session IV, Panel 2*)

**Rychkova, Iuliia What Narratives in TED Talks Teach us about Quasi-Academic
Discourse**

Narratives, used as a tool for transferring knowledge, experience, and ideas, appear in numerous oral and written genres, such as oral memoirs, folk tales, lectures, therapeutic interviews, as well as in a form of narratives embedded into short stories, which sometimes consist of no more than a clause or two, deeply embedded in speech (Ochs & Capps, 2001). A relatively new genre that also aims to disseminate knowledge is the TED (Technology, Entertainment, and Design) talk, i.e., speeches delivered by experts in different fields to a non-specialist audience. The TED talks genre emerged as a hybrid of a sales pitch, educational communication, and memoir (Ludewig, 2017) and now shares "ideas worth spreading" on various topics at conferences throughout the world and online.

This study contributes to the narrative analysis of a quasi-academic discourse by examining the form and function of narratives in TED talks. The qualitative analysis of the ten most-viewed TED talks is based on Propp's narratemes (1928) used to investigate the common plot development patterns. The analysis suggests that narratives in TED talks follow Propp's model yet vary in the degree of embeddedness and

undergo certain transformations. Findings also reveal five prominent functions of a narrative in a TED talk: (1) a frame of a talk, (2) a self-introduction and/or an introduction to the topic, (3) an argument proposal, (4) an illustration to strengthen a proposed argument, and (5) a joke. The findings on how TED talk speakers share their research or professional experience using stories can serve as a guide for those who need to give a public speech to non-experts. (*Thursday, Session II, Panel 1*)

Selecter, Spencer

Mind your Manner: Transfer Effects on Saliency of Manner in Spanish-English Bilinguals

It has been documented that variation exists among languages in how motion events are described. Talmy (1985/2007) introduced a typological approach which divided languages into two broad categories, either S(atellite)-framed or V(erb)-framed. S-framed languages (e.g., English) tend to encode manner within the verb, reflected in the relatively high number of English manner verbs such as *run*, *shuffle*, *clamber*, *roll*, etc. V-framed languages tend to encode manner within an optional adverbial gerund (e.g., *running* as in *John entered the building running*) which often leads to manner being omitted entirely. Because of these lexicalization patterns, Slobin (2004) proposed placing languages on a continuum based on how likely speakers are to express manner in their speech (i.e., manner saliency). The importance of manner saliency lies in Slobin's (1996) "Thinking-for-speaking" (TFS) framework wherein the structures of one's language draw attention to certain aspects of events over others, inevitably leading to the development of specific thought patterns associated with one's L1. The question is whether new TFS patterns can be learned in the acquisition of a typologically distinct L2. The present pilot study investigated how a person's L1 might affect the features of motion events that they would attend to. Spanish-English bilinguals (n=4) and English monolinguals (n=4) were given a narrative elicitation task meant to evoke motion event descriptions. An independent t test revealed that Spanish-English bilinguals used significantly fewer manner verbs (ratio of manner verbs over total motion verbs) in their narratives than English monolinguals. This suggests that speakers do learn particular TFS patterns during the acquisition of their L1 and do not necessarily modify these patterns when acquiring an L2. (*Saturday, Session I, Panel 2*)

**Shuler, Sherree Ann,
Koogle, Charlotte,
Doan, Bailey,
Barongan, Paloma,
Bowen, Adams, &
Walker, Abby**

Investigating Perceived Dialect Boundaries in Southwest Virginia

In this study we investigate how non-linguists conceptualize dialects and dialect boundaries in and around Southwest Virginia (SWVA), both to lay foundations for future descriptive work in the area, and to also explore how speakers of marginalized regional varieties position their own dialect.

SWVA borders four states - North Carolina, Tennessee, Kentucky and West Virginia - and is typically included in the Southern Appalachian dialect region (Wolfram & Christian 1975). While there has been some description of dialects in the surrounding areas (e.g, Greene 2010; Reed 2016), SWVA has been largely understudied by linguists. Therefore, one goal of our study is to understand whether and where locals perceive linguistic distinctions, as a first step towards describing variation in SWVA.

In their work on perceptual dialectology in Kentucky, Cramer, Tamasi and Bounds (2018) show that their participants recreate the national North-South dichotomy within the state. Specifically, participants make a critical distinction between Eastern (Appalachian) Kentucky and the rest of the state, and attribute negative Southern stereotypes to that area alone. In our study, we investigate whether this dichotomy is replicated further within an Appalachian area - that is, within the most negatively stereotyped dialect region - or whether at some point the recursivity of the dichotomy stops.

To investigate local perceptions of dialect boundaries in SWVA, we use a pile-sort task (Tamasi 2003). In this task, participants are given town names from from Southwest Virginia as well as a sample of town names from the four border states and Northern Virginia. They are instructed first to sort the town names into groups based on perceived dialectal similarity, then to assign a name to each pile and to describe the characteristics of speech in these areas. Our IRB has been submitted for this project, and we expect to have preliminary results to present at SECOL. (*Saturday, Session III, Panel 1*)

Simonchyk, Ala

From Imprecise Phonolexical Representations to Accurate Productions in L2

Previous research suggests that accurate realization of second language (L2) phonemes is not necessarily accompanied by learners' accuracy in other domains of phonological acquisition. For example, it is neither necessary nor sufficient to develop perception skills prior to acquiring the correct articulation of target phonemes (e.g., De Leeuw et al., 2019; Flege, 2021). The current talk will investigate whether learners who produce a challenging contrast in their L2 store words with this contrast separately in the mental lexicon. Forty American learners of Russian were evaluated on their production and lexical encoding of highly familiar Russian words with the plain/palatalized contrast. Ten Russian native speakers served as a control group. The results suggested that learners' ability to accurately differentiate words with the plain/palatalized contrast in production developed independently of their phonolexical representations, which appeared to have merged in the mental lexicon. Moreover, learners' performance was strongly affected by the prosodic position of the target consonants. In word-final position, learners did not lexically encode the difference between plain and palatalized consonants but they strived to produce it, although not very successfully. In intervocalic position, learners made significantly fewer production mistakes than word-finally. However, they accepted a substantially greater number of nonwords with the target consonants in intervocalic position than in word-final position on a lexical encoding task. This finding was attributed to the "spelling trap" effect. Russian orthography employs vowel graphemes to mark the plain/palatalized status of preceding consonants. It appears that learners could have relied on these assumed vowel differences to encode the difference between the plain/palatalized consonants in intervocalic position and subsequently articulate complex palatalization gestures in the target consonants. The findings of the study will also be discussed in light of exemplar theory, perceptual salience and category updating. (*Thursday, Session II, Panel 3*)

Swenson, Amanda

Re-Examining A-Prefixing: The Need for Multiple Theoretical Approaches & a County Based Model

It is well documented that linguistic stigma negatively impacts students from the Appalachian region (Steward 1967, Powers 2002, Dunstan & Jaeger 2020, among many others). This presentation will use a re-examination of a-prefixing to address gaps and problems in the linguistic literature on Appalachian Englishes

that make using this literature to create training materials for teachers difficult. Building on Hazen (2020), it will argue that the region is far from linguistically homogenous and that future research should combine both sociolinguistic and formal generative approaches.

Work on a-prefixing in West Virginia has shown that it is not used by young speakers (Hazen, Butcher & King 2010). This presentation will provide novel data on a-prefixing primarily from Towns and Rabun Counties in northeastern Georgia and Macon and Clay counties in western North Carolina. This data will show that, in this region, a-prefixing is used in daily conversation by young speakers in both narrative and non-narrative contexts. While accepting that a-prefixing is used as a marker of local identity and as a style shift device, the presentation will build on McQuaid (2012, 2017) to argue that the a-prefixing progressive represents a more morpho-pragmatically marked version of the non-a-prefixed progressive. It will also show that, contra to McQuaid (2012, 2017) and Wolfram (1976), a-prefixing with lax, as well as tense, vowel initial verbs is possible. McQuaid argued that a-prefixing was not allowed with lax vowels due to a desire for identity avoidance. However, this presentation will show that neither the use of a-prefixing nor the use of the indefinite article ‘a’ with lax vowel initial verbs, Table 1, results in two adjacent lax vowels. In both cases, a glottal stop is inserted. The phonological data comes from speaker judgements and highlights the limits of what we can infer from corpora.

Table 1

| A-prefixing | Indefinite article |
|--------------------------------------------------------------|------------------------------------|
| (1) I’m a asking you a question: will you marry me? | (2) I want a apple . |
| (3) A: What are you doing? B: I’m a itchin my leg! | (4) He didn’t move a inch . |

(Friday, Session IV, Panel 3)

Thiede, Ralf

Syntax Responding to Changing Cognitive Requirements: Anglo Saxon vs. Romance Literary Narrative

Anglo-Saxon narratives tend to be highly episodic, which is one of the reasons why modern readers find them harder to follow. It is not unusual to find a narrative stringing together episodes that are summed up in one clause, such as in this passage from Luke 14-15:

14 ... **þa** wearð micel hunzor on þam rice and he wearð wædla.

15 **þa** ferde he and folzode anum burhsittendum men þæs rices; **ða** sende he hine to his tune þæt he heolde his swin.

‘Then came about great hunger in that kingdom and he became a pauper. Then he traveled and followed a townsman of the realm; then he sent him to his town that he may keep his swine.’

I follow Peter Petré in assuming that Anglo Saxon grammar is fine-tuned to oral literature. Constructions like Luke 14-15 above have the pattern of some episodic-boundary marker (bold) followed by the verb-second (underlined) construction. The constituent following the verb is the topic (which may also be the subject).

I have simulated informational decay of *arguments* elsewhere in a pushdown stack (first-in, last-out) four levels deep, with an additional stack, two levels deep, for tracking the *topic*. What I am finding here is that the topic is structurally so consistently identified in Old English narratives that the topic stack needs to be only one level deep, reducing the cognitive load of an audience that processed literature orally

Anglo-Norman written literature, on the other hand, did not narrate by stitching cohesive episodes into a more or less coherent whole. It conceived long stretches (like chapters) as a single developing even. Thus, actions are depicted as contributory rather than completed, which would also explain the sudden surge of the progressive aspect in Middle English. Topics may interlace, so this kind of prose, as I shall illustrate, needs a two-level pushdown stack to complement the argument stack for full interpretation.

The shift away from episodic narration and towards literacy thus appears to have triggered changes in English syntax. (*Saturday, Session I, Panel 2*)

Thompson, Taylor

**Rocky Mountain Isogloss Project: A Report Examining [i] and [ɪ]
Pronunciation in “ing” Endings**

This report contains observations and conclusions from an experiment conducted concerning the realm of pronunciation of the letter “i” in the word “sing” within the Linguistic fields of phonetics and phonology. A general outline of rationale for the chosen topic, methodology of the collection process, discussion of the collected samples, and conclusions determined by the samples is used to map the report. The initial hypothesis going into the project was: “If enough subjects from at least two different US regions are observed, it is likely that there will be an observed noticeable difference noticed in the “i” (symbol) and possible surrounding consonant sounds in words that involve or end in “ing.” This change will most likely be between the phonemes /i/, /ɪ/, and /e/.” For the purposes and subject availability of this pronunciation examination, this project focused on 25 participants from Western States, with some outliers. This included Washington, Oregon, Idaho, Nevada, Utah, Colorado, Wyoming, Arizona, and Minnesota. Information for this project was collected via interview, including mediums such as in-person, Facetime, and personal recordings. The outcomes and significance of this study are discussed at length in a 20 minute presentation including several graphs and appendices. (*Saturday, Session III, Panel 1*)

Torres, Alex

**Building Empathetic Perceptions of Immigration through Spanish
Songs in *Coco* and *Encanto***

In the United States, first and second-generation Spanish-speaking immigrants have increased (Pew Research Center). Moreover, previous studies have shown that public opinion in the United States regarding immigration depends at least in part on what citizens read or hear in media and news (Brader et al., 2008; Gamson & Modigliani, 1989; Iyengar & Kinder, 1987; Iyengar & Simon, 1993; McCombs, 2004; Zaller, 1992). Related to this increase of Spanish-speakers, in the last five years, Disney’s Pixar and Animation Studios have shown an increase of linguistic diversity in their movies, increasing the amount of Spanish songs included in the English versions of the movies. In this paper, I will argue how Disney animated movies like *Coco* (2017) and *Encanto* (2021) advance the discourse around immigration from Spanish-speaking countries. Using the theoretical framework of Critical Discourse Analysis (Wodek & Meyer, 2016), I will analyze the lyrics of the Spanish songs “Dos Oruguitas” in *Encanto* and “Recuerdame” in *Coco* to highlight how these songs use themes of family separation to promote an empathetic perception of immigration. First, I will provide a brief context of Disney’s history of language diversity as well as contextualize current perceptions of immigration in the United States. I will then highlight how the imagery of family separation portrayed in these songs paired with the lyrics acts as both representation for Spanish-speaking immigrants and shines a positive view on immigration. The aim of the paper is to consider the impact of how language diversity in family animated movies can reframe empathetic perceptions of immigration. (*Saturday, Session II, Panel 1*)

Valenzuela, Latasha

**Confronting Racism as a Foreign Language Instructor: A
Foreigner in a Foreign Field**

Diversity and inclusion are increasingly sought after by institutions, organizations, and businesses globally in efforts to show awareness and acceptance of social differences. However, this awareness has not been completely recognized in many professions, including foreign language teaching, where particular ethnicities are strongly associated with certain languages. A set of preconceived notions still exist associating certain professions, educational opportunities, academic achievements, and social identity groups with a specific ethnicity. As a result, diversity and inclusivity are frequently replaced with covert racism, stereotypes, and discrimination as they target “non-traditional” ethnicities present in foreign language pedagogical situations. Previous research investigations have focused on the teacher, student, and curriculum development from a self-reflective approach to connect the teacher’s identity and ideologies with their teaching methods and delivery. This preliminary autoethnographic case study describes my own experiences of being misidentified in the areas of foreign language teaching (French and Spanish), academic interests, and cultural identity. Additionally, it calls for an increase in Black Americans (as well as other ethnicities) in foreign language teaching, incorporation of more cultural information about Afro-Latino and Afro-French in the course curricula, and provision of additional training opportunities about multicultural teaching and learning environment in higher education. A positive learning environment requires diversity in all areas in order for the linguists in these fields to promote diversity effectively. (*Saturday, Session II, Panel 1*)

Valenzuela, Latasha & Orozco, Rafael

**Two Sociolinguistic Variables for One
Variation in Mexican Spanish**

Programs and textbooks of Spanish as a heritage language often promote prescriptivist ideologies and the belief that a “correct” and prestigious variety of Spanish (“standard Spanish”) exists. Several recent works, such as Beaudrie (2012, 2015), Beaudrie & Ducar (2005), Potowski (2002), Schwarzer & Petrón (2005), Showstack (2012), Valdés (2005), and Wilson & Ibarra (2015) have studied the detrimental effect that prescriptivism in programs of Spanish for heritage speakers has on this type of student, characterized by a high degree of insecurity about their own Spanish skills. This work presents qualitative data on attitudes toward bilingual mode (Spanglish, as described by the students themselves) in and out of the Spanish as a heritage language classroom from students in an intermediate-advanced course. Positive opinions, and Spanglish as a marker of linguistic identity are taken as evidence of the validity and importance of the use of Spanglish to lower the Affective Filter (Krashen, 1982) to help students feel at ease and produce more Spanish. The data comes from 16 interviews conducted in a semester-long intermediate-advanced (fourth semester) Spanish Heritage Language (SHL) college course in a large public university in the southwest of the US. Results indicate that most of these students held a constructive view of Spanglish as a vital part of their identity and as a staple in their communities, as well as a legitimate and useful means of communication in a class in which they feel that they can be themselves. Quantitatively, the use of Spanglish in the class significantly increases the production of Spanish (Ibarra, 2017). The implications of these results are relevant in terms of the destigmatization of vernacular varieties used in the SHL classroom, and of the reaffirmation of linguistic identity in heritage speakers of Spanish, to devise effective pedagogical practices to increase Spanish production in students. (*Thursday, Session I, Panel 1*)

Valle, Daniel & Wright, Robyn

Variation in Subjunctive: Tweeting in Peru and Spain

According to normative Spanish grammars, the Spanish language must comply with Concordantia Temporum when using the subjunctive; that is, when the main clause verb is in the past tense, the subordinate clause subjunctive verb must also be in the past tense (Gili Gaya 1948). Several researchers have observed, however, that many dialects of Spanish violate Concordantia Temporum, opting to use the present tense subjunctive form even when the matrix verb is in past (Arrizabalaga Lizarraga 2009; Castro Yauri 2021; Crespo del Río 2018; Sessarego 2008, 2010, among others). The current paper explores Concordantia Temporum, and the factors that condition it, in subjunctive clauses in twitter data extracted from Peru and Spain.

Approximately 2000 tweets were extracted, coded, and analyzed using logistic regression. Preliminary results show that the expected subjunctive tense significantly affects Concordantia Temporum: When the expected tense is past, the odds of obtaining an unexpected subjunctive verb tense (that is, present) greatly increase. Furthermore, an interaction between country of origin and the expected subjunctive tense is found in which when the expected tense is past and the tweet originates in Spain, the odds of a tense mismatch decrease. This finding confirms that when the expected subjunctive tense is present tense, there is no significant difference between Spain and Peru, but when the expected tense is past, it is the Peruvian tweets that violate Concordantia Temporum. A second model was run looking exclusively at expected past tense data and here we find that a Spanish tweet origin significantly decreases the odds of a tense mismatch, as does a conditional clause. Indeed, even in Peruvian tweets where violations of Concordantia Temporum are frequent, the conditional *si* clause appears to be a case in which very little tense variation occurs. (*Friday, Session III, Panel 1*)

Vaughn, Lori & Oetting, Janna

Grammaticality Judgment Tests Based on General American English: Are they Helpful for Learning about Children who Speak African American English?

Previous studies have investigated children's ability to make grammaticality judgments using tasks based on General American English (GAE). Significant to African American English (AAE), tense and agreement structures demonstrate variable marking of surface form (overt vs. zero). This places children who speak AAE at a disadvantaged when asked to judge sentences based on GAE, a dialect they do not speak or speak as a second dialect.

In the current study, the grammaticality judgments from 57 typically developing kindergartners were collected using the *Test of Early Grammatical Impairment* (TEGI; Rice & Wexler, 2001). This test is based on GAE and includes items targeting GAE-appropriate (overt) and inappropriate (zero) forms of BE, verbal -s, and regular past tense, and present progressive, and GAE-inappropriate applications of forms of BE (e.g., *he am.*).

When A' values were calculated based on GAE and the TEGI manual, the children were found to judge the sentences at chance levels. When their judgments were re-coded using an AAE lens and with percent of acceptability, the children demonstrated differences in their acceptability ratings based on the type of form produced in the item. Specifically, the children produced higher percentages of acceptability for AAE-appropriate overt forms compared to AAE-appropriate zero forms and AAE-inappropriate overt forms (e.g., *he am*).

These findings indicate that grammaticality judgment tasks based on GAE are not helpful for learning about children who speak AAE, unless they are rescored using an AAE lens. Even then, several limitations of the TEGI items were documented. Grammaticality judgments based on AAE or based on multiple dialects of English are needed. (*Friday, Session III, Panel 2*)

Wendte, Nathan

Preliminary Peculiarities of Northshore Creole, a Louisiana Creole Dialect

The Louisiana Creole dialect formerly spoken along the Northshore of Lake Pontchartrain in St. Tammany Parish has been recognized as somewhat divergent from other varieties of the language (Klingler and Dajko 2006). Northshore Creole—referred to elsewhere as St. Tammany Creole—does not benefit from a full grammatical description. On the basis of a sample of previously unanalyzed data, this paper gives a preliminary account of some linguistic peculiarities of the dialect and compares them with the better described Louisiana Creole dialects of Bayou Teche (Neumann 1981) and Pointe Coupee Parish (Klingler 2003). The data come from interviews conducted by Dr. Thomas A. Klingler in the mid-1990s. The audio was extracted from the interviews (originally recorded on Betamax tapes) and transcribed by Creole community members thanks to a grant from the New Orleans Center for the Gulf South (NOCGS).

In their article on peripheral varieties of Louisiana Creole, Klingler and Dajko consider three linguistic traits: the phonetic shape of the verb ‘to have,’ gendered possessive determiners, and alternation between long and short verb forms (2006). The data I have analyzed so far largely confirm their findings for the Northshore, although the verbal system may be slightly more complicated than previously described. Klingler and Dajko find no evidence of short verb forms being used. I, however, uncovered examples suggesting variation and instability like the following:

(1)

/mamã te lɛs mo soeʁ mɛñ ẽ mweʔ/

mom ANT to.let 1s.POS sister to.take 1s

‘Mom let my sister take me’

(2)

/je paʋl difɛʁã kɛ nu...paʋle difɛʁã/

3pl speak differently CONJ 1pl ... speak differently

‘They speak differently than us...speak differently’

Other distinguishing characteristics of this variety include a novel post-posed plural determiner (/le/), an absence of the verb /kuri/ ‘to go’ (otherwise very common in Louisiana Creole), other sporadic lexical differences, prevalent front-rounded vowels, and a uvular rhotic. This final trait has been noted previously (cf. Klingler 2019: 95). Taken together, these data confirm the value of a more thorough investigation and description of this Louisiana Creole dialect. (*Friday, Session IV, Panel 2*)

**Wolfram, Walt,
Reaser, Jeffrey, &
Morgan Marissa**

Talking Black in America: Roots

Talking Black in America: Roots is the third episode in the five-part documentary series *Talking Black in America*, following the highly successful documentaries, *Talking Black in America* and *Signing Black in*

America. The one-hour documentary focuses on the history and the development of African American Language from its early inception in West Africa through the Middle Passage and its earlier and current development in North America. Based on extensive footage collected in Ghana, the Caribbean, coastal South Carolina, and throughout the United States the last several years, the film portrays the continuity of the African-American diaspora in language and culture. The film portrays the enslavement, transportation, and internment of Africans in Ghana with recently collected extensive original footage, the transportation to the Caribbean and Southeastern Coast of the United States, and the persistent traditions of language, music, arts, and other cultural traditions throughout the diaspora. West African linguists, historians, artists, and cultural experts comment on the situations in the different settings, along with experts on African American Language in the United States.

This film, like its predecessors, *Talking Black in America* and *Signing Black in America*, targets a general television audience of viewers rather than a specialized linguistic audience per se, and is intended for both formal and informal education about the history and evolution of African American Language. This episode should evoke widespread interest as a resource for educating students and the general public about the unique history and dispersion of African American Language. In addition to its eventual broadcast on television, the documentary is intended to be used in secondary schools, universities, and civic institutions to inform audiences about the history and development of English by African Americans. Following the screening, a discussion by Walt Wolfram, Jeffrey Reaser, and Marissa Moran will engage in a Q&A with those who attend the premier. (*Thursday, Session III*)

Zykovski, Brittany

Let's Just Agree to Disagree: Gender Polarity in Arabic NNCs

Numeral-noun constructions (NNCs) in Arabic exhibit a number of interesting patterns with respect to gender, number, and case (dis)agreement. While gender polarity in numerals 3-10 has long been mentioned in the literature as a feature of NNCs to describe the phenomenon of “reverse agreement” in gender between numerals and the nouns they modify, more recent analyses (Alqassas 2017, Alqarni 2015, 2020) have contested the use of this term. Most recently, Alqarni (2020) has done so in favor of an analysis he calls morpheme polarity, arguing that numerals 3-10 are all underlyingly feminine, and what looks like a reversal of gender is actually a morpheme-deletion process in which the numeral’s feminine morpheme {-at} is deleted as a readjustment rule in the Distributed Morphology framework. In this presentation, I will introduce new data in support of the claim that this disagreement in gender between the numeral and the count noun does not arise from interactions between morphemes themselves, but rather occurs as impoverishment on a featural level as was previously claimed by Alqassas (2017) and Alqarni (2015). I will then move on to a discussion of potential ways in which number and gender (dis)agreement in adjectives and numerals can be derived. (*Saturday, Session III, Panel 2*)

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Thank you for your participation and support of
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