

Spanish Contact, Expansion, and Transformation: 25th Conference on Spanish in the United States and 10th Conference on Spanish in Contact with Other Languages

The City College of New York
March 26-29, 2015

Thursday, March 26, 2015

3:00-4:00	Registration outside NAC 1/104 Ballroom		
4:00-4:15 NAC 1/104 Ballroom	Welcome and Opening Remarks Chair of the Department of Secondary Education and Conference Co-organizer Edwin M. Lamboy CCNY President Lisa S. Coico Dean of the School of Education Mary Erina Driscoll Dean of Humanities & the Arts Eric D. Weitz Chair of the Department of Foreign Languages & Literatures Carlos Riobó		
4:15 -5:00 NAC 1/104 Ballroom	Plenary Address: Ricardo Otheguy Linguistic ideology, linguistic theory and Spanishes in the U.S. Introduced by Nydia Flores-Ferrán		
5:00-5:15	Break		
Session 1			
	NAC 1/104 Ballroom	NAC 4/220B	NAC 5/101
Session 1	Panel A <i>Chair: Kevin Bookhamer</i>	Panel B <i>Chair: Juan Valdez</i>	Panel C <i>Chair: Pablo Guerra</i>
5:15-5:45	The order and expression of subjects among first and second generation Cubans in the U.S. <i>Erker, Daniel</i>	The four corners of Spanish in the United States: Language growth, maintenance and social factors	La atrición en las lenguas de contacto: el caso de los inmigrantes españoles en Brasil <i>Calvo Capilla, M. Carolina</i>

	<i>Boston University Otheguy, Ricardo The Graduate Center, CUNY Shin, Naomi University of New Mexico</i>	<i>Jenkins, Devin University of Colorado, Denver</i>	<i>Universidade de Brasília/Universidad Complutense de Madrid</i>
5:45-6:15	El ser focalizador en el español de neoyorkinos de origen colombiano <i>González Támara, Ana Isabel The Graduate Center, CUNY</i>	Estudio del orden y el peso de variables y factores internos y externos como elemento diferencial en el uso del pronombre sujeto en tres hablas caribeñas en Nueva York <i>García Barroso, Lorena The Graduate Center, CUNY</i>	Variación lingüística: la pronunciación de <ll> y <y> en el español paraguayo <i>Ewald, Tim Peskova, Andrea Gabriel, Christoph Universität Hamburg</i>
6:15-6:45	Expression of attributive possession in Dominican Spanish in contact with English <i>Sayahi, Lofti University at Albany, SUNY</i>	Long term Mexican origin residents on O’ahu: Language use, attitudes, and acculturation <i>Smead, Rob Brigham Young University</i>	Assessing contact-induced innovation with Labovian variationist analysis: Dark /l/ and voiced /s/ in Barcelonan Spanish <i>Davidson, Justin University of Illinois at Urbana-Champaign</i>
6:45-7:00	Break		
7:00-9:00 NAC 1/104 Ballroom	Private reception (open to presenters and registered faculty and staff)		

Friday, March 27, 2015

8:00-9:00	Registration outside NAC 1/104 Ballroom			
9:00-9:50 NAC 1/104 Ballroom	Plenary Address: Carol Klee Internal migration, social mobility, and language change: The complexities of language contact and dialect contact in Lima, Peru Introduced by Andrew Lynch			
9:50-10:00	Break			
Session 2				
	NAC 1/104 Ballroom	Aronow Theater	NAC 6/111	NAC 6/115

Session 2	Panel A Studies on Discourse Markers, Politeness, and Morphology in Houston Spanish <i>Organizer and Chair: Manuel Gutiérrez</i>	Panel B <i>Chair: Daniel Erker</i>	Panel C <i>Chair: Devin Jenkins</i>	Panel D Spanishes in the Carolinas <i>Organizer and Chair: Ricard Viñas-de-Puig</i>
10:00-10:30	‘Relativamente estábamos en el centro, o sea podíamos llegar al centro caminando’ Reformulation markers and discourse cooperation in the Spanish of Houston <i>Belpoliti, Flavia</i> <i>Texas A&M Commerce</i>	A cross-generational analysis of Spanish-to-English calques in emerging Miami English <i>Mullen, Kristen</i> <i>Florida International University</i>	Spanish / Kaqchikel-Maya contact in the Guatemalan Central Highlands: A focus on four social factors <i>Holmquist, Jonathan</i> <i>Muzika Kahn, Hana</i> <i>Temple University</i>	Maintenance of Colombian pronominal address patterns in a dialect contact situation in North Carolina <i>Lamanna, Scott</i> <i>Calvin College</i>
10:30-11:00	“Si tendría un vaso de agua o algo estaría bien” Mitigation and interpersonal encoding strategies in the Spanish of Houston <i>Bermejo, Encarna</i> <i>Houston Baptist University</i>	Narrativizing Miami: Discursive tropes about Spanish in the speech of Miami bilinguals <i>Carter, Phillip M.</i> <i>López, Lydda</i> <i>Sims, Nandi</i> <i>Florida International University</i>	National identity and the presence of Spanish in Bluefields, Nicaragua <i>López Alonzo, Karen</i> <i>Ohio State University</i>	Intervocalic /bdg/ in heritage and immigrant Spanish in North Carolina <i>Michnowicz, Jim</i> <i>Ronquest, Rebecca</i> <i>Sferruzzo, Caroline</i> <i>North Carolina State University</i>
11:00-11:30	Un estudio sociopragmático de la cortesía verbal y la variable sexo en situaciones de contacto <i>Bernate, Emily</i> <i>University of Houston</i>	Phonological stability and identity amidst intense language contact: Miami-Cuban laterals <i>Rogers, Brandon</i> <i>M.A.</i> <i>University of Minnesota</i> <i>Alvord, Scott M.</i> <i>Brigham Young University</i>	Spanish and Yucatec Maya language contact: The case of hybrid verb constructions as evidence for linguistic transfer through bilingualism and language shift <i>Michalski, Ian</i> <i>Indiana University Bloomington</i>	The TAM paradigm in Eastern North Carolina Spanish <i>Viñas-de-Puig, Ricard</i> <i>College of Charleston</i> <i>Fafulas, Stephen</i> <i>East Carolina University</i>

11:30-12:00	Tendencias leístas en el español de Houston <i>Gutiérrez, Manuel</i> <i>University of Houston</i>	Sociolinguistic perception and Spanish in Miami: Examining the interaction of dialect and family background information <i>Carter, Phillip M.</i> <i>Callesano, Salvatore</i> <i>Florida International University</i>	Spanish and P'urhepecha: Five hundred years of linguistic contact <i>Mendoza, Martha</i> <i>Florida Atlantic University</i>	A study of the effects of language contact and language change in Spanish-language newspapers in South Carolina <i>Martínez-Gibson, Elizabeth</i> <i>College of Charleston</i>
12:00-1:15	Lunch on your own			
Session 3				
	NAC 1/104 Ballroom	Aronow Theater	NAC 6/111	NAC 6/115
Session 3	Panel A El estado actual del judeoespañol en Estados Unidos <i>Organizer and Chair: Rey Romero</i>	Panel B <i>Chair: Phillip M. Carter</i>	Panel C <i>Chair: Jens Clegg</i>	Panel D <i>Chair: Martha Mendoza</i>
1:15-1:45	Pasado, presente y futuro del ladino en Seattle: Actitudes lingüísticas de los Ladineros <i>FitzMorris, Molly</i> <i>University of Washington</i>	‘Nos tienen miedo porque no les tenemos miedo’: language, identity and empowerment in a workers rights center <i>Greaser, Christian</i> <i>University of Texas, Austin</i>	Complement clauses in Spanish, English and bilingual New Mexican speech: prosody and syntax <i>Steuck, Jonathan</i> <i>Pennsylvania State University</i>	Toward developing a bilingual metric for US Spanish <i>Toribio, Almeida</i> <i>Jacqueline Bullock, Barbara Serigos, Jacqueline Neupane, Rozen Ball, Kelsey</i> <i>University of Texas, Austin</i>
1:45-2:15	Diglosia y contacto judeoespañol-castellano entre los sefardíes de Los Ángeles <i>Kirschen, Bryan</i> <i>University of California, Los Angeles</i>	Progressive constructions in two contact varieties of Spanish <i>Dumont, Jennifer</i> <i>Gettysburg College</i> <i>Vergara Wilson, Damián</i> <i>University of New Mexico</i>	“Yo no soy sus nana”: possessor-noun (dis)agreement in Amazonian Spanish <i>Vallejos, Rosa</i> <i>University of New Mexico</i>	Task effects during the processing of codeswitched sentences <i>Guzzardo Tamargo, Rosa</i> <i>University of Puerto Rico, Río Piedras</i> <i>Dussias, Giuli</i> <i>Pennsylvania State</i>

				<i>University</i>
2:15-2:45	Características léxicas y morfológicas del judeoespañol neoyorquino <i>Romero, Rey University of Houston-Downtown</i>	Multiculturalismo, bilingüismo y migración: Discursos y prácticas de dos líderes latinas en Des Moines, Iowa <i>Paredes, Sofia Drake University González Velázquez, Eduardo Tecnológico de Monterrey Campus Guadalajara</i>	Chicano-Chapín: El español de los guatemaltecos en Los Ángeles <i>Sánchez-Muñoz, Ana California State University, Northridge</i>	Agency in response: Code-switched answers to polar questions <i>Raymond, Chase Wesley University of California, Los Angeles</i>
2:45-3:15	Whither Judeo-Spanish instruction in the United States? <i>Braverman, Daisy University of Pennsylvania</i>	El español en contacto con el catalán: ¿francofonía o iberorromanismo? <i>Lledó-Guillem, Vicente Hofstra University</i>	Spanish-Guaraní contact: Phonological adaptations in loans and the structure of the Guaraní lexicon <i>Pinta, Justin University of North Carolina, Chapel Hill</i>	Patterns and variation of address forms by Spanish heritage speakers <i>Garrido, Marisol Millan, Monica Eastern Michigan University</i>
3:15-3:30	Break			
Session 4				
	NAC 1/104 Ballroom	Aronow Theater	NAC 6/111	NAC 6/115
Session 4	Panel A Literatura hispana en los Estados Unidos: experimentación lingüística y reflexión identitaria <i>Organizer and Chair: Silvia Betti</i>	Panel B <i>Chair: Brandon M.A. Rogers</i>	Panel C <i>Chair: Emily Bernate</i>	Panel D <i>Chair: Dalia Magaña</i>
3:30-4:00	Perspectivismo lingüístico y ventriloquia en <i>El corrido de Dante</i> , de Eduardo González	Restricciones léxico-semánticas y sintáctico-pragmáticas en el	Factores que favorecen la nivelación dialectal: un estudio de caso	‘Ya iba decidida a rescatar mi vida’: identity in the migrant chronicles

	<p>Viaña</p> <p><i>Piña Rosales, Gerardo</i> <i>The Graduate Center, CUNY</i></p>	<p>futuro: el presente progresivo vs. el futuro analítico en el español del Caribe</p> <p><i>Aponte Alequín, Héctor</i> <i>Ortiz López, Luis A.</i> <i>University of Puerto Rico, Río Piedras</i></p>	<p>de las realizaciones de /b d g/ en el español de Los Ángeles</p> <p><i>Villarreal, Belen Brogan, Franny</i> <i>University of California, Los Angeles</i></p>	<p>of a trans latina</p> <p><i>Cashman, Holly</i> <i>University of New Hampshire</i></p>
4:00-4:30	<p>La fusión entre el español y el inglés en la prosa de Junot Díaz</p> <p><i>Dumitrescu, Domnita</i> <i>California State University, Los Angeles</i></p>	<p>La variación socio-fonética del español puertorriqueño en Lancaster, Pennsylvania</p> <p><i>Valentín-Márquez, Wilfredo</i> <i>Millersville University</i></p>	<p>El español vernáculo de Los Ángeles (LAVS): La valoración lingüística en Boyle Heights y Huntington Park</p> <p><i>Parodi, Claudia Guerrero, Jr., Armando</i> <i>CEEEUS/University of California, Los Angeles</i></p>	<p>The utilization of bilingual practices as linguistic capital: A multiple case study of upper class adults on the U.S.-Mexico border</p> <p><i>Ramos, Diana Carolina</i> <i>University of Texas, San Antonio</i></p>
4:30-5:00	<p>Acerca de cierta literatura española hecha en Estados Unidos: El archivo textovisual en la obra de Isabel Cadenas Cañón y Gerardo Piña Rosales</p> <p><i>López-Gay, Patricia</i> <i>Bard College</i></p>	<p>Use of differential object marking (DOM) and dative 'a' marker by Spanish heritage speakers</p> <p><i>Barrios-Beltrán, Dimaris</i> <i>Amherst College</i></p>	<p>Post-verbal subject pronouns in New Mexican bilingual discourse: non-contact effects</p> <p><i>Torres Cacoullos, Rena</i> <i>Pennsylvania State University</i> <i>Travis, Catherine</i> <i>Australian National University</i></p>	<p>"You can be Latina:" Micro-opportunities for identity exploration during group interactions among Anglo and Latino/a students at a majority-Hispanic dual language school</p> <p><i>Jacobs, Jenny Eva</i> <i>Harvard Graduate School of Education</i></p>
5:00-5:30	<p><i>Frontera sin fin</i> de Carlos Morton: espacio de realidades y de lenguas antagónicas</p> <p><i>Betti, Silvia</i> <i>Alma Mater-Università di Bologna</i></p>	<p>The variable grammar of the Spanish subjunctive in second-generation bilinguals in New York City</p> <p><i>Bookhamer, Kevin</i> <i>Bronx Community College, CUNY</i></p>	<p>Evolución y revolución en la desafricación de [tʃ]</p> <p><i>Silva-Villar, Luis</i> <i>Colorado Mesa University</i></p>	<p><i>I am 'yo':</i> Ethnic identity and heritage language maintenance through Chicana/o Studies</p> <p><i>Sánchez-Muñoz, Ana</i> <i>Amezcuca, Angelica</i></p>

				<i>California State University, Northridge</i>
5:30-7:00	Break			
7:00	Instituto Cervantes, 211 E 49th St. (between 2nd & 3rd Aves.) Round Table: La norma del español en los Estados Unidos Organized by Andrew Lynch Participants, in alphabetical order: Jens Clegg, Indiana University-Purdue University Fort Wayne; José del Valle, The Graduate Center, CUNY; Glenn Martínez, Ohio State University; Francisco Moreno-Fernández, Universidad de Alcalá-Instituto Cervantes; Kim Potowski, University of Illinois, Chicago.			

Saturday, March 28, 2015

8:00-9:00	Registration outside Aronow Theater			
9:00-9:50 Aronow Theater	Plenary Address: Kim Potowski Intrafamilial dialect contact: The Spanish of “MexiRicans” Introduced by Sara Beaudrie			
9:50-10:00	Break			
Session 5				
	Aronow Theater	NAC 1/104 Ballroom	NAC 1/201	NAC 5/101
Session 5	Panel A Innovative Pedagogies in the Teaching and Learning of Heritage Languages <i>Organizers: Sara Beaudrie & Marta Fairclough</i> <i>Chair: Sara Beaudrie</i>	Panel B <i>Chair: Beatriz Lado</i>	Panel C <i>Chair: Rebecca Bowman</i>	Panel D <i>Chair: Gregory Thompson</i>
10:00-10:30	Goals and beyond in heritage language education: From competencies to capabilities <i>Martínez, Glenn</i> <i>Ohio State</i>	Placement of heritage language learners of Spanish at the college level <i>Durán Urrea, Evelyn</i> <i>Lado, Beatriz</i>	Co-constructing solidarity and confianza through language among Mexican-heritage senior adults in South Texas	Bridging sociolinguistics and pedagogy through service-learning for Spanish heritage learners <i>Lowther Pereira,</i>

	<i>University</i>	<i>Lehman College, CUNY</i>	<i>Rangel, Natalie University of Texas, Austin Sharkey, Joseph Texas A&M Health Science Center</i>	<i>Kelly University of North Carolina- Greensboro</i>
10:30-11:00	Sociolinguistics as content in heritage language education: A model for promoting critical translangual competence <i>Leeman, Jennifer Serafini, Ellen George Mason University</i>	Blending classrooms with heritage language speakers and L2 learners <i>Minor, Denise California State University, Chico</i>	La quiero ver ~ Quiero verla: Monolingual and bilingual children's variable clitic placement <i>Rao, Anita Shin, Naomi University of New Mexico</i>	Linking the classroom to the community: Engaging heritage language learners through service-learning <i>Thompson, Gregory Brigham Young University</i>
11:00-11:30	Critical pedagogy and the 'multiliteracies' approach in heritage language instruction <i>Parra, María Luisa Harvard University Samaniego, Malena University of Arizona</i>	Grammar instruction techniques in the Spanish heritage classroom <i>Burgo, Clara Loyola University Chicago</i>	The weight of words: Language ideologies and lexical choices in Mexican-Nuevomexicano families <i>Gorman, Lillian University of Illinois, Chicago</i>	To greet or not to greet? Texas heritage Spanish speakers perceive distinct sociolinguistic norms <i>Michno, Jeff University of Texas, Austin</i>
11:30-12:00	Technology-enhanced heritage language courses: best tools and best practices <i>Henshaw, Florencia University of Illinois at Urbana- Champaign</i>	Spanish language assessment: Continuing the development of items for an improved SHL/SNS placement measure <i>MacGregor- Mendoza, Patricia Moreno, Gabriela New Mexico State University</i>	'Norah' at home, 'Norah-tita' at school: Enacting social identities through bilingual talk-in-interaction <i>Christoffersen, Katherine University of Arizona</i>	Usando la autobiografía para crear una voz e identidad hispano parlante en los EE.UU. <i>Fraga, Jesús Flores-Mancera, María S. Uribe Cárdenas, Héctor The City College, CUNY</i>
12:00-1:15	Lunch on your own			
Session 6				
	Aronow Theater	NAC 1/104 Ballroom	NAC 1/201	NAC 5/101

Session 6	Panel A La enseñanza del español como lengua heredada en los Estados Unidos: teoría y práctica <i>Organizer and Chair: María Cecilia Colombi</i>	Panel B <i>Chair: Patricia MacGregor-Mendoza</i>	Panel C <i>Chair: Gregory Thompson</i>	Panel D <i>Chair: Lillian Gorman</i>
1:15-1:45	Teaching Spanish as a heritage language: Materials, pedagogy and professional development <i>Roca, Ana Florida International University</i>	Probing the DELE as measure of Spanish proficiency <i>Tomsicek, Annalee Potowski, Kim University of Illinois, Chicago</i>	Processing relative clauses and differential object marking in early and late learners of Spanish <i>Sagarra, Nuria Sánchez, Liliana Rutgers University Bel, Aurora Universitat Pompeu Fabra</i>	Code-switching in literary fiction, language attitudes and choices <i>Cipria, Alicia University of Alabama</i>
1:45-2:15	El desarrollo de la competencia académica oral en español desde un enfoque funcional <i>Colombi, María Cecilia University of California, Davis</i>	Lecciones de primaria, algunas técnicas para atender al hablante de herencia en una clase mixta <i>Bowman, Rebecca Gómez-Ivanov, María Luisa Texas State University</i>	An acoustic analysis of the centralization of L2 Spanish /a/ in adult L1 English-speaking learners <i>Aldrich, Alexander Brigham Young University</i>	Integration of English-origin borrowings into the Spanish-speaking world <i>Clegg, Jens Indiana University-Purdue University Fort Wayne</i>
2:15-2:45	Desarrollo de la escritura académica: de la lectura a la escritura analítica de textos literarios y no literarios <i>Hernández-Rodríguez, Miriam University of California, Berkeley</i>	Do Latin American raised (LAR) and New York raised (NYR) Spanish speakers use the Spanish <i>a</i> differently? <i>Birnbaum, Joanna The Graduate Center, CUNY</i>	La enseñanza del español. Aspectos contrastivos socioculturales (español - inglés) <i>Pascua Febles, Isabel Pérez Yáñez, Tania Universidad de Las Palmas de Gran Canaria</i>	Eficiencia en préstamos léxicos: el efecto de la longitud de palabra en la producción bilingüe español-inglés escrita vs. oral <i>Montes-Alcalá, Cecilia Georgia Institute of Technology</i>
2:45-3:15	Fortaleciendo nuestra comunidad profesional: La	Reconsidering the effects of explicit instruction	Mood alternation in lo + adjective +es que complements:	Lexicografía del español estadounidense

	<p>iniciativa para la enseñanza del español como lengua heredada de Harvard</p> <p><i>Parra, María Luisa Harvard University</i></p>	<p>on written accent mark usage: An experimental study of basic- and intermediate-level Spanish heritage language learners</p> <p><i>Lynch, Andrew Fernández Parera, Antoni University of Miami</i></p>	<p>Spanish of Central Utah and corpora compared</p> <p><i>Chaston, John University of New Hampshire</i></p>	<p><i>Moreno-Fernández, Francisco Universidad de Alcalá-Instituto Cervantes</i></p>
3:15-3:30	Break			
Session 7				
	Aronow Theater	NAC 1/104 Ballroom	NAC 1/201	NAC 5/101
Session 7	<p>Panel A Critical Community Engagement in Spanish <i>Organizer and Chair: Elise DuBord</i></p>	<p>Panel B <i>Chair: Alexander Aldrich</i></p>	<p>Panel C <i>Chair: John Chaston</i></p>	<p>Panel D <i>Chair: Cecilia Montes-Alcalá</i></p>
3:30-4:00	<p>Spanish, Spanglish and engaged research: Centering community voices and disrupting sociolinguistic paradigms</p> <p><i>Schwartz, Adam Rivera-Mills, Susana Oregon State University</i></p>	<p>Speaking Spanish is not teaching Spanish: Elementary school teachers of Spanish in NYC public schools</p> <p><i>Makar, Carmina The City College, CUNY</i></p>	<p>El bilingüismo español-árabe en el entorno de Barcelona: la expresión de los sujetos pronominales</p> <p><i>Bel, Aurora García-Alcaraz, Estela Universitat Pompeu Fabra</i></p>	<p>Power and language during Spanish psychiatric interviews in the U.S.</p> <p><i>Magaña, Dalia University of California, Merced</i></p>
4:00-4:30	<p>On relevance: Sociolinguistic inquiry and the teaching on U.S. varieties of Spanish</p> <p><i>Velázquez, Isabel University of Nebraska-Lincoln</i></p>	<p>Indicators of oral proficiency in a dual immersion program</p> <p><i>Then, Albert Dumont, Jennifer Gettysburg College</i></p>	<p>Educación bilingüe vasco-español. Análisis de las capacidades lingüísticas de alumnos con lenguas originarias distintas a las locales</p> <p><i>Díaz de Gereñu, Leire García-Azkoaga,</i></p>	<p><i>Entre la espada y la pared: Heritage language health professionals and language access policies in the US health care delivery system</i></p> <p><i>King de Ramírez, Carmen Arizona State</i></p>

			<i>Inés University of the Basque Country</i>	<i>University</i>
4:30-5:00	Community service learning and digital storytelling: A multimodal discourse analytic approach <i>Martínez, Glenn Foulis, Elena Ohio State University</i>	Latino college students' perception of their Spanish language skills. How they discursively construct their ideologies about language, and how these ideologies reflect language prejudices and discriminations against their community <i>Rojas-Sosa, Deyanira SUNY New Paltz</i>	How domain-specific is heritage speaker lexicon?: Trilingual Spanish heritage speakers in Sweden <i>Parada, Maryann University of Illinois, Chicago</i>	Adquisición de las propiedades del parámetro de sujeto nulo en bilingües con lenguas con parámetros distintos <i>Ortiz López, Luis A. Morales, Keyla University of Puerto Rico, Río Piedras</i>
5:00-5:30	Evaluating collaborative learning: An instrument for measuring student outcomes in community-based learning <i>Kimball, Elizabeth Drew University DuBord, Elise University of Northern Iowa</i>		¿Lenguas en contacto? El papel de la lengua materna (L1) en la concienciación lingüística del estudiante de español como lengua extranjera <i>De la Fuente, María J. Suárez, Alicia George Washington University</i>	Entrevistas médicas bilingües y biculturales: Un análisis de discurso de la mediación lingüística del intérprete <i>Stere Lugo, Anaid San Diego State University</i>
5:30-6:30 NAC 6/111	Executive committee meeting			

Sunday, March 29, 2015

8:00-9:00	Registration outside Aronow Theater			
9:00-9:50 Aronow Theater	Plenary Address: J. César Félix-Brasdefer Pragmatic variation across varieties of Spanish: Forms of address, stylistic variation, and languages in contact Introduced by Luis A. Ortiz López			
9:50-10:00	Break			

Session 8

	NAC 1/104 Ballroom	NAC 1/201	NAC 1/202	NAC 0/201
Session 8	Panel A ¿Contacto o conflicto? Aproximación glotopolítica a los guardianes de la lengua <i>Organizer and Chair: Pablo Guerra</i>	Panel B <i>Chair: Carmina Makar</i>	Panel C <i>Chair: Jesús Fraga</i>	Panel D <i>Chair: Israel Sanz-Sánchez</i>
10:00-10:30	Normatividad y guardianes de la lengua: ¿quién vigila el español en Estados Unidos? <i>Hernández Ramírez, Lorena</i> <i>The Graduate Center, CUNY</i>	Straddling the language border: Intercultural communication in a bi-national context <i>DuBord, Elise</i> <i>University of Northern Iowa</i>	Promoting justice for the linguistic minority: Pedagogical approaches to language and cultures <i>Poteau, Christine</i> <i>Alvernia University</i>	The acquisition of Spanish rhotics by child L2 and L3 learners of Spanish <i>Morales Reyes, Alexandra</i> <i>Bellarmino University</i> <i>Arechabaleta Regulez, Begoña</i> <i>University of Illinois at Urbana-Champaign</i>
10:30-11:00	«Notas del Lenguaje» y «La Expresión Correcta», dos ejemplos de columnas metalingüísticas en la prensa hispanófono neoyorquina (mediados del s. XX) <i>Sánchez, Rosa</i> <i>The Graduate Center, CUNY / Swiss National Science Foundation</i>	Acquisition of Spanish pragmatic routines in a study abroad context: US students in Ecuador <i>Sánchez-Hernández, Ariadna</i> <i>García-Torres, Puli</i> <i>Alonso-Marks, Emilia</i> <i>Institute for the Empirical Study of Language, Ohio University</i>	Spanish strikes back: violent discourses of language in the 1940's Puerto Rico <i>Valdez, Juan R.</i> <i>Queens College, CUNY</i>	Language contact in colonial language expansion: Schneider's Dynamic Model and the case of Spanish <i>Sanz-Sánchez, Israel</i> <i>West Chester University</i>
11:00-11:30	El contacto lingüístico visto como conflicto durante la dictadura	The Mexican diaspora: Linguistic resources for negotiating	It is a free country, but you better speak English: Spanish-speaking	“No comprendí” Misleading calques and its pragmatic effect in the United

	de Franco <i>Villa, Laura</i> <i>Queens College,</i> <i>CUNY</i>	ethnic identity in Mexico <i>Guerrero, Jr.,</i> <i>Armando</i> <i>CEEEUS/University</i> <i>of California, Los</i> <i>Angeles</i>	immigrants' experiences with and attitudes towards their language in Indiana, U.S. <i>Barbosa, Mara</i> <i>Purdue University</i>	States immigration hearings <i>Zambrano-Paff,</i> <i>Marjorie</i> <i>Indiana University</i> <i>of Pennsylvania</i>
11:30-12:00	El español atlántico: el oro que llevaron a América <i>Guerra, Pablo</i> <i>The Graduate</i> <i>Center, CUNY</i>	Mitigation and indirectness in Puerto Rican, Dominican, Mexican Spanish in an institutional discourse setting <i>Flores-Ferrán,</i> <i>Nydia</i> <i>Rutgers University</i>	La vida después del arresto: "Aquí se pone uno a trabajar... sólo para la comida" <i>Hernández, Luz</i> <i>University of</i> <i>Minnesota</i>	Intonation of Argentine Spanish in Queens, NYC <i>Giménez, Giselle</i> <i>Brigham Young</i> <i>University</i>
12:00-12:30 Aronow Theater	Closing Remarks and Farewell SiUS 2015 Co-organizers Edwin M. Lamboy and Laura Callahan			