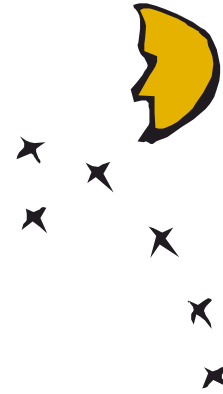
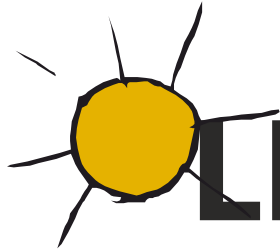


Año Internacional de la Lengua Indígenas | International Year of Indigenous Languages

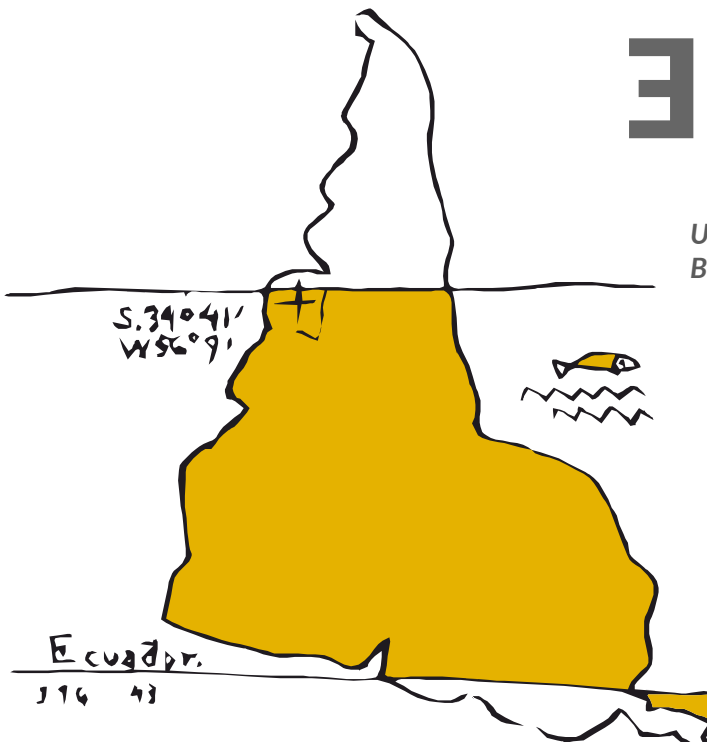


64th Annual Conference of the
International Linguistic Association



LENGUAJE Y TERRITORIO AND TERRITORY LANGUAGE

Polo S



UNSAM - Escuela de Humanidades, Campus Miguelete
Buenos Aires, Argentina, May 30-June 1, 2019



UNIVERSIDAD
NACIONAL DE
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64th Annual Conference of the International Linguistic Association

Table of Contents

Acknowledgments	2
The ILA	3
Executive Committee	4
Welcome	5
Plenary Speakers	6
Invited Panels	11
Schedule & Abstracts	14
Campus Map	86



Acknowledgments

The Executive Board of the International Linguistic Association wishes to express its gratitude to the Universidad Nacional de San Martín (UNSAM) for opening its doors to us and hosting the Association's 64th Annual Conference.

We especially thank colleagues at the Center for the Study of Language in Society (CELES) for the time they have given in planning and organizing this event and for providing both intellectual and material resources. We are also grateful to the Office of the Dean, to the team of the Office of Communication and to the team of the Office of Administration of the School of Humanities.

We are very grateful for all the help given by student and graduate volunteers.



This Conference has also been organized with the support of:



The 64th Annual Conference of the International Linguistic Association has received the following declarations of interest:

- ❑ Declaration of Educational Interest granted by the Dirección General de Cultura y Educación of the Government of the Province of Buenos Aires according to resolution RESFC-2019-2209-GDEBA-DGCYE / EX-2019-11428083-GDEBA-SDCADDGCYE.
- ❑ Declaration of Municipal Interest granted by the Government of the Municipality of Gral. San Martín (number in process).
- ❑ Official sponsorship of the Ministerio de Educación e Innovación of the Government of the Autonomous City of Buenos Aires (RESOL-2019-139-GCABA-SSPLINED).

The ILA

History of The International Linguistic Association

In 1943, a group of linguists at colleges and universities in the New York area, including many members of the *École Libre des Hautes Études* in exile, came together to form the Linguistic Circle of New York.

The model for the new organization was the *Société de Linguistique de Paris*. Among the first members were Henri F. Muller, Giuliano Bonfante, Roman Jakobson, Morris Swadesh, Robert Fowkes, Henry Lee Smith, Wolf Leslau, and Louis H. Gray.

In the following fifteen years the Linguistic Circle of New York became one of the main sources of new ideas in American linguistics. The fruits of its scholarship were disseminated to a great extent through its journal *WORD*, which had been established in 1945. Its first editor was Pauline Taylor.

In 1969, in recognition of the expanded character of its membership, the society's name was changed to the International Linguistic Association. The new organization was not unaffected by the academic restructuring of the 1960's and 1970's, but has emerged from this period with a solid membership, divided almost evenly among the United States, Europe, and various countries in Asia, Africa, and the Americas.

For a longer history of the ILA in Spanish, read the chapter “La Asociación Internacional de Lingüística” in *Entre dos Fuegos: Reminiscencias de Europa y Asia* written by our ILA executive board member and former president, Eugenio Chang-Rodríguez.

Since 1955 the Association has sponsored an Annual Linguistics Conference in order to provide a forum for the exchange of ideas and research in progress among members of the international linguistic community. During the academic year, the Association arranges meetings at which guest speakers present papers on their ongoing research. The meetings take place at 11:00 a.m., usually on the first Saturday of the months of October, November and December, February, March and May in New York City. They are open to the public and free of charge.

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For more information about the ILA and its journal,
WORD, visit www.ilaword.org.

Welcome

Dear Participants,

The International Linguistic Association has held conferences in many countries around the world, including one in Latin America, where in 1972, the 18th Annual Conference took place in Arequipa, Perú. Now in 2019, after several decades have passed, the ILA has returned, this time to Buenos Aires, Argentina, to hold its 64th Annual Conference. On this occasion, our central theme, Language and Territory, is a response to the United Nations General Assembly resolution proclaiming 2019 the International year of Indigenous Languages. In this conference, we celebrate scholarship on indigenous languages in our opening and closing plenaries and in panels, papers and workshops. In this way, we wish to endorse the UN's mission to support indigenous peoples and their languages.

As you can see in the program, the presentations relate to the wide-ranging topics surrounding language and territory, past and present: language contact, change, and identity work due to intensified migrations across oceans and national borders; expanding uses of multilingual literacies and writing systems in literature, news media and linguistic landscapes; increased transidiomatic and multimodal practices in and around digital spaces; language policies, ideologies and power relations in political and educational institutions as well as language-regulating academies; and more.

For the next three days, five plenary speakers will address many of these concerns. They include Virginia Zavala on the challenges facing indigenous languages today, Marco Jacquemet on language and power in the digital age, Catherine Woolard on controversies over bilingualism in Catalonia, Xoán Lagares on Spanish and Portuguese language normativization, and Teófilo Laime on plurilingualism among indigenous speakers. In addition, we are delighted to welcome two invited panels: the first organized by Adreína Adelstein on linguistic varieties and the lexicon, and the second organized by Elvira Arnoux on glottopolitics.

Finally, teams of experts will be conducting four workshops. Topics include addressing contemporary debates on linguistic norms in Spanish, ways of teaching grammar through social media, classroom pedagogies for migrant and indigenous groups, and developing digital competencies for language teaching.

We recognize that the success of a conference is best measured by the quality of the work being presented in the sessions. This year, the ILA received exceptionally high quality submissions from South America and around the globe. Thus, we all look forward to an exciting conference, and we thank you for your part in making it a stimulating and productive one.

**Sincerely,
The Conference Co-chairs**



Plenary Speakers



Marco Jacquemet

Professor of Communication and Culture at the University of San Francisco. His current scholarship focuses on the communicative mutations produced by the circulation of migrants, languages, and media idioms in the Mediterranean area. He is writing a book based on this research, called *Transidioma: Language and Power in the Digital Age* (Wiley, forthcoming). His most significant English publications to date are *Ethereal Shadows: Communication and Power in Contemporary Italy* (co-authored with Franco Berardi; Autonomedia, 2009), and *Credibility in Court: Communicative Practices in the Camorra's Criminal Trials* (Cambridge University Press, 2009, 2nd edition; winner of the BAAL Book of the Year Award). He is also active in Italian and European mediactivist networks and refugee advocacy groups.

Transidioma: Language and Power in the Digital Age

Thursday, May 30 | 6 PM – 7 PM, Auditorium Lectura Mundi

The experience of linguistic globalization requires a serious retooling of most basic units of sociolinguistic analysis. In particular, we can no longer assume that linguistic territorial claims, such as “one nation one people,” still serve to bind people together and manage interactions. At the same time, communicative practices are still embedded in the territorial apparatuses of the nation-state (from control over the power grid to border enforcement). By introducing the concept of *transidioma*—i.e. the ensemble of communicative practices of people embedded in multilingual environments and engaged in interactions that blend face-to-face and digitally-mediated communication—this lecture explores this problematic nature of late-modern communication. Using data from various ethnographic sites (but in particular from asylum hearings), this lecture documents the renewed reliance on denotational references (especially around personal and place names) as a primary strategy to handle interactions in multilingual, power-saturated settings. By examining such transidiomatic practices we can start building a sociolinguistics of multilingual mixing, communicative recombinations, and xenoglossic becoming.

Xoán Lagares

Ph.D. in Linguistics from the University of Coruña (2000) with a thesis on the grammatical genre in Galician. He is currently a Spanish Language Professor in the Department of Modern Foreign Languages and is involved in the Postgraduate Program in Language Studies of the Universidade Federal Fluminense, with a focus on research on history, politics, and linguistic contact. His research is in the field of language policy (linguistic norms and minorities), the social history of languages, and linguistic didactics. He is the author of articles and book chapters in those areas of knowledge and co-organizer of the books *Políticas da norma e conflitos linguísticos* (Parábola, 2011) and *Galego e Português Brasileiro: história, variação e mudança* (Eduff, 2012). He is the co-writer of *Confluencia* (Moderna, 2016), a series of coursebooks submitted and accepted in the Brazilian Coursebooks Program for public schools. In 2018, he published the book *Qual política linguística, Desafios glotopolíticos contemporâneos* (Parábola). He is currently developing a research project focused on comparing the normative dynamics of Spanish and Portuguese, analyzing the modes of production of the norm in these linguistic spaces from a glottopolitical perspective.

Normative Dynamics and Linguistic Spaces: Contrasts and Intersections in the Construction of Spanish and Portuguese

Friday, May 31 | 6 PM – 7 PM, Auditorium Lectura Mundi

Starting from the principle that the construction of a standard norm is a complex and controversial historical process, we address the normativization of Spanish and Portuguese from a glottopolitical perspective. In the presentation, we identify the historical moments that correspond to the development of normative centers, as well as to the codification itself and to the diffusion of standard models. By identifying the agents and instances of normativization and the polemics that inevitably are part of this process, we also address the main ideological positions implied in it, such as purism, nationalism, and linguistic imperialism. Thus, we understand the constitution of linguistic territories as the formation of spaces that produce linguistic loyalty in relation to a norm, which functions as a normative center that proposes a unified representation based on linguistic practices that are extremely diverse and that (before or at the margin of that process) are presented without cuts or well-defined delimitations.

Teofilo Laime Ajacopa

He was born in Jesús de Machaca (La Paz, Bolivia) of Aymara descent and of a Quechua maternal grandfather. He is a linguist and sociolinguist with a (PhD) in Languages and Letters, from the Catholic University of Leuven (Belgium, 2011). He has a degree in Linguistics and Languages (Universidad Mayor de San Andrés, La Paz, 2000), a Master's Degree in Higher Education (Universidad Mayor de San Andrés, 2006) and a Diploma in Pedagogical Innovation (Universidad Mayor de San Simón, 2019). He obtained the National Prize for Children's Literature in the Quechua language (Bolivia, 1998) and the Recognition for academic work, granted by the Chamber of Deputies of the Plurinational State of Bolivia (2014). He is a native speaker of Aymara, then Quechua since his childhood; later, he learned Spanish, English and French. He has been Coordinator of the Master in Sociolinguistics project in 2012 and 2013, as well as Coordinator of the implementation of this Master's Degree in Centro PROEIB Andes in 2016, 2017 and 2018, in the UMSS-UCL agreement (Bolivia-Belgium). He teaches Quechua II and English I in the Degree in Anthropology (Universidad Mayor de San Simón, Cochabamba, Bolivia) and teaches Sociolinguistics and Bilingual Education in the Linguistics and Languages Program (Universidad Mayor de San Andrés, La Paz Bolivia). His research focuses on indigenous languages and plurilingualism.

Plurilingualism as Sociolinguistic Policy in Times of both Diversity and Globalization

Saturday, June 1 | 1 PM – 2 PM, Tank Auditorium

The twentieth century was marked by an assimilationist language policy, where the indigenous languages were the components of a model of bilingualism with Spanish or another dominant language. In that sense, the native speakers of indigenous languages became bilingual with Spanish in many Latin American countries by means of educational policies and practices either in primary schools or in universities. This phenomenon happened due to the social discrimination towards indigenous languages, often called *vernaculars*, and the overvaluation of dominant languages. By contrast, the twenty first century shows us the revaluation of indigenous languages in discourse and, to a lesser extent, practice. At the same time, we see the wider spread of dominant languages, now known as global languages, as in the case of English, in online communication or mass education in institutes and degree courses

in linguistics. The complex diversity of indigenous languages has led some countries to recognize them both politically and legally as language communities with their own territorial rights. We use the term *plurilingualism* to describe this recognized diversity. This sociolinguistic action is also fueled by the social acceptance of global languages.

Kathryn Woolard

(Ph.D. U. C. Berkeley 1983, Linguistic Anthropology) Professor emerita/research professor of linguistic anthropology at the University of California, San Diego, a fellow of the American Academy of Arts and Sciences, and recipient of the 2016 International Ramon Llull Prize for her ethnographic and sociolinguistic research on Catalonia.

She is the author of *Double Talk; Bilingualism and the Politics of Ethnicity in Catalonia* (Stanford, 1989); *Identitat i contacte de llengües a Barcelona* (Ed. de la Magrana, 1992); and *Singular and Plural; Ideologies of Linguistic Authority in 21st Century Catalonia* (Oxford, 2016), which received the Edward Sapir Prize from the Society for Linguistic Anthropology in 2017. Woolard also co-edited two of the earliest volumes on language ideology: *Ideologies of Language: Practice and Theory* (Oxford, 1998), and *Languages and Publics* (St. Jerome, 2001/Routledge, 2014).

“You have to be against bilingualism!” Sociolinguistic Theory and Controversies over Bilingualism and Plurilingualism in Catalonia

Friday, May 31 | 11:30 AM – 12:30 PM, Auditorium Lectura Mundi

In Catalonia, globalization processes and transnational immigration bring welcome opportunities to reframe the constraining binary logic of the dominant Spanish language ideology, but they also create perceived potential challenges to hard-won gains for Catalan, particularly in education. “Bilingualism” has long been a provocative term in Catalonia, where the concept is more often treated as ideological dogma than as a description of linguistic fact; whether the “plurilingualism” that responds to new immigration is a remedy or more of the same has recently been the subject of further debate. This phenomenon is not peculiar to Catalonia; Joshua Fishman observed in the 1980's the distinctly negative charge of all things “bilingual” in mainstream discourse in the United States. I present a critical overview of controversies over bilingualism in Catalonia, and consider the implications of this case for the ways that sociolinguistic theories may come to influence public debates.

Virginia Zavala Cisneros

(Ph.D, Georgetown University 2001) Professor of Sociolinguistics at the Pontificia Universidad Católica in Lima, Perú. She is a scholar of issues surrounding language and education, with a focus on the Andes (and in Quechua), and from an ethnographic, interdisciplinary and discourse analytic perspective. She is the author and editor of numerous books, among them *Decir y callar. Lenguaje, equidad y poder en la universidad peruana* (2010, coauthored with Gavina Córdova), *Qichwasimirayku. Batallas por el quechua* (2014, coauthored with Luis Mujica, Gavina Córdova and Wilfredo Ardito) and *Racismo y lenguaje* (2017, coedited with Michele Back). She has been a Visiting Professor at the University of Pennsylvania, the University of Wisconsin-Madison and the Graduate Center of the City University of New York, in the United States. She has lately been working with communities of Quechua youth activists in urban areas both within and outside educational programs.

Challenges for Indigenous Languages in the 21st Century: A Reflection from Debates within the Discipline

Thursday, May 30 | 10 AM – 11 AM, Auditorium Lectura Mundi

Current globalization processes, increased mobility and technological advances have brought tensions and challenges for multilingualism in indigenous contexts with regard to how languages are understood. In this context of new sociocultural dynamics and increasingly heterogeneous trajectories of bilingualism, we can find tensions among generations within communities in relation to how they understand these languages, efforts to write them down and learn them, their speakers, language boundaries, and the best revitalization strategies to be implemented; but also the link among languages, cultural practices, identities and territories. In this conference, I will discuss these tensions within the questioning that linguistics itself (or applied linguistics from a sociocultural approach) is developing towards a modernist and positivist perspective, and the dynamics of language and educational policies from our region. In order to contextualize the discussion, I will use my research in the Peruvian Andes for over two decades and, more specifically, my recent work with activist Quechua-speaking youth in urban areas both in educational programs and beyond.



Andreína Adelstein

She holds a PhD in Linguistics, a Master's Degree in Applied Linguistics (Universitat Pompeu Fabra), and a Bachelor of Arts (Universidad de Buenos Aires, Argentina). She is an independent researcher of CONICET and researcher-associate professor at the Universidad Nacional de General Sarmiento (Buenos Aires, Argentina). She is also Associate Professor of Linguistics and Lexicon Theory at the Universidad de Buenos Aires. Since 2014, she is the director of the Argentine node of the network *Antenas neológicas*, coordinated by the Observatory of Neology of the University Institute of Applied Linguistics (Universitat Pompeu Fabra).

Her current topics of research are nominal lexical semantics and applied aspects of neology and lexicography, with a special interest in Argentine Spanish. She has published numerous articles on these topics and also on terminology, morphology of Spanish and specialized lexicon. She has worked on the lexicographic products for the compilation of the *Diccionario integral del español de la Argentina* (2009). With Kuguel & Resnik, she has co-authored *1300 neologismos en la prensa argentina* (2008). She has edited *Semantic Interfaces* (2014) and, together with Hlavacka, she has also edited *Lexicografía, lexicografía especializada y terminología* (2015). With Freixa, she is currently co-editor of *Antenario* (2018), an online dictionary of neologisms of different varieties of Spanish.

Lexicon and Linguistic Varieties

Thursday, May 30 | 11 AM – 13 PM, Auditorium Lectura Mundi

The lexicon is a privileged domain of inscription and construction of social and cultural identity of linguistic communities. Dictionaries, on the other hand, are essential documents of the relationship between languages and territory. This panel intends to present and discuss the role of the theoretical description of the lexicon and that of the lexicographical representation regarding linguistic varieties of our region. Some presentations will deal with Spanish: Laura Hlavacka will present lexical combinatorial phenomena from the perspective of pedagogical lexicography of Spanish as a foreign language (ELE), and Victoria Magariños will deal with the delimitation of support verb constructions from a pan-Hispanic perspective of general lexicography. Andreína Adelstein and Victoria Boschioli will analyze problems of representation

of the dialectal variation of Spanish in the making of a dictionary of online neologisms. Two other works will study the lexicographical representation of languages spoken in South America: Verónica Nercesián will address the representation of the variation in a bilingual and multidialectal Wichí-Spanish dictionary; Martín Califa will analyze the polysemy between readings of state and change of state of predicates in South American languages, in particular in Paraguayan Guaraní, and the challenges that it poses for lexicographical representation.

Elvira Narvaja de Arnoux

She is Emeritus Professor at Universidad de Buenos Aires, Argentina. She is director of the Master's Degree in Discourse Analysis and of the Specialization in Reading and Writing Processes at the Facultad de Filosofía y Letras, Universidad de Buenos Aires. She is responsible for the Argentine headquarters of the UNESCO Chair in Reading and Writing.

Her lines of research are Glottopolitics, Discourse Analysis and Pedagogy of Writing. She is the director of the Interdisciplinary Project of the Office of Science and Technology: The right to speak. Glottopolitical Perspective of Inequalities / Differences (Universidad de Buenos Aires).

During these recent years, she has co-directed several collective volumes: *Políticas del lenguaje y enseñanza de lenguas* (2015); *Discurso y política en Sudamérica* (2015); *Las lenguas en la construcción de la ciudadanía sudamericana* (2016); *Discurso y Política en Colombia: problemáticas actuales* (2016), *Discursividades políticas: en torno de los peronismos* (2017); *Identidades discursivas: enfoques retórico-argumentativos* (2018), and *Ideologías lingüísticas. Legislación, universidad, medios* (2019). The next publication of her authorship is *La crisis política en la Argentina: memoria discursiva y componente emocional en el debate sobre la Reforma* (2019).

The territory of the language and the language in the territory

Friday, May 31 | 9 AM - 11 AM, Auditorium Lectura Mundi

From a glottopolitical perspective, this panel will interrogate the ways in which reflections on the language draw and travel the territory, while at the same time they are at the origin of vindicating gestures. During the formation phase of nation-states, linguistic tools and essays on language intervened, constructing homogeneities surrounded by (mostly imaginary) borders, but languages have also traveled through the linguistic universe exposing their dialectal diversity and the presence of other languages. The process of globalization has eroded State borders

and has questioned the notion of a common language. This same process has promoted the legitimization of immigrants' languages and the visibility of the languages of indigenous peoples, and it has shown how speaking of the language and its occasions of use also speaks of the territory. From different theoretical perspectives, grammarians and linguists have participated with observations, studies and glottopolitical proposals of varying scope in the sustaining of languages and have analyzed the factors –including territorial factors-- that affect their conservation, dispersion and abandonment. National language, language of immigrants and aboriginal languages are areas that will continue to be addressed in discussions as well as in various documentary and ethnographic sources.

Schedule & Abstracts

Thursday, May 30

8:30 AM – 6 PM | **Registration**

9:00 AM – 9:30 AM | Auditorium Lectura Mundi

Conference official opening

Dean of the School of Humanities, Universidad Nacional de San Martín
Vice-President of International Linguistic Association

9:30 AM – 10:00 AM | **Coffee/Tea, Breakfast**

10 AM – 11 AM | **Opening Panel** | Auditorium Lectura Mundi

Challenges for indigenous languages in the 21st Century:

A reflection from debates within the discipline [Spanish]

Virginia Zavala (Pontificia Universidad Católica del Perú)

11 AM – 1 PM | **Invited Panel** | Auditorium Lectura Mundi

Lexicon and Linguistic Varieties

Coordinated by: Andreína Adelstein (CONICET – Universidad Nacional de General Sarmiento)

Participants

Victoria Boschioli

(Universidad Nacional de General Sarmiento - IES “J.R. Fernández”)

Martín Califa

(CONICET - Universidad Nacional de General Sarmiento)

Laura Hlavacka

(Instituto de Lenguas y Literaturas Extranjeras, Universidad Nacional de Cuyo.)

Victoria Magariños

(Instituto de Lenguas y Literaturas Extranjeras, Universidad Nacional de Cuyo)

Verónica Nercesián

(CONICET - Universidad de Buenos Aires)

1 PM – 2 PM | Lunch

There are different cafés and restaurants in and around campus. Please check the suggestions listed. Book exhibit remains open during lunch.

2 PM – 5:45 PM | **Workshop #1** | Room 7 Humanidades

The owners of the "correct language": Debates around the linguistic norm in contemporary Spanish [Spanish]

Coord. by: Daniela Lauría (CONICET - Instituto de Lingüística, Universidad de Buenos Aires, Argentina)

As Lagares and Bagno (2011) point out, the linguistic norm is a construction, always in dispute and subjected to a set of opposing forces, which transcends the mere terrain of the language since it involves socio-historical, economic, cultural, educational, demographic (migratory), labor, scientific and technological factors and requirements. Likewise, it functions socially as an instrument of imposition, a symbol of identity, an element of assimilation and/or resistance. We do not always have as teachers the possibility of critically distancing ourselves from this issue and being able, therefore, to reflect widely on the subject. The present workshop intends to cover that vacant space. A vacant space that is perceived both in teacher training and practice, as well as in linguistic-educational legislation and in the textbooks that circulate in primary and secondary education classrooms. In this sense, the focus of this mini-course lies in addressing policies on the norms of contemporary Spanish.

2 PM – 3:40 PM | Concurrent Sessions

1. Literacies and writing systems | Room 21, 6ta. Etapa

Session Chair/s: Cecilia Magadán (CELES, UNSAM)

Literacy and exclusion

Beatriz Diuk (CONICET-Universidad Nacional de San Martín, Argentina)
[Spanish]

In Latin America, a large percentage of children from low-income backgrounds attain very low levels of literacy at school. Lack of empirical evidence concerning this situation is partly responsible for its invisibilisation. In this study, a spelling test was administered to 1116 children attending grades 2 to 6 of primary school. Students attended 20 different schools. The test included 20 words: 13 of them had a very simple syllabic structure (CV) and 7 contained one syllable of a more

complex phonological structure (CVC). Analysis of the results showed that a high percentage of the students could not spell in a phonologically acceptable manner more than the simplest words: 70 % in 2nd grade, 41 % in 3rd, 25 % in 4th, 13 % in 5th and 6 % in 6th. These results imply a process of serious exclusion from the knowledge that is carried by the written word in our societies.

Literacy on the frontier of the university

María Celeste Aguirre (Facultad de Humanidades – Universidad Nacional del Nordeste, Argentina) [Spanish]

In this paper, I review the writing itineraries developed within the framework of the 2019 Short-Course Topics for majors in Social Communication of the UNNE and for the Communicative Competence Workshop. The objective of the same is to analyze the impact of the writing model based on Gender Pedagogy (Martin and Rose, 2012) implemented to initiate the academic literacy program being developed in the institution. For this I describe and analyze: the implemented devices and a corpus of thirty cases selected from the total of texts resulting from the application of the devices. Therefore, I work with the following theoretical categories: a) Paula Carlino's academic literacy (2013), b) Ana Maria Camblong's semiotic literacy (2012) and c) Jim Martin and David Rose's gender pedagogy.

Language policies at the university: Linguistic intervention of the literacy and academic writing university program

Liliana Pérez (Facultad de Humanidades y Artes, Universidad Nacional de Rosario, Argentina) & **Patricia Rogieri** (Facultad de Humanidades y Artes, Universidad Nacional de Rosario, Argentina) [Spanish]

If every language policy is determined by decisions based on relations between language/s and society, its scope depends on the implementation of the resulting linguistic planning. Such institutions that enjoy certain degree of autonomy –the University, in this case– have the power to plan and implement the designed policies. The Literacy and Academic Writing University Program of the College of Humanities and Arts at the National University of Rosario (UNR) has implemented, since 2012, a language policy focused on linguistic interventions needed by students (both undergraduate and graduate students) and teachers. This academic sphere requires the appropriation of forms of reasoning and

discursive conventions (a process that depends on the discipline and the research paradigm, and that is developed throughout the professional life of a person). This presentation reports on the implementation of a training device designed for architects teaching at the Architecture Career (UNR) within the framework of the Program.

~~**How valorizing Haiti's mother-tongue (Kreyòl) can reform literacy**~~ **CANCELED**
~~**Fabiola St Hilaire**~~ (Teachers College, Columbia University, USA) [Spanish]

~~Haiti's two official languages - French and Haitian Creole (Kreyòl) - historically have not been valued equally in society, but recently, a shift in values has begun. A writing system has been created to promote the importance of the mother-tongue, Kreyòl. Embracing the diversity of the Haitian people through language can propagate a multicultural approach to education, which can take place by reorganizing the education system to incorporate the mother-tongue in instruction. Deconstructing the old ideologies that have given primacy to the colonial language would stimulate decolonizing efforts, which would in turn become an agent of change toward a post-colonial cultural identity. I examine how reforming Haiti's education system into a bilingual model, valorizing and incorporating its mother-tongue Kreyòl into the curriculum can positively affect the literacy rate, by reviewing the work of critics such as Michel DeGraff, Gloria E. Anzaldúa and Carol Benson.~~

2. Language and territory in literature | Room 22, 6ta. Etapa
Session Chair/s: Mónica Baretta (CONICET- CELES, UNSAM)

Slavery as Tension Between Space, Language and Identity in Liliana Bodoc's African Mirror and Toni Morrison's A Mercy
Antonella Romiti (Universidad Nacional de General Sarmiento, Argentina) [Spanish]

The close links between slavery, territory and language can be found in the vast majority of slave narratives. In this sense, the moment of conformation of the nation-states presents even greater tensions between the mentioned axes, at the same time that it fertilizes and intensifies them in extreme. This is the case with the nouvelles: *El espejo africano* (2008) by Liliana Bodoc, and *A Mercy*, 2008 by Toni Morrison. We will establish a dialogue between both nouvelles in order to investigate the connections between language and territory as instances

of active memory, exploration of the margins of freedom and the rebuilding of one's own identity in such hostile contexts for the Afro-descendant protagonists of both novels.

The construction of gender violence in two novels of the Young

Literature: Elisa, la rosa inesperada by Liliana Bodoc & La chica pájaro by Paula Bombara

**Yanina Amelia Pastor Berroa (Universidad de Buenos Aires, Argentina)
[Spanish]**

In recent years, the problem of gender violence has acquired a public status among women's movements and women journalists committed to highlighting and including gender violence as a priority issue in the public and political agenda. Gender-based violence is a problem that has passed from the private sphere to the public sphere, and it has been the press that has been especially commissioned to put gender violence, femicide and trafficking in debate before society, topics that gradually began to appear in the production of editorial materials with school circulation, such as books on young literature. From this framework, in this paper we propose to analyze how gender violence is constructed discursively in two novels that belong to the field of youth literature: *Elisa, la rosa inesperada* by Liliana Bodoc and *La chica pájaro* by Paula Bombara, both edited in the Zona Libre collection of the Norma publishing house. Through analysis, we demonstrate that young literature raises awareness of gender violence by evoking and rephrasing the sexist discourse and confronting readers with controversial discourses.

The Malvinas (/Falklands) and Paul Groussac:

discursive memory in the reeditions of a founding book

Paula Salerno (Universidad de Buenos Aires, Argentina) [Spanish]

In order to analyse the Malvinas discursive memory in Argentina, this paper examines different editions of Paul Groussac's book *Les Îles Malouines*. The hardback was first published in 1910 in Argentina, in French. The chosen language, nevertheless, was not an obstacle for its fundamental influence on contemporary speeches about Malvinas and about the 1982 war. The work was translated into Spanish and summarized to be taught to Argentine children all over the country. By adopting Discourse Analysis as an interpretative practice and as an interdisciplinary field (Arnoux, 2006), we will identify the Groussac

perspective on Malvinas issue in a series of publications. We will analyze specifically the paratexts surrounding the 1936, 1982 and 2015 editions of *Les Îles Malouines Compendium*. We will focus on the notion of “discursive memory” (Zoppi, 2002; Courtine, 1994) and its rhetorical-argumentative function (Vitale, 2009).

***Translators and travelers presenting foreign places:
a corpus-based comparison of the foreign words used in
toponymy between translated and travel novels***

Virginia Mattioli (Pontificia Universidad Católica de Valparaíso, Chile)
[Spanish]

This corpus-based study aims to compare a set of translated novels with a travel novels for the use of foreign elements related to toponymy in order to observe translators' and travelers' visions and considerations of foreign culture and identity. With this objective, after the compilation of the two corpora representing the two literary genres in two different language and culture pairs (English-Italian and Spanish-Italian), the most representative foreign elements have been identified in each set of texts, and the techniques used for their transposition in the target language/culture have been determined and organized in an exoticism-domestication continuum according to their degree of maintenance of the original culture (Venuti, 1995). The results show different ways to approach foreign cities according to literary genres: translators' consideration of the foreign culture depends on prestige while travelers' attitudes do not seem to be affected by understandings of the target culture.

3. Language, power, and ideology: Educational discourses

| Room 23, 6ta. Etapa

Session Chair/s: Cecilia Tallatta (CONICET-CELES, UNSAM) and Walter G. Petrovitz (St. John's University, USA)

~~***Power positioning and language of power in university discourse***
Lubie Grujicic-Alatryste (New York City College of Technology, City
University of New York, USA) [English] **CANCELED**~~

~~University public discourse is not often analyzed for its power-holding and shifting. For this study two significant handbooks (issued ten years~~

apart) on admissions assessment were analyzed using the following parameters: intended audience, formality of language, genres utilized, and level of detail. The university provided writing assessment handbook was examined based on its elements (or genre moves based on Genre Analysis, Swales 1990): table of contents, general overview, description of assessment, assessment rubric, sample tasks, student-generated samples and general guidance section. It was concluded that macro socio-political changes over the fifteen-year period have had an impact on the way this particular university was conducting its admissions outreach and information dissemination utilizing a handbook genre. The results suggest a correlation between macro and micro socio-political trends in the country and their impact on the way the university creates, announces, conducts and sustains its admissions assessment policies.

Discourse and student movements: Analysis of university students' discourse practices in extracurricular contexts

Andrea Vera-Diettes (Universitat Pompeu Fabra, Universidad Nacional de Colombia) [Spanish]

This research is centered in those extracurricular discursive practices in which university students participate as part of the Colombian Student Movement. To that end, a multidisciplinary two-stage analysis is proposed: the first stage characterizes the discourses within genres based on its contextual features; the second identifies the epistemic structures and social representations, individual and collective, based on linguistic categories such as: topics, evidence, presuppositions and implications, the latter in relation to predetermined ideologies. Corpora analysis follows a mixed methodology approach, which includes non-participant observation of different communicative settings; this under a critic ethnographic approach framed within the New Literacy Studies (NLS), as well as on the principles of Discourse Analysis (DA). Summing up, this project intends to make a critical and multidisciplinary contribution by integrating discourse, knowledge and context to highlight the importance of certain discursive practices as manifestations of identity, ideology and policy of young university students.

The "new" conquest of the desert. Reformulation and lexical repetition in the official educational discourse

Carolina Tosi (CONICET-Universidad de Buenos Aires, Argentina)

[Spanish]

In this paper I intend to analyze the enunciative chains configured around the process known as "conquest of the desert" in a discursive series conformed, on the one hand, by heterogeneous materials, such as foundational literature, textbooks and the press, which put in circulation and legitimized the denomination, and on the other hand, a current discourse that raises the resemantization of the term. In effect, from the Dialogic Approach of Argumentation and Polyphony (García Negroni, 2016 and 2017), and based on previous works (Tosi, 2012, 2013 and 2018), I analyze a series of foundational texts and the speech delivered in 2016 by Esteban Bullrich, former Minister of Education and Sports of the Nation, which I propose as a new link in the discursive chain configured around the formula "conquest of the desert".

Identity in dispute: an interdisciplinary approach on the school discourse about the Mapuche struggle

Lucía María Niklison (Instituto de Lingüística, Universidad de Buenos Aires, Argentina) & **Nahuel Nicolás Martínez** (Universidad de Buenos Aires, Argentina) [Spanish]

This interdisciplinary research aims to analyze the representations of the mapuche people underlying two school texts from Buenos Aires city: a booklet, made by Ademys, a government opposing syndicate, analysing the mapuche struggle in depth; and an exercise about argumentation in the papers, included in a Ministry of Education organized activity, compulsory for all public schools in 2018, comparing two articles about a mapuche protest against Repsol. Discourse Analysis will allow us to look into the place of the enonciator (Pecheux, 1969) in both texts, in relation to the political context, as well as the representation of social actors (van Leeuwen, 1996) and the processes (Hodge and Kress, 1993) assigned to them. We will make use of the anthropological category of aboriginality (Beckett, 1988) and analyze the ethnic markings and self-markings (Briones, 1998). Finally, we will examine the ideological tensions that are generated within the school (Freire, 1985).

4. Languages and territories across time

|Aula/Room 1 Humanidades

Session Chair/s: Jo Anne Kleifgen (Teachers College, Columbia University)

Odographic project "Wax": Toponymy of Fuegopatagonia

Verónica S. Dominguez (CONICET-Instituto Patagónico de Ciencias Sociales y Humanas, Argentina), **Joaquin Bascope** (Instituto Patagónico de Ciencias Sociales y Humanas, Argentina) & **Marcos Sourrouille** (CONICET-Instituto Patagónico de Ciencias Sociales y Humanas, Argentina) [Spanish]

The Wax odographic project proposes to georeference toponymy in indigenous languages (haush, selk'nam, aonneko ajen, teushen, gүнүн а yajüch, mapuzugun, yaghan and kawésqar) of Fuegopatagonia. The objectives of the project are primarily oriented to the collection of data in large volumes, as an input for the subsequent establishment of relationships between the place names, the uses of the territory and the connections between different spaces in their evolution through time. The documentary recovery of the indigenous onomastics of the region, dispersed in diverse sources, and its systematization will propitiate new interdisciplinary approaches.

Between northern Argentina and Patagonia:

The Ethnographic Museum and the study of indigenous languages during the first half of the 20th century

Luisa Domínguez (CONICET-Universidad de Buenos Aires, Argentina) [Spanish]

This exhibition analyzes the territorial distribution in the history of the study of indigenous languages during the first half of the 20th century in the Ethnographic Museum of the University of Buenos Aires. The main objective is to reconstruct the specific circumstances in which the regions of northern Argentina and Patagonia receive particular attention from specialists in anthropological sciences, who were the main researchers of the academic field in charge of the study of these languages during the period. We also ask about the effects of this territorial distribution on studies of indigenous languages in the country. For this, we analyze the conditions in which three records were made: one of them about Chorote, another on Wichi, languages of the Chaco, in 1909, and another on Aoniko Aish, Patagonian language, in 1949.

~~Fuegian-Patagonian languages: documentation and revitalization.~~

~~An itinerant exhibition~~

CANCELED

~~Marisa Malvestitti (CONICET- Instituto de Investigaciones en Diversidad cultural y Procesos de Cambio, Universidad Nacional de Río Negro, Argentina), Sandra Murriello (Centro de Estudios en Ciencia, Tecnología, Cultura y Desarrollo, Sede Andina, Universidad Nacional de Río Negro, Argentina), Máximo Farro (CONICET - Archivo Histórico del Museo de La Plata, Facultad de Ciencias Naturales y Museo, Universidad Nacional de La Plata, Argentina) & Anahí Mariluan (CONICET- Instituto de Investigaciones en Diversidad cultural y Procesos de Cambio, Universidad Nacional de Río Negro, Argentina) [Spanish]~~

~~In this presentation we expose the foundational ideas on a traveling exhibition dedicated to the linguistic diversity of Fuego-Patagonia and to the process of documentation and record carried out by different agents in the framework of state expansion into that territory. The role of agents, practices, instrumentalities and documentation networks associated with linguistic ideologies that influenced the stigmatized perception of these languages, dominant even in the present, are analyzed in historical perspective. By means of the co-curatorship with the communities involved, it is intended to make visible the linguistic maintenance and revitalization processes that are being developed nowadays with different strategies and dynamics. The research and design work are part of the research project "Paper Technologies. Patterns for documentation and scientific communication in the studies of indigenous languages of Patagonia and Tierra del Fuego, 1860-1930."~~

The periodization of Aonekko 'A'ien (Tehuelche) language

J. Pedro Viegas Barros (CONICET-Instituto de Lingüística, Universidad de Buenos Aires, Argentina) [Spanish]

This paper aims to clarify the historical periodization of the Patagonian indigenous language Aonekko 'A'ien or Tehuelche, belonging to the Chon linguistic family. This language was spoken in the southern part of continental Patagonia, mainly in the Argentine province of Santa Cruz. The last speaker died earlier this year. The three historical periods defined from different properties at the phonological, lexical and morphological levels are: I. Ancient: approximately between the years 1520 and 1580; II. Medium: approximately between 1820 and the beginning of the 20th century; III. Recent: since the beginning of the 20th century. The present

work aims to contribute to the knowledge of the evolution of the Aonekko 'A'ien language, overcome the controversy over its oldest documentation (sometimes attributed to another language), and provide useful materials for the historical linguistics of Chon languages.

5. Language planning and language policy | Room 24, 6ta. Etapa
Session Chair/s: Virginia Unamuno (CONICET-CELES, Universidad Nacional de San Martín)

~~**Indigenous school education in Brazil:**~~

~~**constitutive strengthening or dilution of identities?**~~

~~**Amanda Souza** (Instituto Federal de Educação, Ciência e Tecnologia de São Paulo, Brazil) [Portuguese]~~

CANCELED

~~In our research, we propose to discuss aspects related to what is legitimized as the basis for indigenous school education in Brazil, specifically the linguistic policies envisaged in this context, seeking to propose a gesture of interpretation at how these policies construct and identify the indigenous person. To support our analysis, we use the French Discourse Analysis as the theoretical methodological device. We have as a discursive object a corpus of archive consisting of legal documents that guide indigenous school education in Brazil. The results of our analysis allow us to envisage in these documents a supposedly inclusive discourse, which produces an equality effect between white and indigenous groups, but which, by imposing writing and grammar as linguistic instruments the discourses of linguistic colonization are perpetuated, written (institutional) discourse takes priority over oral discourse, the colonized languages are silenced and the indigenous speakers are separated from their mother tongue.~~

Language planning in Post Apartheid South Africa: language revitalization

Antonela Soledad Vaccaro (Universidad Nacional de Tres de Febrero, Argentina) [Spanish]

In Post Apartheid in South Africa, segregation was still the norm in many aspects of life although not legally. After the constitutional reform in 1996, the government made languages official attempting to validate and revitalize, those that were previously banned for having been considered inferior. This meant a change from dialect to language (Spolsky, 2009). This language policy was an attempt to integrate society through cultural

events and the publishing of books in indigenous languages. By exploring a bilingual dictionary TshiVenda- English, this project intends to understand the rationale of this language policy which triggered the creation of the dictionary by observing the levels and sectors which can be associated with it, who the actors are and what aspects of the language are affected. The project was based on qualitative research traditions, case study, reading of documents, interviews and analysis of the above mentioned material.

***Language policies and teacher training in Chaco:
teaching the Qom language in the CIFMA***

Lucía Romero Massobrio (CONICET - Centro de Estudios del Lenguaje en Sociedad, Universidad Nacional de San Martín, Argentina) [Spanish]

In this paper we will attempt to present some data and reflections on the incorporation of the Qom language into formal education. For over 20 years in the Centro de Investigación y Formación para la Modalidad Aborigen in Chaco has trained bilingual teachers. According to the results of questionnaires carried out in in Sáenz Peña's CIFMA, there is a group of young Qom who attend classes in the indigenous language as a second language. In order to explore and characterize language policies around the qom language, we will analyze two levels of policies operating in this institution: the macro level of the legislation that gave rise to the institution and its study plan; and the micro level involved in the decisions and actions of the qom language teachers.

Collaborative terminology as a bottom-up language policy

Georgina Fraser (Universidad Nacional de Tres de Febrero - Centro de Estudios del Lenguaje en Sociedad, Universidad Nacional de San Martín, Argentina) [Spanish]

In the last decades, in the Province of Chaco, the Moqoit, Qom and Wichi languages began to be used in new areas, which generated the need to coin new terms that would permit the description of those realities. Different neological discussion experiences were developed that involve the whole community. In this context, we include the development of a collaborative glossary (Fraser, Rojas and Romero Massobrio 2018) and a mobile application for terminological discussion. We propose to characterize the neological creation for minority languages policy in the Province of Chaco from the perspective of linguistic policies (Ricento

2000) and socioterminology (Gaudin 2005). The methodological approach of this study is framed in collaborative research (Rappaport 2011) or co-labor (Ballena and Unamuno 2017) and a sociolinguistics ethnographic perspective (Codó, Patiño and Unamuno, 2012).

3:45 PM – 4 PM | Coffee/Tea Break

4 PM – 5:45 PM | Concurrent Sessions

6. Language contact and language change:

Borders and migrations

| Room 1 Humanidades

Session Chair/s: Jo Anne Kleifgen (Teachers College, Columbia University)

Categorizing code-switching processes in the speech of Calabrian immigrants in Argentina

Mariano Strano (Escuela de Lenguas, Facultad de Humanidades y Artes, Universidad Nacional de Rosario, Argentina), **Manuela Frontera** (Dipartimento di Culture, Educazione e Società, Università della Calabria, Italy) & **María Gabriela Piemonti** (Cuerpo de Traductores, Universidad Nacional de Rosario, Argentina). [Spanish]

This work seeks to identify and categorize processes of language alternation/juxtaposition in the spontaneous speech of first-generation Calabrian Italian-Argentinean immigrants; trilingual people whose mother tongues were, before Italian, the dialectal varieties of their home villages, and who learned L3 Spanish spontaneously. The study is focused on cases of codeswitching/mixing (Gumperz, 1982; Auer, 1999) in elderly late-bilingual/trilingual speakers. We are interested in these phenomena and aim to objectify the "matrix," types, causes and functions of the passage from one system/subsystem to the other, at sentence and within-sentence levels. We have gathered a sound corpus—through guided interviews and transcribed in ELAN, with the GAT system (Selting et al., 1998)—with the aim of providing quantitative and qualitative analyses of detected language alternation/juxtaposition phenomena.

Preterite expansion in Porteño Spanish: A contact phenomenon
Guro Nore Fløgstad (University of Southeastern Norway) [English]

The periphrastic perfect (e.g. He comprado) is practically absent in the speech of young Porteños (the inhabitants of Buenos Aires), and the preterit (e.g. Compré) has taken on most functions previously associated with the perfect, a topic that has been approached both sociolinguistically, diachronically, and theoretically. In this talk, I discuss the expansion of the preterit - unexpected from a theoretical point of view - in the light of language contact. More specifically, I investigate its spread as a result of direct transfer from Southern Italian, or as a post contact simplification due to extensive L2 learning, while I conclude that demographic, theoretical and typological considerations disfavor both contact hypotheses.

Language contact in the Triple Border - Argentina, Brazil and Paraguay: pragmatic and prosodic variation

Natalia Figueiredo (Universidade Federal da Integração Latino-americana, Brazil) [Spanish]

This paper describes the contact of Paraguayan Spanish with Argentinian Spanish considering the relationship of normative tension between the dominant center and the periphery - economic centers of Asunción and Buenos Aires with the border cities of Ciudad del Este, in Paraguay, and Puerto Iguazú, in Argentina. A multimodal analysis was conducted to describe pragmatic and prosodic variation in the production of speech acts. For the prosodic analysis, the intonation contours were observed for the 4 varieties of Spanish and 5 speech acts, and for the pragmatic analysis, the variations in the statements produced were contrasted in terms of lexical selection, use of discursive particles and forms of treatment. The two border cities share linguistic, acoustic and visual features, but also maintain linguistic relations with their respective capitals in terms of lexical use and politeness strategies.

Spanish varieties in contact in adult Paraguayan migrants in Buenos Aires

Alicia Avellana (CONICET-Universidad Autónoma de Entre Ríos, Universidad de Buenos Aires, Argentina), **Lucía Brandani** (Universidad Nacional de General Sarmiento, Universidad de Buenos Aires, Argentina) & **Cristina Schmitt** (Michigan State University, USA) [Spanish]

Buenos Aires is home to the largest community of Paraguayan migrants outside Paraguay, which makes Guaraní and different varieties of Spanish coexist with relative stability. In this presentation, we focus on the analysis of two varieties of Spanish in contact (Paraguayan Spanish and River Plate Spanish) based on a corpus of mother-child interactions of Paraguayan families living in Barracas, Buenos Aires City (ARPAR Contact corpus, Schmitt et al. in preparation). The analysis of the grammatical phenomena discussed in this presentation is directed towards a two-fold aim: first, to determine if the mothers control the use of the grammatical properties of the different varieties they speak depending on the interlocutor they communicate with (Argentine/Paraguayan) and, if this is the case, we will proceed to explain what happens in child-directed speech. Second, we will examine whether there exists any relation between child-directed speech and other sociolinguistic factors.

7. Language, power, and ideology:

Media and political discourses

| Room 21, 6ta. Etapa

Session Chair/s: **Lucía Godoy** (CONICET-CELES, UNSAM)

The Future Marked by Ideology in Political Discourse

Verónica Norma Mailhes (Universidad Nacional de La Matanza, Argentina), **Jonathan Raspa** (Universidad Nacional de La Matanza, Argentina) & **Marina Amartino** (Universidad Nacional de La Matanza, Argentina) [Spanish]

We conducted an ethno-pragmatic quantitative variational study of the so-called future forms in political discourse in Spanish and English to explore the transidiomatic practices of language influenced by ideology: how is language shaped by ideology? how does ideology mold language? how do these factors become discursive strategies to express power? Following the principles of the Columbia School of Linguistics, we tested the following hypothesis: The basic meaning of the periphrastic future is

linked to the expression of CONTROL OVER THE EVENT while the basic meaning of the synthetic future is linked to the expression of NO CONTROL OVER THE EVENT, going from possibility / probability to absolute certainty, which we have called PROPHECY / APODICTIC. The corpus in Spanish includes speeches by Mauricio Macri and Daniel Scioli in their campaigns for presidential elections. The corpus in English includes presidential speeches by Donald Trump and Barack Obama.

Analysis of the discourses of CFK and Gabriela Michetti on Women's Day
Mariana Gómez Triben (Universidad de Buenos Aires, Argentina)
[Spanish]

From a Systemic Functional perspective (Halliday, 1982; Eggins and Martin, 2003), we aim to analyze the discourses of Cristina Fernández de Kirchner and Gabriela Michetti, published in their Facebook pages on March 8th, 2018, on the occasion of the commemoration of International Women's Day. We consider that the differences between the texts constitute a reflection of the contextual dimension that is more abstract, namely the ideology (Eggins and Martin, 2003). Thus, the analysis will provide clues to the political positioning from which they were enunciated.

Metaphors of war and religion in the political discourse around the "Conectar Igualdad" Program
Maite Martínez Romagosa (Instituto de Lingüística, Universidad de Buenos Aires, Argentina) [Spanish]

This work is part of a study in which we explore the discursive strategies through which social representations (Raiter, 2016) of machines are constructed in the institutional and political discourses produced within the framework of the "Conectar Igualdad" Program (PCI). In this presentation, we investigate the name of the program in two speeches by the Argentine president Cristina Fernández de Kirchner, in 2010 and 2013. Within the framework of Critical Discourse Analysis (Fairclough, 2003), we analyze the transitivity system, Critical Linguistics (Hodge and Kress, 1993) methodology. Likewise, we applied Hart's (2014) proposal for the study of conceptual discursive metaphors. We study the variation in the way of naming the Program ("Programa Conectar Igualdad.com.ar" / "Plan de Netbooks"), in relation to a shift in the representation of the machines and the "digital inclusion" policy.

Child neglect: the representation in the press of two cases of abandonment in San Juan, Argentina

Gladys Beatriz Deguer (Facultad De Ciencias Sociales, Universidad Nacional de San Juan, Argentina) & **Carolina Videla** (Facultad De Ciencias Sociales, Universidad Nacional de San Juan, Argentina) [Spanish]

Nowadays, the ways in which discourses are structured in the digital media, where there is a strong audiovisual and visual presence, determine new avenues for accessing and creating meaning. These changes require an analysis that completes and goes beyond linguistics toward a multimodal approach to the types of representation and construction of meaning expressed in journalistic texts. To demonstrate this approach, two cases of children going through conditions of abandonment are analyzed. The events took place in the province of San Juan, Argentina during the first months of the year 2018, and they had wide circulation in the digital local media. The theoretical underpinnings of this proposal are Critical Discourse Analysis and Critical Studies of Multimodal Discourses.

8.Territory, language and identity I | Room 22, 6ta. Etapa
Session Chair/s: Lucía Romero Massobrio (CONICET-CELES, Universidad Nacional de San Martín) and Walter G. Petrovitz (St. John's University, USA)

Linguistic accommodation and reinvention of identity: thinking about Quichua and its speakers in Ecuador

Fernando Garcés (Universidad Politécnica Salesiana, Ecuador) [Spanish]

It has become evident that there has been a reduction in the number of Quichua speakers; this fact is going hand in hand with an identity diversification process due to many factors: moving from rural to urban areas, from national to global and vice versa; cognitive, emotional, associative and labor mobility; and territorial quarreling between indigenous people, state and capital. The presentation will show how Quichua is represented compared to Spanish and the new media. It also examines the way that process is related to identity re-creation and re-invention. The presentation will display a discontinuous and multi scale ethnography data set; a survey applied to young indigenous people; and an analysis of musical videos in Quichua.

***Contributions on teaching-learning from life cartographies
in situated educational spaces***

Nadia Tamara Chiaravalloti (Universidad de Buenos Aires - Universidad Nacional de Luján, Argentina) [Spanish]

In this work, we seek to carry out a dialogue that allows us to understand the integration of knowledge and the practices that we perform social actors in the different educational spaces located. That is why it is proposed to work in territory with cartographies of life as that concept that explains the importance of the subjects' biographies. This work is carried out based on the demand of several actors in the educational community. That is why our intervention as part of the university space seeks to generate and carry out intervention activities, which account for the linguistic and cultural diversity of the different spaces. Visiting the heterogeneity in relation to the cultural matrices that the subjects bring from our life trajectories.

~~**Co-constructing environments and sharing responsibility
with nonhuman beings for its future developments in
Vepsian ways of speaking**~~

CANCELED

~~**Laura Siragusa** (University of Helsinki, Finland) [English]~~

~~If the wish is to entirely control developments in the environment, guarantee its security and sustainable practices, we may well better think of it: the future is not (only) in humans' hands! This claim emerges from observing how Vepsian villagers in Northwestern Russia engage verbally with other than human beings, be they territorial masters, 'wild/domestic' animals, and the environment itself. This paper shows how Vepsian ways of speaking, such as enchantments, and morpho-syntactic structures used for predictions, reveal a relationship with the environment and the future, which humans accept, only partly, to control and share responsibility with other than human beings. I gathered such material in phono archives and during fieldwork between 2013 and 2018, and I have analysed it with ATLAS.ti.~~

Ethnography and language policies: an approach to Wichi linguistic ideologies

Virginia Unamuno (CONICET – Centro de Estudios del Lenguaje en Sociedad, Universidad Nacional de San Martín, Argentina) [Spanish]

The Wichi language is one of the indigenous languages that are still spoken in Argentina. It is estimated that 50,000 people are speakers of this language in a wide territory that includes the current Argentine provinces of Chaco, Formosa and Salta, as well as regions of southern Bolivia. In this presentation, I will share some aspects of the ways in which language and territory are linked in this case, taking as a perspective the study of native linguistic ideologies related to internal diversity and the intergenerational transmission of language. With this analysis, I intend to show the scope of an ethnographic perspective on language policies that take into account indigenous actors as makers of these policies.

My analysis will focus on the discursive study of linguistic ideologies revealed in interactions and interviews, within the framework of the research that we carried out in the region of El Sauzalito (Chaco). As I argue, the internal movements of the Wichi throughout the territory as well as their social organization in sub-groups gives linguistic differences a key role in identification processes that were and are very relevant in the Wichi social-natural framework. These meanings form the basis of native linguistic ideologies that contest standardization and favor the diffusion of interdialectal intercomprehension. Regarding the intergenerational transmission of the language, I will show the ways in which this practice interconnects with crucial aspects of the Wichi perspective on the links between territory, spirituality and upbringing. The results of this study can provide important elements for linguistic and educational policies in the region.

9. Language planning and language policy: Professional practices and discourses

| Room 23, 6ta. Etapa

Session Chair/s: María Florencia Rizzo (CONICET-CELES, UNSAM)

Modalities of authority discourse in family medicine

Irene Madfes (Universidad de la República, Uruguay) [Spanish]

Doctors and patients come to the consultation with different agendas and knowledge: that of the expert focused on the biomedical, that of the

patient, focused on their vital circumstances. The interaction in health thus forms a complex communicative system in which the knowledge of the professionals is founding for the interactive asymmetry that constitutes it. In this presentation I propose to explore the modalities of power negotiation in family medicine through the study of 15 doctor-patient interactions recorded in a polyclinic in a deprived neighborhood of Montevideo. Preliminary results show that there is a deliberate choice on the part of doctors not to rely on medical knowledge to exercise power. However, there is great difficulty in minimizing interactive asymmetry which produces very sharp scalar jumps.

***Management of the communication practices
in a language mediation program in health care***

Milagros Vilar (CONICET - Centro de Estudios del Lenguaje en Sociedad, Universidad Nacional de San Martín, Argentina) [Spanish]

Language policies in institutional settings often depend on economic interests that lead communities to measure the value of languages according to power relations existing in a neoliberal capitalist logic. In this project, we attempt to answer the way in which some market logics are involved in a language mediation program in a hospital in Buenos Aires. By using a case study, we aim at identifying and analyzing what ideas about language(s) and communication go around in this program and how they guide language management actions in the institutional context. The analysis of institutional documents and interviews reveals that language management is not guided by a single logic or a clearly identifiable source of authority, but is the product of multiple actors and interests located at different levels of the institutional structure and in relation to global socio-economic processes.

***Languages and territories in air transport: linguistic security
and social representations of languages***

Lorena Marta Amalia de-Matteis (CONICET - Departamento de Humanidades, Universidad Nacional del Sur, Argentina) [Spanish]

From a discursive perspective, this study explores aspects related to the discursive expression of social representations on the use of Spanish and English in aviation and, in particular, on the function of Aviation English as a lingua franca for the purposes of international air traffic control. The study establishes the degree of convergence that exists in Argentina

between, on the one hand, the endo-institutional representation of both languages among aviation professionals, and, on the other hand, the exo-institutional representation, recoverable, at least in part, from journalistic texts that contribute to the construction or reinforcement of pre-existing social representations in society. The analysis corroborates a basic convergence in relation to the importance assigned to both languages for aeronautical linguistic safety, but there are also nuances of differentiation between the representations of these languages among aviation professionals and the rest of society.

***Intercomprehension between romance languages:
language management strategy at a cross-border workplace***

Lívia Cristina Carvalho da Fonseca (Universidade Estadual do Oeste do Paraná, Brazil) [Portuguese]

This paper analyzes the communication strategies used by Itaipu Hydroelectric Dam's employees. The binational dam is located on the Brazil-Paraguay border and it is part of a sociolinguistic context that produces contact among the border official languages (Portuguese, Spanish and Guarani). It was possible to identify from field observations that, at the workplace where the research was held, oral and written practices enable Brazilian and Paraguayan employees to communicate with each other in their own languages (Portuguese and Spanish). This is due to the fact that Spanish and Portuguese are romance languages which allows the intercomprehension to happen. It was understood that Itaipu Dam represents a trans-boundary space of binational cooperation and that employees adhere in the researched environment to the strategy of intercomprehension in order to promote an effective, respectful communication capable of safeguarding the cultural and linguistic diversity of the border.

Panel | Room 24, 6ta. Etapa

***Ethnographies of violence, resilience and the revitalization
of linguistic and cultural practices in Indigenous contested
spaces.*** [Spanish and English]

Coordinated by: Laura Valdiviezo (University of Massachusetts-
Amherst, College of Education, USA)

***The figurative boundaries of language and territory of
Indigenous Women in Ancash-Peru***

Laura Valdiviezo (University of Massachusetts-Amherst, College of Education, USA) [Spanish]

There are stories that remain untold within families and multilingual experiences of peripheral and stigmatized identities that remain unexplored and thus undertheorized in scholarship dedicated to understand language and cultural phenomena in context. This presentation explores the relations between language, territory, and identity and their intersections with gender in the intergenerational experience of the members of a rural family in the Peruvian Andes. I discuss the boundaries of language, territory and Indigenous identity not only geographically but also figuratively through the experiences and emotional spaces in the lives of women. This testimonial approach to study Andean women examines the meanings and cultural practices of four generations of women of both Indigenous and Spanish descent. Theirs were experiences of servitude, war, and environmental violence that marked their lives and those of later generations in the space of la chacra, where children were deeply loved, but excluded from learning and speaking Quechua.

Slow work and the Black Chador among Iranian seminarian women

Amina Tawasil (Teachers College, Columbia University, USA). [English]

The black chador, a tent-like cloth Iranian women wear outside their homes, is often interpreted as an instrument to keep women oppressed, hidden from society, therefore the world of men; a space we assume to be the only place where true power resides. I propose a different interpretation. Based on 15 months of ethnographic work in the Islamic Republic of Iran, I focus on the practice of wearing the black chador among the Iranian howzevi (seminarian) for what it may tell us about them beyond the dichotomy of the 'free' versus the 'unfree'. To gain insight on the black chador's enduring legacy, I use Durkheim's slow transformation and the Deleuze's concept of becoming as a way to look closely at what the chador accomplishes for the howzevi. I situate them in South Tehran's social landscape where markers of piety and politics are layered and constituted by stories, play, and anonymity.

Literacy Practices among Rural Women in Colombia: Erasures and Linguistic Ideologies after the Armed Conflict

Daniel Rudas Burgos (Teachers College, Columbia University, USA)
[Spanish]

During the Summer of 2018, I conducted ethnographic work with three women in Montes de María, a rural area in the Colombian Caribbean Coast, focused on their literacy practices. After years of suffering the Colombian Armed Conflict, these women have been building learning processes at the margin of educational institutions, that I interpret as social movements' education and active learning. The women have been taking notes, writing diaries, sending electronic messages, and keeping records of their learning processes. However, since they use a non-standard variety of Spanish, their writings (and with them their learning process) are frequently erased. I interpret this erasure as an instance of linguistic ideologies that makes sense taking into account the current situation of the Colombian Armed Conflict.

Shifting Language ideologies and making language competency exams in indigenous languages

Nicholas Limerick (Teachers College, Columbia University, USA) [English]

In situations of language shift, language planners now wrestle with how to best understand if teachers speak minoritized languages for teaching them in classrooms. In response to such challenges, in Ecuador, directors of Indigenous education administer a Kichwa proficiency exam as a requirement for employment. This paper considers the politics of the exam and how such efforts may shift ideologies about Indigenous languages, which have long been linked to territories.

6 PM – 7 PM | Plenary | Auditorium Lectura Mundi

Transidioma: Language and Power in the Digital Age

[English]

Marco Jacquemet (University of San Francisco)

7 PM – 8 PM | Reception

Friday, May 31



8:30 AM – 6 PM | **Registration**

9:00 AM – 11 AM | **Invited panel** | Auditorium Lectura Mundi

The territory of the language and the language in the territory [Spanish]

Coordinated by: Elvira Narvaja de Arnoux (Universidad de Buenos Aires, Argentina)

Participants

Roberto Bein (Universidad de Buenos Aires, Argentina)

Diego Bentivegna (CONICET-Universidad de Buenos Aires, Argentina)

Marisa Censabella (Centro Científico-Tecnológico CONICET Nordeste, Argentina)

11 AM – 11:30 AM | **Coffee/Tea, Breakfast**

11:30 AM – 12:30 PM | **Plenary** | Auditorium Lectura Mundi

“You have to be against bilingualism!” Sociolinguistic theory and controversies over bilingualism and plurilingualism in Catalonia [English]

Kathryn Woolard (University of California, San Diego)

12:30 PM – 12:40 PM | **ILA Elections** | Auditorium Lectura Mundi

12:40 PM – 1 PM | ***Anuario de Glotopolítica: Presentation***

12:40 PM – 18 PM | **Posters exhibition** | Auditorium Lectura Mundi

Writing process of expository texts at the university and its relation with textual quality

Luis Alejandro Aguirre (Facultad de Filosofía y Letras, Universidad Nacional de Cuyo, Argentina) & **Silvina Analía Negri** (Facultad de Filosofía y Letras y Facultad de Educación, Universidad Nacional de Cuyo, Argentina) [Spanish]

This communication aims to contribute to the knowledge of cognitive activities carried out by university and tertiary students during the writing process of expository texts. A computer program, GREDAPEC, was used to collect the data. This program allowed the registration of computer keyboard activity and the retrieval of information about the writers' cognitive processes. Two judges blindly and independently evaluated the texts' quality using holistic rubric. According to the quality level, three groups of texts were differentiated: high quality, medium quality and low quality texts. The results suggest the existence of some differences in the temporal distribution of the writing processes. Also, these results reveal some relationships between temporal aspects of the writing process and the text quality.

Discourses on domestic work: Analysis of female public speech

Ana Laura Garcia (Universidade Federal de São Carlos, Brazil) & **Carlos Piovezani** (Universidade Federal de São Carlos, Brazil) [Portuguese]

This research aims to contribute to the discursive studies about female public speech. It is directed to the apprehension of the speech of a domestic worker belonging to a union of the city of Ribeirão Preto, located in the interior of São Paulo, Brazil. Guided by the studies of Michel Foucault and Michel Pêcheux, through French Discourse Analysis, we approach the representation of female public speech about work done mostly by women who historically do not have equal rights. In this presentation, we analyze the meaning attributed to the speech of the domestic worker in the aforementioned union, using the discursive studies of Michel Foucault's *The Order of Speech* (1996) and studies on domestic work in the book *Domestic Employment in Brazil* (2017) coordinated by Carlos Henrique Horn.

Perceptions of the indigenous languages-cultures in Mexico

Anna V. Sokolova G. (Universidad Autónoma Metropolitana, Mexico) [Spanish]

Today Mexico is a multilingual nation with more than 7 million native speakers of 68 indigenous languages. Currently, different national and international governmental and non-governmental institutions and organizations elaborate and implement educational and / or research activities and strategies as well as programs and projects with the aim of ending the process of extinction of the local languages in this country. In

this regard, a survey based on questionnaires and discussion groups was conducted among 190 public university students in order to examine their perceptions of the native languages-cultures. The participants expressed their positive attitudes towards the indigenous languages though without much motivation to learn them. However, studying these languages can be considered fundamental especially for increasing the students' awareness of the differences and similarities among numerous ethnic groups in Mexico from a social and multicultural perspective and, hence, for fostering the construction of their aggregate identity as Mexicans.

Lexical Creations of Libras: Terms in Mathematics Higher Level

Jessica Nascimento (Universidade Federal de Mato Grosso do Sul, Brazil)
& **Rogério Ferreira** (Universidade Federal de Mato Grosso do Sul, Brazil)
[Portuguese]

This paper aims to present the neologisms of Libras, specifically those that refer to mathematics; we will describe the terms used to refer to the rules and words proper to mathematics for the purpose of implementing them at the higher level by the TILS of the Federal University of Mato Grosso do Sul (UFMS). The theoretical contribution adopted for the development of the research will be of a functionalist and cognitivist nature, based on Alves (2006), Biderman (2016) Correira and Almeida (2012), Carvalho (1998), among others, dealing with neological and terminology issues, in addition to scholars in Libras such as Gesser (2009), Pizzio (2011), Quadros and Karnopp (2004) and the terminology the Faulstich Signal-Term (2014).

Identification of derivational affixes during reading in Spanish

Julia Roberta Carden (Instituto de Lingüística, Universidad de Buenos Aires, Argentina), **Juan Seguí** (Laboratorio de Memoria y Cognición, Instituto de Psicología, Universidad París Descartes, Francia) & **Virginia Jaichenco** (Instituto de Lingüística, Universidad de Buenos Aires, Argentina) [Spanish]

Abundant evidence indicates that the visual recognition of morphologically complex words takes place through the activation of their constituent morphemes. Therefore, it is important to determine under what conditions such activation occurs. The aim of this study was to examine whether Spanish prefixes and suffixes are identified in the

absence of a stem and independently of their position. To this end, we designed two experiments capitalizing on the well-known morpheme interference effect. Our preliminary results suggest that nonwords consisting of an affix and a nonmorphological letter string produce a morpheme interference effect, but only when the affix is placed in its typical position. This interaction reveals important differences between the processing of affixes and stems, since it has been demonstrated that stem representations are coded flexibly for their position and are not activated when the rest of the item does not correspond to a morpheme.

1 PM – 2 PM | Lunch

There are different cafés and restaurants in and around campus. Please check the suggestions. Book exhibit remains open during lunch.

2 PM – 5:45 PM | **Workshop #2** | Room 10, 3ta. Etapa

Migrants and indigenous people at school:

Sociolinguistic views [Spanish]

Coord. by: Virginia Unamuno (CONICET–Centro de Estudios del Lenguaje en Sociedad, Universidad Nacional de San Martín, Argentina) & Cecilia Tallatta (CONICET–Centro de Estudios del Lenguaje en Sociedad, Universidad Nacional de San Martín, Argentina)

One of the relevant issues in contemporary society is the co-presence of speakers of different languages and varieties in school contexts that were originally thought to be uniform. This workshop will address some of the relationships between cultural and linguistic diversity and schooling, taking as a perspective microsociolinguistics. We will take as an axis the study of embodied participation in the classroom, through the analysis of interaction, the management of languages-varieties and silence. Goals: share experiences in the recognition of situations of linguistic inequality in the school space; generate a space for reflection on migrants, indigenous people and schools, from the point of view of the uses of language and silence; present some tools of microsociolinguistics that could be used for the diagnosis and interpretation of "uncomfortable" and everyday situations, as well for the planning of actions aimed at influencing them.

2 PM – 5:45 PM | **Workshop #3** | Room 15, Escuela de Ciencia y Tecnología

Towards a ubiquitous grammar:

Teaching language through Social Media [Spanish]

Coord. by: Cecilia Magadán (Centro de Estudios del Lenguaje en Sociedad, Universidad Nacional de San Martín, Argentina), Lucía Godoy (CONICET–Centro de Estudios del Lenguaje en Sociedad, Universidad Nacional de San Martín, Argentina) & Natalia De Luca (Centro de Estudios del Lenguaje en Sociedad, Universidad Nacional de San Martín, Argentina)

Based on our ongoing research in language classrooms, this workshop seeks to address the discussion on the (broken) links between the oral (in particular, those non-standard spoken varieties) and the teaching of grammar. As an overarching theme, we will debate the extent to which grammar is distanced from the oral and other non-written modes that converge in classrooms (images, sounds), in order to uncover the traditional dichotomy between the oral and the written that still prevails when conceiving of "communicative competence" (Hymes, 1972) in language teaching. Within the framework of Multimodality (Kalantzis & Cope, 2015) and from sociocultural studies on literacies (Gee, 2014), we will discuss the urgency for a pedagogy of grammar in teacher training programs, as a critical instance to reflect not only on language forms, but also on the social value of linguistic repertoires. The workshop will combine plenary moments with small group activities, in which participants will be invited to: (a) explore social media events as daily seizable opportunities to reflect on the grammar and the lexicon of a language; (b) design language classroom activities based on social media materials that connect grammar/lexicon content to situated literacy practices (orality, reading, writing).

2 PM – 3:40 PM | **Concurrent Sessions**

10. Language contact and language change

| Room 21, 6ta. Etapa

Session Chair/s: Jo Anne Kleifgen (Teachers College, Columbia University)

Building a grammar in a migration-induced contact situation:

Paraguayan children in Buenos Aires

Hannah Forsythe (University of California Irvine, USA), **Carolina Fraga** (The Graduate Center, City University of New York, USA), **Ana Primucci** (Universidad de Buenos Aires, Argentina) & **Cristina Schmitt** (Michigan State University, USA) [English]

In this paper we examine the realization of subject and object null/overt pronouns in object and subject position by Argentinian and Paraguayan mothers living in Barracas, Buenos Aires, as well as their children. Using natural speech data and experimental data from two elicitation tasks (repetition and object questions), we compare adult behavior to their own children's behavior in the same conditions. The results suggest that children (i) do not reduce the number of forms or features and (ii) do not use null forms as defaults, akin to early argument omission in acquisition. Rather, children strike a balance between the two systems. While the distribution of null forms in this population is closer to PS, the overt forms are closer to RS, suggesting a different treatment by the learning mechanisms of both the null and overt forms.

Review and classification of Hispanicisms in the English of the Falkland/Malvinas Islands

Yliana V. Rodríguez (Universidad de la República, Uruguay) & **Paz González** (Universiteit Leiden, Netherlands). [Spanish]

The English spoken in the Falkland/Malvinas Islands is one of the few native English varieties of the southern hemisphere, and presents characteristics common to the varieties of Australia and New Zealand (Sudbury, 2001); but unlike these, and among other divergences, it has a considerable number of Hispanicisms. Regarding their origin, Joan Spruce, a third generation islander, states: "from the few gauchos who came to the Islands to work, we have inherited a smattering of words connected with their daily lives and work or the animals and horse gear they worked with" (1992, p.30). The aim of this work is to list the Hispanicisms found in the Falkland/Malvinas Islands English (resorting to the scarce bibliography in which they have been registered), and classify them according to their characteristics and the semantic fields they belong to.

Fractal recursivity and erasure in tourist phrasebooks

Richard Hallet (Northeastern Illinois University, USA) [English]

Building on Hallett's (2017, forthcoming) discursive analyses of phrasebooks, this presentation examines the five phrasebooks published by Lonely Planet for English-speaking travelers to multilingual regions of Central and South America. Specifically, this paper critically analyses Lonely Planet's fifth edition of *Brazilian Portuguese Phrasebook and Dictionary* (2014), fifth edition of *Costa Rican Spanish Phrasebook and Dictionary* (2017), ninth edition of *Latin American Spanish Phrasebook and Dictionary* (2018), fifth edition of *Mexican Spanish Phrasebook and Dictionary* (2018), and fourth edition of *Quechua Phrasebook and Dictionary* (2014). This research argues that these phrasebooks describe these languages and their speakers as exotic, monolithic, simplistic, and deterministic; and construct the traveler's efforts to use these languages as acts of benevolence that will be unquestionably well received by the natives.

An approach to lexicalization in a collection of phrases of the Spanish used in Misiones

Silvia Graciela Insaurrealde (Universidad Nacional de Misiones, Argentina)
& **Carlos Gustavo Simón** (Universidad Nacional de Misiones, Argentina)
[Spanish]

For this presentation, we show a "phraseary", based on contributions by the students of the Specialization in Semiotics of Language and Literature, a postgraduate career at the National University of Misiones. We have collected elements whose use has been checked, in principle, on the web and that are not found in reference works of this type of analysis in the rioplatense Spanish in particular, or in the study of Spanish in general. In addition to the sample of this brief corpus and the record of its use on the web, we'll work from the descriptive and functional grammar frames to show an incipient analysis of these sentences from Misiones Spanish - which is intertwined with Spanish of Paraguay and with Portuguese.

11. Online discourses and multimodal communication

| Room 22, 6ta. Etapa

Session Chair/s: María Florencia Rizzo (CONICET-CELES, UNSAM)

The figure of the "intellectual artist" as a mechanism of enunciative legitimation

Mariano Zucchi (CONICET – Universidad de Buenos Aires - Universidad Nacional de las Artes, Argentina) [Spanish]

This article analyzes the way in which Rafael Spregelburd is represented in the conference that the playwright gave at TED X Buenos Aires in 2010. Specifically, we will frame in the Enfoque dialógico de la argumentación and la polifonía enunciativa (García Negroni 2009; 2016a; 2016b; 2018) and we will try to demonstrate that this discourse staged an image of its producer as someone who is positioned in a space between the world of academia and art. In effect, the staging of a hybrid ethos (Maingueneau, 2008) of these characteristics is fundamental to legitimize this voice: the knowledge and ways of talk proper to an intellectual are combined with an artistic position of rupture and, thus, the defense of a new type of theater with which the speaker is identified appears as validated in the enunciative characteristics of the discourse.

Negotiation and (im)politeness in professional communication: formulations in e-mails and chats in the workplace

Juan Eduardo Bonnin (CONICET- Centro de Estudios del Lenguaje en Sociedad, Universidad Nacional de San Martín, Argentina) [Spanish]

This contribution analyzes the use of email and WhatsApp in professional communication for the resolution of conflicts. To analyze a corpus collected in institutions of higher education, we use tools of conversation analysis to understand the strategic use of different types of formulations to negotiate conflicts without attacking the image of the interlocutor. Among the main results, we observe that the formulations used in e-mail exchanges allow to establish an agreement without damaging participant's face while, on the contrary, they are used in WhatsApp to attack it outside the conversation. This, however, does not mean that there is automatic alignment at the WhatsApp dyad; On the contrary, each platform allows different formulation strategies, not necessarily transferable to the other.

Publish, publish ... someone will confirm that you exist

Gabriela Rosa Cicalese (Universidad Nacional de San Martín, Universidad Nacional de Lomas de Zamora, Argentina) [Spanish]

The identity narrative (Ricoeur) always requires others who become accomplices and related. The construction of ipseity and alterity as the foundation of one's identity is not a new mechanism. However, it is reconfigured from the interaction proposed by social networks (Silva, Sibilía), where complicities are not cut out from a social whole, but from that specific fragmentation previously built by our followers. This work proposes to retrace the uses of mirrored interlocution (Cicalese) as a discursive modality in the publication of one's own experiences in networks and, based on that analysis, to reflect on sameness in narrative identity.

Jakobson, Argentine tango and Parkinson's: Discourse analysis of non-verbal communication in Argentine tango and its therapeutic value in the rehabilitation of people with Parkinson's Disease

Ninah Beliavsky (St John's University, USA) & **Diego López** (Escuela Easy Tango, Argentina) [Spanish]

Research has shown that Argentine Tango has a measurable, positive impact on Parkinson's disease. PD patients, who have taken tango classes, report physical, emotional and psychological benefits. Reports suggest that patients feel happier, after having participated in tango instructional classes. Patients enjoy the tango embrace and the music and they benefit from the tango as a music-based movement therapy. Tango is a partner dance, which requires non-verbal communication between the dancers, the leader and the follower, and I believe this dance mirrors linguistic communication most closely. The goal of this presentation is to analyze the discourse of Argentine tango improvisation, namely, the non-verbal communication between dance partners by using Roman Jakobson's (1960) communication model of the six factors and functions of language. It is hoped that this linguistic analysis of non-verbal communication might shed light to why PD patients who participate in tango instruction experience positive results.

12. Language, migration and mobility

| Room 23, 6ta. Etapa

Session Chair/s: Milagros Vilar (CONICET-CELES, UNSAM) and Hermann Haller (Queens College & Graduate Center, CUNY)

Building a parallel discourse in Spanish classes for refugees

Vera Cerqueiras (FLACSO Argentina) & **Silvia Luppino** (New York University, Buenos Aires, Argentina) [Spanish]

From 1998 to 2004, we were responsible for Spanish classes for Refugees, under the sponsorship of the ACNUR (High Commission of United Nations for Refugees), the CCAM (Argentinean Catholic Migration Commission) and UBA (University of Buenos Aires). Spanish classes were shared by two instructors, who decided to take notes during and after classes, which became over time a kind of “logbook”. This paper tries to give an account of the process of construction of this shared textuality (the logbooks) among the teachers in charge of the courses, describe the generated discourses and their topics, examine their curricular decisions and methodological interventions, analyze them from an ethnographic perspective (Guber, 2001 and 2005) and review them based on the concepts of field notes (Taylor and Bogdan, 1987) that is, as a technical tool that facilitates inquiry from observation and participation.

Context of school inclusion of Haitian secondary students in Chile

Andrea Lizasoain (Universidad Austral de Chile) & **Gloria Toledo** (Pontificia Universidad Católica de Chile) [Spanish]

Inclusion of immigrants in the Chilean public schools is especially relevant for Haitian students, who must learn Spanish at the same time they try to be part of the receiving community. This work describes the teaching and learning of Spanish in Chile, including the linguistic policies involved, the school curriculum and classroom immersion. This description is part of the referential framework of a research project whose general goal is to examine Haitian students' development of Spanish as a Foreign Language by 1) analyzing their interlanguage and 2) the way their teachers assess it. This work seeks to contribute to immigrants' immersion in the Chilean schools, society and culture. In addition, it can orient other migration processes in the world to accomplish real and positive social changes.

Migrants writing and identity: About teaching in Chinese complementary schools

María Florencia Sartori (Universidad de Buenos Aires, Argentina)
[Spanish]

The migration from the People's Republic of China to Argentina is a relatively new phenomenon. In the City of Buenos Aires the descendants of these migrants attend public and private schools during the week, and on the weekends they study in complementary Chinese language and mathematics schools. In this presentation we seek to understand the way in which Chinese language is taught in these schools. In this presentation, we will analyze, on the one hand, the material used in class and, on the other, scenes in which the teachers in these schools focus on the teaching of the language. The hypothesis is that both in the schools and in the design of the material the focus is on the teaching of Chinese writing and not on the common language as it is in the PRC. In addition, we hypothesize that writing (and not language necessarily) takes on an identity role among migrants.

Multilingualism in the Chilean classroom:

Haitian migration and intercultural facilitation

Mirona Moraru (Universidad Bernardo O'Higgins, Chile) [Spanish]

In the Chilean school context, the Haitian students find themselves at a loss for words as their linguistic practices with Haitian Creole are no longer considered legitimate. As a consequence, there has emerged the figure of a so-called “intercultural facilitator”, whose function is to reduce this linguistic barrier. This study analyses five semi-structured interviews with facilitators who work in public schools in Santiago, Chile. Following Bourdieu (1991), the presentation explores the social, linguistic and cultural conditions under which this role emerges. It is suggested that these facilitators occupy a complex position; while interpreting linguistic practices, they also negotiate the tensions that emerge as a result of the unbalanced power relations between students, institutions and parents. The study also questions the role that these agents play in the reproduction or transformation of a nation state whose borders harbour a strong monolingual imaginary.

13. Territory, language and identity II | Room 24, 6ta. Etapa Session Chair/s: Mónica Baretta (CONICET-CELES, UNSAM)

~~Metaphorical expressions and illustration procedures
in Argentine youth vernacular~~

CANCELED

~~Lucía Bregant (Universidad de Buenos Aires, Argentina) [Spanish]~~

~~The purpose of this presentation is to study the illustration procedures used by adolescents from Buenos Aires when they reformulate metaphorical expressions. Illustration procedures are a set of interactive means of representation that enable communication problems to be solved, especially those related to the transmission of knowledge, through a series of verbal images, among which are metaphorical language, exemplifications and scenarios. Oral interactions among adolescents who are asked to explain metaphorical expressions present in popular cumbia and rock songs are analyzed sequentially in this research. The types of illustration procedures involved are examined in terms of the reformulated metaphor's properties and the way in which the identities of the subjects, as speakers of the variety represented, are put into play in these illustrations.~~

Notice how the "misionero" speaks in the "internete"

Claudia Karina Cáceres (Facultad de Humanidades y Ciencias Sociales, Universidad Nacional de Misiones, Argentina) & **José Luis Ramírez** (Facultad de Humanidades y Ciencias Sociales, Universidad Nacional de Misiones, Argentina) [Spanish]

The corpus analyzed here consists of visual media made by the "misionero youtuber" Sandro Viana and the comments that came to them from the users of the YouTube platform. It shows the contact of Spanish with Portuguese in common spaces (buses, markets, schools, virtual commentaries, among others) whose lexical constructions present lexemes in Spanish with suffixes in Portuguese. To the analysis, we incorporate exemplary authors of sociolinguistic studies like Arnoux, which allows us to recognize the singular "misionero" dialect and its sociocultural practices. To the lexical and semiotic relations Camblong's proposals allow us to study the designation, interpretation and meaning of the constituent words of these languages in contact that materialize lexical pieces in the Spanish language of Misiones. So also, the morpho-syntactic studies of Giammatteo and Albano—the derivation of nouns and

adjectives from Spanish with suffixes from Portuguese—enable us to problematize the uses of the Portuguese language. The statements are analyzed from a lexical-morpho-syntactic approach and from an interdisciplinary perspective that recognizes the linguistic structure that they comprise.

Experiences of trainers of future English teachers in distance education

Vanessa Leite Barreto (Instituto Federal do Norte de Minas Gerais, Brazil)
[Portuguese]

This paper presents the results of a doctoral study in Applied Linguistics at the Federal University of Minas Gerais (UFMG). The goal is to seek an understanding of how the teacher-educator of the English-Language course acts in the Virtual Learning Environment (AVA), and to question the participants about their practices to create opportunities for reflection on their practices to emerge. The research is based on the experience concept of Miccoli (1997-2015) and is supported by studies on reflexive practice in English language teacher training (DeWey, 1933, 1997, Schöner 1997, Zeker 1993, 2001) and teacher training in the context of EAD (BELLONI, 2002, 2012). Data were collected from AVA analysis and interviews with participants, mediated by the analyzes of their respective AVA. The results revealed different teaching experiences and captured the real life experiences of teachers participating in AVAs.

The enunciation space of deafness in Brazil

Gabriel Leopoldino dos Santos (Instituto Federal de Educação, Ciência y Tecnología de Sao Paulo, Brazil) [Spanish]

The present study aims to examine the enunciation space of deafness in Brazil. To do so, the designation of the name "Brazilian Sign Language" or "Libras" will be analyzed in two official documents: Law No. 10,436, of April 24, 2002, which legislates the Brazilian Sign Language, and Decree No. 5,626, of December 22, 2005, which regulates this Law. The designation of a name, a word or an expression is understood by the Semantics of Events, the linguistic discipline within which we work, as an instance of the symbolic constituted in the event of the enunciation. It is a materialistic conception of meaning. It is a study that will provide interesting elements for understanding the politics of languages in/of Brazil and also other enunciation spaces in which sign languages are present.

3:45 PM – 4 PM | Coffee/Tea Break

4 PM – 5:45 PM | Concurrent Sessions

14. Language, power, and ideology:

Gender and discourses | Room 21, 6ta. Etapa

Session Chair/s: Juan Eduardo Bonnin (CONICET-CELES, UNSAM)

Contributions of Linguistic Relativism: The Influence of a Sexist Lexicon in the Construction of Gender Asymmetries

Gabriela Picancio (Universidade de Caxias do Sul, Brazil) [Portuguese]

This paper exposes the relationship between the presence of a sexist lexicon in Portuguese (Brazil) and the existence of gender asymmetries in the corresponding society, starting with the Sapir-Whorf Hypothesis about linguistic relativism that defends the idea that language influences partially in the thinking of their speakers. The purpose here is to shed light on the correspondence between female lexicon and the maintenance of gender inequalities, as well as to highlight the new public policies aimed at repairing gender asymmetries fed by linguistic structures, such as the GFL (Gender-Fair Language). For the construction of this research, we made use of bibliographical revision on linguistic relativism and gender asymmetries in lexicons; and a survey and analysis of Portuguese words that were understood as sexist.

The eradication of the generic masculine and the inclusion of new identities: a social demand reflected on the Spanish and English linguistics

Paola Marcela Bica (Universidad Nacional de San Martín, Universidad Nacional de Hurlingham, Argentina) & **Rocío Florencia Gómez** (Dirección General de Cultura y Educación de la Provincia de Buenos Aires, Argentina) [Spanish]

In the following research work, we will study the Spanish and English languages in order to examine the linguistic aspects that have changed throughout history, regarding the masculine gender used as generic and the binary nature of said system. As for our methodology, we will analyze different communication media, as well as official documents published by countries and linguistic organizations. This essay will therefore have a socio-linguistic approach showing the social changes in regards to the different gender identities and the demand of equality by minorities,

looking to be materialized through the language; understood as a dynamic system and studied as reproducing inequality and as an instrument of power. In order to achieve the desired analysis, we will work with the ideas of scholars and experts such as Stuart Hall, Jennifer L. Prewitt-Freilino, and Dennis Baron, among others.

***Conceptualization of the female sexual organ in Brazil:
gender identity, taboo and prejudice***

Patrícia Freitas (Universidade do Estado do Rio de Janeiro, Brazil)
[English]

Based on the Cognitive Linguistics approach, this qualitative research aims to analyze the imaginative abilities at the conceptualization of non-anatomical names, in the Brazilian Portuguese language, for the female sexual organ. As an initial point, it is assumed that, in the hegemonizing perspective of gender adopted by a patriarchal society like the Brazilian, such concepts are undervalued by social supremacy, in which the male figure is prominent. In addition, these alternative designations demonstrate the attitude of Portuguese language speakers from Brazil who, by minimizing and circumventing the tabooed aspects of the lexicon related to the female organ, ratify the prominence of the male figure, especially the male sexual organ. Thereby, it is intended to observe the way these names are perceived taking into consideration a feminist perspective of construction of gender, in light of cultural and experiential values underlying these metonymic/metaphorical designations and, consequently, to such denominations of derogatory value.

Language change and inclusive language: tod@s, todxs, todes

Silvia Ramírez Gelbes (Universidad de San Andrés, Argentina) & **Carlos Gelormini Lezama** (Universidad de San Andrés, Argentina) [Spanish]

In this presentation, the characteristics of the so-called inclusive language are described, in order to recognize the possibility that the Spanish language is at the beginning of a change in its gender morphology. To do this, a one-month corpus of occurrences of expressions that represent this type of language in social networks will be analyzed from different aspects (morphosyntactic as well as pragmatic and lexical). So far, this change shows a pattern restricted by gender, age and ideological variables. The (provisional) findings suggest that the occurrence of inclusive language manifests more clearly in certain contexts and among certain interlocutors, and its distribution in the discourse is contrastive. The variables at stake particularly highlight the use of inclusive forms by

adolescent and young women and progressive and educated sectors.

15. Languages and territories across time

| Room 22, 6ta. Etapa

Session Chair/s: Jo Anne Kleifgen (Teachers College, Columbia University)

"To all who read my letter": some approximations to the epistolary practices of the first European immigrants in Santa Fe (1860-1875)

Mónica Baretta (CONICET- Centro de Estudios del Lenguaje en Sociedad, Universidad Nacional de San Martín, Argentina) [Spanish]

This paper analyzes a set of letters written by the first European immigrants who settled in the rural area of the province of Santa Fe (Argentina) between 1860 and 1875, approximately. The central objective of our work is to investigate the most outstanding features of these epistolary discourses that allow us to reflect on the practice of writing itself. On the one hand, we will point out the presence of metaphorical operations as marks of the difficulty of immigrants to account for the unknown in the new geography and, on the other hand, we will notice certain writing features of this set of letters that allow us to reconstruct certain scenes of reading.

Italian immigration guides during mass migration to Argentina:

Linguistic aspects

Hermann Haller (Queens College & Graduate Center, City University of New York, USA) [English]

While letters and popular narratives written by Italian immigrants have been analyzed from various perspectives, little attention has been paid to texts written for potential emigrants. Based on a comparative study of selected Guides produced for Italians emigrating to the Americas (1880s-1920s), this paper evaluates linguistic features in texts addressed to Italian immigrants to Argentina. The Guides provide detailed information on the transatlantic journey/arrival in Buenos Aires, on Argentina's history, geography, climate, government/immigration laws and job opportunities for laborers/colonialists. Whereas most guides avoid references to emigrants' literacy and dialects, Bernardino Frescura, author of *Argentinian Guides*, in his novel *Sull'oceano cogli emigranti* evokes the plurilingual reality on board the ships, illustrating the use of different Northern Italian dialects and Spanish in the emigrants' speech.

The Argentinian Guides reflect their authors' disparate levels of linguistic awareness of their potential readers, with some of them fostering the emigrants' future bi- and trilingualism.

Juan Benigar: three linguistic-philosophical studies on Araucanian (1924-1927)

Rodrigo de Miguel (CONICET- Instituto de Investigaciones en Diversidad cultural y Procesos de Cambio, Universidad Nacional de Río Negro, Argentina) [Spanish]

In this conference we propose to work on three articles by Juan Benigar (1924, 1925, 1927). There, the author of Slovenian origin (1883-1950) inquired into the expression of philosophical categories (time, space and causality) present in linguistic data of Araucanian. We consider that its approach is influenced by French ethnology linked to Lucien Levy-Bruhl (1910), mainly by the use of concepts such as "primitive mentality" as opposed to "Western mentality", in addition to similar thematic interests. This gives Benigar's work an evolutionary and Eurocentric tone; nevertheless, its production stands out for the contribution of linguistic documentation taken in the territory and the novelty of this approach for this language. We propose, in this presentation, to restore the use and influences of such academic tradition in their productions, their philological interests, work methodology and visible linguistic strategies in relation to the categories of analysis.

Language and Culture: A Relation of Power

Daniela Fatima Dal Pozzo (Universidade de Caxias do Sul, Brazil) [Portuguese]

Language is not a mere instrument of communication. Humans, as naturally social beings, use language to express their beliefs and ideas, i.e., their culture. With this in mind, there is a link between language and culture and, because of that language is a very effective source of power that is used to dominate and discriminate against societies. With the Portuguese language as an example, this study seeks to analyze – through the theoretical support of Bagno (2002), Bourdieu (1998), Oliveira, Santos e Souza (2013) and Williams (2007), how the power imposition from the European colonizers happened, through language, in Brazilian society, as well as in which forms the language still works as a symbolic capital for the discrimination and exclusion of cultures, making it so that a

culture or language is considered "inferior" in comparison to another.

16. Regulating Spanish language:

Past and present perspectives | Room 23, 6ta. Etapa

Session Chair/s: Milagros Vilar (CONICET-CELES, UNSAM)

Language and power in the United States: the role of the North American Academy of the Spanish Language

María Natalia Prunes (Universidad de Buenos Aires, Argentina - New York University, USA) [Spanish]

The aim of this paper is to describe a brief overview of the status of the Spanish language in the United States from a sociolinguistic approach, with special emphasis on institutions promoting and disseminating the Spanish language and culture: in particular, the American Academy of the Spanish Language (ANLE). We will assess some actions carried out by ANLE from an analytical perspective, and we will propose new approaches in order that different projects called "Panhispanic" reflect a true pluralistic democracy in the management of the Spanish language taking into account some critical arguments proposed by Glottopolitics.

Regulating Spanish in digital contexts: the normative device of the Fundéu

María Florencia Rizzo (CONICET - Centro de Estudios del Lenguaje en Sociedad, Universidad Nacional de San Martín, Argentina) [Spanish]

The growth of new information and communication technologies has favored not only the emergence of innovative spaces for consultation and dissemination, but also for the construction and discussion of the linguistic norm. The purpose of this work is to analyze, from a glottopolitical approach, the role of a Spanish institution that has growing legitimacy as a normative authority in the field of communication media and on the Internet: the Fundación del Español Urgente (Fundéu). This entity has deployed a dynamic regulatory device in (and for) digital contexts that generates a distancing effect from the academic pattern. After examining the normative sections offered by the institution on its website and on social networks, mainly on Twitter, we will analyze the enunciative construction of the speaker and recipients to whom it is addressed, features of normative discourse that the institution produces, and the inclusion of bibliographic sources and multimodal resources.

Between the use and the academic standard norm: The correction criteria and the social representation of the standard

Nuria Gómez Belart (Fundación Litterae, Universidad del Salvador, Argentina) [Spanish]

Since the early twentieth century, there was a tension between the RAE's prescriptions and the varieties of Spanish in Latin America. If the correct writing was what was established in the dictionary, the copyeditors found themselves in a linguistic reality impossible to sustain, because the writings were transformed according to the expressions of Peninsular Spanish –the one recommended in the dictionaries—. Most of the copyeditors tried to find the way in which the criterion of authority was not an obstacle while they were seeking to preserve the linguistic identity of each region. The objective of this presentation is to present, from a diachronic perspective, the perception of the regulations prescribed by the RAE and, later, by the ASALE, in order to analyze the assumptions about the use, norm and sociolinguistic representation of correction.

A standardized language for science in Spanish (1910-1920)

Pablo Von Stecher (CONICET - Instituto de Lingüística, Universidad de Buenos Aires, Argentina) [Spanish] On the occasion of the Buenos Aires International Scientific Congress (1910), the Spanish inventor Leonardo Torres Quevedo and the Argentine engineer Santiago Barabino began the projects of the Unión Internacional de Bibliografía y Tecnología Científicas and of the *Diccionario Tecnológico de la Lengua Castellana*, with the purpose of fostering the use of this language in international congresses, of cataloguing the works formulated in Spain and Hispanoamerica and of unifying the criteria on technical and scientific terminology. This paper addresses the discourses around both projects and looks into the arguments that propose the strengthening of the use of Spanish in the scientific field and the recording of the causes that could have contributed to its linguistic minoritization (Arnoux, 2015). Representations and linguistic ideologies are explored in these discourses, that is to say, those representations that refer to linguistic objects (languages, varieties, registers) and are articulated with specific cultural, political or social formations (Arnoux y del Valle, 2010).

17. Studying languages across time | Room 24, 6ta. Etapa Session Chair/s: Lucía Romero Massobrio (CONICET-CELES, UNSAM)

Old English middangeard and woruld

Javier Martín Arista (Universidad de La Rioja, Spain) [English]

The aim of this paper is to gather and analyse the evidence for *middangeard* and *woruld* found in Old English texts, with a view to contributing to the dictionary entries to these words. The textual occurrences have been retrieved from The Dictionary of Old English Corpus. The main methodological thrust is that lexicographical advances crucially depend on corpus analysis. More specifically, the method includes the description of orthographical variation, as well as the analysis of affixal derivatives and compounds, the main phrases, textual frequency, and the distribution by text and author. Conclusions are expected along the following lines. While *middangeard* specialises in cosmological contexts, *woruld* is more frequent in religious prose. Thus, *middangeard* is preferred in Orosius while *woruld* is favoured in the homilies and the lives of saints. With respect to the major authors, Ælfric opts for *woruld*, but Bede uses both *middangeard* and *woruld*.

Deponency in Koine Greek

Walter Petrovitz (St. John's University, USA) [English]

Deponency is the term used to refer to verbs that have exclusively or largely middle or passive forms but active meanings. It has recently come under attack as a designation for verbs in Koine Greek. The criticism points out that the term itself (from Latin *deponere* 'put aside') suggests that the verbs originally had active forms and somehow lost them, although there is no evidence of this. Alternative analyses claim that these verbs share the semantic property of emphasizing the involvement of the subject in the action or state described by the verb. While many such verbs clearly have this property, the distinction between the entire class and active verbs remains fuzzy. The present analysis, while not wholly abandoning these approaches, seeks to complement them by investigating those semantic properties which so-called deponent verbs lack vis-à-vis active verbs, focusing on the feature of the "affectedness" of verb complements.

German philological instruments in the documentation and collation of linguistic data in Fuegian-Patagonia

Marisa Malvestitti (CONICET- Instituto de Investigaciones en Diversidad cultural y Procesos de Cambio, Universidad Nacional de Río Negro, Argentina) [Spanish]

In the processes of documentation and analysis of languages in the Fire-Patagonia area towards the end of the 19th century and the beginning of the 20th century, the use of instrumentalities developed by the German philological tradition was common. These include arranged schemes of lexical and functional classes, phrase lists and also instructions for colonial agents who intended to carry out linguistic registers. Given their enduring uses in the contrastive study of the languages of the region -especially those of the Chon family-, I propose in this paper to deepen the epistemological analysis of those instruments from the linguistic historiography frame. Thus, I shall take into account their character as technological and ideological artifacts, the scientific contexts in which they were designed and used, and the potential and restrictions they offered for field documentations and in-depth studies on these originary languages.

Ideologies about Quechua in the lettered city of the late nineteenth century

Diego Armando Marquez Arnao (Pontificia Universidad Católica del Perú) [Spanish]

In the period following the War of the Pacific, a sector of the educated class reflected on the conditions of the Peruvian nation's viability in the historical context of reconstruction. This work focuses on the recognition and description of the ideologies about Quechua based on discourses linked to the idea of the Peruvian nation developed by four intellectuals: Juan de Arona (1882-1884), Clorinda Matto de Turner (1887), Ricardo Palma (1892) and Manuel González Prada (1894). We review those texts in which ideas about Quechua are manifested through oppositional relationships with Spanish. Such relationships are projected in discursive representations of a spatial, racial and political order. We seek to explain the processes of reproduction of linguistic ideologies, as well as describe its different characteristics within the realm of the lettered city.

6 PM – 7 PM | Plenary | Auditorium Lectura Mundi

Normative dynamics and linguistic spaces: Contrasts and intersections in the construction of Spanish and

Portuguese [Spanish/Portuguese]

Xoán Lagares (Universidade Federal Fluminense, Brazil)

8 PM | Conference Dinner (Booking required) | Off campus



Saturday, June 1

8:30 AM – 9:30 PM | Registration

9:00 AM – 9:30 AM | Coffee/Tea, Breakfast

9:30 AM – 12:55 PM | **Workshop #4** | Tank Auditorium

Exploring new educational territories: The development of digital competencies in the teaching of languages [Spanish]

Coordinated by: Daiana Vazquez (Universidad Nacional de Mar del Plata, Argentina) & **María Laura Lovisa** (Instituto Superior de Formación Docente N°100, Argentina)

Formal education is undergoing countless transformations due to what is called Digital Revolution. Nowadays, we are facing a new challenge: motivating and educating digital natives within new educational territories. As a result, we need to rethink our daily practice considering new teaching- learning spaces which are framed within virtuality and cyberspaces. It is a reality: our students know digital tools better than we do. Nevertheless, some questions arise: Do our students know how to use digital tools safely and as a trustworthy source of information? Are they able to interact critically and responsibly with technology? On those terms, school plays a central role, assuming a new responsibility: developing digital competencies in our students. This workshop is aimed at analyzing the best ways to work with ICT and encourage digital literacy as a whole approach -not in isolation-, so that we and our students use technology and digital competencies meaningfully.

9:30 AM – 11:10 PM | Concurrent Sessions

18. Language, power, and ideology: Teaching English as a foreign language | Room 20, 6ta. Etapa

Session Chair/s: Cecilia Tallatta (CONICET-CELES, Universidad Nacional de San Martín) and Walter G. Petrovitz (St. John's University, USA)

Error as cultural category in teaching English as foreign language in Chile
Walesca Contreras (Universidad de Chile) & **Cristián Lagos** (Universidad de Chile) [Spanish]

From a Linguistic Anthropology and Critical Linguistics perspective, this study analyses the notion of error as a primary cultural model on Chilean English professors' and students' language ideologies, discussing how this allows to critically evaluate English teaching as a foreign language in Chile. The results were obtained through focus groups and semi-structured personal interviews to university professors and students of English, and university students who learn English as an instrumental language. These results show the historical and political nature of the notion of error, where any difference from the Standard variety is seen as a deviation. These findings suggest that the social actors evaluate English learners' performance based on an ideal of communication and on standard language ideology, cultural models that correspond to cultural and political constructions, showing a class, ethnic and gender perspective that usually remain hidden.

Legitimizing local perspectives and practices: The production of personal pedagogical knowledge in the Teacher Education College at Universidad Nacional de Mar del Plata

Jenifer Williams (Universidad Nacional de Mar del Plata, Argentina), **Elisabet Caielli** (Universidad Nacional de Mar del Plata, Argentina) & **Ana Regueira** (Universidad Nacional de Mar del Plata, Argentina) [Spanish]

This paper presents a proposal for a research study that aims at understanding the impact that hegemonic models of language teaching have had in the Profesorado de Inglés de la Universidad Nacional de Mar del Plata. The objective is to gain information to reorient the teaching education program towards the development of a sense of agency in the students that allows them to legitimize the production of local

knowledge. The courses involved in supervised teaching practice will be evaluated in order to study the extent to which abilities of observation, pedagogic exploration and reflection, essential for the production of knowledge appropriate to the local contexts, are fostered. Also, data from student teachers will allow researchers to explore whether approaches promoted by native speakers of English are imposed, or if the student teachers manage to develop a personal teaching style, conscious of the particular contexts of practice.

***The status of English in Chilean linguistic policies:
from a foreign to an international language***

Andrea Lizasoain (Universidad Austral de Chile) [Spanish]

Linguistic policies ascribe a status to languages. In Latin America, Chile included, these policies are hidden in the school curriculum. This proposal presents a content analysis approach to the Chilean curriculum to uncover the status of English and, in consequence, its social role. This analysis is contrasted with more than 300 definitions of the concept of English as a Foreign Language offered by Chilean teachers of English. It is observed that the State and the teachers ascribe different statuses to the language (foreign vs. international), which could be the reason why English has been so difficult to learn in the country.

***An approach to the field of foreign language professionals
in the City of Buenos Aires***

Mariano Montserrat (Universidad Nacional Arturo Jauretche, Argentina)
& **Gustavo Adolfo Mórtola** (Universidad Nacional Arturo Jauretche, Argentina) [Spanish]

This paper analyses the configuration of the field of professional training of foreign languages in the City of Buenos Aires (CABA) through three degrees: teaching, translation, and “licenciatura” coursework. It addresses them through their enrolment, number of admitted students and graduates. It also presents a historical overview that explores the complexity of the framework that has been built in the field. In it, a clear and unavoidable hegemony of English is verified. We hypothesize then that this has been historically driven by social demands around English as an international language, its rise as an instrumental professional / labour language and the ideologies of language built around it. The training system behaves as a quasi-market given that institutions compete for enrolment, particularly through a process of differentiation of degrees. The paper then offers interpretative variables to reflect on policies in the

field.

19. Indigenous languages and language revitalization

| Room 21, 6ta. Etapa

Session Chair/s: Virginia Unamuno (CONICET-CELES, UNSAM)

The role of rap in the visibility and use of indigenous languages: the case of toba / qom in Greater Buenos Aires

Victoria Beiras del Carril (CONICET - Universidad de Buenos Aires, Argentina) & **María Cristina Messineo** (CONICET - Universidad de Buenos Aires, Argentina) [Spanish]

In one of the most important Toba/Qom urban neighborhoods of Buenos Aires, there is a group of "rap originario" formed by young qom who, through their bilingual rhythms and lyrics, vindicate, build and (re)define a particular youth and ethnic identity. In this paper we examine the potential of revitalization / diffusion / visibility "from the bottom up" (Cru 2015) of the indigenous language through this communicative practice, since an explicit intention on the part of its authors that this happens is observed, and young people from other families are approaching them to learn from these strategies. They generate new uses of the language that are not only not driven by current language policies but are ignored and underrated. Also, from these reflections, we problematize the concept of "linguistic revitalization", and the role that researchers occupy in this process.

Writings in Wichi

Lara Messina (Centro de Estudios del Lenguaje en Sociedad, Universidad Nacional de San Martín, Argentina) [Spanish]

Writing in the Wichi language was closely linked to religious practices until a few years ago. Recently, sociolinguistic and political changes made possible its use in other situations like schooling and instant messaging. In this work, we bring together some metalinguistic observations about Wichi writing offered by students and professors of the Centro de Investigación y Formación para la Modalidad Aborigen (CIFMA) in Sauzalito, Chaco. The main objective will be to review a series of questionnaires from an ethnographic (Hymes, 1974) and sociolinguistic perspective (Duranti, 2000; Gumperz, 2001; Zavala, 2004), and following contributions from discourse analysis (Calsamiglia y Tusón, 2001).

According to the Wichi participants, learning this practice constitutes a positive step toward identity valuation, social recognition and, cultural and linguistic revitalization.

Mother tongue: The illegal appropriation of one's home territory

Lelia Inés Albarracín (Universidad Nacional de Santiago del Estero, Argentina) [Spanish]

This paper addresses the relationship between language and territory as part of a line of research on the construction of territorialities in rural areas of the province of Santiago del Estero, Argentina. Metaphorically, I establish a parallel between the illegal appropriation - by landowners - of the lands occupied by indigenous and subalternized peasant populations and the linguistic displacement conducted in these bilingual communities as a consequence of the implementation of a single model of literacy in Spanish, which privileges the hegemonic language. In this present work I lay out an initial approach to the problem, which I am using as the guiding thread of the research line; I highlight some aspects of the current teaching practices and I formulate considerations about how to address issues such as language loyalty and critical analysis of racist language policies in the training of teachers for bilingual, intercultural education.

The geographic and social causes of the linguistic patterns in the Zeeje manuscript

Chris Rogers (Brigham Young University, USA) [English]

The purpose of this paper is to present an analysis of the geographic and sociolinguistic causes for the linguistic patterns in the Zeeje manuscript, a handwritten document in Xinkan, an indigenous language family of Guatemala. This manuscript is a translation of an 1812 Spanish proclamation designed to bolster support for the Spanish Empire during the Napoleonic conflict and is one of five translations into indigenous languages of the Americas. However, among these known translations, the Xinkan document remains unanalyzed and poorly understood. This paper provides a description of the linguistic structures and word choices present in this manuscript through an interlinear linguistic analysis in comparison with known Xinkan grammar. This analysis suggests that the Zeeje manuscript is a reflection of the complex geographic and social landscape of the Xinkan territory resulting in a highly mixed Spanish-Xinkan language, unrelated to any of the known varieties of Xinkan (e.g., a

creolized Xinkan variety).

20. Language varieties and diversity: Grammar topics

| Room 22, 6ta. Etapa

Session Chair/s: Cecilia Magadán (CELES, UNSAM)

***“Opposites attract”*: Más poco es mucho**

Gabriela Molina (Facultad de Humanidades y Ciencias, Universidad Nacional del Litoral, Argentina) [Spanish]

The theoretical framework for this work is based on two assumptions defined by Chomsky's Minimalist Program. The first states that the conceptual/intentional interface (C-I) involves the duality of semantics (Chomsky, 2005: 8); the second is the constructivist approach with respect to how meaning is created in human languages. The aim of this investigation is to study the linguistic processes derived from the syntactic structures of statements such as “Más poco frío hace”, “Más muchas ganas de estudiar tengo”, and “Más chica tormenta se viene”. The distinctive feature of the operator “más” will be considered, as well as its relations and differences with its Italian counterpart: the adverb “più”. I examine the syntactic position of these quantifying phrases and the relations between these structures and modality and negation. The methodology used conforms to two different types of procedures that, nevertheless, are complementary and necessary for this work: sociolinguistics and formal linguistics.

The verb CLAVAR and the linguistic creativity in the youth speech of Santa Fe

Cecilia Bonet (Facultad de Humanidades y Ciencias, Universidad Nacional del Litoral, Argentina) [Spanish]

Within the framework of the numerous investigations that are currently carried out on the linguistic variation of Spanish in the city of Santa Fe, this paper will collaborate with an introduction to the study of the verb CLAVAR, considering its different uses –based on data collection- and trying to explain some syntactic processes involved in the variation. For the realization of such study, generative linguistics is considered as a theoretical framework from a minimalist perspective. Finally, some problems of a dual nature will be considered: first, we will consider those that have to do with grammar, taking into account the difficulties

encountered in the variation processes and second, and in conclusion, we will consider some questions that made linguistic policies emerge during the collection of data and which we try to answer in parallel with grammatical solutions.

Evidential and modal verb constructions in two Argentinian Spanish varieties

Lidia Chang (Instituto Nacional de Antropología y Pensamiento Latinoamericano - Universidad de Buenos Aires, Argentina) & **Florencia Vecchione** (Instituto de Lingüística, Universidad de Buenos Aires, Argentina) [Spanish]

All languages have the ability to express how speakers have obtained the information contained in their utterances. From a cognitive perspective, Bermúdez (2005) suggests that evidentiality is interwoven in the configuration of linguistic expressions at all levels (lexical, morphological, syntactic and, mostly, grammatical). From this perspective, in previous works (Chang 2018) we have been able to account for how evidential uses in Andean Spanish from the Argentine Northwest region are part of the standard Spanish grammatical system and that, with a Quechua influence, they become unmarked uses in the Andean dialect. Basing our analysis on oral narratives told by speakers from the Argentine Northwest and Chaco regions, we set out to compare the uses of certain linguistic constructions with seemingly evidential and/or modal functions. The possible findings of correspondence between these varieties may account for evidential characteristics in Spanish and language contact phenomena.

Structural convergence in Chamic languages: a case study of NP-internal syntax

Jaeshil Kim (Liberty University, USA) [English]

Chamic languages constitute one of the two sub-branches of the Austronesian language family spoken in Southeast Asia. Over two millennia, Chamic languages have undergone intense and continued language contact with surrounding languages. The present study examines contact-induced structural convergence in three different Chamic languages: Eastern Cham in Vietnam, Western Cham in Cambodia, and Hainan Cham in China, focusing on their NP-internal syntax. All of these Chamic languages as well as their corresponding source languages are classifier languages. Unlike the consensus view that

lexical borrowing must precede grammatical borrowing, almost all numeral classifiers of these Chamic languages retain Proto-Chamic origin, while their NP-internal syntactic structures share common features including word order and the uses of classifiers. The exclusive pattern borrowing without matter borrowing in Chamic languages suggests the sociolinguistic status of Chamic languages such as the speakers' bilingual proficiency and their loyalty to their native languages.

21. Language, territory and identity III | Room 23, 6ta. Etapa
Session Chair/s: Jo Anne Kleifgen (Teachers College, Columbia University)

Review of the concept of language community

Roberto Bein (Universidad de Buenos Aires, Argentina) [Spanish]

The language community is often taken as the central object of study of sociolinguistics, while language would be that of linguistics. A series of classic definitions of the concept of language community prioritized the common language; other considered it as a social, rather than a linguistic, entity. Yet, with the increased visibility of autochthonous and allochthonous minorities, the concept has become too vague and questions about the limits of the community have arisen: is community determined by the country borders? by ethnicity?, by language? The concept has also been criticised for its alleged ideological asepsis. Today new aspects are included in the relationship between community and identity, such as the existence of bi- or plurilingual identities, and the term is criticized because it hides the differences in social power on the language. Thus, a number of scientists prefer to speak of communication community.

Translanguaging and its discontents

Kanavillil Rajagopalan (Universidade Estadual de Campinas, Brazil) [English]

After briefly examining the history of the term 'translanguaging' (as opposed to the phenomenon itself that the term refers to), I shall turn my attention to why it is that there is still some palpable unease among language policy makers and those implementing policy to face up to it, let alone take concrete actions to adjust existing policies so as to make them more amenable to its growing presence. In attempting to answer that

question, I shall focus on forces of built-in inertia among policy makers and their fear of going against the grain of public opinion. Yet another factor contributing to their reluctance may well have to do with the policy-makers' tendency to prefer fixity to flux in the phenomena their policies are directed at.

Translanguaging moments: The case of Ukrainian as a migrant/ minority language in Poland

Piotr Romanowski (University of Warsaw, Poland) & **Robert de Louw** (Adam Mickiewicz University, Poland) [English]

Across European schools, the number of multilingual students is currently increasing. This also happens in Poland where a large influx of Ukrainian economic migrants has continued since 2013. One common feature in educational programmes is the active inclusion of pupils' family languages as a resource in instruction. In Poland there is only one school where Ukrainian is used as the medium of instruction. In this community translanguaging is frequently employed in public, family and educational contexts. This study reveals data from a minority school in which teachers working in Geography projects operationalised the concept of translanguaging in order to include both migrant/minority and majority languages in mainstream education. The discussed examples showed how official translanguaging can acknowledge different languages and incorporate them into classroom routines. The translanguaging spaces displayed here enabled students to actively use their dynamic plurilingual practices for learning.

The de-territorialized survival of Ladino in the XXIst Century

Carlos Yebra López (New York University, USA) [English]

Devoid of a specific geographical home in the midst of the XXIst century, the Sephardic community has resorted to the creation of cyberspaces or virtual lands where language functions as the only means of communication, thus re-creating Ladino as a cyber(post) vernacular (Rey Romero, 2017). In my presentation, I will show how this form of digital discourse and online land constitutes a privileged niche of linguistic revitalization that defies linguistic boundaries across time and space, thus fighting linguistic attrition while promoting the inter-generational transmission of Ladino. To that effect, I will focus on the case studies of two virtual communities, Ladinokomunita (1999) and Ladino 21 (2017), in

contrast to which I will comment on the recent foundation of the Judeo-Spanish Royal Academy (Tel Aviv, 2018), where the latter is understood as a practice of linguistic (neo)colonialism that is predicated on the possibility of (physically) re-territorializing Ladino as a diasporic language.

Panel | Room 24, 6ta. Etapa

Applied Linguistics: Contributions to clinical and educational areas in Latin America [Spanish]

Coordinated by: María Luisa Silva (CIIPME – CONICET, Argentina), Nina Crespo Allende (Pontificia Universidad Católica de Valparaíso, Chile) y Guillermo Soto Vergara (Universidad de Chile)

Applied Linguistics has been mainly considered as a workable area in which linguists might design solutions for social demands such as education and/or clinic. This area is characterized by the particular dynamics of the social practices involved in it, and by this its development can be metaphorized in spatial terms. As occurred with geo-political processes, Applied Linguistics has been built by socio-historical processes and by the professional work and the participation of the subjects who take part in these practices, determining different scopes, borders and relationships. In fact, interdisciplinarity is by definition a border area in which different disciplinary perspectives resizing problems, taking into account the social environments in which they are encompassed. In the clinical and educational setting, linguistic analysis permits not only the refining of diagnoses, but also the design of new and more comprehensive tools, seeking for more subtle and adequate views that capture the behavioral phenomenon in its cognitive and social aspects. The aim of this research panel is to bring together papers that report on research in Applied Linguistics, taking into account the social agenda of Latin America, regarding phenomena linking language and cognition. It is expected that the contributions present innovative and valuable methodological proposals, preliminary results or empirical contributions that permit reflection and discussion.

Emerging literacy and inclusion: analysis of the School Integration Program (PIE) intervention in a context of social vulnerability

Pedro Alfaro-Faccio (Pontificia Universidad Católica de Valparaíso, Chile) & **Nicole Frez-Arostica** (Pontificia Universidad Católica de Valparaíso, Chile) [Spanish]

The impact of two Chilean emerging literacy programs - AILEM-UC and d'ECOUEN - on children of Second Transition Level (NT2) who attend a School Integration Program (PIE) in a context of social vulnerability was evaluated. The sample included two classes of 31 and 30 children respectively, of which 5, in each group, were diagnosed with Specific Language Impairment (SLI). Emergent literacy and oral comprehension skills were assessed before and after the intervention. The results indicate that the AILEM-UC program does not achieve significant differences in all the skills while the d'ECOUEN program does achieve them with a large effect size. It is concluded that programs based on communicative and real activities would have a greater impact on the emergent literacy of groups at risk of learning to read and write: children in contexts of vulnerability and children with linguistic difficulties.

***Social cognition and pragmatics: indirect speech acts
in first episode of schizophrenia***

Guillermo Soto Vergara (Universidad de Chile), **Ricardo García Verdugo** (Universidad de Chile) & **Francisco Javier Aliste Calderón** (Hospital Padre Hurtado, Chile) [Spanish]

Chronic schizophrenics present difficulties in social cognition and language processing in context. Until recently, however, there was not much information about the behavior, in tasks of this type, of schizophrenics in the first stage of the disease. This paper (projects Fondecyt 1181240 and 1140733) shows the results of a study on the understanding of indirect speech acts by patients with a first episode of schizophrenia, proposing that performance in this task is related to social cognition rather than general neurocognition. We compared 10 patients with 10 normal males. The study group performed worse in the task of interpreting indirect speech acts (Mann-Whitney, $p = 0.0069$). They also showed a worse performance in tasks of social cognition; in contrast, no differences were observed in general neurocognition between both groups. This suggests that social cognition and pragmatic skills are altered early in schizophrenia.

Writing assessment and language disorders.

Textual methods and experimental methods

Pedro Alfaro-Faccio (Pontificia Universidad Católica de Valparaíso, Chile)
& **Alejandra Figueroa-Leighton** (Universidad de Valparaíso, Chile)
[Spanish]

This presentation studies the acquisition of writing in Chilean primary and secondary school students with special educational needs, in order to distinguish between deviations that are part of the typical development of those that are pathological, in terms of the product and the writing process, and thus establish profiles of scriptural performance for each student. Particularly, from a (neuro) psycholinguistic perspective we seek to analyze the subprocesses of 'handwriting' and 'orthographic knowledge' -ie. transcription-, whose automation allows the flexible unfolding of the subprocesses of 'text generation' and 'composition' -ie. translation- (Berninger & Winn, 2006). Thus, to observe the development of this ability in schoolchildren, research has been carried out that combines deferred and online methods. In this work the PCO instrument is presented, which enables the assessment of lexical and prosodic spelling errors, and experimental tasks through the eye and pen technique.

Language and development in Argentinian children with Asperger syndrome: first contributions

María Luisa Silva (CIIPME - CONICET, Argentina), **María Florencia Tenaglia** (Facultad de Filosofía y Letras, Universidad de Buenos Aires, Argentina), **Yamila Rubbo** (Facultad de Filosofía y Letras, Universidad de Buenos Aires, Argentina), **Melisa Garay-Frontini**, **Camila Illicic**, **Sofia Iacobuzio** and **María Victoria Gasparini** [Spanish]

Asperger's Syndrome (AS) (ICD-10) or Asperger's Disorder (DSM-IV) is a developmental disorder included in the so-called Autism Spectrum Disorders (ASD). Although the exact cause of this condition it is unknown yet, there is evidence that it has a genetic origin, although other non-genetic factors regulate its phenotypic expression (Howlin, 2003). AS individuals usually show an adequate development of their phonological and grammatical abilities, but they can exhibit frequent prosodic alterations, stereotyped linguistic uses and a very low flexibility in adjusting expressions to their contextual demands. Considering the

semantic aspects of language, AS individuals manifest difficulties in understanding figurative language. They tend to have a literal interpretation and some difficulties in relating language to its relevant context. These uses lead to describing AS subjects as speakers with deficits to combine social, emotional, cognitive and linguistic factors in communicative and real contexts (Martín-Borreguero, 2006). In spite of the apparent comprehensive character of these descriptions, we have noted that they take into account only some specific phenomena without attending to the whole landscape, i.e. the social (gender, social class or age differences), linguistic or contextual (e.g., the tasks demands) factors that determine linguistic behavior. This paper presents the initial results of a comparative study on referential expressions used by 6 (six) children diagnosed with AS and 6 (six) neurotypic children, matched by age, sex and social level. All were Spanish rioplatense speakers. The preliminary analysis shows differences in syntactic complexity of referential constructions as well as in the flexibility of use, although these differences can be reduced according to the communicative demands of the situation and sociocultural differences among groups. These observations lead us to suppose that this kind of description might help us to situate better the real communicative possibilities of AS children.

Order of syntactic constituents in oral narratives of children with and without developmental language disorder

Nina Crespo Allende (Pontificia Universidad Católica de Valparaíso, Chile), **Eva Sotelo Trujillo** (Universidad de Valparaíso, Chile) & **Jeannette Sepúlveda Toro** (Pontificia Universidad Católica de Valparaíso, Chile) [Spanish]

The syntactic disorder of sentence or hyperbaton in English-speaking children with Language Development Disorders (DDL) is an ungrammatical feature. Given that in Spanish there is greater flexibility in the order of the sentence, this phenomenon is considered grammatical and, therefore, how it occurs in the speech of Spanish-speaking children with not been studied. Considering the above, the objective of this study was to compare the use of hyperbaton in oral narratives of Chilean children, with DDL and DT. The telling of three stories produced by 25 children with DDL and 25 with DT at 5, 6 and 7 years was analyzed. Although both populations showed hyperbaton in their texts, DT maintained a more stable quantitative use of hyperbaton over the years, DDL showed many variations establishing a statistically significant

difference in the trajectory of the two groups.

11:10 AM – 11:20 AM | Break

11:20 AM – 12:55 PM | Concurrent Sessions

22. Computer-based linguistic analysis | Room 20, 6ta. Etapa
Session Chair/s: Jo Anne Kleifgen (Teachers College, Columbia University)

Design and precompilation of EspaDA-UNCuyo

Adriana Zani (Facultad de Filosofía y Letras, Facultad de Ciencias Políticas y Sociales, Universidad Nacional de Cuyo, Argentina) & **Luis Alejandro Aguirre** (Instituto de Lingüística, Facultad de Filosofía y Letras, Universidad Nacional de Cuyo, Argentina) [Spanish]

In this communication we will present, succinctly, a research project that continues the initial phases of design and precompilation of the EspaDA-UNCuyo Corpus (Corpus of Spanish in National University of Cuyo Academic Discourse). We will focus on the following aims: to evaluate the functionality of the external criteria system defined in the first design stage of the EspaDA-UNCuyo Corpus (2016-2018); to systematize the current pilot sample of academic genres; to define protocols of document collection, storage and transcription; to explore, to test and to evaluate computational tools and methods of document registration, annotation and labeling. The expected results relate to advances in pilot sample representativeness, equilibrium and homogeneity; orthographic transcription of oral discourse; document annotation and labeling; and a proposal for classifying the oral and written academic genres at UNCuyo.

Electronic lexicography of Old English with a knowledge base

Ana Elvira Ojanguren López (Universidad de La Rioja, Spain) & **Javier Martín Arista** (Universidad de La Rioja, Spain) [Spanish]

The aim of this presentation is to show the practice of the electronic lexicography of Old English with a knowledge base. This term is defined as a set of relational lexical databases, which are multifunctional and reusable and combine type - token analysis. In the methodological part of this presentation, we focus on the functions that knowledge bases perform for electronic lexicography and on the compatibility of electronic lexicography and a corpus. In the demonstration, we present the aims and

the design of the relational databases. To sum up, reference is made to the main steps of dictionary making (compilation, processing and the assessment of data in lexicographical practice), with an emphasis on the automation and interoperability of the knowledge base and the corpus.

Studying language contact within a computer-assisted framework

Johann-Mattis List (Max Planck Institute for the Science of Human History, Germany) [English]

Studying language contact automatically is one of the open problems in computational historical linguistics for which no convincing solutions exist so far. Given that purely computational approaches cannot handle the complexity of different types of evidence traditionally used to infer borrowings in qualitative approaches, I propose a computer-assisted – as opposed to a purely computer-based – approach to study language contact, in which both quantitative and qualitative approaches are combined as part of a unifying framework. In the talk, I will present the framework in due detail and illustrate how it can be applied to newly compiled lexical datasets covering contact areas in South-East Asia and South America.

Truth versus Truth: chronicling an information war on Wikipedia

Aleksander Dietrichson (X-Ray Research) [Spanish]

Wikipedia is often seen as an unbiased source of information; however, bias is frequently present in articles on controversial topics. Articles in Wikipedia typically contain several revisions, until a consensus is reached. When more contentious issues are featured, a consensus may never be reached, and the competing factions continue their battle for their truth. This study analyzes Wikipedia articles related to the Catalan Independence Process. We see that this topic has resulted in hundreds of competing edits. Using multidimensional sentiment analysis, we see how sentiments have changed over time and are affected by historical events. Analyses of the contributions show that the competing factions have deployed AI in their quest for an upper hand. A comparison of articles across languages –Spanish, Catalan, Portuguese, Basque, Galician and Esperanto– show that users of minority languages are the ones who tend to be more sympathetic to the independence movement. We also see that while the positions may converge/diverge over time, the truth is most often divergent, *La Verdad* is not *La Veritat*.

23. Acquisition of languages | Room 21, 6ta. Etapa

Session Chair/s: Lucía Godoy (CONICET-CELES, Universidad Nacional de San Martín) and Walter G. Petrovitz (St. John's University, USA)

Transference effects in event construction: Depictive Construction (DC) and Resultative Construction in English (RC) in the acquisition of English as a Foreign Language (EFL)

María Alejandra Celi (INCIHUSA, CONICET- Mendoza, Argentina), **Ángel Tabullo** (INCIHUSA, CONICET- Mendoza, Argentina) & **Luis París** (INCIHUSA, CONICET - Facultad de Filosofía y Letras, Universidad Nacional de Cuyo, Argentina) [Spanish]

The typological differences between Spanish and English have a significant impact on the acquisition of English as a foreign language (EFL) on Spanish native speakers. Particularly, English Resultative Construction (RC) – a double predicate construction similar to Depictive Constructions (DC) which is present in both languages – seems to present some difficulties in the acquisition of EFL as Spanish lacks an equivalent construction. Our aim is to study (i) the comprehension of the different types of RC; (ii) the comprehension of DC in English; (iii) the correlation between the comprehension of RC and proficiency and exposition to EFL; and (iv) the contrast between the acquisition of RC and DC. Using a comprehension task to attain these goals, results show that transference plays a significant role in allowing the acquisition of DC. At the same time, we attribute the difficulty in the acquisition of RC to the absence of transference.

Acquisition of noun phrases in English as an L2 by Spanish speakers: the role of cognates and crosslinguistic influence

Sandra Lauría (Facultad de Ciencias Sociales, Universidad de Buenos Aires, Argentina) & **Soledad Pampillo** (Facultad de Ciencias Sociales, Universidad de Buenos Aires, Argentina) [Spanish]

The chair of English at the School of Social Sciences (UBA) aims to develop students' skills in reading comprehension of Social Science texts in English as a foreign language (L2) throughout its three levels. Although our academic goals cover both text macrostructure and microstructure, for this study we have focused on text microstructure, specifically, noun phrases with multiple premodification. These structures tend to have

densely packed information, which is challenging to decode and understand. Even if it is claimed that cognates facilitate comprehension, we have found divergent interpretations of premodified noun phrases containing cognates in a study we conducted in 2017 on the acquisition of noun phrases in this reading context. Decoding may be hindered or facilitated depending on the length of these units. This presentation will focus on the results pertaining to the role that cognates play in the comprehension of these noun phrases in reading at university level in English as an L2.

Rapid access to scalar implicatures in adjacency pair contexts: an experimental study

Rodrigo Loredo (CONICET - Instituto de Lingüística, Universidad de Buenos Aires, Argentina) [Spanish]

Scalar implicatures (SI) are a subtype of pragmatic inference that arises when a member of a scale is asserted to imply the negation of the higher members of that scale. There are two processing models for SI that differs in two aspects: the time course of the integration of contextual information (early vs. late), and the derivation effort of the implicated meaning. Although previous research has tested the hypotheses of both models, the studies have reached contrasting conclusions. In this presentation, we report the results of a self-paced reading task with the SI derived from the trigger 'algunos'. We compared the reading times of dialogs with facilitating and neutral contexts to explore the aspects presented above. Our results suggest that the derivation of implicatures is fast and that the contextual information is integrated at a later stage of the process.

From “I believe you Anita Hill” to “#MeToo”

Elizabeth Meddeb (City University of New York, USA) & **Fabiola Salek** (City University of New York, USA) [English]

For this study, we sampled #MeToo postings in three different languages –English, Spanish, and French– culled from the Internet, predominantly from Facebook and Twitter. We adopted the conceptual framework of Critical Discourse Analysis to look at the form and function of these messages –in particular the language used to describe the misconduct, the accompanying images of the messages, the responses, as well as the gender of the “#MeTooers.” Our tentative conclusions indicate that

narratives of abuse that would be verbally communicated in a private setting have been transferred to a public forum in written form, thus contributing to the public shaming of the perpetrators and wider support of the victims. The momentum created by the digital #MeToo movement has led more women to come forward with their harassment narratives. The availability of varied social media and their multimodal capabilities have facilitated these revelations, and empowered a hitherto more vulnerable group.

24. Language, territory and identity:

socio-educational spaces | Room 22, 6ta. Etapa

Session Chair/s: Virginia Unamuno (CONICET-CELES, UNSAM)

Voice, identity and membership in school participation: from the silence of the language(s) to the silence of the students

Cecilia Natalia Tallatta (CONICET - Centro de Estudios del Lenguaje en Sociedad, Universidad Nacional de San Martín, Argentina) [Spanish]

I propose to address the linguistic inequality that occurs from the hierarchy of linguistic uses in the school environment. For this, I revisit the proposals that have been developed from ethnographic sociolinguistics (Duranti 2000 and Gumperz 1986) and from critical sociolinguistic ethnography (Heller 1999 and Martín Rojo 2003). In particular, in this study I focus on the analysis of the uses of silence in a primary school in the Buenos Aires suburbs attended by students with multilingual trajectories. Through the tools of interaction analysis, I analyze the participation of students in the classes. The hypothesis that guides the research consists in maintaining that in the school two opposing conceptions coexist about the uses of silence: a "positive silence" that is interpreted as index of schooling and a "negative silence" that is understood as an index of the linguistic trajectories of the students.

Symbolic boundaries and identity production: management of sociolinguistic registers in teacher-student interactions in adult secondary education

Laura Eisner (Centro de Estudios del Lenguaje, la Literatura, su Aprendizaje y su Enseñanza, Universidad Nacional de Río Negro, Argentina) [Spanish]

This paper examines the production, reproduction and challenging of symbolic boundaries (Lamont y Molnár, 2002) within student-teacher interactions in a secondary school for working-class adults. We focus on the way in which participants draw on and negotiate linguistic forms associated with a prestige register (Agha, 2005), conventionally identified with school contexts and written materials, also drawing upon the concept of language regime (Kroskrity, 2000) to describe the social stratification of language varieties and registers, where the use of certain forms can index either prestigious or devalued social identities. This work is part of a larger longitudinal research project including three-year fieldwork in Bariloche (Argentine Patagonia) with a sociolinguistic ethnography approach. Results showed that in classroom interactions adult participants responded to stratification by drawing on their sociolinguistic repertoires (Blommaert and Backus, 2013) in three different ways: either by complying with it (that is, by trying to conform with the conventions of hegemonic register use while shutting off divergent uses); by rejecting those enregistered forms as alien to their perceived social identities; or by -temporarily- challenging and retracing existing symbolic boundaries through the use of parody, stylization and other (meta)pragmatic resources.

Linguistic repertoires and network formation in the context of transnational student migration in Brazil

Ana Luiza Krüger Dias (Universidade Federal de Goiás, Brazil) [English]

This work reflects upon possibilities of narrating complex experiences of contemporary globalization, discussing the relation between linguistic repertoires (the multiplicity of resources people use to communicate) and network formation (construction of social links) in migration contexts. The articulation of repertoires and networks shows how mobility impacts linguistic practices, pointing to the routes of speaking subjects throughout different communities along their life trajectories. The data,

drawn from an ethnographic study of female migrant students at a public university in Midwestern Brazil, indicated that local networks do not guarantee the expansion of a multilingual repertoire, and vice versa. The analysis, focused on interactional group dynamics, evidenced how processes of standardization inform a national monolingual ideology as a factor of integration for migrants in Brazil. At the same time, creative linguistic uses, mixing different semiotic codes and borrowing multilingual experiences while doing collaborative work, produce new communicative strategies and forms of socialization.

Childhood and refuge: an analysis of the question of child multilingualism

Larissa Insabralde (Universidade Federal Fluminense, Brazil) & **Zoia Prestes** (Universidade Federal Fluminense, Brazil) [Portuguese]

Language plays an important role in the task of refugee resettlement, so in this work we seek to problematize the issue of multilingualism of refugee children. In the text *The question of multilingual children*, the Belarusian researcher Lev Semenovitch Vygotsky highlights the relationship between multilingualism and the process of child development. The discussions presented by Vygotsky demonstrated the complexity of the question of multilingualism in childhood, because of its relation to speech activity and the psychic development of the child. As he concluded, the issue of multilingualism is not simply the analysis of the influence of the second language on the mother tongue. Therefore, from bibliographic research based on the dialogue between linguistics, psychology and education, we will discuss the need for a broad and in-depth study of children's speech development and the phenomenon of multilingualism.

25. Linguistic landscape | Room 23, 6ta. Etapa

Session Chair/s: Cecilia Magadán (CELES, Universidad Nacional de San Martín) and Hermann Haller (Queens College & Graduate Center, CUNY, USA)

Linguistic landscape in Mendoza schools

Carmen del Rosario Castro (Facultad de Filosofía y Letras, Universidad Nacional de Cuyo, Argentina) & **Claudia María Ferro** (Facultad de Filosofía y Letras, Universidad Nacional de Cuyo, Argentina) [Spanish]

The linguistic landscape of five secondary schools in Mendoza was

studied. In this line of inquiry we documented signs, posters, graffiti. These writings are attached to the exterior walls of schools, nearby buildings, advertising signs, among other supports. The hypothesis is that the external landscape of the schools shows students' own exchanges, in addition to giving an account of the institutional and social culture in which they are immersed. The analytical procedures consisted in classifying the messages in relation to possible authors, recipients, manifest intentionality, generated dialogues, among other criteria. One area of focus was the presence of metaphors and the origin of the lexicon. The preliminary results of the investigation show features of regional Spanish: constant incorporation of the lexicon from English, construction of student identity in the discourse and influence of the school, as an institution, in the configuration of the urban linguistic landscape.

Space and territory in Linguistics and Geography

Gabriel Da Silva Lima (Universidade Estadual de Campinas, Brazil) & **Gabriel Leopoldino dos Santos** (Instituto Federal de Educação, Ciência e Tecnologia de São Paulo, Brazil) [Portuguese]

The present work aims to develop an interdisciplinary reflection from the point of view of Linguistics and Geography. Our objective will be to analyze the effects of the construction of the BRT system (Rapid Bus Transport), nicknamed "Rapidão de Campinas", in the urbanization of the city of Campinas, a municipality located in the State of São Paulo (Brazil). More specifically, we will analyze how the social, economic and political division is shown not only in the construction of the system itself, but also in the journalistic texts that deal with the construction of the BRT. In our analyses, concepts of Linguistics will be mobilized, specifically those of Semantics of Events, such as "space of enunciation" (GUIMARÃES, 2018), "semantic domain of determination" (GUIMARÃES, 2007), and concepts from Urban Geography, such as "global space" (SANTOS, 2008) and "consolidated periphery" (TELLES, 2010).

Go west! Ukrainian contribution to Poland's linguistic landscape

Robertus De Louw (Adam Mickiewicz University, Poznan, Poland) & **Piotr Romanowski** (University of Warsaw, Poland) [English]

Despite some animosities between Poland and the Ukraine, there are also some very close ties, which, among others, is reflected in there being more and more Ukrainian refugees in Poland. The questions that arise are: Is

this change reflected in the Polish linguistic landscape? To what extent are Poles aware of the presence of signs in Ukrainian in the public space? What are their attitudes towards such presence? To investigate these matters we adopted a mixed-method approach, which comprised collecting and interpreting photographs of both top-down and bottom-up signs in Ukrainian taken in different cities as well as interviewing inhabitants of urban areas. Most of the language signs were bilingual and bi-scriptal. During our talk we will present and interpret a variety of signs, both in terms of the message and the visual aspects, and by looking at all the results from a socio-political angle, we will offer different explanations.

Language use: how can sociolinguistic landscapes, community identity, and cultural contact impact one's evolution of language?

Rebecca Camargo-Diaz (Northeastern Illinois University, USA) [Spanish]

In this presentation, we look at the experiences of two informants with similar geographical backgrounds and how community and cultural contact impacted their identities and language use (English/ Spanish). We are searching for the factor that pushes similarities and differences in the evolution of language use within their L1 and L2. I hypothesize that this is due to their different sociolinguistic landscapes or rather their linguistic communities. The findings are presented through an analysis of short responses and storytelling via interview(s). These data are analyzed thematically for best understanding of content in relation to which concept(s) impact language use and in what form. Our informants' identities are examined as community identities (Edwards, 2009; Hua & Wei, 2016; Henry, 2017, McEntee-Atalianis, 2019; inter alia), that is, identities constructed by themselves or by the people surrounding them and how this impacts their social inclusion experiences.

26. Representations of language, norms and authorities

| Room 24, 6ta. Etapa

Session Chair/s: María Florencia Rizzo (CONICET-CELES, UNSAM)

Enriching or degrading? The perception of anglicisms in Argentine Spanish

Jacqueline Serigos (George Mason University, USA) & **Carl Roy** (George Mason University, USA) [English]

This study explores the media discourse around anglicisms in Argentina. Specifically, it analyzes Argentine newspaper articles to pinpoint trends in popular sentiment. A total of 202 articles were analyzed and classified by the authors based on the opinions expressed about anglicisms as positive, neutral, or negative. The findings reveal that both newspapers pattern surprisingly similarly in that around 60% of references to anglicisms are neutral, 30% negative and only 2% positive. While the continual integration of anglicisms into Argentine Spanish seem to suggest a general acceptance of their usage, it is much more common to find negative or neutral stances in the newspaper outlets analyzed than support for anglicisms. Future work will consider other data types, such as Twitter, to see how these results compare with other platforms of public discourse.

On speaking and writing “well”

Paola Viviana Pereira (Universidad Nacional de Avellaneda, Argentina),
María Julieta Gurvit (Universidad Nacional de Avellaneda, Argentina),
Ivana Clara Casas (Universidad Nacional de Avellaneda, Argentina) &
Sabrina Castellano (Universidad Nacional de Avellaneda, Argentina)
[Spanish]

This work is part of the PROAPI Research Project "Reading and writing in the initial cycle of the UNDAV". Specifically, we investigate the role linguistic diversity plays in relation to the development of academic writing skills. In the first stage of the investigation, we conducted a survey of incoming students. The questions were designed to reveal the sociolinguistic representations of participants who typically "speak well" and "write well". We understand language as a complex plurilectal repertoire in which the social identities of the interlocutors are affirmed and negotiated. In our understanding, regimes of normativity are interesting. They evoke the political domination that lies behind sociolinguistic representations, which in a rigid society reflect the relationship between linguistic forms and their social value. These regimes assign different values to the use of language. An individual's social role and environment will determine their predisposition to act in a certain way or to value the actions of another (Arnoux and Del Valle, 2010). To study these regulatory regimes, it is necessary to identify and analyze sociolinguistic representations. This includes linguistic objects (ways of speaking and writing in our case), the social evaluations of those objects and the interaction with their social environment. These representations

provide context. Bourdieu points out that they establish classifications that make groups visible to themselves and to others. From the perspective of Jodelet, social representations model the object, making it readable in diverse linguistic, behavioral or material supports. We consider that knowledge about these sociolinguistic representations is indispensable for teaching in an area of linguistic and social heterogeneity like our University.

The Spanish test: Exame Nacional de Ensino Médio (ENEM) in Brazil:

How does knowing a language get represented?

Ana Laura Brown (Universidad Nacional de Tres de Febrero - Laboratorio de Idiomas, Facultad de Filosofía y Letras, Universidad de Buenos Aires - IES en Lenguas Vivas Juan Ramón Fernández, Argentina) [Spanish]

In this research, our goal is to identify and analyze how what counts as knowing a language is represented in the Exame Nacional de Ensino Médio (ENEM Spanish tests), during the period 2010-2018. This exam was introduced by the Brazilian government in 1998 in order to assess educational quality. Currently, it is also used as an entrance examination for many universities, replacing, either totally or partially, the traditional entrance exams, which each university designed and administered individually. Following critical language testing framework (Mc Namara, 2000; Shohamy, 2006), we seek to contextualize the exam's introduction and to understand it as language policy of the Brazilian government, as it relates to the offering of Spanish courses in schools, as was established by law 11.161.

Representations of the standard variety in interviews with teachers in the dialectal variety of Buenos Aires Spanish

Antonela Georgina Dambrosio (CONICET - Centro de Estudios Lingüísticos "Dra. María Beatriz Fontanella de Weinberg", Universidad Nacional del Sur, Argentina) [Spanish]

As the official curricula of Buenos Aires province composed in 2008 indicates, one of the goals of early education is learning the standard language while at the same time recognizing and respecting the diversity of different languages and linguistic varieties. In this context, even though curricular and editorial materials provide some specifications, many teachers find themselves with two problems: the first one is related to their systematic awareness around the concept of standard variety, and

the second one –given the poliocentric character of Spanish standarization- has to do with their insecurity in relation to which variety to teach in the classroom. In this paper, we intend to analyze a corpus of 65 semi-structured interviews of teachers in Kindergarten, primary and secondary levels, initially focusing on their representations of the standard variety.

1 PM – 2 PM | **Conference Closing Plenary** | Tank Auditorium

Plurilingualism as sociolinguistic policy in times of both diversity and globalization [Spanish]

Teófilo Laime Ajacopa

(Universidad Mayor de San Simón / Universidad Mayor de San Andrés, Bolivia)

2 PM – 2:15 PM | | Tank Auditorium

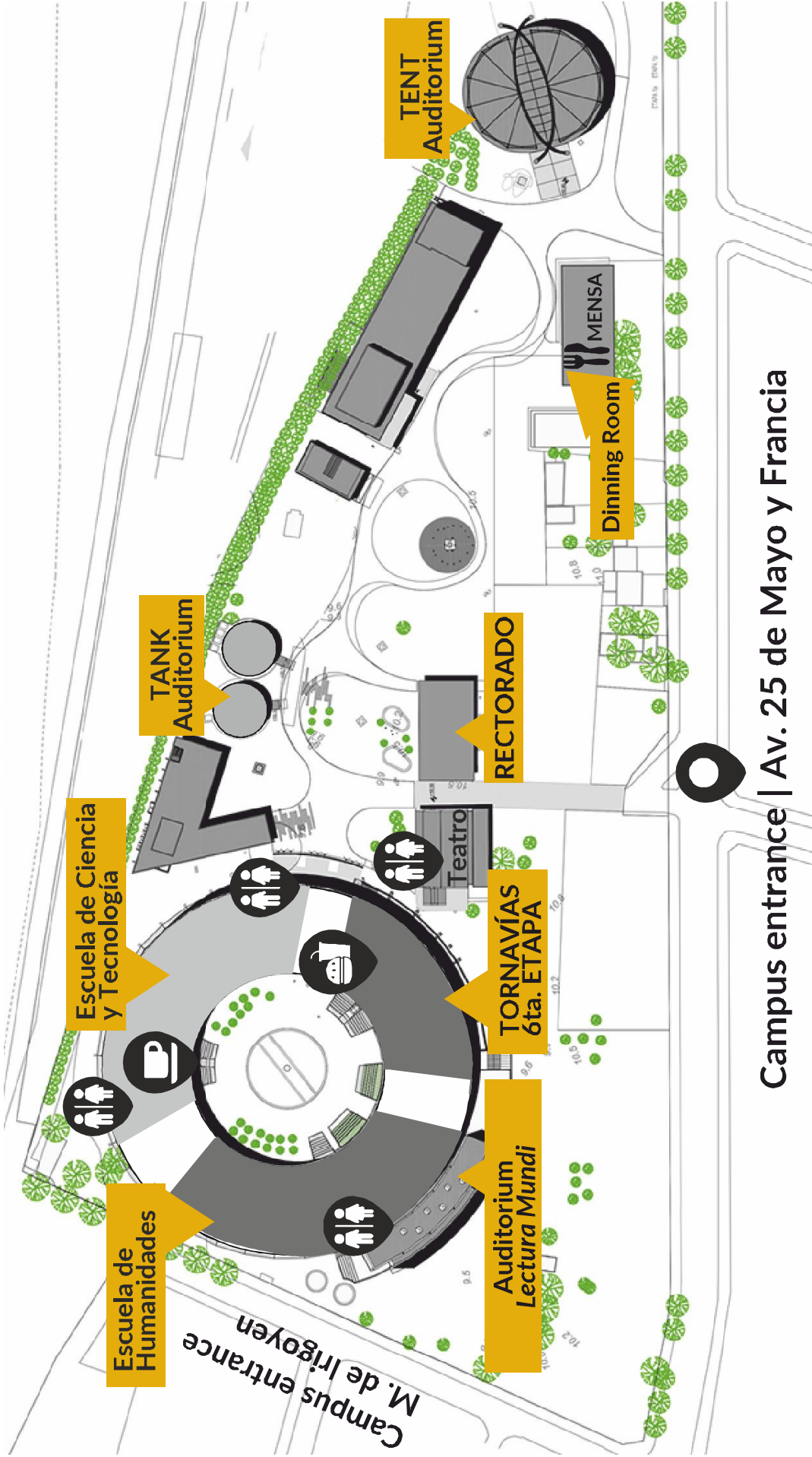
Conference closing ceremony

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