

# Introduction

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Spanish is considered the fourth most spoken language after Chinese, English, and Hindi (Azevedo 2009). It is a language spoken in Europe, Latin America, certain areas of Africa, the US, and to a limited extent in the Philippines. Spanish has become the second most spoken language in the United States. Official estimations have calculated that 50.5 million people of Hispanic descent lived in the United States by 2010, making the United States comparable in numbers of speakers to many Spanish-speaking countries. In fact, countries such as Bolivia, Chile, Ecuador, etc. have a smaller number of inhabitants. Spanish can no longer be considered a foreign language in the US given the millions of native speakers in residence. The US even has official members and participation in the Royal Academy of the Spanish Language as any other Spanish-speaking country does. Historically, the presence of Spanish in the US dates from 1513 when Juan Ponce de León arrived at the territory of the state of Florida. It is also noteworthy that Spanish was spoken in the areas that today are part of the Southwest of the United States since these territories were part of the Viceroyalty of New Spain and later México. The states of the Southwest became part of the US in 1848 with the signing of the treaty Guadalupe-Hidalgo by means of which México sold a large part of its territory after losing the war with the US. In 1853, México sold 29,640 miles of territory on the borders of New Mexico and Arizona by signing the Gadsden Purchase treaty (Azevedo 2009: 347). All of these historical highlights show evidence that Spanish has been one of the languages spoken in the US since its foundation.

Interest in the study of Spanish, Portuguese and the many regional and global languages with which they are in contact is growing at an exponential rate, especially in the United States. More students show interest in studying Spanish and this demand has led to the creation of new programs to fulfill the professional needs of students of Hispanic linguistics, heritage speakers and bilingualism, and Spanish second language acquisition, just to name a few areas. Díaz-Campos (2011: 3) mentions that by 2002 there were over half a million undergraduate and graduate students in the United States who were enrolled in Spanish language and literature courses (source Welles 2004). The interest and the need to educate professionals specializing in Spanish and, most particularly, in Spanish linguistics has gained even further momentum in this last decade. Several universities now offer specialized graduate and undergraduate courses in Hispanic Linguistics, some even allowing students to specialize in this area as their major course of study.

The history of linguistic studies of Spanish in the United States began with the description of regional varieties spoken in areas such as New Mexico where Hispanics have lived for centuries (Espinosa 1946). Lipski (2006) explains that the development of Hispanic Linguistics studies was slow during the first part of the 20th Century. At that time, studies about Romance Languages were oriented toward philological and historical grammar descriptions. Lipski (2006) points out that historical grammar developed first in Germany, but soon after spread to other areas of Europe including Spain. The first part of the 20th century saw Hispanic linguists developing their research in historical grammar and philology as well as dialectology. In Spain and Latin America, the philological work of Marcelino Menéndez Pelayo, Ramón Menéndez Pidal, Rafael Lapesa as well as the dialectological research of Alonso Zamora Vicente, Tomás Navarro Tomás, Pedro Henríquez Ureña, Angel Rosenblat, Juan Manuel Lope Blanch, Manuel Alvar, among many others was pivotal in the field. During the first half of the 20th century researchers in the US also showed similar interest in dialectology and the history of Spanish. Scholars such as Charles Kany, Lincoln Canfield, and Aurelio Espinosa presented pioneering work describing Spanish American varieties. As would be expected, the discipline has diversified and current lines of research follow more contemporary interests in mainstream linguistics including areas such as phonetics, phonology, syntax, semantics, pragmatics,

language variation and change, second language acquisition, and historical linguistics. Research on Hispanic linguistics has created new venues for conferences such as the Hispanic Linguistics Symposium, the Workshop on Spanish Sociolinguistics, the Conference on Laboratory Approaches to Spanish Phonology, and Current Approaches to Spanish and Portuguese Second Language Phonology. Long-standing journals such as *Hispania* and *Probus* continue to be very active along with new peer-reviewed venues such as *Spanish in Context*, *Revista Internacional de Lingüística Iberoamericana*, and *Studies in Spanish and Lusophone Linguistics*.

Indiana University is proud to have one of the oldest programs in Hispanic Linguistics in the U.S. and to have contributed to the development of the field since the foundation of our Hispanic Linguistics studies at IU. We were very happy to host the Hispanic Linguistics Symposium in 2010. The Hispanic Linguistics Symposium brings together researchers who work in Europe, the United States, and Latin America devoted to the study of linguistics and language from a variety of theoretical and research perspectives. This meeting fosters the pursuit of discipline-internal and cross-disciplinary objectives, and provides opportunities for collaboration and dissemination of research on all areas of Hispanic linguistics. We were delighted to bring the symposium back to Indiana University in October of 2010, exactly one decade after we first hosted this conference, and we are especially pleased to note how much the conference has grown since that time. The papers included in this volume are 26 papers that have all been through a blind peer-review process and represent some of the most exciting work being carried out in the field of Hispanic Linguistics today.

The Hispanic Linguistics Symposium began in 1997 when the Department of Spanish and Portuguese at Miami University in Ohio organized the first meeting by invitation. This first meeting of the conference was very small and meant to be for Hispanic linguists in the Midwest organized by José del Valle. Scholars who presented their work at that initial meeting include Terrell Morgan, Fernando Martínez-Gil, J. Clancy Clements, José Ignacio Hualde, Dieter Wanner, and Sonia Colina among others. After the first symposium, The Ohio State University organized the conference in 1998 and in 1999 Georgetown University in Washington, DC. hosted this event. During the symposium hosted by Georgetown University the Hispanic Linguistics Symposium was organized jointly with the Conference on the Acquisition of Spanish and Portuguese, a forum founded by Ana Teresa Pérez Leroux and William Glass and hosted by Pennsylvania State University in 1995. In the following years, the conference has expanded and has attracted the attention of scholars in the field nationally and internationally. Since the 2006 meeting both conferences have merged under the same name, the Hispanic Linguistics Symposium.

The theme for the 2010 Hispanic Linguistics Symposium was “Variation and Linguistic Theory”. Our focus on language variation was chosen to address a recent surge in interest in variability and the way that different language theories can account for these inherent changes in language across time, geographic region and speech context. This theme was complemented by two full-day pre-conference workshops on Caribbean Spanish and variation in pragmatics, respectively. These workshops and the four keynote speakers, Jacqueline Almeida Toribio, Robert Bayley, Ricardo Otheguy, and Richard Cameron, who anchored the discussion of language variation with examples of cutting-edge research on a range of varieties of Spanish, further provided opportunities for cross-disciplinary communication and collaboration. Although papers in all areas of linguistics from all theoretical perspectives were accepted, one notes an especially deep pool of papers on social dimensions of language, including research on variation, change and acquisition. In fact, more than one-half of the edited volume that resulted from this meeting is dedicated to empirical research on language variation or the acquisition of variable structures. Additionally, the edited volume includes work on formal syntax, acoustic phonetics, Catalan, Galician and the Spanish spoken in a variety of monolingual and contact settings.

As with any undertaking the size of the Hispanic Linguistics Symposium, there are many people who deserve acknowledgement for their support. We are grateful to the many organizations and departments at Indiana University and beyond who provided material support for the conference. These donors include: American Studies, Anthropology, the Center for Latin American and Caribbean Studies, the Cervantes Institute of Chicago, Cognitive Science, the College of Arts and Humanities Institute, the College of Arts and Sciences, Cultural Studies, the Vice President for Diversity, Equity and Multicultural Affairs, French and Italian, Germanic Studies, History, Horizons of Knowledge, Indiana University Linguistics Club, the Intensive English Program, International Studies, La Casa,

Latino Studies, Linguistics, Mathers Museum, the Office for Women's Affairs, the Program for Cultural Cooperation between Spain's Ministry of Culture and United States Universities, Psychological and Brain Sciences, School of Public and Environmental Affairs, Second Language Studies, Spanish and Portuguese, Speech and Hearing Sciences, and West European Studies. We are grateful to the members of our organizing committee J. Clancy Clements, César Félix-Brasdefer, Laura Gurzynski-Weiss, Miguel Rodríguez-Mondoñedo and Erik Willis. We are lucky to work with such a wonderful group of colleagues. Likewise, we owe Dr. Catherine Larson a tremendous debt of gratitude for her constant support and her willingness to advocate on our behalf throughout the planning and implementation of the Symposium. Members of our support staff Karla Allgood, Jennifer Brown, Jane Drake, Jennifer Howard, and Tracy Sheets were instrumental in the conference planning and each one of them has provided good humor and support over the past year. Finally, our own graduate students in the Hispanic Linguistics Programs at Indiana University helped with the conference program, technology support, transportation of our invited speakers, travel arrangements for outside graduate students, and a variety of other, essential tasks. We would not have been able to organize this prestigious conference without their outstanding commitment to excellence.

Just as many people at Indiana University have worked hard to support our efforts, recognition for the quality of the papers that were presented at the Hispanic Linguistics Symposium and those that eventually appeared in this volume rests with the many reviewers who gave their time in order to ensure the intellectual value of each submission. For their help with this process, we recognize the following abstract reviewers: Irma Alarcón, Scott Alvord, María Hasler Barker, Sarah Blackwell, Joyce Bruhn de Garavito, José Camacho, Ana María Carvalho, J. Clancy Clements, Laura Colantoni, Sonia Colina, David Eddington, Tim Face, Richard File-Muriel, Nydia Flores-Ferran, Carolina González, Aarnes Gudmestad, Pedro Guijarro-Fuentes, Javier Gutiérrez-Rexach, José Hernández, Jonathan Holmquist, Eric Holt, José Ignacio Hualde, Paula Kempchinsky, Carol Klee, Dale Koike, Erin Lavin, Juana Licerias, John Lipski, Gillian Lord, Margaret Lubbers-Quesada, Paul Malovrh, Erin McNulty, Silvina Montrul, María Irene Moyna, Rafael Núñez-Cedeño, Francisco Ocampo, Erin O'Rourke, Rafael Orozco, Luis Ortiz López, Ricardo Otheguy, Lynn Pearson, Carlos Eduardo Piñeros, María Elena Placencia, Rajiv Rao, Miguel Rodríguez-Mondoñedo, Jason Rothman, Carmen Ruiz-Sánchez, Nuria Sagarra, Rafael Salaberry, Liliana Sánchez, Armin Schwegler, Scott Schwenter, Rachel Shively, Julie Sykes, Almeida Jacqueline Toribio, Rena Torres-Cacoullous, Catherine Travis, Karen Zagona, Mary Zampini and Eve Zyzik.

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We would like to close by thanking the 26 authors of the papers included in this volume for the high quality of their research and their willingness to respond to the feedback provided through the review process. It is because of their hard work that this volume represents exciting new research in so many areas of Hispanic Linguistics.

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