

Contact, Community, and Connections

Current Approaches to Spanish
in Multilingual Populations

Edited by

Gregory L. Thompson

Brigham Young University

Scott M. Alvord

Brigham Young University



Bridging Languages and Scholarship

Series in Language and Linguistics



VERNON PRESS

Copyright © 2019 Vernon Press, an imprint of Vernon Art and Science Inc, on behalf of the author.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior permission of Vernon Art and Science Inc.

www.vernonpress.com

In the Americas:
Vernon Press
1000 N West Street,
Suite 1200, Wilmington,
Delaware 19801
United States

In the rest of the world:
Vernon Press
C/Sancti Espiritu 17,
Malaga, 29006
Spain

Series in Language and Linguistics

Library of Congress Control Number: 2019939097

ISBN: 978-1-62273-716-1

Product and company names mentioned in this work are the trademarks of their respective owners. While every care has been taken in preparing this work, neither the authors nor Vernon Art and Science Inc. may be held responsible for any loss or damage caused or alleged to be caused directly or indirectly by the information contained in it.

Every effort has been made to trace all copyright holders, but if any have been inadvertently overlooked the publisher will be pleased to include any necessary credits in any subsequent reprint or edition.

Cover design by Vernon Press.

Cover image by Krystian Maliszewski.

Table of Contents

List of Tables	vii
List of Figures	xi
Acronymns	xv
Acknowledgements	xvii
Introduction	xix
Part 1 Language and Identity	1
Chapter 1 Variedades caribeñas en contacto: Actitudes dialectales de dominicanos y puertorriqueños en Lancaster, Pennsylvania	3
Wilfredo Valentín-Márquez, <i>Millersville University</i>	
Chapter 2 Language Attitudes of Bilingual Maya Women Living in Yucatan	35
Lauren Truman, <i>University of Minnesota</i>	
Chapter 3 La informalidad como recurso en el español académico de las conferencias	59
Carolina Viera, <i>Boise State University</i>	

Chapter 4		
“Mi idioma”: Heritage Speakers’ Language Varieties and Identity Positioning During Study Abroad		83
Isabel M. Kentengian, <i>The College of New Jersey</i>		
Meghann M. Peace, <i>St. Mary’s University</i>		
Part 2 Language and Dialectal Contact		109
Chapter 5		
Intervocalic /s/ Voicing in Andean Spanish: Problematizing the Assessment of Contact-Induced Change		111
Justin Davidson, <i>University of California, Berkeley</i>		
Chapter 6		
Glottal Insertion before Vowel-Initial Words in the Spanish of Asunción, Paraguay		147
Sonya Trawick, <i>Penn State University</i>		
Jim Michnowicz, <i>North Carolina State University</i>		
Chapter 7		
Traditional New Mexican Spanish: The Past, Present, and Future		175
Patricia Arnold, <i>University of Texas at Arlington</i>		
María Teresa Martínez-García, <i>Hankuk University of Foreign Studies</i>		
Chapter 8		
Mood Alternation in Negated Assertives: Insights into Spanish Usage in the United States and Beyond		203
John Chaston, <i>University of New Hampshire</i>		
Chapter 9		
Tenía yo como un año y no me recogió: Variación del pretérito e imperfecto en la comunidad mexicana al sur de Luisiana		227
Dorian Dorado, <i>Louisiana State University</i>		
José Rojas, <i>Louisiana State University</i>		

Chapter 10	
Lengthening and F₀ Early Peak Alignment in Argentine Spanish of Queens, NYC	255
Giselle Gimenez Meiling, <i>Brigham Young University</i>	
Willis C. Fails, <i>Brigham Young University</i>	
Scott M. Alvord, <i>Brigham Young University</i>	
Part 3 Language in Educational Settings	275
Chapter 11	
Language, Culture, and Service: Innovative Strategies for Bridging SHL Classrooms and Communities Through Service-Learning	277
Gabriela Moreno, <i>New Mexico State University</i>	
Patricia MacGregor-Mendoza, <i>New Mexico State University</i>	
Chapter 12	
Mixed Classrooms: How Do Spanish Heritage Speakers Feel About the Mix?	305
Clara Burgo, <i>Loyola University Chicago</i>	
Chapter 13	
¿Jugo de durazno o zumo de melocotón?: Mexican-American Heritage Speakers' Service Encounters in Spain	323
Meghann M. Peace, <i>St. Mary's University</i>	
Chapter 14	
Mantenimiento del español en dos adultos jóvenes: una aproximación al impacto de las redes sociales	353
Ángela Pinilla-Herrera, <i>Georgia Southern University</i>	
Chapter 15	
Anotaciones para hablantes de herencia en libros de texto de español a nivel introductorio	381
Yuly Y. Asención Delaney, <i>Northern Arizona University</i>	
Index	401

List of Tables

Tabla 1.1. <i>Actitudes hacia rasgos fonéticos del español de Puerto Rico</i>	7
Tabla 1.2. <i>Población hispana o latina de Lancaster, PA, por tipo</i>	11
Tabla 1.3. <i>Número de casos de rasgos dialectales distintivos en las muestras de habla</i>	13
Tabla 1.4. <i>Evaluación de la muestra del español dominicano popular</i>	15
Tabla 1.5. <i>Evaluación de la muestra del español puertorriqueño popular</i>	15
Tabla 1.6. <i>Evaluación de la muestra del español puertorriqueño estándar</i>	15
Tabla 1.7. <i>Asignación de país de origen a cada muestra</i>	16
Tabla 1.8. <i>Ocupación asignada por cada grupo a los hablantes de cada muestra</i>	17
Tabla 1.9. <i>Grado de acuerdo/desacuerdo de los dominicanos con los juicios sociolingüísticos</i>	18
Tabla 1.10. <i>Grado de acuerdo/desacuerdo de los puertorriqueños con los juicios sociolingüísticos</i>	18
Tabla 1.11. <i>Comparación de comentarios hechos en cada entrevista grupal por temas</i>	20
Tabla 1.12. <i>Información de las redes de enlace social de las gemelas puertorriqueñas</i>	22
Tabla 1.13. <i>Puntaje de las evaluaciones hechas por las gemelas puertorriqueñas de las muestras de habla</i>	23
Tabla 1.14. <i>Grado de acuerdo/desacuerdo de las gemelas puertorriqueñas con los juicios sociolingüísticos (Puntos otorgados a cada juicio por participante)</i>	23
Tabla 3.1. <i>Participantes por evento</i>	66
Tabla 3.2. <i>Participantes por nivel de experiencia y disciplina</i>	66
Tabla 3.3. <i>Rasgos de informalidad</i>	67
Tabla 3.4. <i>Elementos informales en presentaciones</i>	69
Tabla 3.5. <i>Modo de la ponencia por disciplina, nivel de experiencia y afiliación</i>	70

Tabla 3.6 . <i>Rasgos de habla espontáneos</i>	75
Tabla 3.7. <i>Participantes por lugar de formación académica universitaria</i>	82
Table 5.1. <i>Subject Population According to Residence and Bilingual Profile</i>	125
Table 5.2. <i>Summary of Mixed-Effects Linear Regression Model Fitted to Andean Spanish Fricatives</i>	132
Table 6.1. <i>Demographic and Linguistic Information About the Eleven Participants of the Present Study</i>	154
Table 6.2. <i>Overall Distribution of Glottal Variants</i>	161
Table 6.3. <i>Regression Results</i>	162
Table 6.4. <i>Glottal Variants by Age</i>	164
Table 6.5. <i>Demographic Information and Bilingual Language Profile Scores for Participants</i>	168
Table 7.1 <i>First Person Plural (“Nosotros” [We]) Forms with Antepenultimate Stress in TNMS</i>	187
Table 7.2 <i>Normative and Regularized Forms of the Verb Auxiliary Verb “Haber”</i>	188
Table 7.3. <i>Borrowings in New Mexican Spanish</i>	192
Table 7.4. <i>Percentage of Labeling Responses of the Word [Dime] by Age</i>	195
Table 7.5. <i>Labeling of Word [Student] / Age</i>	197
Table 8.1. <i>Mood Selection of Negated Assertives of Observation and Veracity of 20 Native Speakers of Spanish Relocated to the United States</i>	214
Table 8.2. <i>Mood Selection of Negated Assertives of Observation Found in CREA</i>	219
Table 8.3. <i>Mood Selection of Negated Assertives of Veracity Found in CREA</i>	220
Tabla 9.1. <i>Variables lingüísticas y sociales</i>	236
Tabla 9.2. <i>Indicadores lingüísticos y sociales del Grupo 1</i>	237
Tabla 9.3. <i>Indicadores lingüísticos y sociales del Grupo 2</i>	240
Tabla 9.4. <i>Preferencia del imperfecto y pretérito entre Grupo 1 y Grupo 2</i>	242
Table 10.1. <i>Summary of Participants</i>	264
Table 10.2. <i>Summary of Pitch Accents for Both Origin Groups of Non-Diphthongized Stressed Syllables (Duration, Coefficients, Cases, p-values) Compared to Unstressed Syllables</i>	268

Table 10.3. <i>Summary of All Analyzed Non-Diphthongized Stressed Vowels (Duration, Coefficients, Cases, p-values) Compared to [a]</i>	268
Table 10.4. <i>Summary of Pitch Accents for Syllable Structure of Non-Diphthongized Stressed Syllables (Duration, Coefficients, Cases, p-values) Compared to Unstressed Syllables</i>	269
Table 10.5. <i>Summary of Pitch Accents for Phrasal Position at Non-Diphthongized Stressed Syllables (Duration, Coefficients, Cases, p-values) Compared to Unstressed Syllables</i>	270
Table 13.1. <i>Lexical Items Requested in Service Encounters</i>	335
Table 13.2. <i>Goal Was Achieved Without Providers' Indicating Confusion or Providing Peninsular Word</i>	336
Table 13.3. <i>Goal Was Achieved Without Providers' Indicating Confusion but With Provision of Peninsular Word</i>	337
Table 13.4. <i>Goal Was Achieved With Providers' Indicating Confusion but Without Providing Peninsular Word</i>	338
Table 13.5. <i>Goal Was Achieved With Negotiation and Bystanders' Providing Peninsular Word</i>	339
Table 13.6. <i>Goal Was Achieved With Negotiation and Providers' Stating Peninsular Word</i>	340
Table 13.7. <i>Goal May Not Have Been Achieved</i>	342
Tabla 14.1. <i>Valores que marcan el límite de los intervalos utilizados para determinar el nivel de competencia lingüística</i>	364
Tabla 14.2. <i>Valor ponderado basado en la frecuencia de contacto con cada miembro de la red social al año</i>	365
Tabla 14.3. <i>Niveles de competencia lingüística</i>	366
Tabla 14.4. <i>Red social de Roberto</i>	371
Tabla 14.5. <i>Red social de Karina</i>	373
Tabla 15.1. <i>Libros de texto</i>	385
Tabla 15.2. <i>Anotaciones para HH y actividades diferenciadas sugeridas</i>	388
Tabla 15.3. <i>Roles asignados a los HH</i>	391

List of Figures

<i>Figure 5.1.</i> Male higher Kichwa dominance speaker production of <i>las hachas</i> [the axes] (100% voiced)	129
<i>Figure 5.2.</i> Female lesser Kichwa dominance speaker production of <i>comía sin parar</i> [I ate without stopping] (11% voiced)	129
<i>Figure 5.3.</i> Distribution of voicing degrees of intervocalic /s/ productions in Andean Spanish	131
<i>Figure 5.4.</i> Effect of bilingual profile group on Andean Spanish intervocalic /s/ voicing	133
<i>Figure 5.5.</i> Effect of style on Andean Spanish intervocalic /s/ voicing	134
<i>Figure 5.6.</i> Effect of stress on Andean Spanish intervocalic /s/ voicing	135
<i>Figure 5.7.</i> Effect of word position on Andean Spanish intervocalic /s/ voicing	136
<i>Figure 6.1.</i> An example of a token marked as occlusive /ʔ/, showing the transition between <i>hasta</i> [until] and <i>hoy</i> [today] with an occlusion, or lack of voicing or airflow, between the two words	157
<i>Figure 6.2.</i> An example of a token marked as creaky voice, showing the transition between <i>siete</i> [seven] and <i>años</i> [years] with creakiness, or aperiodic glottal pulsing, between the two words without an occlusion	158
<i>Figure 6.3.</i> An example of a token marked as both (occlusion + creak), showing the transition between <i>persona</i> [person] and <i>o sea</i> [I mean] with glottal pulsing at the end of <i>persona</i> transitioning into an occlusion and then back into the beginning of <i>o sea</i>	159
<i>Figure 6.4.</i> An example of a token marked as non-insertion, showing the transition between <i>se</i> (a reflexive pronoun) and <i>empieza</i> [begins] without an occlusion or glottal pulsing anywhere in the transition, resulting in coalescence of the two vowels	160

<i>Figure 6.5.</i> The effect of tonicity and following vowel on glottal insertion	163
<i>Figure 6.6.</i> Predominant language use in the home by area (Adapted from Dirección General de Estadística, Encuestas y Censos, 2012, p. 34)	166
<i>Figure 7.1.</i> Map of the United States in 1821 showing the states and territories that either accepted or abolished slavery after the Missouri Compromise of 1820	179
<i>Figure 7.2.</i> Approximate geographical area where TNMS is spoken (map extracted from U.S. Geographical Survey, 2017, and annotated by the authors following the map found in Vergara Wilson, 2015).	182
<i>Figure 7.3.</i> Map showing the distribution of archaisms in New Mexico and southern Colorado (map extracted from U.S. Geographical Survey, 2017, and annotated by the authors following the map found in Bills and Vigil, 2008).	190
<i>Figure 7.4.</i> Map showing the distribution of the different lexical options to refer to the word [mosquito] in New Mexican Spanish (map extracted from U.S. Geographical Survey, 2017, and annotated by the authors following the map found in Bills and Vigil, 2008).	192
<i>Figure 7.5.</i> Map showing the distribution of the different lexical options to refer to the word [bat] in New Mexican Spanish (map extracted from U.S. Geographical Survey, 2017, and annotated by the authors following the map found in Bills and Vigil, 2008).	193
<i>Figure 7.6.</i> Percentage of the total population living in households in which Spanish is spoken at home (%)	196
<i>Figure 10.1.</i> Summary of Porteño vs. Castilian Spanish pitch accents	257
<i>Figure 10.2.</i> A comparison of an early peak alignment (L) vs. a late peak alignment (R)	261
<i>Figure 10.3.</i> Spectrogram of unstressed /a/ and Stressed /e/ from BA Group	266
<i>Figure 11.1.</i> Example of student-created <i>manifiesto</i> .	289
<i>Figure 11.2.</i> Image of collection of covers from three separate <i>cuentos infantiles</i> .	290
<i>Figure 13.1.</i> Areas of Alcalá in which service encounters were carried out	333

<i>Figura 14.1.</i> Escala para asignar el índice de competencia lingüística	364
<i>Figura 15.1.</i> Distribución de los roles asignados a los HH en las anotaciones	392

Acronymns

ACTFL (American Council on the Teaching of Foreign Languages)
AP (Advanced Placement)
BA (Buenos Aires Group)
BLP (Bilingual Language Profile)
CAs (Conferencias Académicas)
CPH (Critical Period Hypothesis)
CREA (Corpus de Referencia del Español Actual)
CTS (Close-to-Standard)
DELE (Diploma de Español como Lengua Extranjera)
DS (Desviación Estándar)
ELE (Español como Lengua Extranjera)
FLCAS (Foreign Language Classroom Anxiety Scale)
HH (Hablantes de herencia)
HL (Heritage Language)
HS (Heritage Speakers)
INDEMAYA (Instituto para el Desarrollo de la Cultura Maya de Estado del Yucatan)
L2 (Second Language)
LCP (Language Contact Profile)
LIAS (Linguistic Identity and Attitudes in Spanish-speaking Latin America)
NMCOS (New Mexico-Colorado Spanish Survey corpus)
NYC (New York City)
OBA (Outside Buenos Aires Group)
RAE (Real Academia Española)
SHL (Spanish Heritage Language)
SL (Service Learning)
TNMS (Traditional New Mexican Spanish)

Acknowledgements

As with any project like this one, it would not be possible without the help of so many people. We would like to thank the many anonymous reviewers who provided valuable feedback for each of the authors of this edited volume. Their careful feedback improved each submission and their selfless service to the field is deeply appreciated. We would also like to thank Scarlett Lindsay and Suzy Bills of the BYU Faculty Publishing Service for their excellent copyediting and comments on the polished drafts. We would be remiss to not thank Carolina Sanchez of Vernon Press for her patience, support, encouragement, and suggestions during the process of moving this edited volume from a simple proposal to this final version. We are also grateful for each of the authors of the different chapters in this book for their interesting research and willingness to make the necessary edits for publication. Finally, we thank God and our families for their support and loyalty in all our endeavors.

Introduction

Background

In 2015, we (Gregory L. Thompson and Scott M. Alvord) were both attendees at the 25th Conference on Spanish in the United States and 10th Spanish in Contact with Other Languages, which was held at The City College of New York (CUNY). After a wonderful conference experience, a meeting was held to determine where the next conference was going to be located. After some discussion, it was decided that Brigham Young University (BYU) in Provo, Utah would be an excellent location given its focus on language learning and teaching. It also moved the conference from the East Coast to the Mountain West thus providing the opportunity for additional individuals to attend. After the decision was made to hold the conference at BYU in 2017, we discussed what features we would like to see in the conference and determined that one of the outcomes that we wanted from the conference was an edited volume given the quality of the work that is presented every two years at this conference. We had an exceptional conference in 2017 and shortly after the conference, we put out a call for submissions. We decided not to limit the submissions for this edited volume to those who had participated in the conference but also invited submissions from the larger academic community via different professional listservs and contacts that each of us had with other professional organizations. From this original call, we received close to 30 excellent submissions from which 15 were chosen to be included in this edited volume based on the quality of the research and the focus of each of these chapters.

This edited volume is meant to be a valuable resource to all those involved in research and teaching both Spanish/English bilinguals as well as Spanish speakers who are in contact with other languages. This book will be especially valuable to all of those working with heritage language learners and in areas where Spanish is in contact with other languages. The goal of this edited volume is to appeal to both practitioners in the field as well as researchers who work with these populations. While the focus of the research in this edited volume tends towards those working in the post-secondary field or with adult learners, there are many chapters where the information therein would apply across all levels of language study as well as with those currently engaged in research in these areas. This edited volume is also written to be used in its entirety or for the use of select

chapters in a variety of courses ranging from sociolinguistics to dialectology to language education. This edited volume is unique in its broad yet coherent approach to the study of Spanish in contact with other languages as well as the ever-evolving nature of Spanish in the US by investigating current issues in the field through well-designed research and innovative analyses. The principal goal of this edited volume is to further the understanding of researchers, practitioners, and educators as to current trends and developing areas within the area of Spanish in contact with other languages. This volume contributes original research in these areas in a way so as to fill valuable gaps in the current knowledge in the field especially in the innovative ways of approaching areas such as teaching heritage learners, understanding diachronic and synchronic dialectal and linguistic changes as well as innovations in language use, and how language contributes to the formation of identity. In this introductory chapter, we will discuss some of the themes in this edited volume, outline each of the chapters, and mention some conclusions and future directions for research.

Introduction

Spanish is continuing to grow as a first and second language in many contexts across the globe. It is one of the top five languages spoken either as a first or second language and as such finds itself in contact with many other languages (Lipski, 2008). In addition, Spanish is the most widely spoken foreign language in the United States and is found in so many contexts that it could even be considered more of a second language than a foreign language (Alonso, 2007; Brown & Thompson, 2018). Moreover, Spanish is the first language of many communities across the United States due to immigration patterns and community maintenance of the language. Given the widespread usage of Spanish across all areas of the world, there is a growing need for research to better understand how Spanish in contact with other languages impacts both individuals and diverse communities not only in the United States but in different regions around the world. In addition, this contact with other languages has led to dialectal and structural changes that are common as languages are shared by multiple speakers (Thompson & Lamboy, 2012). The goal of this edited volume is to provide state of the art research on developing areas of Spanish in contact with other languages as well as situations of Spanish in the United States.

Overview of the Chapters

This edited volume is divided according to three major themes that focus on the overall issues of contact, community, and connections. Accordingly,

the chapters selected under the different themes help connect this edited volume in a coherent way that covers some of the major research areas in relation to language contact around the world, language education, and language change. The first section, titled “Language and Identity,” is composed of four chapters that focus on the connection between language and identity in unique settings. Valentín-Márquez studies how bilingual youth from different ethnic backgrounds in Pennsylvania value the Dominican and Puerto Rican Spanish varieties that surround them in Chapter 1. This chapter shows the importance of studying language identity by using both direct and indirect methodologies as well as showing how a social network analysis can also shed light on important nuances in attitudes towards different varieties of Spanish. This chapter also reveals the reality of linguistic insecurity that exists in bilinguals especially when they perceive that their variety of language is somehow less prestigious. In Chapter 2, Truman studies the attitudes of bilingual Mayan women living in Yucatán, MX toward the Mayan language and shows that, notwithstanding positive attitudes toward Yucatec Mayan, there is little intergenerational transmission of the minority language, pointing to probable language loss in this community. This chapter emphasizes the need for intergenerational maintenance in order to help maintain both a linguistic and cultural identity. Also important is how this chapter shows the ever-present potential for language loss even in communities with large numbers of speakers of a minority language.

The third chapter is a corpus analysis of the types of language used in more formal presentations given in Spanish in the United States and looks at how informal language is used in this typically very formal setting as a way to establish one’s bilingual or bidialectal identity. In this chapter, Viera looks at how formal academic presentations reflect the formality of academic writing while at the same time integrating common discursive elements to engage an audience in public speech. The final chapter of this section moves the conversation about learners of Spanish to the study abroad context and studies how learners of different dialectal varieties of Spanish respond to the pressures of being in Spain where many of the linguistic features and vocabulary vary greatly from that to which they had previously been exposed. Kentengian and Peace analyze two case studies of a Mexican and a Peruvian heritage student of Spanish who went to Spain to participate in a study abroad program. Given the differences in their varieties of Spanish and the ones in Spain, these learners develop a better understanding of their own identity while studying in Spain. Not only do their language skills improve but this immersion setting in a distinct dialect of Spanish impacts their language choices while abroad and how they seek to identify themselves to the Spaniards with whom they

interact. This study shows how language can be used as identity performance and can be used as a way for heritage students to differentiate themselves from other Spanish speakers.

The second section of this manuscript is titled “Language and Dialectal Contact” and is composed of six chapters that analyze the dialectal and linguistic changes in languages in contact in a variety of settings around the world. Chapter 5 begins this section with an innovative experimental examination of /s/ voicing in Andean Spanish studying the role of both linguistic and sociolinguistic factors on the production of this Spanish phoneme. In this study, Davidson examines the role that language contact has in facilitating voicing usage patterns across different Andean populations. In Chapter 6, the Trawick and Michnowicz study the well-known but understudied Guarani language in its contact with Spanish. Through an analysis of Spanish in contact with Guarani in Paraguay, the authors provide new information on the distribution of [ʔ] and detail on how the variety of Spanish in contact with Guarani is evolving from previous research. Chapter 7 provides an extensive overview of the evolution of one of the oldest dialects of Spanish in the United States—Traditional New Mexican Spanish. Arnold and Martínez-García explore the development of this variety in contact with other forms of Spanish and with English from the early Spanish settlers to present day struggles as this traditional variety is quickly disappearing. The authors further argue about the need for documentation of this and other dialects that are in danger of extinction.

Chapter 8 is an analysis of speakers of Spanish in New England and Utah compared to those from two different corpora to identify differences in subjunctive use across dialects in the US compared to monolingual varieties found in different corpora. Chaston finds that characteristics attributed to Spanish in contact with English are also found in monolingual varieties of Spanish. He goes on to provide some preliminary evidence for rethinking mood selection in both contact and monolingual varieties of Spanish. Chapter 9 explores variation in the aspectual system of verbal morphology, i.e., preterit and imperfect, in the Spanish spoken by a community of Spanish speakers of Mexican origin living in the south of Louisiana. Dorado and Rojas compare the usage of aspect in their participants to that of participants in other studies to determine what factors contribute to changes in use. They found in their research that age and time of arrival in the U.S. correlate with innovative forms and has led to the expansion of the imperfect into domains often reserved for the preterit. In the final chapter of this section, Chapter 10, Gimenez Meiling, Fails and Alvord investigate dialectal changes in Argentine Spanish of speakers living in New York. The

contact of these individuals with speakers of other varieties of Spanish was found not to influence the unique prosody of certain aspects of the Argentine accent. The results are somewhat surprising given the contact of this variety with many different varieties of Spanish in New York could be expected to change the prosody of these speakers. Additionally, the authors compare the results from natives from Buenos Aires to the participants in New York to other Argentines outside of Buenos Aires and find that a prosodic dialectal leveling is occurring across all their different varieties of Spanish.

The final section, titled “Language in Educational Settings,” consisting of five chapters with a focus on heritage speakers and second language students of Spanish in different classroom settings as well as abroad. Chapter 11 provides the expertise of two well-known researchers in the field of heritage languages (Moreno & MacGregor-Mendoza) who review their own program development and offer strategies for working with heritage learners and developing classes for these learners who have grown up with English and Spanish competing for linguistic space. They look at how service learning can not only help heritage students increase their language skills but also benefit them by helping them become more socially responsible, increase their involvement and contribution to the community, and increase their critical thinking skills. All of this is done while benefitting the community in which they live. Chapter 12 continues with the question of heritage learners but studies them within the context of mixed classrooms where they study with second language learners of Spanish. Burgo surveyed both types of learners and found that overall the heritage learners of Spanish felt that the mix was positive both in regard to the content of the course and their perceptions of their second language classmates. The heritage learners did express some concerns regarding the difference in the knowledge between them and their second language classmates. The author concludes offering suggestions on how to work with mixed classrooms to maximize the skills of both groups.

In Chapter 13, Peace considers how students’ service encounters with Spaniards in Madrid vary according to ethnic background and linguistic ability. The author studied students participating in study abroad and how Spaniards interacted with them using lexical items germane to the Mexican dialect of Spanish. The author surveyed the service providers and found that the providers attempted to correct the more proficient speaker and not the other speakers. It was also found that the most proficient student was also treated more like other local clients than the less proficient students. Chapter 14 in this section analyzes several young adults’ social networks and social circles regarding their minority language to determine how these

interactions impact their retention and development of Spanish. Pinilla-Herrera investigates how the languages used in the social networks contribute to the maintenance and/or attrition of these speaker's Spanish. The concluding chapter of this section and of the edited volume, Chapter 15, analyzes the use of annotations for heritage learners of Spanish in introductory textbooks for second language learners to determine whether they have been included. In spite of a growing heritage population and an increase of heritage language learners in introductory classes, Asención Delany finds that not only is there a lack of annotations but the ones that do exist do not facilitate the type of differentiated instruction that would be beneficial in the mixed classroom.

Conclusions and Future Directions

This edited volume addresses many current and vital areas of research regarding Spanish in contact around the world as well as the different educational settings where Spanish is taught. There are many other areas and questions raised by these authors regarding future veins of research that need to be addressed. Differing linguistic attitudes are found in Valentín-Márquez (Chapter 1) amongst Dominican and Puerto Rican speakers. While attitudes were positive overall, much linguistic insecurity still existed. Valentín-Márquez suggests that future research consider gender as well as different age groups to determine if linguistic attitudes towards distinct varieties of Spanish are evolving across these groups. Issues related to language policy and language planning need to continue to receive attention as Truman (Chapter 2) details the increasing decline and maintenance of indigenous languages in the Yucatan. She finds that the current trends in the population that she studied are not passing their native language on to subsequent generations who are quickly becoming receptive bilinguals.

The research by Viera (Chapter 3) and Chaston (Chapter 8) provide new directions of research through the increasing use of corpora to analyze language patterns. Their research suggests that corpora can provide valuable samples that can reveal current patterns of language use and can be used to challenge traditional notions of language and formality. Davidson (Chapter 5), Trawick and Michnowicz (Chapter 6), Arnold and Martínez-García (Chapter 7), Dorado and Rojas (Chapter 9), and Gimenez Meiling, Fails, and Alvord (Chapter 10) all raise questions regarding dialectal changes occurring in Spanish in contact with other languages. These studies emphasize the need to a continual revisiting of languages in contact to reflect current language use and patterns given that languages in contact settings are fluid. These studies show how future research needs to revisit

possible established theories on certain contact varieties to determine the current state of language use.

In addition, the teaching of Spanish in the United States is an area that continues to be researched especially regarding heritage learners of Spanish with educators seeking innovative ways to reach and help these learners maintain and advance in their language skills. Peace (Chapter 13) and Kentengian and Peace (Chapter 4) found that taking heritage students abroad affords them opportunities often not available to second language learners. These heritage language students were afforded access to different social and cultural situations not available to other language learners. While Peace had a relatively small sample size, these results are encouraging for helping conduct larger studies to see how to integrate activities into study abroad that benefit all learners and help them to make the most of their time abroad. Future studies in this area can look at different types of heritage learners in a variety of educational settings abroad and in various countries. These studies can lead to not only improved programs but also help to encourage more heritage learners to go abroad and expand their linguistic and cultural proficiency. Future research can also address how linguistic attitudes change and are reflected as heritage learners come in contact with different dialectal varieties of Spanish.

Also, regarding heritage learners, Moreno and MacGregor-Mendoza (Chapter 11) find that heritage students can improve their language and cultural knowledge through service learning much more than in the classroom. Future research needs to continue to look at how to maximize the heritage learners' time during service learning and how to customize experiences for heritage learners at different levels of fluency. Also, their study was conducted in the southwestern part of the United States and future studies need to consider other areas of the United States as well as different populations of heritage learners. Burgo (Chapter 12) states that while the heritage learners in her class enjoyed the diversity of a mixed classroom, more research is needed on how to teach classes with heritage and second language students. Books such as Fairclough and Beaudrie (2016) and Pascual y Cabo (2016) focus on some of these issues, but more research continues to be needed given the large numbers of mixed classes and the unique settings in which heritage learners continue to be taught. Pinilla-Herrera's (Chapter 14) exploration of social networks is a developing area in heritage language maintenance. While her findings suggest that social networks, especially in the digital realm, are important in language maintenance, future studies need to consider how ever-evolving technologies continue to change and how these changes can

impact language choices and social networks. Also, given the small sample size of her study, future research needs to consider a broader range of participants and also look at different ages and their interactions through social networks. Finally, Asención Delaney (Chapter 15) suggests that not only is further research needed into the development of textbooks with heritage learners in mind but also provides valuable evidence for the need for a change in textbook development to consider the ever-growing population of heritage speakers in all levels of language courses. Studies using differentiated instruction could be carried out using textbooks that offer teachers support for the diverse classrooms in which they teach and the diverse study body that they teach.

It is hoped that this volume will inspire many future studies and inform current practices and theories related to Spanish in contact with other languages around the world as well as the teaching of Spanish in diverse educational settings. Given the global nature of the Spanish language, this edited volume offers insights that can benefit practitioners and researchers and lead to new pedagogical tools and insights into languages in contact.

References

- Alonso, C.J. (2007). *Spanish: The foreign national language. Profession*. New York: Modern Language Association.
- Brown, A. & Thompson, G. L. (2018) *The Changing Landscape of Spanish Language Curricula: Designing Higher Education Programs for Diverse Students*. Washington DC: Georgetown University Press.
- Lipski, J. M. (2008). *Varieties of Spanish in the United States*. Georgetown University Press.
- Fairclough, M. & Beaudrie S. (2016). *Innovative strategies for heritage language teaching: A practical guide for the classroom*. Washington DC: Georgetown University Press.
- Pascual y Cabo, D. (2016). *Advances in Spanish as a heritage language*. Amsterdam: John Benjamins.
- Thompson, G. L. & Lamboy, E. M. (2012). *Spanish in Bilingual and Multilingual Settings around the World*. Boston, MA: Brill.

PAGES MISSING
FROM THIS FREE SAMPLE

Index

A

acento boricua, 19
actitudes lingüísticas, 4, 9, 25
actividades diferenciadas, 388
adquisición truncada, 368
análisis cualitativo de discurso, 61
análisis de corpus, 59
análisis de la varianza (ANOVA), 14
análisis del campo, 67
análisis de registro, 67
andamiaje, 385
Andean Spanish intervocalic /s/-voicing
 conditioning effects on, 112
 and contact-induced change parameters, 120–122, 138–139
 data analysis of, studies, 127–136, 129, 131–136
 discussion of, studies, 137–141
 endogenous and contact motivations on, 112
 with English speakers, 117
 as a gradient phenomenon, 114
 and Highland Ecuadorian Spanish, 119, 121, 138–141
 and Medieval Spanish voicing contrasts, 119
 methodology of, studies, 122–127, 125
 motivations underpinning, 112
 as a natural phenomenon, 116
 normative description of, 113

 research questions for, debate, 120–122
 in varieties of Spanish, 121
anotaciones, 381, 384, 396
AntConc 3.2.4, 68, 71
Argentina, 16, 88, 153, 184, 212, 256, 270, 325
Argentines in New York, demographics of, 256, 262
Argentine Spanish
 analysis of, intonation study, 267–270, 268–270
 contact of, with other Spanish varieties, 255
 early and late F₀ peak alignments of, compared, 260–262, 261, 267
 methodology of, intonation study, 263–267, 264, 266
 retention of, by speakers outside of Buenos Aires, 257
apareamiento disfrazado, 13
aspecto, 228, 232, 235
aspecto habitual, 231
aspecto léxico, 229, 230, 238, 243
aspecto morfológico, 229
aspiración de /s/, 8
aspiración y elisión de /s/, 3, 5

B

bicultural, 394
bilingüe balanceada, 363, 368, 370
bilingües receptivos, 383, 395
bilingüismo, 394
Bills, Garland, 176, 188, 194
Bolivia, 124, 141, 153
Buenos Aires Spanish (Porteño)

- analysis of stressed vowels
and pitch accents of, 258–
263
- compared to Castilian
Spanish, 257, 257
- Italian influence on, 256, 259–
262

C

- Chile, 184, 213, 262
- clases mixtas, 384–385, 388, 393,
396, 397
- Colombia, 16, 114, 116, 119, 184,
212, 256, 325
- competencia cultural, 381
- competencia lingüística, 358,
363, 394, 395
- comunidad de habla, 391, 394
- comunidad discursiva, 65
- concordancing, 68
- conferencias académicas (CA),
60
- confianza lingüística, 381
- contacto dialectal, 3
- convenciones normativas, 61
- “covert bilingualism,” 37
- Cuba, 4, 16, 219, 256, 262, 326
- cuestionario de juicios
sociolingüísticos, 12
- cursos mixtos, 383

D

- deixis, 64
- desinencias verbales, 229
- despersonalización, 62
- destrezas lingüísticas, 383
- diálogo directo, 73, 76
- diálogo indirecto, 74
- “diglossic bilingualism,” 36
- Diploma de Español como
Lengua Extranjera (DELE),
230–231
- discurso académico, 59, 63, 64
- Dominican Republic, 4, 9, 16, 19,
25, 184, 187, 256

E

- Ecuador, 111, 118–119, 124, 138,
256
- El Corpus de referencia del
Español actual* (CREA), 203,
206, 210, 212, 224
- elisión de /s/, 3
- El Lunfardo, 259
- El Porteño, 259
- engagement (involucramiento),
63
- English as socioeconomic
mobility, 37
- español como lengua extranjera
(ELE), 383
- español dominicano, 4, 5, 12, 25
- español puertorriqueño, 4, 5, 12,
25
- español en los Estados Unidos,
60, 61
- estatus socioeconómico, 356
- exclamaciones, 64

F

- falta de inversión del sujeto en
preguntas, 9
- fonemas vibrantes, 6
- formal, 73
- formalidad, 64

G

- glottalization
 - analysis of data in Spanish,
study, 156–161, 157–159
 - attributed to contact with
Guarani, 153
 - effects on, 151
 - methodology of, study in
Spanish, 154–156, 156
 - production of, 151
 - results of, study in Spanish,
161–164, 164–169, 166, 168
 - in Spanish dialects, 151–153,
170
- Guarani
 - attitudes toward, 149, 150,
171

contact with Spanish, 147
 implementation of, in
 schools, 149–150
 as indigenous language of
 Paraguay, 148, 149
 and glottalization, 148, 150,
 169–170
 and possible loss of, 150, 171
 and social class, 148, 149
 as symbol of national
 identity, 149
 as under-studied dialect, 170

H

habilidades bilingües, 374
 habilidades orales, 383, 395
 habilidades receptivas, 383
 habla conversacional, 76
 habla vernácula, 235
 hablantes de herencia, 227, 232,
 357, 378, 381, 382, 386, 389
 heritage language (HL) learners
 benefits of SL
 implementation to, 283–
 284, 291–292
 challenges for, in classroom,
 280–281
 difference between, and L2
 learners, 280
 goals for, 280
 experience outside classroom
 as need for, 281–282
 and reflective activities, 284–
 291
 heritage speakers (HS)
 broad definition, 84, 89
 and cultural socialization,
 329–330
 identity positioning of, 84,
 99–100
 intuition of, on grammar, 306
 L2 learners compared with,
 324, 327, 330, 347–348
 L2 learners intimidated by,
 306
 lack of metalinguistic
 knowledge, 306, 309
 narrow definition of, 84, 89

perceptions of, on mixed
 classroom, 306, 307–310,
 313
 preference of, for simple
 grammatical structures,
 306
 research on study abroad of,
 87–102
 Rosa as, case study, 90–93, 96,
 97, 98, 100–103
 socioeconomic status and
 study abroad of, 87
 and Spanish class anxiety,
 308
 Spanish learners versus, in
 study abroad, 86–88
 in study abroad, 328–329
 study of, in mixed classroom,
 313–318
 use of language of, 84
 Valentina as, case study, 89–
 95, 96–97, 98–103
 humor, 68, 71–73, 76

I

identity
 language as determiner of, 85
 interplay of, and language in
 research, 84–85
 social factors influence, 85
 linguistic, and sociolinguistic
 self, 85, 100–102
 new, through language and
 new context, 86
 impact belief defined, 48
 imperfecto, 227–228
 indigenous languages in Mexico,
 xxiv, 37, 46, 53
 informal, 76
 informalidad, 59, 61, 64, 65, 67–
 70, 76
 informante cultural, 386, 390,
 391
 informante lingüístico, 386, 390,
 394
 informante pragmático, 386,
 390, 392
 input, 368

inseguridad lingüística, 4, 10, 19, 25
 instrucción diferenciada, 383–384, 386, 393
 intervocalic /s/ voicing, accounts of, 115–118
 inventario de redes sociales, 361–362

J

Jopará, 155–156

K

koinéization process, 180

L

language attitudes
 defined, 38
 and language shift, 36–37
 study of, of Maya women, 38–54, 57–58
Language Contact Profile, 234
 lateralización, 3, 6, 7, 19
 lazo afectivo, 374
 lazos familiares, 365
 lazos intrafamiliares, 366
 lenguaje cotidiano, 67
 lengua minoritaria, 354, 368, 370, 377, 378
 lengua vernácula, 233
 LIAS (Linguistic Identity and Attitudes in Spanish-speaking Latin America), 10
 linguistic accommodation in study-abroad context, 85–87, 93–97, 102
 Luisiana, 234

M

mantenimiento, 373
 marcadores conversacionales, 67
 Maya
 amas de casa in study of, 38, 40

attitudes toward, 42–46, 50–52
 interest in learning, 35, 48
 and language death, 51, 54
 and language shift, 36, 41
 language versus people, 37, 54
 monolingual speakers of, 35, 42
 not maintained in homes, 35, 36, 47–49, 52, 53
 percentage of speakers of, in Mexico, 35
 prestige of, in Yucatan, 37, 39, 54
 role of, 36
 speakers of, regarded as
 uneducated, 36, 37, 47
 as symbol of heritage, 35
 taught in schools, 35, 50–52, 53
 Mayan language family defined, 38
 Mexican Revolution 1910–1920, 180
 Mexican War of Independence, 178–179
 Mexico, 35, 46, 97, 116, 176–178, 256, 325
 Mexico City Spanish, 114, 124, 137
 mixed classrooms
 assessment tools in, 312
 benefits of, 307, 309–310
 definition of, 305
 dialect in, 312
 differentiated instruction in, 310–313, 318
 instructor training in, 312, 318
 modelo lingüístico, 386, 390
 modo, 67
 modo (canal), 67
 modo declarativo, 62
 modo (TAM), 235
 mood selection
 predicts language competence, 204
 speakers control, based on intent, 208–209

teaching, with mnemonic devices, 204, 209
tendencias provide insights into, 224
Montrul, S., 227, 230, 232, 244

N

New Mexico Spanish settlements
and agricultural workers, 180
contact with English language, 179, 181, 194–195
dialect leveling in, 180
dialects of, during colonization, 178
as diglossic region, 181
isolation of, during colonization, 178, 179, 179, 181, 194
nominalizaciones, 62

O

observaciones etnográficas, 377
oclusiva glotal [ʔ] como realización de /s/, 7
Oñate, Juan de, 177, 194
Outside Buenos Aires (OBA) speakers compared to Buenos Aires (BA) speakers, 255–256, 263–270, 264, 266, 268–270

P

Panama, 116
Paraguay as bilingual, 148, 149–150, 155
Peninsular Spanish, 83–87, 93–94, 101, 329, 333,
Peru, 111, 124, 138, 187
planificación lingüística, 4
Porteño Spanish. *See* Buenos Aires Spanish (Porteño)
Potowski, K., 9, 60, 278, 307, 363
preguntas directas, 64
preguntas retóricas, 74–75, 76
prestigio, 17, 357
prestigio encubierto, 19

pretérito, 227, 228
producción variable, 228
pronombres de primera, 64
proveedor de insumo, 386, 390, 394, 395
Pueblo Revolt of 1680, 177, 183
Puerto Rico, 4, 16, 152, 246, 256, 325, 355

R

rasgo dialectal, 396
rasgos de habla conversacionales, 75
rasgos de informalidad, 67
rasgos del español dominicano, 20
rasgos del español puertorriqueño, 20
recurso discursivo, 71, 76
redes de enlace social, 4, 12, 22, 25
red social, 353–354, 357, 376–377
red social primaria, 355, 377, 378
red social secundaria, 355
referencia temporal, 246
registro, 60, 62, 76
registro formal, 62, 63, 64
relaciones intrafamiliares, 374
República Dominicana. *See* Dominican Republic

S

Santa Fe Trail, 178–179
segunda persona, 64
service encounters defined, 325
hearer-oriented and speaker-oriented forms, 325, 327
gender in, 347
relational talk in, 326
and request formulation, 327–328
in study-abroad programs, 326–327
study of, in study abroad, 330–346, 333, 335–340, 342
vary in Spanish-speaking regions, 325–326

- Service-Learning (SL)
 activities as relevant to lives
 of learners, 283, 292
 as activity in pedagogical
 approach to SHL
 classroom, 278–279, 292
 advances language and
 culture understanding for
 SHL, 278, 279
 agreement, 297–299
 benefits of, to communities,
 278
 benefits of, to L2 learners,
 278–279
 cuentos infantiles as part of,
 289–291, 290, 304
 diarios as reflection of, 286–
 287, 300–301
 different from general forms
 of service, 279, 282
 history of, 282–284
 manifiesto as, group
 reflection, 288–289, 289,
 303
 proyecto final as, reflective
 experience, 287, 302
- Silva-Corvalán, C., 60, 77, 227,
 231, 235, 245
- Spain, 83, 97, 102, 116, 125, 325
- Spanish
 in contact with Quechua,
 118–120, 124–125, 125
 as first and second language
 globally, xx, xxvi
 in New York City, 262–263
- Spanish Heritage Language
 (SHL) learners. *See* heritage
 learners
- Spanish of Mexico, 191, 256
- Spanish of Paraguay, 147
 analysis of data in,
 glottalization study, 156–
 161, 157–159
 characteristic of, 153
 insertion of glottal occlusion,
 147–148, 151
 methodology of glottal
 insertion in, 154–156, 156
 results of glottalization study
 in, 161–164, 164–169, 166,
 168
- Suárez Büdenbender, E. M., 3, 5,
 14
- subjunctive and indicative usage
 analysis of, study, 214–223,
 214, 219, 220
 examples of complications in,
 204–205
 insights into teaching, 205,
 225
 methodology of, study, 210–
 213
 native speaker can
 manipulate, 224
 with negated assertives, 203,
 206–207, 224
 and pedagogical reform, 225
 rules of teaching, 206
 as topics with linguists,
 educators, and students,
 204
- ## T
- Teoría de Género y Registro, 59,
 61, 62, 65
- tenor, 67, 71, 72, 73, 76
- tenor (estilo), 63, 64
- tiempo, 235
- Traditional New Mexican
 Spanish (TNMS)
 and Anglicisms, 191, 195, 195,
 212
 development of, 176, 177–183
 extinction of, 175–176, 192,
 195, 197
 geographical area of, spoken,
 182, 183
 influenced by educated
 Spanish, 196
 and interaction with English,
 180–183, 191, 192, 194–
 195, 195
 lexical peculiarities of, 190–
 194, 190–194
 linguistic features of, 183
 and Mexicanisms, 176, 181,
 191

morphological features of,
187–190, 187, 188–190
as most widely studied
variety of Spanish, 190,
194
need for documenting, 175,
194, 198
phonological examples of,
183–186, 184, 186
and relationship with Native
American languages, 183
spoken at home, 195–197, 196
younger generation eschews,
175, 195
Treaty of Guadalupe Hidalgo,
180

U

Uruguay, 325
U.S. Census Bureau, 5, 10–11,
180, 196, 256, 262

V

Vargas, Diego de, 178
variables lingüísticas, 235
variables sociales, 235
variación dialectal, 232

velarización, 6, 7, 19
Venezuela, 16, 321–322
verbo dinámico, 229
verbo estativo, 229
verbos de estado, 238
vernáculo, 5, 6, 9, 10, 19, 25
vocalización, 6
Vigil, Neddy, 176, 188, 194

W

WEIRDO. *See* mood selection:
teaching, with mnemonic
devices

Y

Yucatan Spanish
attitudes toward, 35, 46–47
as dominant language in
Yucatan, 35
as key to financial survival,
35, 51, 53, 54
Mayan influence on, 152
role of, 36
Yucatec Maya. *See* Maya