Hispanic? Sociolinguistics at a Crossroads

X International Conference of Hispanic Linguistics and VIII Biennial Meeting of the International Association for the Study of Spanish in Society
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Book of abstracts

PANEL 1: ¿Lo ponemos en español… or in English?: (Re)presenting the Spanish language in anglocentric academia

Convened by:
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Discussant 1: Dr Miguel Pérez-Milans – University College London
Discussant 2: Dr Adriana Patiño – University of Southampton

In this panel, we bring to discussion the processes and practices of communicating sociolinguistic research carried out *in* and *through* the Spanish language within our UK, anglocentric academic context.
By bringing together scholars working from a diverse range of sociolinguistic perspectives (e.g. ethnographic, interactional, sociology of language) and thus working with a variety of data (fieldnotes, audio recordings, archival, literary, linguistic transcripts, etc.) we hope to collectively denaturalise and demystify the processes of (re)presenting Spanish language data to an (imagined) English-reading audience. Whilst some attention has recently been paid in the literature to questions of "*Researching* Multilingually" (Costley & Reilly, 2021, emphasis added; Holmes et al., 2016; 2013) we believe that the question of "multilingual *(re)presentation*" remains underexplored within (socio)linguistics. As a discipline that has language as both an object of study and a means of communication, we hope to engage with the question of linguistic (re)presentation not just as a methodological concern, but moreover in relation to the theoretical and knowledge-building implications that are conditioned by our own academic language policies.
In approaching this topic, we invite participants to pay particular attention to concerns around visibility and erasure, accessibility, celebratory multilingualism, linguistic variation, researcher positionality, and the affordances and limitations of different academic genres. Ultimately, we hope these reflections will not only prove fruitful for sociolinguists "researching multilingually" but, we hope too that they will provoke a reflection, in line with the conference theme, as to the boundaries of "hispanic" sociolinguistics.

Guiding Questions:

- What are our own language policies / practices for (re)presenting the Spanish language in our research?
- Who do we include / exclude with our language (re)presentation choices?
- What are the underlying ideologies/assumptions behind canonical practices of (re)presentation (italicization, footnoting, line by line glossing, etc)?
- What is the uptake of our practices, can we account for / are we responsible for these?
- What are the political-affective dimensions of our linguistic (re)presentation?
- How are our practices imbricated with colonial-linguistic ideologies of language fixity and boundedness?
- What are the implications of posing these questions in terms of *Spanish* in discussion of *hispanic* linguistics?

INDIVIDUAL PAPERS

(Re)presenting diverse Spanishes: Practical and theoretical dilemmas for an anglophone researcher
Hannah King - Birkbeck, University of London / London Metropolitan University

The current English-language-dominant landscape within academia means that research across disciplines is increasingly affected by an Anglocentric lens. This has implications for planning, conducting, and disseminating work and becomes even more complex when participant and researcher multilingualism is taken into account (see Holmes et al., 2016; 2013; Rolland et al., in prep). Of particular importance is how the languages of research contexts are (re)presented in research outputs, as such choices are inevitably political (Bucholtz, 2000).
Drawing on reflections from interactional and ethnographic data collected within a heterogeneous Spanish-language space in London, this paper will explore the processes and practices of (re)presenting this data in English dominant spaces and consider my own positionality as an anglophone researcher (re)presenting Spanish languages and cultures.
The international makeup of the group means the Spanishes present are inevitably adapted to their linguistically, culturally, and proficiently diverse audience (see King, in prep), which could privilege my own position as an international Spanish speaker. Yet, questions of authority and expertise when presenting various Spanishes, of which I am not a linguistic or cultural 'expert,' still arise.
In this work, practical concerns around when, where, and how to (re)present Spanish language data will be shown to have implications beyond the methodological, speaking to wider issues of visibility and accessibility such as who our choices might include or exclude.
Tensions between (re)presentation for the (academic) reader, (re)presentation of the 'community' being studied, and re(presentation) of the researcher(s) will be considered, paying particular attention to the potential push and pull between celebratory multilingualism, which

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can oversimplify language roles and positions (Duchêne, 2020; Martin-Rojó, 2018) and questions of erasure (Irvine & Gal, 2000), such as what English as the language of academia, makes visible or invisible.

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Reflecting on self-positioning while researching English language education discourses circulating in Spanish-speaking environments in contemporary Chile.
Nyko Pinilla-Portiño - University College London

Since 2022, I have been exploring how people (re)construct meanings of English-speakerism while being involved, whether as students or teachers, in English language education processes in contemporary Chile. In doing so, I got immersed in the arrangements and routines of a Municipal English-Bilingual Programme, a public education initiative that aligns with the national educational discourse in framing the mastering of the English language as a fundamental aspect of becoming a Chilean global citizen.
In detail, this research aimed to describe the social categories that emerged in the process and the circumstances in which such meanings are made sense of, hierarchised, institutionalised and connected to larger discourses on English language education circulating elsewhere (Heller, et al., 2018).
In this panel, I would like to reflect on some of the challenges presented during the data generation and processing stages of such research, which relate to (re)presenting my and others' textual productions in Spanish in English-language written texts. Specifically, I share my experience of creating written field notes in English (rather than in Spanish) and discuss the recurrent idea of "how to best translate" Chilean-Spanish meanings into their "English equivalent". By doing so, I hope to enrich my initial engagements regarding (re)presenting Spanish language data to an (imagined) English-reading audience.

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Representing research participants' voices in *their* Spanish
Nuria Polo-Pérez – Durham University

The aim of this talk is to inspire researchers to make visible the multilingual, collaborative, and relational processes that shape their research, and to problematise and be reflexive about their choices of transcription of multilingual data. In order to do so, I discuss the research dilemmas that emerged when managing multilingual data from an ethnographic study on "language cafés", understood as public events for people interested in speaking a specific language (or languages) informally with others.
Transcription is a thorny issue that researchers ought to be deliberate about. Different transcription choices (e.g., using verbatim or intelligent transcription) have an impact on the ways in which participants' voices are represented. Through researcher's reflexivity (Byrd Clark & Dervin, 2014) and adopting a "researching multilingually" perspective (Holmes et al., 2016), I analyse the decisions I made regarding the transcription of data that were co-constructed translingually during ethnographic interviews with participants who were learners of Spanish, which is the dominant language in my repertoire.
Considering that translanguaging involves the natural "letting go" of linguistic accuracy in favour of meaning making and mutual understanding (Canagarajah, 2013), this study proposes to engage the readership in keeping a translingual mindset when reading the data. In doing so, the language representation choices made in the study challenge the monolingual bias by moving beyond the idea of "competence" to promote a better sociolinguistic understanding of multilingual speakers and learners (Risager, 2006).

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Holmes, P., Fay, R., Andrews, J., & Attia, M. (2016). How to research multilingually: possibilities and complexities. In H. Zhu (Ed.), *Research methods in intercultural communication: a practical guide* (pp. 88-102). Wiley Blackwell.
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My academic política lingüística: the story of 300+ footnotes
Peter Browning - University College London / University of Birmingham

The code of practice governing my PhD thesis stated that, with the exception of studies being carried out in the area of "foreign languages and literatures", "[a]ll theses must be written in English". In this paper, I dissect this directive and question what it meant for my thesis - not considered to be in the area of "foreign languages"- to be "written in English", I consider my own language policies for (re)presenting Spanish and reflect on the epistemological assumptions and challenges posed by my approach.
Drawing on ethnographic data generated during nine months of intensive fieldwork and over a decade of lived-experience, my ESRC-funded PhD research set out to explore the role of language policy in the making of the "city" of Rionegro - Antioquia, Colombia as it was in the process of undergoing substantial material transformation. As is often the case for ethnographic work, the situatedness of my ethnographic account became very important to the claims I wished to make and the analysis which I mobilized in the thesis. A key component of this situatedness, my sensitivity to place and placemaking, was the saliency of Antioquian, "paisa" Spanish.
Whilst I generally adopted a language policy of including the Spanish language and footnoting into English, this strategy was not unproblematic. This paper will explore not only the language ideological dimensions of such a practice of (re)presentation, but also bring into discussion examples where footnoting as a strategy did not work, namely in relation to specific socio-cultural frames (e.g. el paisa pujante); socio-historic urbanistic categories (e.g. plaza vs parque); euphemistic expressions (e.g. "irse pa'l monte"); data generated in and through Colombian Sign Language; and even with the disciplinary label of "política lingüística" itself.
By reflecting on the practices of footnoting, I bring into question the role of the ethnographer as a "cultural translator" and question the extent to which this practice extends to that of a "language translator". I provoke myself to question the epistemic violence exerted on my reader through my insistence on making this Paisa Spanish visible and, in the spirit of "uncomfortable reflexivity" (Pillow, 2003), question my own gatekeeping activities.

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PANELS 2 and 4: Sociolingüística aplicada a la enseñanza del español. Perspectivas de la Asociación ELEUK

Convened by: *Carlos Soler Montes (carlos.soler@ed.ac.uk) on behalf of ELEUK.*

Participants: *Zsuzsanna Barkanyi, Mara Fuertes Gutiérrez, Lourdes Hernández-Martín, Irene Macías, Raquel Navas, Mario Saborido Beltrán y Carlos Soler Montes*

Chair: *Marina Rabadán, University of Liverpool*

Resúmenes de las contribuciones

Sociolingüística aplicada a la enseñanza del español como puente entre el aprendizaje y la justicia social: estado de la cuestión
Mara Fuertes Gutiérrez, The Open University

La importancia de la dimensión social de la lengua en la enseñanza del español invita a reflexionar, desde el punto de vista de la sociolingüística, sobre aspectos tan relevantes como la descolonización del currículum, las identidades en el aprendizaje, la competencia plurilingüe o la variación lingüística, entre otros, cuyo análisis debe localizarse en el centro de los debates que guíen el desarrollo de una disciplina como la enseñanza del español, dada la naturaleza pluricéntrica, plurinormativa y superdiversa, pero a su vez global, de esta lengua. El tratamiento de estas cuestiones en el aula presenta, sin duda, grandes desafíos, pero también oportunidades para, por una parte, identificar ámbitos de acción y, por otra, ofrecer respuestas ante fenómenos, entornos y dinámicas sociales que están presentes dentro y fuera de nuestras aulas. Con el objetivo de contribuir al avance de la enseñanza del español como disciplina autónoma, esta presentación se propone analizar los enfoques teóricos y metodológicos, las propuestas curriculares y las herramientas pedagógicas que apuestan por la implantación de prácticas docentes en consonancia con los postulados de la sociolingüística. Se concluye además que el empleo de las propuestas de la sociolingüística para el desarrollo disciplinar fomenta no solo la innovación académica, sino también la justicia social.

El papel de la Sociolingüística Hispánica como área curricular de los grados universitarios de Español en el Reino Unido
Carlos Soler Montes, The University of Edinburgh

Este trabajo pretende ofrecer una panorámica informada sobre la posición que ocupa la dimensión lingüística en general y, más en concreto, la sociolingüística hispánica dentro de los programas de grado de Español de las universidades británicas. Para ello, partiendo de una introducción a los Estudios Hispánicos en el ámbito universitario anglosajón y del papel secundario que tradicionalmente ha ocupado

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la lingüística dentro del hispanismo desarrollado desde este contexto, nos cuestionaremos de manera crítica la necesidad y la utilidad de incorporar contenidos curriculares asociados con la lingüística en los planes de estudios universitarios que forman parte del ámbito disciplinar de las Lenguas Modernas. Además, profundizaremos en el caso particular del Reino Unido para presentar datos concretos sobre universidades y titulaciones de Español que incorporan cursos o componentes explícitos de Sociolingüística Hispánica en su currículum, analizando tanto el número como su tipología.

Los resultados de este estudio, basados en los planes curriculares y los catálogos de asignaturas ofrecidas durante el curso académico 2021/2022 de las 24 universidades británicas adscritas al Russell Group que ofrecen programas de grado en Español, nos ayudarán a entender y a justificar hasta qué punto es necesario que las enseñanzas universitarias relacionadas con el Español y los Estudios Hispánicos partan de una dimensión filológica en la que la lengua extranjera, las literaturas y las culturas de dicha lengua convivan con su lingüística como modelo de integración para la formación de los futuros graduados y especialistas del español en Reino Unido. También reflexionaremos sobre la naturaleza de la Sociolingüística Hispánica como asignatura clave para favorecer el diálogo y la transición entre los distintos tipos de contenidos y áreas curriculares que se imparten en dichos grados.

Reflexiones en torno a la variación lingüística en la clase ELE
Irene Macías, University of Bath

La pregunta de "¿qué español enseñar?" se ha hecho ineludible en el ámbito ELE. La variación lingüística está cada vez más presente en materiales didácticos y en enfoques pedagógicos en el sector universitario en el RU. En lenguas con un pasado colonial, como en el caso del español, esta presencia está aunada a una conciencia de descolonización y justicia social. Esta presentación propone abordar la pregunta de "¿qué español enseñar?" situándola en la praxis de la enseñanza-aprendizaje del español en el contexto universitario británico. ¿Cómo interpretamos el concepto de variación lingüística en el aula? ¿Qué espacio tenemos los docentes para enseñar español como lengua *policéntrica y multinormativa* (Company, 2019) evitando jerarquías dialectales? Usando a modo de ejemplo el manual *El mundo hispanohablante en textos* (Macías Fernández & Pountain, 2022), se ofrecerán ejemplos de cómo vertebrar un módulo de lengua de nivel avanzado en torno al *policentrismo* y la *multinormatividad*, identificando el potencial de dicho enfoque, y a la vez sus límites. A modo de conclusión, se sugiere que, en la práctica, el objetivo de traer la variación diatópica del español a la clase ELE no es, ni puede ser realísticamente, enseñar el espectro dialectal de la lengua, sino despertar la conciencia en el aprendiz respecto a la diversidad lingüística, cultural y racial que existe en los contextos donde se habla español. Es, en esencia, un ejercicio de pedagogía crítica.

Enfoques: Students access the sociolinguistic and sociocultural reality of countries where Spanish in spoken, and co-construct knowledge in the Spanish classroom.
Lourdes Hernández-Martín, London School of Economics

Recent calls to transform the teaching of Spanish from applied sociolinguistics, together with calls to decolonise the curriculum (Fuertes Gutierrez et al., 2021) could bring new developments to Spanish Language Teaching in the UK. It seems that our discipline has initiated the first steps in a direction which, among others, recognises borders between languages as fluid (Schneider and Jungbluth, 2021); questions the "territorial principle" (Piller, 2016); shows Spanish as a polycentric language and celebrates different varieties (Company Company, 2019), and embraces voices until now excluded from the Spanish classroom.

In this new phase, teachers could engage with these questions and issues not only in the form of programme and content changes, but also through the development and transformation of teaching practices. Why should the teacher, curriculum designer or textbook decide which Spanish variety is to be learnt? Or which sociocultural knowledge to be acquired? Or which types of reflections to be brought to the classroom? Or which speakers to listen to?

In my presentation, I would like to advocate for pedagogies which encourage students to value and reflect on the sociolinguistic and sociocultural diversities which define the countries and communities where Spanish is spoken. However, those pedagogies should give agency to students and aim for a more dialogic conceptualization of learning-and-teaching where knowledge is co-constructed by teacher and students together (Wells, 1999).

My proposed presentation outlines the theoretical background of *Enfoques*, a research-based project (Muir et al., 2020; Hall, 2012), which, since 2020, has been part of three language courses at the London School of Economics (beginner, intermediate and advance). I will also describe its implementation and discuss its outcomes and challenges. *Enfoques* is a yearly research series dedicated to the countries where Spanish is spoken. In the research series, students become specialists on a country of their choice, and contextualise and share their research throughout the year, with their peers and teachers in the *Sala de Redacción* sessions. Students´ final production is a podcast published in https://anchor.fm/enfoques/

El tratamiento de las variedades lingüísticas en un curso universitario de nivel inicial de educación a distancia
Zsuzsanna Barkanyi, The Open University

Una de las tareas más complejas a la que se enfrenta el profesor de español como lengua adicional reside en determinar qué lengua enseñar a los estudiantes, y sobre todo, cómo seleccionar los rasgos característicos de las múltiples variedades lingüísticas del español. Como en el Marco Común Europeo de Referencia para Lenguas (MCER), la lengua se percibe como un fenómeno sociocultural, los descriptores de la competencia comunicativa hacen referencia al "conocimiento y las destrezas necesarias para abordar la dimensión social del uso de la lengua" (Consejo de Europa 2002, 116). Sin embargo, el MCER no hace referencia a la enseñanza de las variedades geográficas de una lengua y mucho menos en niveles bajos. En esta contribución haremos hincapié en que se puede y se debe enseñar la

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variación lingüística en sus distintas dimensiones en un curso de nivel inicial también. Demostraremos cómo se introduce la variación diacrónica, diatópica, diastrática y diafásica en el aula virtual y en los materiales de enseñanza a distancia del curso universitario de español ab initio en la Open University. Haremos recomendaciones para la práctica sobre cómo sensibilizar a los estudiantes al carácter pluricéntrico del castellano, cómo desarrollar la capacidad de interpretar la variación diastrática y diafásica, cómo introducir el lenguaje inclusivo y cuándo aplicar la estrategia de translenguar.

El paisaje lingüístico en español: Proyecto didáctico de sociolingüística y ELE
Raquel Navas, University of Warwick

El objetivo principal de esta presentación es exponer las percepciones y reflexiones de los estudiantes de un curso de Sociolingüística del español de la Universidad de Warwick, Reino Unido, sobre la presencia de esta lengua en el paisaje lingüístico (PL) de su comunidad y describir el nuevo conocimiento léxico-gramatical, sociolingüístico y cultural adquirido gracias a este, siguiendo otros estudios de concienciación lingüística (Sayer, 2010; Cenoz y Gorter, 2008; Dagenais, Moore, Sabatier, Lamarre y Armand, 2009, entre otros). Este proyecto se llevó a cabo a través de la red social *Twitter* y buscaba, como objetivo final, promover conexiones con la lengua y las culturas fuera del aula usando el PL como una fuente adicional de *input* en el aprendizaje de segundas lenguas.
En esta presentación se expondrán algunos ejemplos, tanto léxico-gramaticales como sociolingüístico-culturales de muestras halladas y analizadas y se debatirá la utilidad del PL como herramienta sociolingüística para la enseñanza de ELE en contextos de no inmersión, ya que contribuye a que el alumnado busque input real y significativo fuera del aula para posteriormente analizarlo desde un punto de vista lingüístico y cultural.

Creencias y actitudes lingüísticas de estudiantes universitarios de ELE británicos hacia las variedades europeas de la lengua española
Mario Saborido Beltrán, The University of Edinburgh

Este proyecto de investigación tiene como objetivo principal analizar las creencias y las actitudes lingüísticas de estudiantes universitarios de español como lengua extranjera (ELE) hacia las variedades europeas de la lengua española, así como fenómenos lingüísticos como el ceceo, el seseo y la distinción. Los objetivos de investigación específicos son: (1) analizar las creencias y actitudes lingüísticas hacia las variedades peninsulares, según criterios afectivos y cognitivos, estatus social y características personales; (2) examinar las creencias y actitudes lingüísticas hacia el ceceo, el seseo y la distinción; y (3) estudiar las creencias y actitudes lingüísticas hacia la adecuación de diferentes formas de hablar para la enseñanza y el aprendizaje de ELE. Además, se explica la metodología adoptada, desarrollada principalmente en el *Proyecto para el estudio de las creencias y actitudes hacia las variedades del español en el siglo XXI* (PRECAVES-XXI). Del mismo modo, presentamos nuestros primeros resultados del estudio empírico, los cuales muestran problemas ideológicos y actitudes negativas hacia algunas variedades del español. Por último, concluimos con una reflexión sobre el impacto que puede llegar a tener este proyecto en la enseñanza y el aprendizaje de ELE, tanto dentro del contexto educativo del Reino Unido como a nivel internacional.

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PANEL 3: Catalan

Chair: James Hawkey, University of Bristol

Bi/multilingualism and language contact in Solsona (Catalonia): A case study
Ester Baiget-Bonany & Mariona Sabaté-Carrové, Universitat de Lleida.

The aim of this paper is to describe the language ecology in Solsona, a town in the heart of Catalonia with a current population of 9,175 inhabitants as per the 2021 census. The language ecology in this community has varied a lot in the past century and is characterised by bi/multilingualism and language contact: at the beginning of the twentieth century the population was mainly monolingual in Catalan, but Franco's dictatorship, the advent of state education through the medium of Spanish, devolution and the beginning of the revitalization of Catalan through immersion in schools, together with successive waves of migration have altered the picture dramatically. Thus, Catalan has become a minoritised language in a difficult relationship with Spanish, which is coofical and spoken by most of the members of the community, and both Catalan and Spanish are coexisting with the many languages introduced in the community through migration. In order to draw a clear picture of language ecology in present day Solsona we have gathered information from the latest census, from the 2018 language use survey conducted by the Government of Catalonia, and from a survey with 70 informants carried out by the researchers in 2021. Thus, we will present the results from both surveys, we will analyse the main language contact phenomena which take place in the community, and we will discuss the perspectives for the future.

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"En castellano por favor…!": Challenging and defending the use of Catalan on social media
Alba Milà-Garcia and Anna Tudela-Isanta, Universitat Pompeu Fabra and Open University.

In recent years, the use of Catalan online has decreased in Catalonia (Idescat, 2019), and on social media there is a situation of digital diglossia (Melero Nogué, 2018) in which Spanish is the unmarked language (Generalitat de Catalunya, 2020). As a result, when Catalan-speaking users decide to publish their contents in Catalan, their language choice is often questioned and they are faced with negative comments. This paper presents a qualitative analysis of these comments on Twitter and Tiktok, which are mainly characterised by the use of impoliteness. The analysis shows that impolite comments follow three different directions: personal attacks to the content creator, praise directed to Spanish and Spain, and attacks directed to Catalan, and more specifically to its very status as a language and to how "limiting" or "useless" its use on social media is. On the other hand, the analysis also touches on the replies given by users, who link their language choice to identity construction and deny the claims made in the comments. The findings of this paper aim to contribute to the research into the complex linguistic and social reality of Catalonia in the specific context of social media.

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El impacto del Year Abroad sobre los estudiantes de catalán del Reino Unido
Pol Masdéu Cañellas and Joan Mas Font, University of Sheffield and University of Liverpool

La presente propuesta se basa en la exposición de los resultados de un proyecto de investigación cuyo fin principal es determinar el impacto de la experiencia del Year Abroad sobre los estudiantes de catalán de universidades del Reino Unido. La extracción de datos se lleva a cabo a partir de cuestionarios dirigidos a estudiantes de catalán y otros recién graduados que han pasado un periodo de tiempo en territorios de habla catalana como parte de su Year Abroad.

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Los objetivos concretos de este estudio son identificar de qué manera esta experiencia influye en el desarrollo de la competencia lingüística, intercultural y sociocultural de los estudiantes, además de revelar actitudes y prácticas desde el punto de vista de la sociolingüística durante su estancia. Asimismo, se analiza hasta qué punto una experiencia de prácticas o de estudio en un territorio de habla catalana, el conocimiento de esta lengua y el desarrollo de las diferentes competencias son valorados a la hora de acceder al mercado laboral.

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PANEL 5: DIGITAL HUMANITIES

Chair: Adriana Patiño-Santos, University of Southampton

A Digital Sociolinguistics of Transnational Spanish-Speaking Communities and Audiences
Naomi Wells, University of London

Building on the rapidly expanding field of digital research in sociolinguistics – and across the
humanities and social sciences more broadly – this paper aims to explore the particular insights digital texts and spaces can offer in relation to language dynamics and community identities in transnational Spanish-speaking contexts. The paper will draw on two recent projects to illustrate the ways digital research can advance the field of Hispanic sociolinguistics. The first project explored the web presence of Latin Americans in
London, drawing primarily on materials in web archives such as the Internet Archive and the UK Web Archive. While the 'live' web has become an increasing focus of study in sociolinguistics, web archives remain an underexplored resource despite the vast quantities of (socio)linguistic data they contain. This paper will illustrate their potential to offer diachronic insight into changing language strategies and expressions of diasporic 'community' identity (Marquez-Reiter & Patiño-Santos 2017), as Latin Americans have established themselves as London's fastest growing migrant community (McIlwaine & Bunge 2016). The second case study draws on multilingual Twitter data collected during live, international cinema broadcasts by London's Royal Opera House. With Spanish and
Catalan constituting the second and fourth most frequently used languages in the dataset, the paper will illustrate how this transnational online audience offers insight into the politics of language in and beyond the Spanish-speaking world. With both cases drawing primarily on qualitative methods such as multimodal discourse analysis and digital ethnography (Hine 2015; Jones et al. 2015), as well as what Blommaert described as an 'action-centered approach' (2018), the paper will further address the methodological adaptations necessitated by online research, as well as the potential limitations of relying solely on digital research data and contexts.

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Stancetaking and the construction of Latinidad online: How Spanish is used to challenge gender-inclusive identity labels
Benjamin Puterbaugh, University of South Florida

The rapid rise and adoption of the gender-inclusive terms "Latinx"/"Latine" has had polarizing effects on the Latinx community and has generated impassioned debates across social media platforms. Since important identity-related discussions are now occurring online, it is essential to understand how internet users are engaging in this type of digital discourse. Indeed, linguistic choices, online or otherwise, index one's stance, which can in turn be constitutive of social identity (Kiesling, 2022). Stancetaking refers to how people position themselves in conversation (Du Bois, 2007) and in the current study refers to users' attitudes toward gender-inclusive identity labels. Especially relevant to this study is the notion of epistemic stancetaking, which – among other things – refers to how users present themselves as experts or authorities on a given topic (Jaffe, 2009).

The current study analyzes social media users' stancetaking in metapragmatic discussions centering on the pan-ethnic gender inclusive terms "Latinx" and "Latine." Data included 70 comments and replies responding to two posts by the media companies *Remezcla* and *Netflix* on Facebook and Instagram, respectively. The study's findings indicate that in their metapragmatic comments, most users

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responded negatively to the terms, while taking up epistemic stances as authentic members of the target community. One of the primary discourse strategies identified for doing so was codeswitching between English and Spanish. Importantly, these users utilized Spanish to locate themselves against gender-inclusive ideologies and relied on aggressive othering strategies to make their arguments. The study's findings demonstrate how social media users establish their authority in identity-related messages and, in doing so, police the identities of others.

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Understanding the role and relevance of Spanish in today's Philippines by analysing Facebook groups
Claudia Pattanaro, Universidad de Córboba

Unlike other territories under the Spanish crown, Spanish was never the predominant language in the Philippines. Always relatively small, the Spanish-speaking community shrank to smaller sizes as the United States annexed the archipelago (1898) and English and Filipino became the two Philippines' co-official languages (1973). While Philippine literature in Spanish and the results of language contact between Spanish and indigenous languages have been extensively investigated, there is limited understanding of the role and relevance of Spanish in contemporary Philippine society. Also triggered by Covid-19 restrictions, which prevented travelling and boosted social media, this paper outlines the research findings of an ongoing study examining to what extent Filipinos use Spanish in Facebook, how and why. By analysing a corpus of Facebook groups whose content is authored also by Filipinos, the paper shows that Spanish often coexists with other languages and is influenced by them. The closing section summarises conclusions and suggested research directions.

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PANEL 6: Nuevas perspectivas de la lingüística de contacto en Galicia

Convened by: Montserrat Recalde y Victoria Vázquez Rozas

Particpants: Elisa Fernández Rei, Gabriela Prego Vázquez, Montserrat Recalde, Xosé Luís Regueira, Victoria Vázquez Rozas, Luz Zas Varela

Chair: Nicola Bermingham, University of Liverpool

El panel reúne tres aportaciones de estudios sociolingüísticos realizados en el marco de proyectos de investigación actualmente en curso. Las tres propuestas presentan un foco común en la atención a la diversidad, la variación y el cambio lingüístico en Galicia, y las tres comparten el objetivo de avanzar en el conocimiento de las ideologías y las prácticas lingüísticas dominantes en contextos de lenguas en contacto. Las tres investigaciones se sustentan en las prácticas, usos y manifestaciones metalingüísticas de los hablantes, incorporados como agentes de conocimiento, con especial atención a las aportaciones de los jóvenes, agentes centrales del cambio lingüístico.
Por otra parte, las propuestas abordan manifestaciones de la diversidad desde enfoques complementarios: Xosé Luís Regueira y Elisa Fernández Rei analizan el contacto entre español y gallego; Gabriela Prego Vázquez y Luz Zas Varela trabajan en contextos sociolingüísticos multilingües en los que participan migrantes de diversos orígenes; y Montserrat Recalde y Victoria Vázquez investigan las actitudes de los hablantes hacia las variedades del español y en particular hacia el español de Galicia.
La reunión de las presentaciones en un panel permitirá ofrecer una visión poliédrica de de la variación y el contacto lingüístico en un mismo espacio geográfico y social, y mostrar sus implicaciones en la impugnación del modelo monoglósico y homogeneizador dominante. Finalmente, desde una perspectiva académica, el panel constituye una excelente oportunidad para intercambiar experiencia y conocimiento tanto en aspectos metodológicos relacionados con la recogida y tratamiento de los datos como en la fundamentación teórica de los diferentes tipos de análisis.

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Contacto de lenguas e ideologías lingüísticas en Galicia
Xosé Luís Regueira y Elisa Fernández Rei, Instituto da Lingua Galega, Universidade de Santiago de Compostela

Esta comunicación tiene como objetivo presentar los objetivos, metodología y principales resultados del proyecto *Contacto, cambio lingüístico e ideología en contextos de minorización lingüística*, financiado por el Ministerio de Ciencia, Innovación y Universidades. Pretende también debatir sus posibilidades analíticas y sus implicaciones teórico-metodológicas.

Este proyecto propone tomar en consideración las ideologías lingüísticas como uno de los factores que puede condicionar las dinámicas de variación y cambio lingüístico resultantes del contacto entre lenguas y entre variedades. Así, concebimos las ideologías lingüísticas como el sistema cultural de ideas sobre las relaciones lingüísticas y sociales que condicionan el valor que los hablantes otorgan a la lengua, sus actitudes y el modo en que forjan sus identidades. Partimos, además, de que una teoría del contacto lingüístico que pretenda profundizar en la explicación de los fenómenos de contacto lingüístico exige la inclusión de un análisis de los hablantes y de sus ideologías lingüísticas, junto con todos los demás aspectos que se consideren pertinentes para comprender toda su complejidad.

Así pues, los dos objetivos generales son:

1. Establecer una metodología de análisis de las ideologías lingüísticas como factor que interviene en los procesos de cambio lingüístico inducido por contacto.

2. Analizar las ideologías lingüísticas de los hablantes y su papel en los procesos de cambio lingüístico inducidos por contacto entre gallego y castellano en Galicia.

Con tal fin, se ha llevado a cabo la recopilación de un corpus que consta de 53 autograbaciones, 27 entrevistas sociolingüísticas en profundidad y 8 grupos de conversación/debate. Al mismo tiempo, se ha elaborado un corpus de interacciones en las redes sociales (principalmente Twitter y TikTok), con el propósito de recoger usos e interacciones lingüísticas, especialmente centradas en debates y comentarios metalingüísticos, que ponen de manifiesto las actitudes y creencias que moldean la relación de los hablantes con sus propios usos lingüísticos y con los usos de los demás.

Utilizando el marco teórico de la sociolingüística interaccional, junto con los recursos analíticos proporcionados por el Análisis del Discurso y el Análisis Crítico del Discurso, en esta comunicación serán presentadas algunos ejemplos que ilustran las ideologías lingüísticas dominantes en la sociedad gallega actual.

Nuevos contextos multilingües en Galicia: una mirada desde la etnografía sociolingüística crítica en el marco de EquilinGalicia
Gabriela Prego Vázquez y Luz Zas Varela, Universidade de Santiago de Compostela

La finalidad de esta comunicación es presentar los objetivos, metodología, datos y principales resultados de las investigaciones que estamos desarrollando en el proyecto *EquilinGalicia* del grupo *MetalingüísTICa* de la Universidade de Santiago de Compostela. *EquilinGalicia* es un proyecto i+D que analiza los espacios de transformación sociolingüística vinculados a la movilidad, globalización y al impacto de las políticas lingüísticas en el contexto educativo de áreas rururbanas en Galicia. *EquilinGalicia* se encuadra en el proyecto coordinado *EquiLing*, cuyo objetivo es abordar la diversidad sociolingüística de Galicia, Cataluña, País Vasco y Madrid para construir, a partir de condiciones diversas, una propuesta teórica y metodológica innovadora para comprender en profundidad los procesos mediante los que las lenguas crean, reproducen o contestan las desigualdades lingüísticas.

Concretamente, en EquilingGalicia estudiamos el papel de los jóvenes como agentes claves en la gestión de los regímenes sociolingüísticos multilingües emergentes y analizamos sus nuevos repertorios lingüísTICos. Nos centramos en enclaves rururbanos que acogen migrantes de origen diverso sobre los que llevamos trabajando la última década. EquilinGalicia se enmarca en la Etnografía Sociolingüística Crítica e incorpora la investigación en co-labor. La recogida de datos se realiza en un proceso de la investigación en acción participativa (PAR) y multisituada mediante actividades de conciencia metalingüística, técnicas de expresión dramática y recursos TIC interactivos. El análisis en curso combina metodologías cuantitativas y cualitativas. Finalmente, EquilinGalicia tiene como cometido proyectar los resultados en: (a) implementar nuevos recursos teóricos y metodológicos para abordar las realidades multilingües; (b) la elaboración del CORHES. Corpus de Repertorios Heteroglósicos de Estudiantes de secundaria; (c) el diseño de recursos de transferencia: propuestas para nuevas políticas lingüísticas educativas y la elaboración en co-labor de materiales didácticos TIC-TAC-TEP para AVEL (Atlas Virtual para la Educación lingüística en la Superdiversida), orientados a los estudiantes y a la (trans)formación del profesorado: http://avel.cesga.es/.

Actitudes hacia el español en Galicia: la metalingüística de la oralidad
Montserrat Recalde y Victoria Vázquez Rozas, Universidade de Santiago de Compostela

La presentación tiene como objetivo compartir la experiencia metodológica y algunos de los resultados obtenidos a partir de la construcción del corpus ESLORA de español hablado en Galicia (EdG). ESLORA está integrado por entrevistas semidirigidas y conversaciones grabadas entre 2007 y 2015, cuyas transcripciones, anotadas morfosintácticamente y con el audio alineado, están disponibles en https://eslora.usc.es. La realización de cada entrevista se acompañó de un cuestionario sociolingüístico (CS) y un test de inseguridad lingüística (TIL), también grabados en audio. Las respuestas al cuestionario y al test y los comentarios metadiscursivos compartidos por los informantes del corpus son reveladores de las asociaciones indexicales, frecuentemente estereotipadas, entre variedades y estatus atribuido a sus hablantes.

Las respuestas al TIL, un instrumento propuesto inicialmente por Labov (1966) como método para medir el peso de la norma de prestigio sobre las creencias y la autopercepción del habla, aportan indicios del prestigio encubierto asociado a características del EdG, pero, por otra parte, la aplicación del propio test puso de manifiesto deficiencias metodológicas con implicaciones éticas. A partir de esa experiencia inicial, diseñamos un nuevo estudio, con la participación de profesoras y estudiantes de enseñanza secundaria, que combina un test en

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línea concebido a partir usos reales registrados en el corpus (https://eslora.usc.es/encuesta) con la obtención de las manifestaciones directas de los estudiantes en pequeños grupos de debate.

Por su parte, las respuestas al CS ofrecen las percepciones de los hablantes sobre la variación geográfica del español y la relación que establecen con las ideas de normatividad lingüística. El análisis muestra que la noción de 'buena lengua' forma parte de la conciencia lingüística común y tiene una relación estrecha con la prescripción de la norma y la variedad considerada estándar. El análisis del discurso metalingüístico permite identificar los principales *topoi*, argumentos racionalizadores y presuposiciones que reproducen (pre)juicios socialmente compartidos y que revelan conexiones con las ideas hegemónicas difundidas por el discurso autorizado sobre el español correcto.

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PANEL 7: Linguistic diversity

Chair: Carlos Soler Montes, University of Edinburgh

Promoviendo la justicia social en la política lingüística de la atención médica en EEUU: La inclusión de las voces indígenas y las voces hispanas

Rachel Showstack and Jorge de la Hoz, Wichita State University

En la atención médica en EEUU, muchos pacientes que prefieren comunicarse en una lengua minorizada no reciben servicios cualificados de acceso lingüístico en su lengua de preferencia con consistencia, lo cual resulta en consecuencias negativas de salud (Martínez, 2015). Esto se debe al desconocimiento de derechos entre las poblaciones lingüísticamente diversas, la falta de un sistema funcional que refuerce los reglamentos federales, la capacitación inadecuada del personal médico, el desconocimiento de las poblaciones indígenas de Latinoamérica, y una constelación de ideologías monolingües y raciolingüísticas que influyen en el tratamiento de ciertos grupos de hablantes de lenguas minorizadas (Martínez, 2020).

La justicia social lingüística en la salud incluye el acceso equitativo a los servicios y la aceptación por parte del personal médico de las personas lingüísticamente diversas (Martínez, 2020). Por otra parte, la justicia social en la metodología de investigación ocurre cuando se incluyen a las personas que el proyecto está diseñado para servir en el proceso de identificar las oportunidades de colaboración, planificar el proyecto y llevarlo a cabo. Mientras que la participación comunitaria en la *identificación* de injusticias lingüísticas se ha hecho más común (ej. Martínez, et al., 2021), no ha sido tan común la inclusión de la comunidad en *la planificación y la evaluación* de los proyectos (Cashman et al., 2008).

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Describimos un proyecto de investigación participativa centrada en la comunidad (Manzo, 2020) cuyo objetivo es la justicia social en la salud de los hispanohablantes y hablantes de lenguas indígenas latinoamericanas en el medio oeste de los EEUU. Utilizando grabaciones de audio de nuestras reuniones comunitarias de planificación y reflexión, analizamos la eficacia de nuestro proceso de incluir a los participantes en las decisiones sobre la implementación y la evaluación del proyecto. Finalmente, concluimos con recomendaciones sobre la inclusión comunitaria en la investigación para la justicia social lingüística.

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The instrumental value of complex multilingual repertoires in Andorra

James Hawkey, University of Bristol

The sole official language of Andorra is Catalan, but Andorran society is multilingual. As a tiny nation positioned between France and Spain, there has long been a presence of French and Spanish through schooling. Rapid growth in the Andorran economy in the late twentieth century linked to tourism resulted in waves of migrant labour to the country, chiefly from Spain and Portugal. As such, Andorra constitutes a situation of complex societal multilingualism involving five languages – Catalan, Spanish, French, Portuguese, and the global lingua franca of English.

This presentation draws on the notion of multilingual *repertoires* (Gumperz 1964), focusing on how residents with a migration background deploy the complex 'mobile resources' (Blommaert 2010) contained therein to attach instrumental value to their own linguistic competence, both in terms of individual languages and their repertoires as a whole. In order to examine these issues, I adopt a mixed-methods approach, consisting of quantitative (linear regression) analysis of language attitudes surveys combined with qualitative semi-structured interview data. I start with a theoretical discussion that links existing studies of language attitudes, linguistic repertoires and the mechanisms by which speakers attach value to their language behaviours. I then present the findings of language attitudes questionnaires, before undertaking a thematic analysis of semi-structured interview data. This presentation brings together three complementary elements – language attitudes, multilingual repertoires, and mechanisms of value attribution. In doing so, I hope to contribute to debates on how best to understand attitudes in situations of societal multilingualism, by starting with the treatment of discrete languages before developing these ideas to capture the complex, hybrid practices that make up speaker repertoires.

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Intraspeaker Variation in Andean Vowel Spaces: A Case Study of Pedro Castillo's Political Identity Work

Alden McCollum, New York University

Popular Peruvian discourse imagines Peru as divided into three sociocultural regions: *la sierra* (the Andes), *la selva* (the Amazon), and *la costa* (the coast). In this project, I understand these regions as imagined communities (Anderson, 1983/2016), and consider how vowel spaces are recruited in stylistic performances that are in dialogue with a constructed opposition between *la sierra* and *la costa*, wherein *la sierra* is associated with indigeneity and Quechua, and *la costa* with whiteness and 'standard' Spanish.

Prior work on language contact between Spanish and trivocalic Quechuas finds that some Spanish speakers in Andean contexts exhibit partial or complete mergers of /i/ with /e/ and /o/ with /u/ (Lipski, 2015). Popular narratives tie such speakers to *la sierra* and view them through a deficit lens of "confusión vocálica" (de los Heros, 2016), wherein *these* vowel spaces are portrayed as the product of an 'inability' to produce vocalic distinctions. Such narratives depart from observed realities, erasing (Irvine & Gal, 2000) both inter- and intra-speaker variation.

In the current project, I use both quantitative and qualitative methodologies to examine intra-speaker variation in the vowel space of Peru's current president, Pedro Castillo. Castillo is often linked to *la sierra* and to 'non-standard' ways of speaking. While language-based stereotypes have often been wielded against him in his political career, I argue that Castillo also recruits these stereotypes for his own benefit. Focusing on a May 2021 debate with Keiko Fujimori and a September 2021 *mensaje a la nación*, I find marked quantitative differences in the degree of merger between Castillo's front vowels both across and within discourse contexts. My quantitative analysis relies on Pillai scores and a series of GAMMs, and is grounded within a qualitative lens that draws on oppositional identity, performativity, and Sharma's (2018) concepts of biographical indexicality and "real me" stances.

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PANELS 8 and 10: Education

Chair: Mara Fuertes Gutierrez, Open University

Can learning about languages help learners become socially responsible? A Spanish sociolinguistic intervention at secondary school level.
Marcela A. Cazzoli, University fo Durham

Randolf & Johnson (2017: 101) define the scope of social justice in the language classroom as including 'any aspect … through which participants (students, teachers, and other stakeholders) come to a greater understanding of or make progress towards equity in society'. For the last few years, decolonisation and transnational approaches in Hispanic Studies have challenged the concept of languages as well-defined codes 'anchored to distinctive […] speech communities (De Fina & Perrino, 2013) and have raised awareness of the crucial role of language in a society that is fair and inclusive. One area of practice which still largely operates within the one-nation one-language ideology is language teaching, where grammatical and lexical accuracy prevail, to the detriment of knowledge *about* the language, i.e. how co-existing languages and cultures have made the Hispanic world so diverse.

While there may be instrumental reasons for learners to focus on linguistic accuracy, the reality is 1. that migration and social mobility are changing classroom demographics and 2. that this new demographic will require a curriculum that prepares learners for a global world. Considering Britain's insularity and poor public idea about language (and dialects and accents), can sociolinguistics be the answer to help learners become more tolerant of those who 'speak differently'? This talk will discuss an outreach project, part of Durham's Transnational strand OWRI), which introduced learners to sociolinguistics through comparisons of difference and sameness between Spanish and English, and their varieties, to develop an understanding of the local and the global. Students' feedback showed a keen interest to know more about languages, as they 'show you what the world is really like'.

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Sentipensando the Linguistic Practices of Returnee and Transnational Migrants in Teacher Education Programs in Mexico.
Alejandra Núñez Asomoza and Irasema Mora-Pablo, Universidad de Guanajuato

"Sentipensar with the territory means to think with the heart and with the mind, or heart-think (corazonar), as Zapatistas say" (Escobar, 2014, p. 16; own translation). This perspective becomes particularly relevant for transnational and returnee migrants who transit and navigate physical and metaphorical borders where emotions and affects gain relevance to make sense of the subjectivities of territories and identities. This paper aims to contribute at the contemporary decolonial debate and the notion of 'epistemic disobedience' by reflecting on the way in which returnees' and transnationals' linguistic practices challenge the systematic, institutionalized devaluation of knowledge and ways of knowing of the colonised (Grosfoguel, 2007; Mignolo and Escobar, 2013). Additionally, we aim at unveiling the tensions between dominant discourses and the schooling experiences of transnationals and returnees to raise awareness on how to rethink teacher training programs in Mexico to promote social justice through collaboration and resistance of hegemonic practices. Drawing on data from two contexts, Guanajuato and Zacatecas (Mexico) we present a qualitative research based on a narrative platform that demonstrates how the participants become subject of mockery, discrimination, and rupture. The phenomenon is multilayered, as there seems to be a continuum where emotions move constantly and ambivalently, from the 'optimism' end to the 'pessimism" end of the spectrum. We would like to offer our perspectives on how to help researchers to think through the intersections of different domains of analysis when it comes to the study of experiences, emotions, power and conflict within the context of return migration and transnationalism. Outlining opposing positions can help us frame conflicting tendencies and therefore, stir discussion towards developing more nuanced positions and activate academic debate to take action in teacher education programs.

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Narratives about Spanish teaching in lower secondary school in Denmark – voices from the 'efterskole'
Ida Gyde, VIA University College

The Danish educational system suffers from a crisis in language education, extending from primary to tertiary education and affecting all other foreign languages than English. However, the crisis seems unevenly distributed across the complex educational landscape characterizing lower secondary school in Denmark. While only very few mainstream public lower secondary schools offer Spanish as an elective foreign language, Spanish teaching seems to thrive in alternative school forms. This is especially true for the 'efterskole'; a unique and increasingly popular Danish residential school form targeted at students aged 14-18 in Year 8, 9 and 10. Currently, one of five 'efterskole' offer Spanish which forms a remarkable contrast to the limited provision of Spanish in mainstream public schools.

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However, teaching in 'efterskole' is generally under-researched and Spanish teaching in 'efterskole' remains unexplored. This paper presentation draws on an ongoing pilot project aiming to shed light on Spanish teaching in 'efterskole' in Denmark. The project finds inspiration in linguistic ethnography (Copland & Creese, 2015) and applies an ecological perspective to language teaching (Creese & Martin, 2003; van Lier, 2004). The empirical material is produced through linguistic ethnographic fieldwork in four different 'efterskole' settings and consists of fieldnotes, photos and audio recordings from the classroom and semi-structured interviews with students and teachers. The paper presentation will present a preliminary analysis of narratives about foreign language teaching in Spanish.

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The role of human agency in the transmission of the heritage language in the Escuela Latinoamericana de Berna
Yvette Bürki, Universität Bern

In this talk we discuss the role of human agency in the Escuela Latinoamericana de Berna (ELB). It is a community school run by parents of Latin American origin themselves to teach Spanish as an HL in the city of Bern, Switzerland. I understand human agency as the capacity to act in society. But as Ahearn (2010, p. 29) points out, agency is not a free way of acting, as it is conditioned both by social structures and by the influence of culture on human intentions, beliefs, attitudes and actions. Agency is therefore a capacity to act, but mediated by social macrostructures, as well as cultural and symbolic aspects (Bouchard and Glasgow 2019, p. 22). Indeed, at a macro-structural level, although the Swiss state encourages HL classes, there are no explicit language policies to support them, so that their teaching is organised by parents themselves. Starting from an analytical perspective that situates family language policies as a multi-layered disposition of power recognising the agentive role of each family member (Nandi 2018), in this talk we address the different types of agency found in ELB. Through an ethnographic perspective study, including interviews, field notes and two activities conducted with ELB pupils from two classes with different levels—one of them aimed at taking an exam to acquire an international certificate of proficiency in Spanish (DELE)—I show not only the agency of the parents, but also that of the children. I will show how children's beliefs and attitudes in their active learning of Spanish reflect the linguistic ideologies circulating not only in families, but in society today as a clear manifestation of the continuous interrelations between the micro and macro levels in the situated interactions of social actors.

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Español lengua extranjera para el desarrollo sostenible (ELEDS)
Daniel Michaud, Zuyd University of Applied Sciences (NL) & UcLouvain (BE)

La contribución abarca el tema de la Educación para el Desarrollo Sostenible (Berchin et al., 2021) a partir de la relación entre la Agenda 2030 para el Desarrollo Sostenible (Organización de Naciones Unidas, 2015) y la enseñanza de español lengua extranjera (ELE) y se centra en la presentación de un nuevo modelo para la inclusión de los Objetivos para el Desarrollo Sostenible (ODS) en la enseñanza de ELE.

La creación del modelo denominado "ELE para el desarrollo sostenible" (ELEDS) consistió, en primer lugar, en el estudio de la relación entre la EDS, los ODS y el Marco Común Europeo de Referencia (MCER) y, en segundo lugar, en la elaboración de un marco didáctico adecuado para su implementación. El resultado es un modelo compuesto por los temas de la Agenda 2030, problemas sociales en España y Latinoamérica y competencias lingüísticas en un marco didáctico basado en cinco criterios de la EDS en la enseñanza de idiomas (De la Fuente, 2022) y de la motivación según constructivismo social (Martens & Boekaerts, 2007): (i) motivación, (ii) integración temática, (iii) autenticidad y multimodalidad de fuentes, (iv) equilibrio temático y lingüístico, y (v) independencia entre temática y nivel de conocimiento lingüístico.

Los resultados muestran cómo la lingüística aplicada puede contribuir a fortalecer la relación entre lingüística y sociedad y a la formación de profesionales preparados para afrontar temas sociales de sostenibilidad.

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PANEL 9: Migration/mobility

Chair: Naomi Wells, University of London

Language parenting practices of transborder immigrant parents in San Diego: Shifting away from deficit views of Spanish-English bilingual children in the U.S.
R. Mata, Western Washington University

A qualitative study of interviews with 11 transborder families in the San Diego area reveals that immigrant parents from Mexico are uniquely positioned to understand the dual-language experience of their Spanish-English bilingual children born and raised in the U.S. This understanding is demonstrated by parents in the following ways:

(1) parents express the importance of maintaining Spanish in the home and acknowledge their responsibility in instilling in their children the maintenance of Spanish;

(2) parents have a unique insight about the difficulties and challenges of maintaining Spanish in an English-dominant environment considering socioeconomic and sociocultural difficulties.

While San Diego immigrant parents see clear benefits to Spanish-English bilingualism, they must also balance some of the deficit-based views on Spanish-English codeswitching from their local schools as well as in Mexico. These deficit views are linked directly to internal linguistic discrimination of speakers of a variety of Spanish in contact with English (Román, Pastor & Basaraba, 2019). Transborder immigrant parents find themselves in the difficult position of being responsible for the maintenance of Spanish in the household for cultural continuity and family unity, as well as for the reconceptualization of the home as a place where immigrant parents – as first-hand witnesses to their children's language assets – can shift away from deficit views about language. The results of this study challenge the erroneous notion that immigrant parents are disengaged in their children's education. It is crucial that the schools that these children attend not only become aware of the valuable work that immigrant parents are doing in the home, but also that their Spanish-language teaching practices be informed by it.

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Bilingual and Trilingual Mixtecos in Northwest Oregon: Intergenerational linguistic identity, and Spanish language attitudes, usage, acquisition, and preservation
Carlos Enrique Ibarra, University of New Mexico

The challenges faced by immigrants from Mexico and the rest of Latin America who are monolingual in an indigenous language has received some attention from scholars in the last 15 years (Geyman et al., 2012) and in the popular press (Cengel 2013; DeCoursey 2015; Fox & Rivera-Salgado 2005 among many others). Little research exists on adult learners in non-instructional contexts (Johnson, 2001), even less exists on monolingual adult speakers of an indigenous language who learn a majoritarian one as a second language (L2) in non-academic contexts. The present qualitative study analyzes the sociolinguistic experiences in linguistic identity, attitudes, usage, acquisition, and language preservation among bilingual and trilingual Mixtecos (Ñuu Savi) in a rural agricultural community in Oregon, USA, focusing on two groups: adult monolingual Mixteco immigrants who learned L2 Spanish in the US in naturalistic, non-instructional contexts (OMS), and their bilingual and trilingual US-born and/or raised descendants (TRI). OMS constitute the contact generation (Villa & Rivera-Mills, 2009). To date, no research has been conducted on the speech communities in which OMS and TRI exist. The data for this project comes from 50 dialogic sociolinguistic interviews with OMS and TRI of both genders, ages 5-70, of Mixteco ancestry conducted in Spanish (and English or Mixteco when necessary). Results show that younger generations have less awareness of their indigenous origins, identity and culture, with Spanish and English being favored by everyone as the prestige languages. OMS described their experience acquiring Spanish in a variety of ways, mostly from their own children, who learned it at school, and other day-to-day activities, including religious services, and very similar situational contexts corresponding to their usage of Spanish. Few parents expressed interest in passing the Mixteco language on to their children due to its lack of usefulness in advancing professionally, with Spanish and English being favored for this reason.

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Haciendo 'Sociolingüística hispánica' en contextos de multilingüismo y movilidad.

Santiago Sánchez Moreano, The Open University

En los últimos años, la sociolingüística hispánica se ha venido permeando de las reflexiones propuestas por los giros epistemológicos que han surgido en las Ciencias Humanas y Sociales como el *multilingual turn* (May 2014) o el *mobility turn* (Faist 2013), pero también de enfoques críticos, etnográficos y posestructuralistas que se han centrado en los procesos sociales e institucionales implicados en la construcción de la diferencia y la desigualdad social (Martin-Jones & Martin 2017). Esto ha dado cabida a reflexiones fundamentales en el estudio de las relaciones entre el lenguaje y el mundo social, y en la descripción del lenguaje como práctica social, asociado a las actitudes, posicionamientos e ideologías de los hablantes. Pero también ha dado luces al estudio del contacto lingüístico y de los fenómenos de bilingüismo y multilingüismo, y de sus efectos sociales e identitarios (Sánchez Moreano & Blestel 2021). El objetivo de esta presentación es mostrar, a través de ejemplos de prácticas interaccionales socialmente situadas en dos situaciones complejas de contacto en Cayena (Guayana francesa) y Leticia (Amazonia colombiana), cómo la noción de "hispánico.a" se revela inoperante a la hora caracterizar las dinámicas de contacto social, lingüístico y cultural.

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PANEL 11: Linguistic normalisation

Chair: James Hawkey, University of Bristol

Ethnicity at a crossroads. Galician struggle for linguistic normalization and Spanish-speaking migration: tensions and alliances

Daniel Amarelo, Universitat Oberta de Catalunya

One of the ways in which structural violence is reproduced under neoliberalism is through the erasure of alliances and the erosion of intersectional work among minority groups. Currently, in the multilingual and multicultural Spanish state, both migrant and racialized communities (Martín Rojo 2010) and minoritized language speakers (Moreno Cabrera 2008) go through different but related violences driven by the construction of the modern nation-state. This paper looks at a moment of that relationship, one in which the struggle against linguistic discrimination and the struggle against racism conflicted. Particularly, I present a critical discourse analysis of a post by a Santiago de Compostela-based antiracist Instagram account and the discursive reactions it triggered. While the post aimed to serve as a decalogue of antiracist practices in the context of the Iberia Peninsula, it also included a slide focused on Galiza, criticizing the requirement for migrants to speak Galician. That post quickly spread in Instagram and Twitter spheres and polarized progressive circles: Galicianist language stances and support for antiracism were confronted in an 'either-or' relationship, with accusations of xenophobia by both sides. Hence, I analyze language ideologies of authenticity, nativism, and pan-Hispanism (del Valle 2007; Woolard 2016) to understand and overcome the conflict, bridging approaches to ethnicity that prioritize overseas vs. internal colonialism. Finally, I propose that language policy in Galiza, traditionally a migrant land, should consider newcomers' linguistic repertoires and fluxes to develop fine-grained public programs to strengthen linguistic revitalization, diversity, and social cohesion.

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The idea of "normalization" as a deterrent of Basque language revitalisation
Gorka Mercero, University of Liverpool

The long-lived campaign to revitalise the Basque language, Euskara, has been remarkably successful in terms of increasing the number of speakers in areas where Euskara is an official language. However, the alarms went off when successive surveys showed that the usage of Euskara remains stagnant decade after decade.

The main goal of Basque language loyalism is captured in the idea of the 'normalization' of the Basque language, the scenario where the unhindered communication in Euskara would be possible in any realm of everyday life in the Basque Country. This raises some difficult questions that Basque language loyalism does seem willing to address: is normalization synonymous of the creation of a functionally monolingual Basque speaking community? If not, what would the place of Spanish be in everyday life in the Basque Country? The ambiguity as to whether normalization would entail a turn of the tables that would eventually marginalise Spanish from social life in the Basque Country is a blind spot in the campaign for the revitalisation of Basque. My argument is that this must be working as a deterrent for those Basques for whom Spanish is a natural part of their lives and do not see clear incentives to engage with the usage of Euskara more strongly.

This does not mean that Spanish state structures are not responsible too for the current situation of diglossia and marginalization of Euskara. Basque language loyalists are right to demand changes in law and in language policy that would bring about linguistic justice and a stronger social cohesion. Yet they need to be much clearer and pedagogic about what those concepts mean to them and how Basque society should understand them.

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