

¿Se dice?

The place of sociolinguistics in the language classroom

Cynthia Ducar

Indiana University of Pennsylvania

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¿What is or should be the role of
translanguaging, borrowings, semantic
extensions, etc. in language classes?

¿Should these topics only be included for HL
students or for L2 as well?

Why? How? How much?

True or false?

1. Languages don't change.
2. US Spanish is very different than other varieties of Spanish.
3. US Spanish speakers get a bad rap.
4. Spanglish happens because people don't know how to express certain ideas in one of their languages.



Myths of language teaching

- Native Speaker
- Standard varieties > local varieties
- Culture > culture
- Using the L1 is bad for L2 acquisition
- Metalinguistic knowledge is imperative to language acquisition
- Need to study abroad



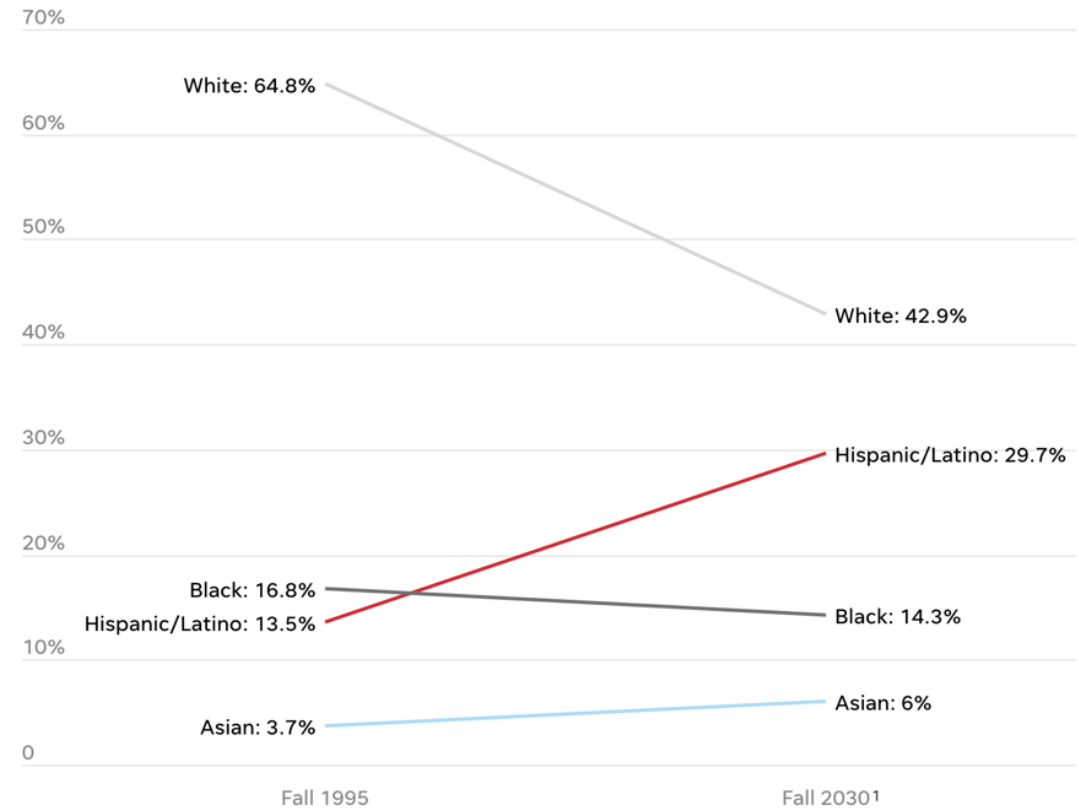
Pause to consider “...foreign language learning as an elite endeavor in that mastery of a second language is presented as desirable cultural capital to equip majority English speakers for the challenges of a competitive job market, while the bilingualism of minority speakers is treated as a hindrance to academic and socio-economic success...” (Ortega 256)

62.6 million Hispanic
people in the US

¡The Hispanic
population is young!
 $61\% < 35\text{yo!}$

Enrollment in public elementary and secondary schools fall 1995 through fall 2030

The U.S. Department of Education's National Center for Education Statistics predicts that by the year 2030, nearly 30% of all public school students will be Hispanic or Latino:



What about PA?

Pennsylvania's Hispanic or Latino population **grew by over 185,000 people (+17.7%)** from 2020 to 2024

([PA Harrisburg Research Brief](#))



What do we know?

When poll is active respond
at

PollEv.com
/cynthiaducar330



¿Which structures should be taught/corrected?

Explain why you would or wouldn't correct these uses in your classroom.

1. Te llamaré pa' trás cuando pueda.
2. ¿Fuistes al supermercado ayer?
3. No sabo todo. Estudio mucho.
4. ¿Cómo te gustó la experiencia?
5. Estoy súper hype para el finde.
6. Saliendo temprano, llego a tiempo.
7. La problema es que no tengo tiempo.
8. No tuve la oportunidad de tomar su clase, y porque de eso, estoy atrasado

- Frequency
- Student goals
- Expectations in future classes/jobs/life

Let's reflect...

- In a 2008 survey of 173 university Spanish departments,
- “identify and correct anglicisms, archaisms and other dialectal or nonstandard forms in writing/speaking” (Valdés, et.al. 2008, 11)

“One of the biggest barriers these bilingual heritage students must overcome in their Spanish classes at American universities is the attitude of their Spanish instructors”
(Parodi, p. 200)

Which 3 would
you prioritize and
why?

Why are these
necessary for L2
teachers as well?

Table 1.2, Necessary teacher competencies for teaching heritage learners of Spanish
(Based on García & Blanco, 2000; Potowski, 2005; Webb & Miller, 2000; AATSP, 2000)

Teachers of heritage learners should meet the requirements expected of all teachers of Spanish. In particular, teachers of heritage learners should demonstrate the following competencies:

1. Advanced language proficiency.
2. Knowledge of appropriate pedagogical principles in language expansion and enrichment.
3. Theories of cognitive processes that underlie bilingualism.
4. Theories of social and linguistic processes that underlie bilingualism and languages in contact.
5. Knowledge of the sociolinguistic dynamics of the heritage language around the world and as a viable system of communication in the United States.
6. Knowledge and understanding of the connections of the students' home culture with those of their families' countries of origin.
7. Understanding the social, political, and emotional issues associated with having various degrees of proficiency in one's heritage language.
8. Ability to elicit and respond appropriately to students' attitudes toward learning their heritage language.
9. Differentiating instruction to respond to the different proficiencies and learning styles of students.
10. Knowledge of sound procedures in course placement.
11. Advocating for heritage learners and promoting the importance of the heritage language program within the school.
12. Knowledge of literacy development theories and best practices.
13. Knowledge of theories and pedagogies related to the acquisition of formal registers
14. Knowledge of the local heritage communities with whom they will be working

Languages in Contact

- Simplification of grammatical categories
- Lexical change (cognates ~ semantic extensions/borrowings)
- Generalization/Regularization
- Periphrastic structures
- Transfer
- Code-switching/Translanguaging

Knowledge of these areas is imperative for teacher training, but also for the self esteem of heritage students and for interactions with local communities

What do we know?

Chat with a friend and make a list any of the following characteristics of a local variety of a language you're familiar with! What makes US Spanish / French / Chinese different?

If you're not sure, you can talk about different varieties of English – Southern English, Appalachian English, African American English, etc.

- **Phonological features** (sound)
- **Morphological features** (verb endings, plurals, etc)
- **Syntactic features** (grammar)
- **Lexical features** (vocab)
- **Pragmatic features** (why we say what we say – context and meaning)

Phonological features of US Spanish

- /s/ aspiration
 - Entonces → entonceh
 - [You tube \(40s\)](#)
 - [Dialecto dominicano](#) (16:00)
- /f/ (/f/ → [h]) aspiration
 - Fue → hue
- Consonantal insertion/archaic forms
 - Nadie → nadien
 - Mucho → mucho
- b ≠ v (botar / votar)



Morphological features

- Morphological simplification
 - Reduction of forms
 - Tú > Ud.
 - La problema
 - Regularization of irregular forms
 - Yo sabo
 - Tú fuistes
 - Salemos (instead of *salimos* – for all –ir verbs in the present tense)
 - Podemos (instead of *podemos* – for all stem-changers)



Syntactic features



- Subject pronoun use
- Word order
- Ser/estar
- Discourse markers

languages in contact are
regularized and simplified
at faster speeds

Calques

- *Llamar para atrás*
- *Correr para oficina*
- *¿Está bien contigo?*
- *¿Cómo te gusta X?*

Lexical features

- Archaic forms
 - Haiga (en vez de haya)
- Semantic extensions
 - *Aplicar* (*solicitar*)
 - *Carpeta* (*alfombra*)
 - *Mover(se)* (*mudarse*)
 - *Alarma* (*despertador*)
- Lexical borrowings
 - *Troque* (*camión*)
 - *Lonche* (*almuerzo*)
 - *Renta* (*alquiler*)
 - Video: watchale (1;45)
- Dialectal differences
 - Diferencias léxicas (comida)
 - Aborita

What is the difference between a false cognate and a borrowing?

How do you explain these ideas to your L2 and HL students?

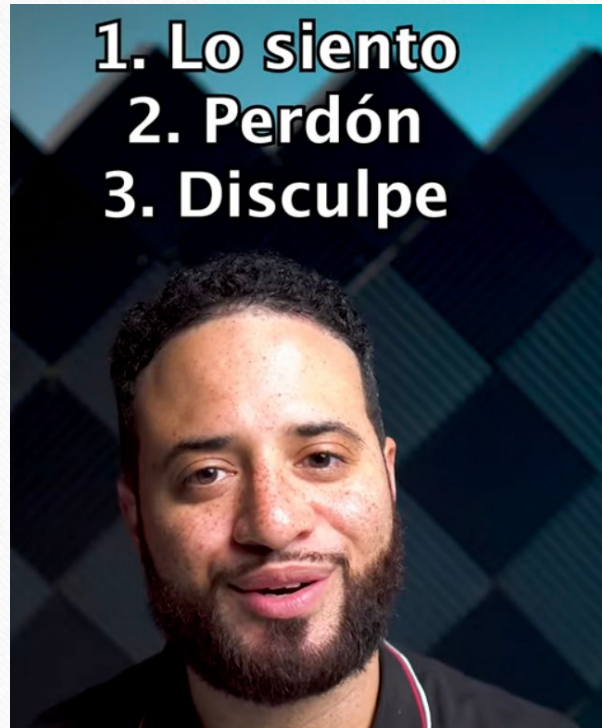
Should we teach students to say *solicitor* instead of *aplicar* because *solicitor* is more widely used in the Spanish speaking world? Would you say the same thing to an Argentinian speaker using *frutilla* for *fresa*?

Why?

Is there any benefit to using the word *almuerzo* instead of *lonche*? Or vice versa? Why?

Pragmatic differences

- Tú / Usted
- I'm sorry
- mandatos



Pause to reflect

- Which varieties of English are prestigious? Why? How did it achieve that status?
- What does it mean to call language inappropriate? When/why is it inappropriate to use certain languages/dialects/slang/etc.?





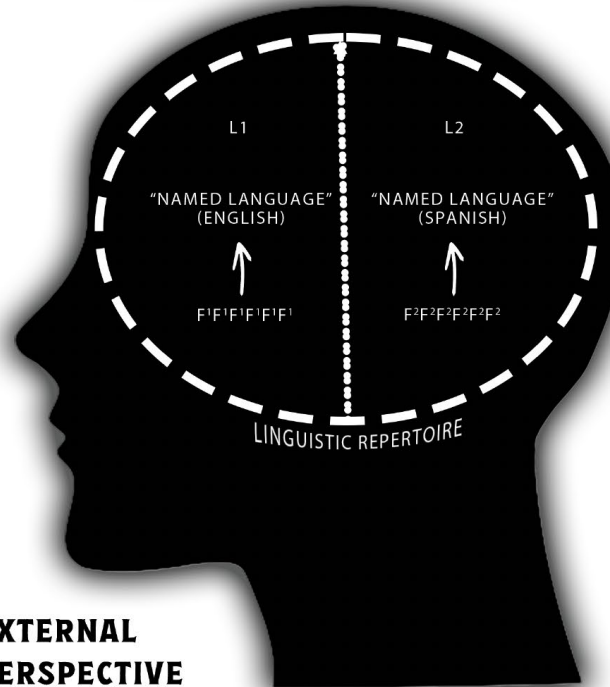
What is translanguaging?

- ¿Code-switching?
- One linguistic repertoire
 - Monolinguals / bilinguals / multilinguals
- Fundamental connection between language and identity
- Understands language as an ideological construction
 - What is English / Spanish / French / Chinese / etc.?
- People as language users

Translanguaging (Mena 2024)

Translanguaging is the act performed by bilinguals of accessing different linguistic features or various modes of what are described as autonomous languages, in order to maximize communicative potential.
(García, 2009, p 140)

CODE-SWITCHING (LANGUAGE REPRESENTATION)

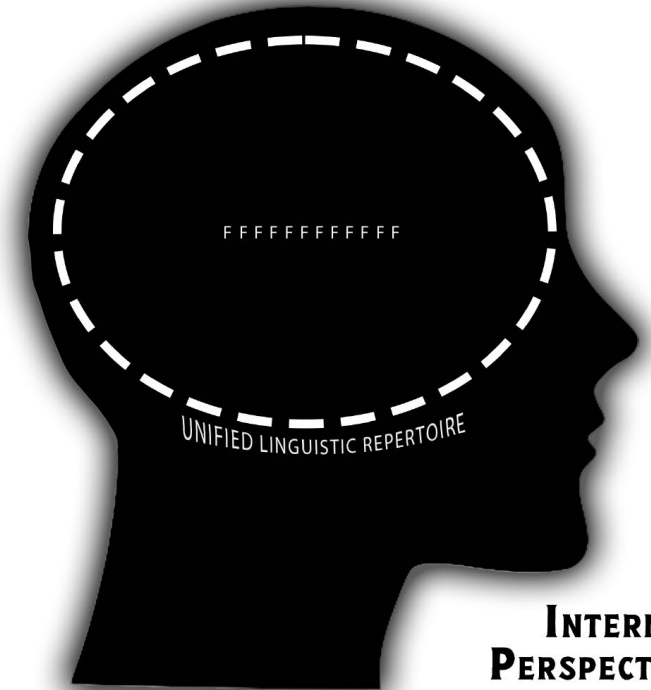


EXTERNAL PERSPECTIVE

(OUTSIDER VIEW | INSTITUTIONAL POINT OF VIEW)

- 1) USES “PRE-MADE” SOCIAL CONSTRUCTS SUCH AS:
L1/L2, HERITAGE LANGUAGE, HOME LANGUAGE, STANDARD LANGUAGE,
APPROPRIATE LANGUAGE, ENGLISH LANGUAGE LEARNER, BILINGUAL/MONOLINGUAL, ETC...
- 2) ASSUMES THERE IS A “NATURAL” (MENTAL/PYSCHOLOGICAL) SPLIT BETWEEN “NAMED LANGUAGES”
- 3) LINGUISTIC FEATURES (F) ARE INSTITUTIONALLY ASSIGNED TO SPECIFIC “NAMED LANGUAGES”
- 4) PROPOSES STUDENTS LEARN TO USE IDEALIZED “STANDARD” LANGUAGE(S) THAT ARE (ASSUMED TO BE) USED BY ELITE MEMBERS OF SOCIETY
- 5) DETACHES “NAMED LANGUAGES” FROM SOCIAL IDENTITIES OF LANGUAGE USER

TRANSLANGUAGING (LANGUAGE REPRESENTATION)



INTERNAL PERSPECTIVE

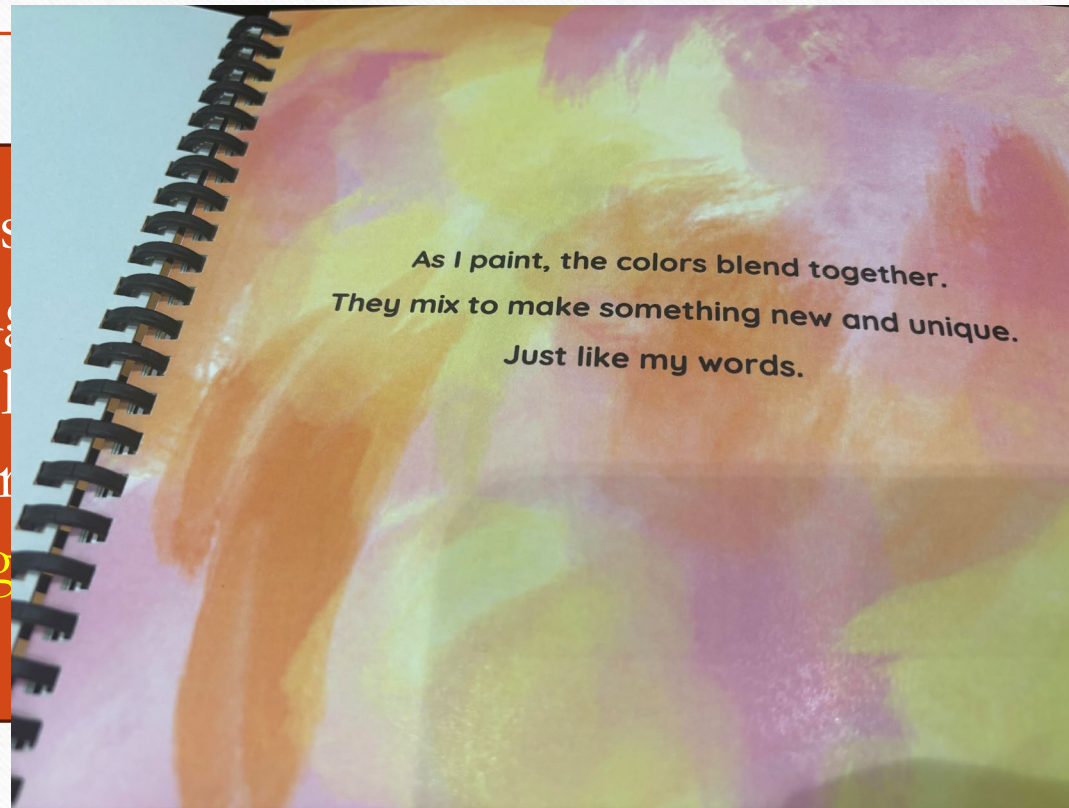
(INSIDER VIEW | EMBODIED POINT OF VIEW)

- 1) QUESTIONS THE “PRE-MADE” SOCIAL CONSTRUCTS FROM THE CODE-SWITCHING LANGUAGE REPRESENTATION
- 2) DOES NOT ASSUME A “NATURAL” SPLIT BETWEEN “NAMED LANGUAGES”
- 3) PROPOSES STUDENTS UTILIZE ALL LINGUISTIC FEATURES (F) FOR LEARNING
- 4) PRIVILEGES THE **EMBODIED** PERSPECTIVE OF LANGUAGE
(NOTE: THE TERMS “INTERNAL” AND “INSIDER” ARE NOT SUGGESTING WE SHOULD INCREASE OUR FOCUS ON PSYCHOLOGY AND MENTAL STATES)
- 5) PROPOSES LANGUAGE IS INTEGRAL TO IDENTITY

CREDIT: DR. MIKE MENA (2024)
WWW.MAESTROMIKEMENA.COM
“SOCIAL LIFE OF LANGUAGE” ON YOUTUBE

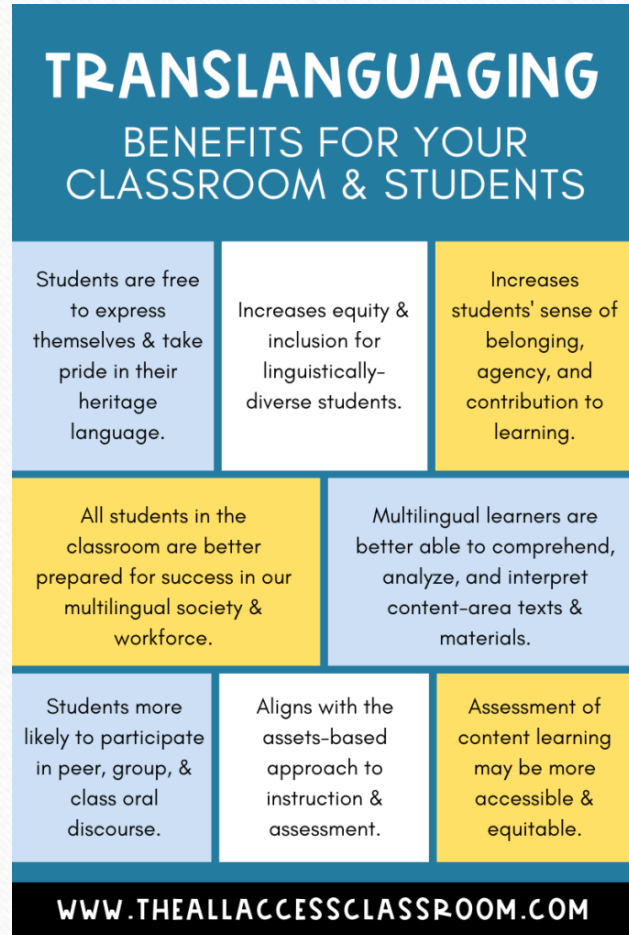
What is the role of translanguaging in our classes?

“Unless educators
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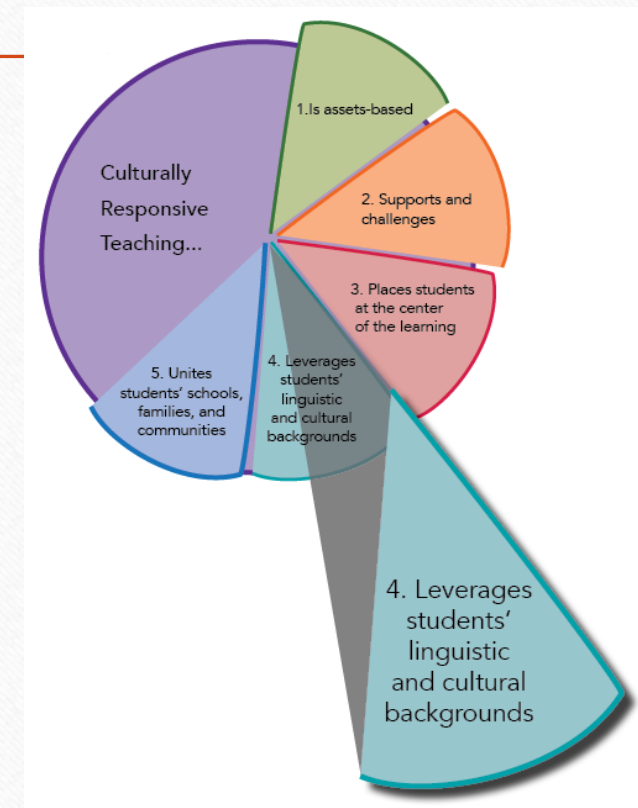


ranslanguaging,
ge repertoire in
note the students'
te their practices
practices.”

Translanguaging practices



- Journaling
- Notes
- Fluency
- Conversation
- Community interaction
- Real-world interactions
- Study Away (del Carpio & Vana 2024)



Critical Language Awareness

- There is no linguistic reason for one variety to be better/worse than another
- Intrinsic connection between language and social hierarchies
- ¿Standard Spanish > US bilingual Spanish?

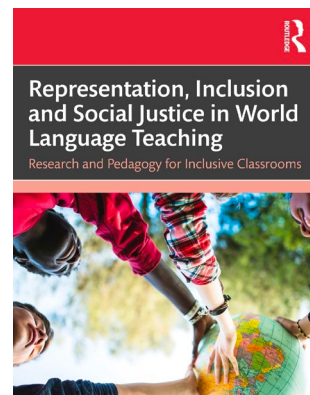
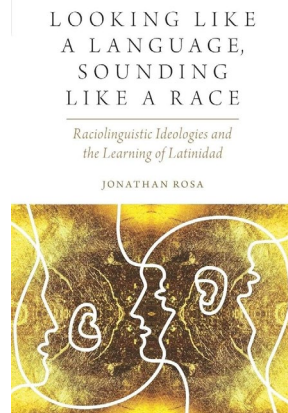
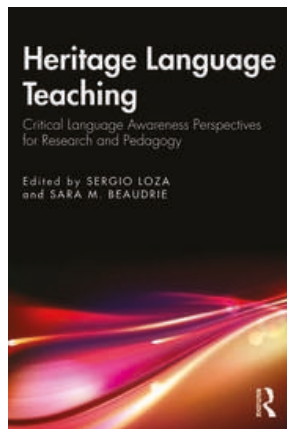
“...equip students with the ability to make their own decisions about which language forms to use in a culturally responsive and active manner” (78)

CLA in the language classroom

- Need to build activities that include issues of identity, use translanguaging, and connect language to local, real-world contexts
- Talk about language decisions
 - ¿Qué onda guey? / ¿Qué pasa? / ¿Cómo estás? / ¿cómo está?
 - Correlations to English
- Examples
 - Discussion of *fuistes/comistes/etc*
 - Discussion of ¿Cómo tú estás?
 - Discussion of *voseo / vosotros*

CLA Collective
CLA for WLE with Tracy Quan

Pedagogical powerhouses



- **Paolo Freire** – Pedagogy of the Oppressed
- **Luis Moll** – Funds of Knowledge (base de conocimiento)
- **Vygotsky** – Zone of Proximal Development & scaffolding (andamiaje)
- **Krashen & Swain** – input y output
- **Ladson-Billings** – Culturally Responsive Pedagogy
- **Beaudrie & Loza** – Critical Language Awareness
- **Padilla & Vana** - Social Justice
- **Rosa** - Raciolinguistics

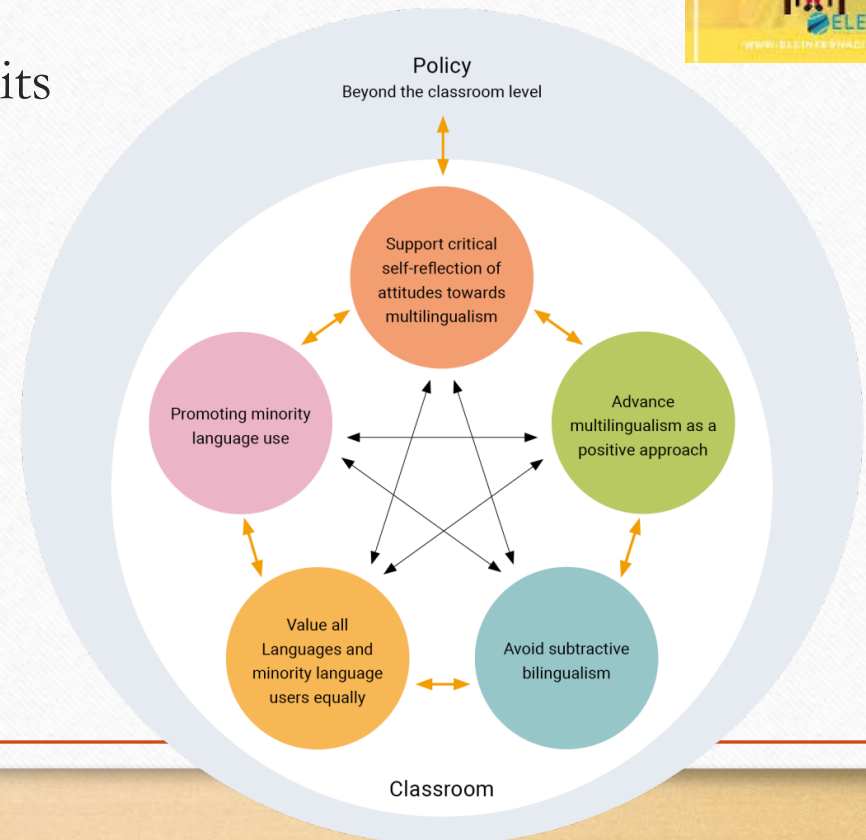
Classroom based solutions

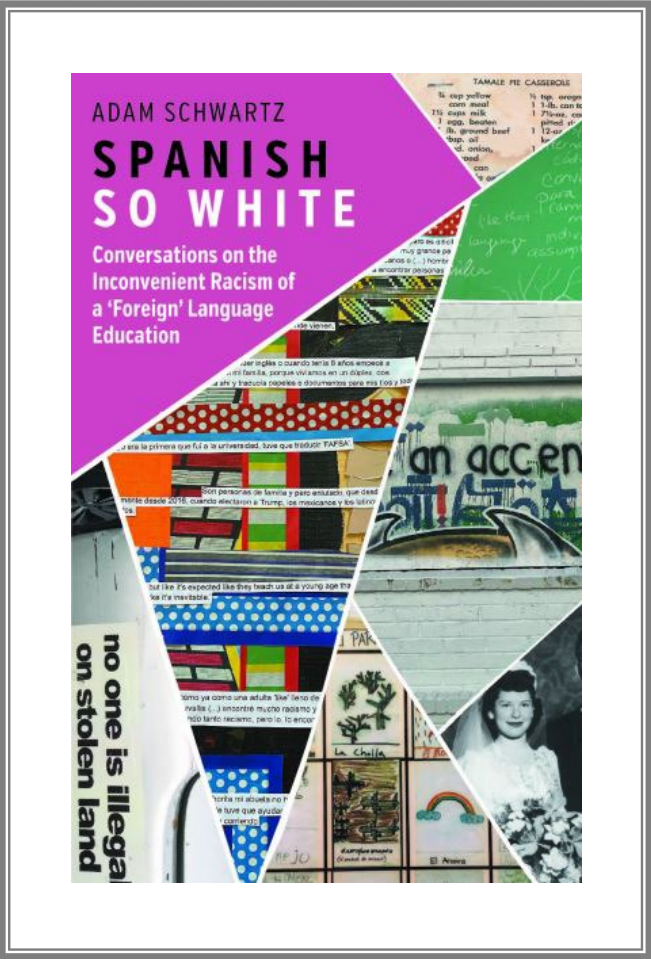
- Service learning
- Experiential learning
- Project-based learning (PBL)
- Differentiated instruction
- Task-based learning
- Discourse-based learning
- Content-based learning
- Genre-based learning
- Corpus-based learning



Possible activities

- Oral histories (relatives, community members)
- Linguistic/cultural autobiographies/self-portraits
- History of local language communities
- Sociolinguistic surveys
- Linguistic landscape
- Community interactions
 - Invite the community to class
 - Create brochures/products for the community
- ???





- the danger of *no se dice*
- Role of metalinguistic knowledge
- Spanish in the US from Spanish 1
- Culture & identity center stage
- Sociolinguistics as a cornerstone
- Study abroad versus

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Questions? Comments?

Contact Cindy at

cmducar@bgsu.edu