Spanish Language Variation (Sociolinguistics, U.S. Spanish, Language contact)

TOPICS

1. The sociolinguistic variable and variationist methods to data collection and analysis
2. Speech communities, social networks and communities of practice
3. Labov's principles of change and the gender paradox
4. Extralinguistic variables and their role in language variation
5. Language and age/time: Age-grading, apparent time and real time
6. Language attitudes/perception: Methods for data collection, the role of perception research in the study of language variation and change, the role of language attitudes in bilingual contexts (maintenance and shift, mock Spanish)
7. Phonetic/phonological variation throughout the Spanish-speaking world
8. Morphosyntactic variation throughout the Spanish-speaking world
9. Language variation and change in situations of language contact
10. Language maintenance and language shift in situations of contact
11. Code-switching

KEY BOOKS

a. Chappell, W. (ed.). (2019). *Recent Advances in the Study of Spanish Sociophonetic Perception.* Amsterdam: John Benjamins.
b. Díaz-Campos, M. (ed.). (2012). *The handbook of Hispanic Sociolinguistics*. Malden, MA: Wiley-Blackwell.
c. Escobar, A.M. & Potowski, K. (2015). *El Español De Los Estados Unidos*. Cambridge: Cambridge.
d. Klee, C. & Lynch, A. (2009). *El español en contacto con otras lenguas.*Washington: Georgetown University Press.
e. Lipski, J. M. (2008). *Varieties of spanish in the United States*. Washington, D.C: Georgetown University Press.
f. Silva-Corvalán, C. & Enrique-Arias, A. (2017). *Sociolingüística y pragmática del español*. Washington DC: Georgetown University Press.
g. Zentella, A.C. (1999). *Growing up bilingual*. Oxford: Blackwell.

REPRESENTATIVE STUDIES

i. Erker, D., & Guy, G.R. (2012). The role of lexical frequency in syntactic variability: Variable subject personal pronoun expression in Spanish. *Language 88*(3), 526-557.
ii. Otheguy, R., Zentella, A.C., & Livert, D. (2007). Language and Dialect Contact in Spanish in New York: Toward the Formation of a Speech Community. *Language 83*(4), 770-802.
iii. Parodi, C. (2001). Contacto de dialectos y lenguas en el nuevo mundo: La vernacularización del español en américa. *International Journal of the Sociology of Language*, *149*, 33-53.

    iv.   Parodi, C., Luna, K. V., & Helmer, Á. (2012). El leísmo en américa y en españa: Bifurcación de una norma. *Bulletin of Hispanic Studies, 89*(3), 217-236.

    v.   Silva-Corvalán, C. (1986). Bilingualism and Language Change: The Extension of *Estar* in Los Angeles Spanish.*Language*, (*62*)3, 587-608.

    vi.   Toribio, A. J. (2002). Spanish-english code-switching among US latinos. *International Journal of the Sociology of Language, 158*, 89-119

Spanish Phonetics and Phonology

TOPICS

1. Phonetics and Phonology. Phonemes and allophones. Articulatory phonetics. Consonants and vowels. Minimal pairs.
2. Transcription. Phonemic and phonetic transcription. AFI and other phonetic alphabets.
3. Classification of consonants. Parameters for the classification of sounds (place, manner, voicing, secondary articulation (e.g. aspiration)).
4. Classification of vowels. Parameters for the classification of sounds (height, placement, lip rounding, tension). Semivowels. Diphthong and hiatus.
5. Main phonological phenomena: assimilation, dissimilation, lenition, fortition, elision, epenthesis, metathesis.
6. Distinctive features. Some concepts of generative phonology. Phonological rules. Order of rules.
7. Syllable. Onset, nucleus, coda, rhyme.
8. Prosody. Stress patterns. Stressed and unstressed words. Intonation.

KEY BOOKS

a. Barrutia, R. & Schwegler, A. (1994). *Fonética y fonología españolas*. Second edition. New York: John Wiley and Sons.
b. Hualde, J. I. (2005). *The Sounds of Spanish*. Cambridge: Cambridge University Press.
c. Lipski, J. M. (1986). *El español de las Américas*. Madrid: Cátedra.
d. Morgan, T. A. (2010). *Sonidos en contexto*: *una introducción a la fonética del español con especial referencia a la vida real*. Yale University Press.
e. Pullum, G. K. & Ladusaw, W. A. (1996). *Phonetic Symbol Guide*. Second edition. University of Chicago Press.
f. Teschner, R. V. (1996). *Camino oral: Fonética, fonología y práctica de los sonidos del español*. McGraw-Hill.

REPRESENTATIVE STUDIES

    i.   Henriksen, N. (2015). Acoustic analysis of the rhotic contrast in Chicagoland Spanish: An intergenerational study. *Linguistic Approaches to Bilingualism*, *5*(3), 282-321.

    ii.   Poplack, S. (1980). Deletion and disambiguation in Puerto Rican Spanish. *Language 56*(2), 371-385.

    iii.   Schmidt, L. B. (2019). Regional variation in the perceptual categorization of the Rioplatense assibilated palatal [ʃ]. In W. Chappell (Ed.), *Recent Advances in the Study of Spanish: Sociophonetic Perception, Issues in Hispanic and Lusophone Linguistics Series* (pp. 188-209). Amsterdam: John Benjamins.

    iv.   Willis, E. W., & Bradley, T. G. (2008). Contrast maintenance of taps and trills in Dominican Spanish: data and analysis. In Colantoni, L. & Steele, J.(Eds.), *Selected Proceedings of the 3rd Conference on Laboratory Approaches to Spanish Phonology*(pp. 87–100). Somerville, MA: Cascadilla Proceedings Project.

Spanish Historical Linguistics

TOPICS

1. Pre-Roman Iberian Peninsula.
2. Transition from a quantitative vowel system to a qualitative one.
3. Diphthongization, metaphony, apocope, [DV] metathesis, palatalization, vowel lowering.
4. Lenition.
5. Loss of the case system in nouns.
6. Reorganization of the verb system.
7. Creation of new modes of expression for the passive.
8. Borrowings from other languages and dialects.
9. Emergence of syntactic patterns (i.e. grammaticalization).

KEY BOOKS

a. Crowley, T. & Bowern, C. (2010). *An Introduction to Historical Linguistics*. Oxford University Press: New York.
b. Lapesa, R. (1988). *Historia de la lengua española*. Madrid: Gredos.
c. Lloyd, P. M. (1987). *From Latin to Spanish*. Philadelphia: American Philosophical Society.
d. Penny, R. (1991). A History of the Spanish Language. Cambridge: Cambridge University Press.
e. Pharies, D. A. (2015) (2nd edition). *Breve historia de la lengua española*. University of Chicago Press.
f. Spaulding, R. K. (1967). *How Spanish Grew*. University of California Press.

REPRESENTATIVE STUDIES

    i.   Penny, R. (1980). Do Romance Nouns Descend from the Latin Accusative? Preliminaries to a Reassessment of the Noun-Morphology of Romance. *Romance Philology, 33*(4), 501-509.

ii.   Penny, R. (1992). Dialect Contact and Social Networks in Judeo-Spanish. *Romance Philology*, *46*(2), 125-140.

iii.   Pharies, D. (2016). Origen e historia del prefijo castellano *des*- a la luz de sus derivados más tempranos." *Revista de Historia de la Lengua Española 11*, 155-175.

iv.   Pharies, D. (2004). Tipología de los orígenes de los sufijos españoles. *Revista de filología española 84*, 153-67.

v.   Pharies, D. (2002). The Origin and Development of the Spanish Suffix -*azo*. *Romance Philology 56*, 41-50.

vi.   Tuten, D. N. (2010). The Loss of Spanish -udo participles as a Problem of Actuation. *Romance Philology*, *64*(2), 269-283.

Spanish Syntax and Morphology

TOPICS *Morphology*

1. Internal structure of the word. Analysis and synthesis
2. Verb forms. Tense (past, present, future), aspect (perfective, imperfective), mood (indicative, subjunctive, conditional, imperative), person (1st, 2nd, 3rd), number (singular, plural).
3. Noun forms. Gender (masculine, feminine, neuter). Number (singular, plural).
4. Verbal morphology: types of verbs, verb derivation, periphrastic verbs.
5. Noun morphology: formation of nouns, gender (masculine, feminine, neuter), number (singular, plural), articles and pronouns.
6. Morphological processes (affixation, borrowing, clipping, compounding, blending, acronymy, invention, onomatopoeia). Productivity. Creativity. Lexicalization. Grammaticalization.
7. Derivational morphology: nominalizing, verbalizing, adjectivizing, adverbializing.

TOPICS *Syntax*

1. Language as a system of rules. Recursivity. Objectives of linguistics. Descriptive and prescriptive rules.
2. Syntax as one of the branches of linguistics. Tree diagrams. Syntactic constituents. Procedures for the identification of constituents. Agreement. Question formation. Sentences with syntactic ambiguity.
3. Grammatical categories. Determinants and other specifiers. X-Bar theory.
4. Types of coordinate and subordinate sentences. Classification and analysis.
5. Thematic roles. Correspondence between thematic role and syntactic function. Levels of representation. Syntactic transformation. Trace theory. Post-verbal subjects.
6. Sentences. Subject and predicate. Verbal inflection. Null subjects. Impersonal sentences.
7. Word order. Basic Spanish word order. Subject and predicate.

8. Noun phrases. Specifiers and complements of the noun. Nouns and pronouns. Relative sentences. Order of elements in the NP. Position of adjectives. PRO drop.
9. Verb phrases. Attributive and predicative sentences. Types of verbs: transitive, intransitive, copulative. Adjectives with adverbial function. *ser*/*estar*/*haber*.
10. Complements of the verb (direct object, indirect object, complement clauses).

KEY BOOKS

a. Alarcos Llorach, E. (1978). *Estudios de gramática funcional del español*. Madrid: Gredos. [pp.166-177]
b. Bull, W. (1992). *Time, Tense and the Verb*. Berkeley: University of California Press.
c. Clements, J. C., & Yoon, J. (2006). *Functional approaches to Spanish syntax: Lexical semantics, discourse and transitivity*. New York: Palgrave Macmillan
d. Wheatley, K. (2006). *Sintaxis y morfología de la lengua española*. Pearson/Prentice Hall.
e. Zagona, K. (2002). *The Syntax of Spanish*. Cambridge: CUP (Cambridge Syntax Guides).

 REPRESENTATIVE STUDIES

   i. Fábregas, A. (2018). Word Phenomena: Category Definition and Word Formation. In K. Geeslin (Ed.), *The Cambridge Handbook of Spanish Linguistics*(Cambridge Handbooks in Language and Linguistics, pp. 261-285). Cambridge: Cambridge University Press.
   ii. Howe, C., & Schwenter, S. (2008). Variable constraints on past reference in dialects of Spanish. In M. Westmoreland & J. A. Thomas (Eds.), *Selected proceedings of the 4th Workshop on Spanish Sociolinguistics* (pp. 100–108). Somerville, MA: Cascadilla Proceedings Project.
   iii. Klein-Andreu, F. (1999). Variación actual y reinterpretación histórica: le/s, la/s, lo/s en Castilla. In M. José Serrano (Ed.), E*studios de variación sintáctica* (pp. 187-220). Vervuert-Iberoamericana
   iv. Rodríguez-Mondoñedo, M. (2019). Syntactic phenomena in Peruvian Spanish. In A. J. Gallego (Ed.) *The Syntactic Variation of Spanish Dialects*(pp. 245 - 274). Oxford: Oxford University Press.
   v. Schwenter, S. (2006). Null objects across South America. In (Eds.) T. L. Face & C. A. Klee *Selected Proceedings of the 8th Hispanic Linguistics Symposium*(pp. 23-36). Somerville, MA: Cascadilla Proceedings Project.

Second Language Acquisition and Teaching

TOPICS

1. Theories of Second Language Acquisition: Behaviorism, Innatism, Connectionism, Input processing, Interaction hypothesis.
2. Learning vs. acquisition. Krashen's Monitor model.
3. Factors any theory of SLA must account for: orders of acquisition, stages of development, differences in ultimate attainment etc.

4. Individual differences: intelligence, motivation, aptitude, age (the critical period), personality; other factors that affect second language acquisition.
5. Comprehensible input and role of explicit instruction.
6. Errors in SLA: error analysis, CAH, fossilization, cross-linguistic influence.
7. Communicative competence.
8. Teaching methodologies: Grammar translation, Audiolingualism, TPR, Communicative approach.
9. Teaching grammar and vocabulary.
10. Teaching reading and composition.
11. Teaching listening comprehension and oral practice.
12. Testing: grammar, vocabulary, reading comprehension, listening comprehension, oral skills. Oral proficiency tests: SOPI.
13. Acquisition and teaching. Error correction. Curriculum design.
14. Translation theory and practice.

KEY BOOKS

a. Blake, R. J., & Zyzik, E. C. (2016). *El español y la lingüística aplicada*. Georgetown University Press, Washington, DC
b. Cook, V. (2016). *Second Language Learning and Language Teaching*. (5ᵗʰedition). London: Routledge.
c. Ellis, R. & Shintani, N. (2014). *Exploring Language Pedagogy Through Second Language Acquisition Research*. London: Routledge.
d. Koike, Dale A. & Klee, Carol A. (2003). *Lingüística aplicada: Adquisición del español como segunda lengua*. John Wiley and Sons.
e. Larsen-Freeman, D. & M. H. Long. (1991). *An Introduction to Second Language AcquisitionResearch*. New York: Longman.
f. Lightbown, P. M, & N. Spada. (2006). *How Languages are Learned*(Third edition). Oxford: Oxford University Press.
g. Omaggio Hadley, A. (2001). *Teaching Language in Context*(Third edition). NY: Heinle & Heinle.
h. Shrum, J. L. & Glisan, E. W. (2016). *Teacher's Handbook: Contextualized Language Instruction*(5ᵗʰ Edition). Cengage Learning.
i. VanPatten, B., & Williams, J. (2007). *Theories in second language acquisition*. Mahwah, NJ: Lawrence Erlbaum.

REPRESENTATIVE STUDIES

i. Alarcón, I. (2010). Gender assignment and agreement in L2 Spanish: The effects of morphological marking, animacy and gender. *Studies in Hispanic and Lusophone Linguistics*, *3*, 267-299.
ii. Cadierno, T. (2000). The acquisition of Spanish grammatical aspect by Danish advanced language learners. *Spanish Applied Linguistics*, *4*, 1-53.
iii. Collentine, J. (2010). The acquisition and teaching of the Spanish subjunctive: An update on current findings. *Hispania*, *93*, 39-51.

iv.   Geeslin, K. (2003). A comparison of copula choice in advanced and native Spanish. *Language Learning*, *53*, 703-764.

v.   Segalowitz, N., Freed, B., Collentine, J., Lafford, B., Lazar, N., & Díaz-Campos, M. (2004). A Comparison of Spanish Second Language Acquisition in Two Different Learning Contexts: Study Abroad and the Domestic Classroom. *Frontiers: The Interdisciplinary Journal of Study Abroad*, *10*(1), 1-18.