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Twenty-One Countries, Millions of Native Speakers, and One Semester to Teach It All: Linguistic Variation in Entry Level College Textbooks for Spanish

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LOYOLA UNIVERSITY CHICAGO

TWENTY-ONE COUNTRIES, MILLIONS OF NATIVE SPEAKERS,
AND ONE SEMESTER TO TEACH IT ALL: LINGUISTIC
VARIATION IN ENTRY LEVEL COLLEGE TEXTBOOKS FOR SPANISH

A THESIS SUBMITTED TO
THE FACULTY OF THE GRADUATE SCHOOL
IN CANDIDACY FOR THE DEGREE OF
MASTER OF ARTS

PROGRAM IN MODERN LANGUAGES

BY

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CHICAGO, IL

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For my husband, Joshua

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ABSTRACT

There is a great deal of linguistic variety in the Spanish that is spoken throughout the world. Differences such as the use of the *voseo*, the *seseo*, and the subject pronoun *vosotros*, are regularly employed in some areas, while other people groups express themselves in a totally different manner. Because such a wide range of linguistic nuances exist, textbook authors are faced with the difficult task of choosing which elements to include and which to exclude from their writing. This study examines 17 different beginning level textbooks for college students of Spanish with a particular focus on the teaching of the following elements: forms of address, pronunciation of the language, and grammatical structures including direct object pronouns and possessive adjectives. The research showed that while some texts attempt to include linguistic variety, most tend to favor a more Castilian Spanish for forms of address, but yet a somewhat neutralized grammatical form and pronunciation of the Spanish language.

CHAPTER ONE

INTRODUCTION

The Spanish language is officially spoken in 21 countries throughout the world by an estimated 300 million native speakers with a variety of historical and cultural backgrounds, which have shaped them into very different people (Weber, 1997). Throughout the Spanish-speaking world, there exist a wide range of both cultural and linguistic differences, in some extreme cases, almost to the point of unintelligibility. Even amongst people groups in neighboring countries, different pronunciations, conjugations and word choices are often employed. With such a great deal of variety and linguistic richness surrounding the Spanish language, textbook publishers are faced with the difficult task of fairly and accurately representing the Spanish speaking world at large. Teachers, likewise, have a similar struggle - bringing into the mix their own personal language experience and cultural bias.

The age-old debate over Spanish pronunciation is certainly not a recent phenomenon. In 1941, Willis Knapp

Jones published an article investigating and discussing this same question, entitled: "What Spanish Pronunciation Shall We Teach?" Jones points out that even if we focus on the language patterns of South America, (since they are our closest neighbors), there is no standardized South American Spanish. "At present there is as much difference between the various sections of Spanish America as between Bostonians, Southerners, Westerners, and a Brooklynite from 'Thoity-thoid' Street" (p. 253). And while many major cities in South America boast of their excellent Spanish or claim to have the purest form of the language, linguists will point out that which people group has the "best" Spanish is really a matter of opinion and personal preference.

With this being the case, the question is often raised: should textbooks (and educators in turn) teach a somewhat standardized version of the language, a particular dialect and linguistic subset from a certain geographical region, or attempt to include linguistic and cultural elements from a variety of people groups? This study will investigate the present trends in language pedagogy in today's college textbooks, as well as look at previous

studies covering this topic. In addition, the conclusion will offer suggestions for teachers to accurately portray the Spanish language and its native speakers without overwhelming students with a surplus of cultural and linguistic knowledge.

While certainly not exhaustive, the following section will detail some of the varieties and linguistics differences that can be observed throughout the Spanish-speaking world as well as provide a brief history concerning their origins.

Forms of Address

As with many other languages throughout the world, the Spanish language has multiple forms of address, which throughout history and still to this day, have carried a wide range of cultural implications. The exact significance of these terms varies greatly from region to region, and from one people group to the next. At present, the predominant forms of address for the second person singular include: *usted*, *tú*, and *vos*, while the second person plural consists of *ustedes* and *vosotros*. (See table 1.1)

Table 1.1 Spanish subject pronouns

	Singular	Plural
First person	yo	nosotros
Second person	vos tú usted	ustedes vosotros / ustedes ustedes
Third person	él ella	ellos ellas

While many people believe the *vos* form to have been derived from the *vosotros* form, the origin is actually from the Latin language. Latin originally had only two second person subject pronouns - *tu* (singular) and *vos* (plural). In later Latin and in early Old Spanish, *vos* was also used for deferential address of a single person, such as the Emperor. By the fifteenth century, *vos* had broadened its meaning so far that its usage became very similar to that of *tú*, creating a need for a new pronoun to express social distance. *Vuestra merced* filled this role and was later shorted to *usted*, and *ustedes* in the plural form. Since *tú* and *vos* were interchangeable at this point, Peninsular Spanish moved in favor of *tú*, along with those countries that had the greatest contact with Spain, such as Peru,

Bolivia, and Mexico. The areas most culturally "distant" from Spain such as Argentina, Uruguay, Paraguay, and the Central American states continued to use the *vos* form predominately. Other areas such as Chile, Ecuador, and Colombia continued to use both pronouns (Penny, 1991; Fontanella de Weinberg, 1977). Benavides (2003) also points out that while all of Hispanic America originally used the *vos* form, because Spain and other leading areas stopped its usage, the *voseo* became somewhat stigmatized and was therefore abandoned or reduced in certain areas as well.

At present, the usage of the *vosotros* form is consistent in its meaning - that is, as the plural form of *tú* in most parts of Spain. *Ustedes*, likewise, is used exclusively as the plural form of *usted* in Castillian Spanish, carrying an implication of more social distance between the speaker and the listener. In areas such as Andalucía and Latin America, where *vosotros* is generally not used, *ustedes* is the only way to express the second person plural. Therefore, *ustedes* becomes the plural form of *usted*, *tú*, and even *vos*, and is used to address any combination of interlocutors without regard to their class, gender, age, or cultural distance.

The third person singular pronouns (*usted*, *tú*, and *vos*), on the other hand, still vary in meaning and usage from place to place and carry a great deal of cultural significance. While *usted* and *tú* are highly recognized and largely represented in Spanish textbooks, the *voseo* is most often ignored or minimalized in its importance and prevalence. The current *vos* forms differ from the *tú* conjugations in the present indicative and imperative forms. For some speakers, variation exists in the subjunctive and preterite forms as well. (See Table 1.2)

Table 1.2 Verb conjugations for *tú* and *vos*

	tuteo	voseo
Present Indicative	<i>cantas</i>	<i>cantás</i>
Imperative	<i>canta</i>	<i>cantá</i>
Preterite	<i>cantaste</i>	<i>cantaste(s)</i>
Present Subjunctive	<i>cantes</i>	<i>cantes / cantés</i>

In most cases, the present indicative conjugation for *vos* is formed by simply removing the *r* from the infinitive of the verb, accenting the final vowel, and adding an *s*. Therefore, if the verb were *cantar*, the *vos* form would be *vos cantás*. In the case of irregular verbs, the same pattern is followed in forming the *voseo*, with the

exception of the verb *ser* (to be), which is conjugated *vos sos*. (See table 1.3)

Table 1.3 Present indicative *tuteo* and *voseo* conjugations

	tuteo	voseo
<i>hablar</i>	<i>tú hablas</i>	<i>vos hablás</i>
<i>tener</i>	<i>tú tienes</i>	<i>vos tenés</i>
<i>contar</i>	<i>tú cuentas</i>	<i>vos contás</i>
<i>ser</i>	<i>tú eres</i>	<i>vos sos</i>

The imperative is formed in a similar manner, but without adding the final *s*. Therefore, the verb *hablar* would take the form “*hablá*” in the imperative *vos* form. Just as in the indicative, the command form follows a regular pattern, even in the case of irregular or stem-changing verbs. Therefore the *vos* command for the verb *hacer* would be “*hacé*”, as in the following sentence: “*¡Hacé la tarea ahora!*” The exception to the rule is the verb *ir*. Most *voseo* speakers will replace the verb *ir* with the verb *andar* when used in the imperative form, leaving the *vos* command for “*go!*” as “*¡andá!*” (See table 1.4)

Table 1.4 Imperative *tuteo* and *voseo* conjugations

	<i>tuteo</i>	<i>Voseo</i>
<i>hablar</i>	<i>habla</i>	<i>hablá</i>
<i>tener</i>	<i>ten</i>	<i>tené</i>
<i>contar</i>	<i>cuenta</i>	<i>contá</i>
<i>ir</i>	<i>vaya</i>	<i>andá</i>

There are two different types of *voseo* - authentic *voseo* and mixed *voseo*. The first, also referred to as "pronominal and verbal *voseo*," involves the use of the pronoun *vos* and its corresponding verb forms. The second, mixed *voseo*, is carried out in two different ways - pronominal and verbal. The former involves the blending of the pronoun form *vos* with verbal conjugations of the pronoun *tú*. The latter type of mixed *voseo* is the opposite of the pronominal *voseo*, involving use of the pronoun *tú* in combination with verb forms that correspond to the *voseo* (Fontanella de Weinberg, 1977; Torrejón, 1986). (See table B)

Table 1.5 Three types of *voseo*

Authentic <i>voseo</i>	Pronominal <i>voseo</i>	Verbal <i>voseo</i>
Vos andáis / andás / andái	Vos andas	Tú andáis / andás / andái
Vos coméis / comés /	Vos comes	Tú coméis / comés /

comís		comís
Vos vivís	Vos vives	Tú vivís
Vos te quedáis / quedás / quedái	Vos te quedas	Tú te quedáis / quedás / quedáis
A vos te hablo	A vos te hablo	A ti te hablo

(Information gathered from Torrejón, 1986)

It is estimated that two thirds of the Spanish-speaking world uses some form of the voseo, with the majority being in Central America and Río de la Plata. (Mallo, 1949; Benavides, 2003). Such countries include Argentina, Bolivia, Chili, Ecuador, Colombia, Paraguay, Peru, Uruguay, Venezuela, and most of Central America. (León, 1998; Simpson n.d.; Lipski, 2005). Wieczorek (1992) adds to the list two small areas in eastern Cuba.

Not only does the type of voseo vary from place to place, but the significance also changes depending on location and, as Torrejón points out, the generation that is using it. "En efecto, el voseo no sólo se comporta con un significado sociocultural diferente en cada comunidad hispanohablante que lo emplea, sino que también adquiere un valor distinto para cada generación" (1986, p. 677). In his study of the voseo in Chili, Torrejón observed that the authentic voseo is mainly limited to rural areas of less

prestige, unless it is being used to insult someone. The mixed verbal voseo, on the other hand, is very common, especially among people of younger generations. It is used to express solidarity among friends, siblings, and even spouses.

Perhaps most known for its use of the voseo are Buenos Aires and the general area of Río de la Plata. In most of Argentina, *vos* is used to the exclusion of *tú* and among friends as well as strangers. While this area is rightly known for its strong use of the voseo, it is not the only country that uses *vos* to the exclusion of the *tú* form in natural speech. In his study of Costa Rican speech, Francisco Villegas (1963) emphasizes the importance of the voseo in Costa Rican communication, even among the educated and cultured:

Regardless of social rank, economic position, geographical distribution or educational level the *vos* form is the one used. Its use implies naturalness, unpretentiousness, lack of affectation. It does not, under any circumstances imply lack of education. (p. 613)

In fact, in some settings in Costa Rica, the use of *tú* could even imply effeminacy (Villegas, 1963). Villegas goes on to assert that in colloquial speech, the *vos* form

in place of the subject pronoun *tú* is the only form used in Costa Rica.

While the emphasis here is on the use of *vos* in place of *tú*, it is important to understand that the use of *usted* is also very strong in Costa Rica, especially among strangers, family members, and children addressing adults. A Costa Rican professor and linguist at the University of Costa Rica explained this phenomenon in the following manner, "Aprendí a hablar con la forma *usted* in mi niñez; aprendí a vosear en el colegio" (Sánchez, 2008). Notably, the *vos* form is represented in Costa Rican literature as well as speech.

While in some areas, such as those listed above, *vos* is used instead of *tú*, other areas, including Guatemala, have combined *vos* with *tú* and *usted* to form a "tri-level second person singular address system" (Pinkerton, 1986, p. 690). In Pinkerton's study, she interviewed several natives from the Guatemalan Ladino class. (Guatemala is marked by a division between the Indians and the Ladinos.) She found that there existed a great deal of uncertainty around the use of the pronoun *vos* and a difference of opinion as to who should use it, especially among the

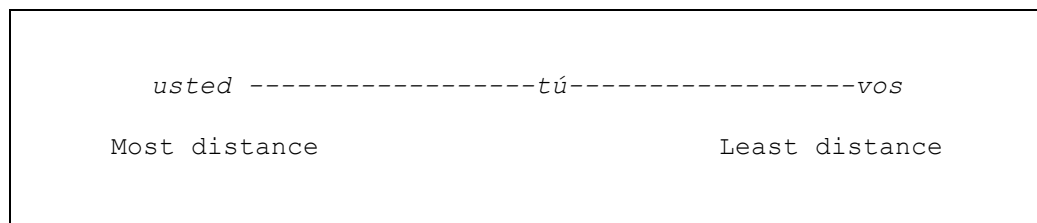
sexes. While women claimed to use *vos* in close community with other women, some men suggested that it would be vulgar for a woman to use *vos*. Some of the natives in the study also suggested that the use of *tú* among men could be a sign of effeminacy, as was seen in the study of Costa Rica.

Putting gender aside, Guatemalan Ladino Spanish in general uses *tú* as an "intermediate step" between *usted* and *vos*:

The three forms of address in the *Ladino* Spanish second person singular pronominal address system can be generally leveled according to politeness. *Usted*, being the most polite of the three forms, is used to create distance between the speaker and the addressee while the *tuteo* is less formal but not quite intimate and conveys that the relationship is not quite that of equals. The third form, the *voseo*, implies full egalitarianism, solidarity or camaraderie. (p. 694)

(See table 1.6)

Table 1.6 The *voseo* in Guatemalan Ladino speech



While the discrepancy between the use of the pronouns *tú* and *vos* seems to breed the most controversy, the use of the pronoun *usted* is not always as predictable as one might

suppose after reading a Spanish textbook. While *usted* still tends to carry a meaning of more social distance, formality or respect in most areas, the manner and degree to which its usage is carried out often differs geographically and socially. In addition, there are many countries, which use *usted* in ways that may come as a surprise to those who have studied Spanish from a traditional textbook. Sánchez points out that in Honduras and El Salvador, *usted* is used in rural zones and in situations of anger; in Buenos Aires it is used with children; in Chile *usted* is used between spouses; and in his own country of Costa Rica, *usted* is used in many different situations, among all types of people, between family members, and even in addressing a pet (Sánchez Avendaño 2004). Visitors to Costa Rica may be surprised and confused the first time they hear a native call to his dog, “¡Venga usted!”

The situation in Bogotá, Colombia is also of interest as it presents a unique usage of the pronoun *usted*. In Uber's study, she found that among the upper class in Bogotá, there existed a continuum of solidarity that both started and ended with *usted*. (See table 1.7)

Table 1.7 Forms of address in Bogotá, Colombia

<i>usted</i>	----- <i>tú</i> -----	<i>usted</i>
Most solidarity		Least solidarity

In other words, one might use *usted* with an unknown person, but as they became closer and more familiar, they may begin to address one another with *tú*. If the relationship became intimate at some point, they would return to *usted*, which would at this time be the *usted* of solidarity. Therefore, the use of *usted* in Bogotá is very widespread and used on both ends of the continuum:

On first impression, a visitor to Bogotá might think that *usted* is the only form of address in the singular used there. Many families use reciprocal *usted* among themselves (even with pets), with close friends, and with strangers. (Uber, 1985, p. 389)

As is seen in the above studies and examples, the use of Spanish pronouns for the second person singular form varies greatly throughout the Spanish-speaking world. While certain trends do exist, there are exceptions to almost every rule and defining such terms is far more complex than one might first learn in a Spanish textbook.

Varied Pronunciation

Not only does the Spanish language vary in terms of pronominal choice for second person address, but the pronunciation of the language also differs from one area to the next. The clearest divide, both linguistically and geographically, is often expressed as Castilian or Peninsular Spanish (that of northern Spain) versus Latin-American Spanish. Hilton (1938) compares this linguistic division with that of American English as it differs from European English. In his analysis, he concludes that there is an even greater discrepancy when it comes to Spanish dialectology for three reasons: it does not have the unifying advantage of being a lingua franca, the distance between the two main Spanish speaking groups (Argentina and Spain) are more than twice as far apart as England is from the United States, and the cultural and economic level is higher in the United States, making communication with Europe more frequent.

While clear distinction can be made between Castilian and Latin-American Spanish, it is also important to note that there is a great deal of linguistic variety within each of the two larger areas. Mallo asks and then answers

his own question in regard to the lack of phonetic unity in this manner, "¿Cuál es la pronunciación latinoamericana? No existe la unidad fonética que pueda denominarse pronunciación latinoamericana de la lengua española" (1949, p. 40). In his description of variations in Spanish dialectology, Lipski makes a similar conclusion asserting, "Formal criteria alone will never account for Spanish dialect differences" (1989, p. 807). It is also important to note that as is true in regard to the use or disuse of the form *vos*, areas of greater contact with Spain during the 16th century such as México and Lima are less likely to show evidence of certain linguistic differences than areas such as Río de la Plata or Central America (excluding Mexico). It is also important to recognize the connection and similarities between American Spanish and that of Andalusia (southern Spain), while the explanations given for such similarity have varied greatly among scholars throughout the years (Penny, 1991).

While attempting to generalize most of Spain as compared to all of Latin-America is to largely overstate and oversimplify such dialects, there are certain linguistic trends that lend themselves toward either the

Peninsula or Latin-America. These include *seseo*, *yeísmo*, and aspiration or total loss of the *s* and in certain words such as *estoy* (Jones, 1941; Penny, 1991). While many other differences in pronunciation do exist, both between Castilian Spanish and American Spanish as well as within the Americas, these three are among those of greatest significance and will be the focus of this study. For more information concerning the dialectal varieties among Spanish-speaking countries, refer to Alvar (2000) and Lipski (2005).

In traditional Castilian Spanish, the *z* and the *c* before *e* or *i* are pronounced as /θ/ (as the *th* in the English word *think*). In most Andalusian and all American Spanish speech, this sound is pronounced in the same way as the Spanish *s*, leaving no distinction between the two (Penny, 1991). This common phenomenon is referred to as *seseo* and is practiced by the majority of natives in the Spanish-speaking world. Another pronunciation variety that is practiced by nearly the same demographic as the *seseo* is *yeísmo*, in which there is no distinction between the Spanish *y* and *ll*. Therefore /λ/, as in the word *calle*, traditionally pronounced as *calye*, would be pronounced as

/j/ (as in the English word *yes*). The weakening of the final *s* sound is a third linguistic difference that is also seen in Andalusia and the Americas, with the exception of most of Mexico and the Andean areas of South America (Penny, 1991). This variation is heard in words such as *estoy*, which would be pronounced *ehtoy*. While this variety exists in varying levels of intensity in different areas, it is very common throughout many Spanish-speaking countries.

Grammatical Variation

Among the different dialects of Spanish, there are also variations in certain grammatical structures. This study will specifically address direct object pronoun variation and possessive adjectives. The majority of native Spanish speakers use two different direct object pronouns for the third person singular form - *lo* and *la*. *Lo* is used to refer to both masculine objects and males, while *la* is used to replace feminine objects or a female person. This system is referred to as *loísmo*. *Leísmo*, on the other hand, is the use of *le* as a direct object pronoun

instead of *lo/la* when referring to a person. With *leísmo*, the emphasis is placed on gender over form. (See table 1.8)

Table 1.8 *Loísmo* and *leísmo*

	<i>Loísmo</i>	<i>leísmo</i>
Object as direct object	¿Viste mi libro? Sí, <u>lo</u> vi en la mesa.	¿Viste mi libro? Sí, <u>lo</u> vi en la mesa.
Person as direct object	¿Viste mi hermano? Sí, <u>lo</u> vi en la cocina.	¿Viste mi hermano? Sí, <u>le</u> vi en la cocina.

Another somewhat subtle dialectal difference that is seen in a large part of the Americas is a reworking of the possessive adjective system. While the traditional usage of the possessive adjectives along with most instructional literature for Spanish would list *su* as the possessive form of *él, ella, usted, ellos, ellas*, and *ustedes*, in actuality, this is not always so. Because of the lack of clarity with a possessive adjective that could possibly refer to so many different people or things, many dialects limit the use of *su* to the *usted* form and use the preposition *de* plus the name or pronoun as the standard form of possession. Sánchez (2004) emphasizes the limited use of the adjective *su* in many Spanish-speaking countries and says, "En muchos lugares, 'su' no es el posesivo de

'*el, ella, usted, ellos, ellas, ustedes,*' sino únicamente de '*usted*''." Therefore, instead of saying, "*Es su libro,*" most speakers would say "*Es el libro de Juan.*" (See Tables 1.9 and 1.10)

Table 1.9 Possessive adjectives

Personal Pronoun	Possessive adjective
yo	mi, mis
tú	tu, tus
él / ella / usted	su, sus
nosotros/as	nuestro /a , nuestros / as
vosotros/as	vuestro /a , vuestros / as
ellos, ellas, ustedes	su, sus

(Sánchez 2004)

Table 1.10 Possessive adjectives in American Spanish

Personal Pronoun	Possessive adjective
Yo	mi, mis
tú / vos	tu, tus
él / ella	de él / de ella
Usted	su, sus
nosotros/as	de nosotros
ellos, ellas	de ellos / de ellas
Ustedes	de ustedes

(Sánchez 2004)

CHAPTER TWO
BACKGROUND RESEARCH

In a study of Spanish pronouns in beginning level textbooks, Joseph A. Wieczorek (1992) investigated the inclusion and/or exclusion of the *voseo* and the *vosotros* forms, as well as the direct object pronoun *leísmo* that would appropriately accompany the use of the subject pronoun *os* in Castilian Spanish. This study involved thirteen different introductory level Spanish textbooks, chosen at random. Wieczorek addressed the question of Spanish dialect and what is appropriate for beginning language learners. He attempted to answer his own question: "are [instructors] to use one consistent dialect, including the limitations of that dialect, or are they to be exposed to a variety of language forms with active use of a specified dialect?" (p. 36). The "preferred" dialect of Spanish textbooks showed itself to be the Castilian Spanish of upper and middle Spain. This preference was seen in the choice of pronouns that were presented throughout the texts.

Once this cultural preference was identified, Wieczorek continued his research in order to examine the texts for consistency within this particular dialect. While in reality, the use of the direct object pronoun *le* as opposed to the more commonly used *la/lo* would accompany the use of the subject pronoun *vosotros* and the direct object pronoun *os* in Castilian Spanish, (as a subject pronoun for a third person plural address of a more informal nature), this study found that such consistency was the exception rather than the standard. Wieczorek found that of the thirteen textbooks, all of them taught the *vosotros* forms (two of the thirteen presented it as optional), but none of the texts presented its country of usage - namely that *vosotros* is used exclusively in Spain. Twelve of the texts presented the direct object pronoun *os* (two as an optional pronoun), and yet only five presented the pronoun *le*. The inclusion of *le* as a direct object pronoun would at least have provided a consistent Castilian dialect, since the use of the pronoun *le* corresponds exactly to the geographic distribution of *vosotros*.

Wiecorek also pointed out the complete exclusion of the subject pronoun *vos*, while noting that *vos* is spoken over a wider geographic area and by more people than *vosotros*, even by conservative estimates (p. 36). He then went on to analyze a possible explanation for such an exclusion stating cultural bias as a probable cause:

The implication, whether implied or stated by textbook authors/editors, is that *vos* is somehow less important or less standard than the forms used in Spain. This implication imparts a non-global understanding about the nature of Spanish as a multi-dialectal language. (p. 38)

While no classroom or textbook can be expected to teach all Spanish dialects or linguistic differences, this author suggests that textbooks be consistent in their presentation and honest concerning such varieties and their geographical distribution.

In a similar study, Sánchez-Avendaño (2004) evaluated a number of textbooks and, based on his conclusions, stressed the importance of considering the "heterogeneity" of the Spanish language in the classroom setting. He begins by recognizing the bias toward a particular dialect expressed by native Spanish speakers, second language learners, and even more strikingly, those professors who teach the language. He notes that many view certain

dialects as superior or the most "correct" or "pure"

Spanish:

Así, la famosa consigna de que existen formas 'correctas' e 'incorrectas' y, en un nivel más general, variedades 'superiores' e 'inferiores' de lengua sigue siendo lugar común en los medios de comunicación y en la mentalidad de la mayoría de los hablantes, especialmente los maestros. (p. 132)

This bias, as demonstrated by the research that follows, is often held and exemplified by textbook authors and publishers as well.

Sánchez-Avendaño's study evaluated 20 different textbooks from the United States targeted for foreign-language learners of Spanish. Among many other topics of linguistic interest, he investigated the textbook teaching of morphosyntactic variation in the forms of address, object pronouns (direct and indirect), and determiners (possessive and demonstrative).

In studying the forms of address, the research showed that only six of the twenty textbooks even presented the *vos* form - typically as a parenthetical note in the margins and never as part of the conjugation tables. There was also a great deal of vagueness concerning the usage of this pronoun and its geographical distribution. Despite the exclusion of *vos* as a "normal" form of address, the

vosotros form was found in all twenty of the textbooks, although as the author points out, there are actually more Spanish-speakers who use *vos* than there are who use *vosotros*. Sánchez-Avendaño blames this misrepresentation on a preference toward a more "prestigious" form of speech as it is found in traditional books:

Creemos que *vosotros* se incluye en estos libros por un asunto de tradición que marca esta forma como prestigiosa (está respaldada por la literatura clásica española), como perteneciente a la variedad de español considerada como el ideal de lengua. (p. 136)

The study also showed an extremely generalized explanation of the use of *tú* and *usted* in the textbook teachings - *usted* being for formal encounters and *tú* as a way of addressing a person of closer proximity or familiarity. The author points out that this explanation is not without great exceptions and variety throughout the Spanish-speaking world. Therefore, textbook publishers should either modify or exclude activities that oversimplify the ease of choosing which form of address is appropriate.

Other notable findings from the Sánchez-Avendaño study include the textbook presentation of direct and indirect object pronouns, as well as the teaching of determiners.

The study found that a common trend among textbooks was to teach the use of *lo*, *la*, *los*, and *las* as direct object pronouns and *le*, and *les* as indirect object pronouns, excluding the use of *leísmo*, (*le* instead of *lo*), which is commonly demonstrated in Northern and Central Spain. The study also looked at possessive determiners such as *mi*, *mis*, *su*, and *sus*. While most texts in the study did point out the possible confusion over the vagueness of *su* and *sus* and the potential need for clarification, (since they can be used as *his*, *hers*, *yours* -singular, *yours* -plural, or *theirs*), none of the texts mentioned the total disuse of *su* as a possessive for anything but *usted* and *ustedes* that is seen in many Spanish-speaking areas.

Finally, the author of this study expresses the importance of teaching dialectal variation, but warns against falling into to the opposite extreme and giving the impression that the language is incomprehensible. "Los materiales deben estimular la tolerancia hacia la diversidad, no crear la idea de que las variedades regionales son crípticas y, por lo tanto, no merecedoras de su consideración" (p. 144).

In another study by Wieczorek (1991), *Spanish Dialects and the Foreign Language Textbook: A Sound Perspective*, the focus shifts to the importance of dialects in the foreign language classroom. Wieczorek combats the philosophy held by many educators which states:

Students should learn to speak an idealized form of the target language with native-like fluency, regardless of how native speakers actually communicate, and as if native speakers only spoke a textbook version of their language. (p. 175)

The study involved 15 Spanish language textbooks chosen at random from various high schools and colleges. The books all had a strong focus on language skills and practice. A common feature found among all of the texts was a lack of clarity as to which dialects were being taught. Even those texts that included some explanation of varying sounds were neither thorough nor consistent in their presentation of such variations in phonemes. Texts were far more likely to present the difference between Spain and Latin American in their pronunciation of z and c before e, i, /ø/ compared to /s/ than they were to distinguish between /λ/ and /j/ pronunciation of ll which carries the same geographical distribution. The research also showed a total omission of

the variants of r, the r/l confusion, and the realizations of /θ/.

Similar inconsistencies were found in the media materials that accompanied two of the textbooks. The older of the two texts favored a Castilian pronunciation in all of the media materials, while the more recent of the two textbooks at least was beginning to show improvements in the inclusion of various dialects. While efforts were made to include speakers from countries other than Spain, many dialects were totally excluded from the listening materials. Wieczorek emphasizes the importance of listening to actual native speakers and criticizes those texts that fail to do so. He states:

If the goal of an L2 classroom is to promote speaking some form of Spanish without ever listening to native speakers who never deviate from the textbook norm, then current textbooks achieve that goal. If, on the other hand, speaking is to be integrated with listening, and by listening we assume a variety of dialects, then authors of textbooks cannot expect to accomplish what they intend. (p. 175)

Therefore, as Wieczorek asserts in his writing, textbooks should strive to include both linguistic and cultural variety in order to provide students with a fuller and more accurate picture of the Spanish-speaking world at large.

CHAPTER THREE
RESEARCH FINDINGS

As seen in the previous chapters, the Spanish language is extremely rich and carries a wide range of linguistic variety. Textbook authors and publishers are constantly faced with difficult decisions concerning which elements to include and exclude from their work. This study examines 17 different beginning level textbooks for college students of Spanish with a particular focus on the teaching of the following elements: forms of address, pronunciation of the language, and grammatical structure including direct object pronouns and possessive adjectives.

Forms of Address

Voseo

As discussed in previous chapters, the second personal singular subject pronoun *vos* is an integral part of the language and culture of many Spanish-speaking countries. While it carries different social dynamics from place to place, it is steadily used in an estimated two thirds of the Spanish speaking world. In an investigation of the

social dynamics of the use of *vos*, Lipski (2005) points out that while different countries put a different value on the use of the subject pronoun *vos*, it is widely used throughout central and even many parts of South America:

Vos se utiliza casi exclusivamente en toda América Central, así como en Argentina, Uruguay y Paraguay. Se emplea también en centros urbanos de Colombia, Venezuela, Ecuador y Bolivia que gozan de prestigio local, y en cambio, sólo en zonas marginadas de México, Panamá, Perú, y Chile. (p. 159)

With the pronoun *vos* being such an important part of so many different dialects and cultures, one might assume that it would be clearly explained in a textbook that claims to teach the language and culture of the Hispanic people; unfortunately, this is rarely so. Simpson (n.d.) makes a keen observation:

Many people study Spanish in their home country before moving to or visiting a Latin American country and are surprised to find an additional pronoun that was not mentioned in textbooks or classes. (p. 25)

Of the seventeen textbooks reviewed in this study, only two presented the subject pronoun *vos* in the text of the student edition, three of the textbooks listed it in the glossary, five textbooks included a note about the *voseo* in the teacher's edition only, and seven never even

made mention of the subject pronoun *vos*, as if it did not even exist. (See Table 3.1)

Table 3.1 - Teaching of the subject pronoun *vos*

	Taught as side/foot note with culture	Taught as side/foot note w/s.p.	Taught as a regular s.p.	Included in new verb charts	Included in practice exercises	Included in glossary of terms
Text A <i>Plazas</i>	√ *A	-	-	-	-	NA
Text B <i>Con brío</i>	-	-	-	-	-	-
Text C <i>C. que sí</i>	-	-	-	-	-	-
Text D <i>Nexos</i>	√ *A	√	-	-	-	√
Text E <i>Sol y v.</i>		-	-	-	-	√
Text F <i>Panorama</i>	√ *A*T	-	-	-	-	√
Text G <i>Temas</i>	-	-	-	-	-	-
Text H <i>¡Viva!</i>	-	-	-	-	-	√
Text I <i>¡Arriba!</i>	-	√ *T	-	-	-	-
Text J <i>Caminos</i>	-	-	-	-	-	-
Text K <i>Gente</i>	-	-	-	-	-	-
Text L <i>¡Trato h.!</i>	-	-	-	-	-	-
Text M <i>Mosaicos</i>	-	√ *T	-	-	-	-
Text N <i>Dicho y h.</i>	-	√ *T	-	-	-	-
Text O <i>¿Qué tal?</i>	-	-	-	-	-	-
Text P <i>Vistas</i>	√ *A*T	-	-	-	-	√
Text Q <i>Aventuras</i>	-	-	-	-	-	√

*A - Argentina only *T - Teacher's edition only s.p.= subject pronoun

One of the latter seven texts, *¿Qué Tal?*, presented a

Mafalda cartoon from Argentina in which the main character

uses a conjugation of the voseo - *sos* - meaning "you are." Nevertheless, in the footnote below the text, the word is merely translated to *eres* with no explanation provided as to the true meaning, origin, or geographical distribution of the word.

It is interesting to note that most of the texts, even those which include a side or foot note in a later chapter concerning the use of the voseo, make statements in the introductory sections that there are two (not three) subject pronouns in Spanish that mean *you* (singular). "Spanish has two subject pronouns that mean *you* singular" (Blanco & Donley, 2006a, p. 14; Blanco & Donley, 2006b, p. 17). "There are two ways to say *you* in Spanish" (McMinn & García, 2006, p. 6). *Nexos* was the only textbook to include a note on the use of voseo on the same page as the "regular" subject pronouns (in the student edition), although the information provided, unfortunately, was not entirely accurate. In a yellow box off to the side, *Nexos* informs the students, "In some countries, you will hear the form **vos** (Argentina and parts of Uruguay, Chile, and Central America). This is a variation of **tú** that is used only in these regions" (Long, Carreira, Velasco, & Swanson,

2007, p. 22). While the *voseo* is in fact used in Argentina, Uruguay, Chile, and most of Central America, as mentioned previously, these are not the only regions where *voseo* is employed, as implied by the textbook note.

When introducing the subject pronouns to the students, three of the textbooks include a note concerning the *voseo* in the teacher's edition. *¡Arriba!* has a short footnote which briefly states the existence of such a pronoun, but then informs the teacher that it will not be included in the curriculum:

In some parts of Latin America, including Costa Rica, Argentina, Uruguay and parts of Colombia, the pronoun *vos* is commonly used instead of *tú*. Its corresponding verb forms differ as well. The *vos* form is not taught in this book (Zayas-Bazán, Bacon, & Nibert, 2008, p. 26).

Dicho y hecho makes a similar statement in the teacher's edition:

Note that the subject pronoun *vos* is commonly used instead of *tú* primarily in Argentina, Uruguay, and some Central American countries. Its corresponding verb form is different as well. In this book, you will not be using the *vos* form. (Dawson, Farrell, & González, 2003, p. 12)

In addition to the obvious limitation in the explanations given above, both statements eliminate the possibility that *vos* could be used alongside of *tú*, as is the case in Guatemala. The explanation provided in the *Mosaicos*

teacher's edition is even more vague: "You may wish to mention that the pronoun *vos* is used in several Central and South American countries" (De Castells, Guzmán, Lapuerta, & García, 2006, p. 31). In this text, not even the teacher is provided with any facts surrounding this "mysterious" subject pronoun.

Many of the textbooks in this study have different cultural focuses for each chapter. Of the four texts that present the voseo within the teaching of culture, all four do so in the chapter on Argentina. This is to be expected, since the voseo is extremely predominant and not at all marginalized in Argentina. *Panorama* includes a section called "*Variación léxica*" in the teacher's edition, which states:

Another notable feature of Argentinean Spanish is the existence, alongside **tú**, of **vos** as the second-person singular familiar pronoun. **Vos** is also heard in other parts of Latin America, and it is accompanied by corresponding verb forms in the present tense. Here are some equivalents: **vos contás/ tú cuentas, vos pensás/ tú piensas, vos sos/ tú eres, vos pones/ tú pones, vos venís/ tú vienes**. (Blanco & Donley, 2006, p. 323)

While *vos* is a notable feature of Argentinean Spanish and the examples provided are accurate, the *vos* form is generally used in Argentina to the exclusion of *tú*, not

alongside of *tú* as another option. (The statement in the teacher's edition of *Vistas*, written by the same authors as *Panorama*, is almost identical to the statement above.)

The student edition of *Plazas* includes the following statement in the chapter on Argentina:

In Argentina and other countries in Central America, **vos** is used as another form of *tú*. When **vos** is used with present tense verbs, it is conjugated differently: for **-ar** verbs, add **-ás**: **Vos hablás español como un argentino(a)**; for **-er** verbs, add **-és**: **Vos comés parrillada argentina todos los fines de semana**; and for **-ir** verbs, add **ís**: **¿Vos decidís estudiar en Buenos Aires o en Córdoba?** The irregular verb **ser** has an irregular form for **vos** also: **Vos sois muy inteligente**. (Hershberger, Navey-Davis, & Borrás, 2005, p. 200)

The above statement not only wrongly implies that Argentina is the only country in South America that uses the *voseo*, but it also conjugates the *vos* form for *ser* incorrectly, which should be *vos sos*, not *sois*. In addition, the sentences contain word choice that is not consistent with typical Argentine speech, which would use the word *parrilla* over *parrillada* and ask the question "*¿Hablás castellano?*" rather than "*¿Hablás español?*" The introduction to this textbook explains the emphasis on culture and its "infusion" into all aspects of any given chapter in the following statement:

Every chapter focuses on one or more different Spanish-speaking countries. All the material in that chapter—readings, audio, video, and art—immerses students into that region. Even grammar explanations and activities are infused with cultural content and impart cultural understanding. (Hershberger et al., 2005, p. vi)

Despite the textbook authors' attempt to impart cultural content, "even in the grammar explanations," there is no use of the voseo in the chapter on Argentina, (nor any other chapter for that matter), and the students are addressed in the *tú* form within the text of the chapter on Argentina.

Clearly the most thorough and accurate explanation of the voseo is provided by *Nexos*, which dedicates a student reading activity to the explanation of the voseo in a section titled "¡Fíjate!":

Ninguna presentación sobre la lengua española puede considerarse completa sin hablar del tema del voseo. Este término se refiere al uso del pronombre **vos** en la segunda persona del singular, en vez de **tú**, para expresar la familiaridad. El voseo se encuentra por muchas zonas de Centro y Sudamérica, donde adopta diferentes aspectos según la región. En algunas zonas, **vos** tiene su propia conjugación verbal: **vos amá(i)s, vos queré(i)s, vos bebé(i)s**. En otras, **vos** se emplea con las formas verbales del pronombre **tú**: **vos hablas, vos quieres, vos bebes**. Y en otras zonas el pronombre **tú** acompaña a las formas verbales de **vos**: **tú amás, tú querés, tú vivís**.

El valor social del voseo también varía mucho de una región a otra. En algunos países, por ejemplo en Chile y Perú, el voseo se considera una manera de

hablar de las clases bajas (lower). En otros países, el voseo se acepta sólo entre familiares y amigos, mientras que **tú** es la forma aceptada en situaciones formales. En Argentina, el voseo es aceptado por todas las clases sociales y es considerado un símbolo de la argentinidad. (Long et al., 2007, p. 445)

The above description not only accurately explains the geographical distribution and conjugations of the three different types of voseo, but also explains some of the different social dynamics of the *vos* form in different regions of the Spanish-speaking world. While it does limit *vos* to a pronoun used instead of *tú*, this section provides students with a simple, yet clear understanding of the voseo and different ways they might see it used if they were to travel throughout Central and/or South America.

It is also interesting to note the textbooks whose chapters on Argentina do not include the voseo. *Temas* includes a chapter entitled “¿Qué quieres hacer?” dedicated to Argentina and Uruguay, even though in most areas of these two countries the question would be asked, “¿Qué querés hacer?” The culture of the chapter seems to focus less on linguistic elements and more on geography, such as showing pictures of Las cataratas del Iguazú, La Avenida 9 de Julio, el Obelisco, and Montevideo (the capital city of Uruguay). *Mosaicos* also has a cultural section dedicated

to Argentina and Uruguay that is devoid of the voseo. There is even a section called "*expresiones argentinas*" that does not include the form *vos* at all.

Vosotros

As discussed in the introduction, *vosotros* is the second person plural form of *tú* that is used in Castilian Spanish (Northern and Central Spain.) All other regions of the Spanish-speaking world use *ustedes* as the only the second person plural pronoun (for any combination of *usted*, *tú*, and *vos*). In this study, all seventeen textbooks included the teaching of the *vosotros* form. This subject pronoun was not only presented in all of the textbooks, but was included in teaching of subject pronouns (not as a side or footnote like the *vos* form) and in all verb paradigms throughout the book. *Vosotros* forms were also taught for direct and indirect object pronouns, as well as possessives, new tenses, etc. (See Table 3.2)

Table 3.2 - Teaching of the subject pronoun *vosotros*

	Taught as a regular s.p.	Mentions "only in Spain"	Mentions "only in <u>parts/most</u> of Spain"	Included in new verb charts	Included in practice exercises	Included in glossary of terms
Text A <i>Plazas</i>	√		√	√	-	NA
Text B <i>Con brío</i>	√	√		√	-	-
Text C <i>C. que sí</i>	√	√		√	-	√
Text D <i>Nexos</i>	√	√		√	-	√
Text E <i>Sol y v.</i>	√	√		√	-	√
Text F <i>Panorama</i>	√	√		√	-	√
Text G <i>Temas</i>	√	√		√	-	-
Text H <i>¡Viva!</i>	√	√		√	-	√
Text I <i>¡Arriba!</i>	√	√		√	-	√
Text J <i>Caminos</i>	√	√		√	-	√
Text K <i>Gente</i>	√	√		√	-	-
Text L <i>¡Trato h.!</i>	√	√		√	-	√
Text M <i>Mosaicos</i>	√	√		√	-	-
Text N <i>Dicho y h.</i>	√	√		√	-	√
Text O <i>¿Qué tal?</i>	√	√		√	-	√
Text P <i>Vistas</i>	√	√		√	-	√
Text Q <i>Aventuras</i>	√	√		√	-	√

Still, it is interesting to note that while all of the textbooks consistently taught the *vosotros* forms throughout the text, none of books in the study actually held the students accountable for such knowledge. The *vosotros* form was not included in any of the practice exercises in any of the texts and was placed merely for recognition. A few of the textbooks actually stated this goal clearly, while most simply left it out of the exercises without any explanation. One such example is found in *Panorama*, in which the first chapter of the book states, "While the *vosotros/as* forms are listed in verb paradigms in PANORAMA, they will not be actively practiced" (Blanco & Donley, 2006, p. 17). *Nexos* gave a similar explanation: "The **vosotros** forms of verbs are provided in *Nexos* so that you can recognize them, but they are not included for practice in activities" (Long et al., 2007). The questions still remains: If the *vosotros* form is included in textbooks for "recognition" purposes only, (since students would only need to use it if they traveled to certain parts of Spain), how much more would the need be for recognition of the *vos* form, which is used by a much larger population in far more countries and regions of the world?

Concerning the way in which *vosotros* was presented, all of the texts in the study pointed out, whether in a footnote, side note, or in the glossary, that the use of *vosotros* was limited to Spain. But of the seventeen textbooks, only one made the distinction somewhat clear as to where in Spain *vosotros* is actually used. While not necessarily specific, *Plazas* had an explanation that stated that the *vosotros* form is used in "most of Spain." Other texts simply stated that Latin America uses *ustedes*, and Spain uses *vosotros*. *Con brío* states, "**Vosotros** is used in Spain. In Spanish America, **ustedes** is used in both formal and informal situations" (Concepción, Murillo, & Dawson, 2008, p. 7). *Panorama* includes a side note entitled ¡Lengua Viva! that says the following:

In Latin America, **ustedes** is used as the plural for both **tú** and **usted**. In Spain, however, **vosotros** and **vosotras** are used as the plural of **tú**, and **ustedes** is used only as the plural of **usted**. (Blanco & Donley, 2006, p. 17)

These statements are not entirely accurate, since parts of Spain also use *ustedes* as the only the second person plural form of address. *Plazas* also generalized all of Spain as to using *vosotros* and made the assumption that all other

Spanish speakers would be able to recognize the *vosotros* form:

The **vosotros (as)** form that is used in Spain could be recognized by the other Spanish-speaking population, but is not actively used. The form of **ustedes** is used formally and informally as the plural of *you*. (Hershberger et al., 2005, p. 200)

Nexos explains that the *vosotros* form is used "primarily" in Spain, but also leaves out that not all of Spain uses *vosotros* and implies that there may be other regions that also use this form:

The **vosotros/vostras** forms are primarily used in Spain. They allow Spaniards to address more than one person informally. These forms are not generally used in the rest of the Spanish-speaking world. Instead, in most other places **ustedes** is used to address several people, regardless of the formality of the relationship. (Long et al., 2007, p. 21)

Sánchez (2004) affirms in his writing that there are no known dialects of Spanish outside of Spain where *vosotros* is used in spontaneous speech:

Hasta donde tenemos conocimiento, ningún dialectólogo ha dado noticias de regiones hispanoamericanas en las que se encuentre 'vosotros' en habla espontánea, sino que, por el contrario, los manuales de dialectología hispanoamericana suelen afirmar con total certeza que el tratamiento 'vosotros' (y su respectiva conjugación) referido a un interlocutor plural no existen en la región. (p. 134)

Putting aside the lack of information as to the use of *vosotros* and *vos* and returning to the question of

representation, one can see that there is an obvious preference shown toward the *vosotros* and either lack of information or prejudice toward the *voseo*. Sánchez suggests that including *vosotros* so thoroughly in the textbooks is also rooted in tradition and the perception of prestige that is so often associated with Spain and the idea of "pure Spanish." (Sánchez, 136). There has also been, throughout the years, a certain attitude of disgust toward the *voseo* and feeling of superiority over speakers who use its form.

In 1949, Mallo expressed his disdain for the use of the *voseo* explaining that he does not support its teaching in the classroom. He went on to assert that nobody would even think of teaching or using *vos* in the classroom setting, and called it a linguistic form of inferior quality:

A nadie se le ha ocurrido proponer que se enseñen en nuestras clases la gramática y la conversación empleando el *voseo*. Todos estamos conformes en prescindir de él por tratarse de una modalidad lingüística de calidad inferior. (p. 41)

He concluded that even though the *voseo* is used in two thirds of the Spanish-speaking world, no one would even consider teaching its forms in a classroom setting.

In 1950, Lechuga also expressed his disgust for the use and establishment of *voseo*, calling it an abominable corruption. "Así, la abominable corrupción en el uso del pronombre *vos*, en países como la Argentina, Costa Rica y Guatemala, parece haberse establecido definitivamente" (Lechuga, 116). After citing an example of the *vos* form in the imperative, Lechuga concludes that this "alteration" is no more than a corruption of the Castilian imperative that ends in *d*. (*Venid* becomes *vení*). He states:

La Argentina es, quizás después de Chile, el país que más esfuerzos ha hecho por depurar el idioma español. Sin embargo, es allí donde el problema parece presentar caracteres más serios. Aparte del abuso mencionado del pronombre *vos*, el habla popular se adultera con jergas absurdas y expresiones chocarreras del tipo más vulgar. (p. 117)

As the years have gone by, this outright prejudice toward the use of the *voseo* has obviously changed to some degree, as more writing has been done on the topic and more teachers and even textbooks are beginning to at least acknowledge the *voseo* as part of the Spanish language. But as is seen in the research, textbooks still have a long way to go. In time, one can only hope that this linguistic preference toward particular types of speech and prejudice toward certain linguistic forms of less prestige will begin to

morph into an appreciation of various cultures and linguistic nuances.

Tú vs. usted

As presented in the research in the first section of this work, the use of *tú* and *usted* varies greatly by region, socioeconomic class, position, relationship, age, and even by gender. Despite this complex web of details that determine which form of address one speaker may decide to use with another, most of the textbooks in the study make a blanket statement describing the subject pronoun *tú* as informal and *usted* as formal. (See table 3.3)

Table 3.3 - Textbook presentation of *tú* and *usted*

	<i>tú</i> =informal <i>usted</i> =formal	Mentions possible variations	Explains/exemplifies possible variations
Text A <i>Plazas</i>	√	-	-
Text B <i>Con brío</i>	√	√	-
Text C <i>C. que sí</i>	√	-	-
Text D <i>Nexos</i>	√	√	-
Text E <i>Sol y v.</i>	√	√	√
Text F <i>Panorama</i>	√	-	-
Text G <i>Temas</i>	√	-	-
Text H <i>¡Viva!</i>	√	-	-
Text I <i>¡Arriba!</i>	√	-	-

Text J <i>Caminos</i>	√	-	-
Text K <i>Gente</i>	√	-	-
Text L <i>¡Trato h.!</i>	√	-	-
Text M <i>Mosaicos</i>	√	-	-
Text N <i>Dicho y h.</i>	√	√	√
Text O <i>¿Qué tal?</i>	√	√	-
Text P <i>Vistas</i>	√	-	-
Text Q <i>Aventuras</i>	√	-	-

Many of the texts include explanations that are very similar to the one provided below from the textbook

Aventuras:

Spanish has four subject pronouns that mean *you*. Use *tú* when talking to a friend, a family member, or a small child. Use *usted* when talking to someone with whom you have a more formal relationship, such as an employer or a professor, or to someone who is older than you. (Donley, Benavides & Blanco, 2007, p. 16)

Panorama and *Vistas* provide almost the exact information, except that they specify that you should use *tú* with a child "you know well." *Trato Hecho* adds the element of "respect" to the use of *usted*:

Use the familiar form **tú** when talking to a friend, a classmate, a family member, or a child. Use the formal form **usted** to address an adult you do not know or someone to whom you wish to show respect. (McMinn & García, 2006, p. 6)

Temas instructs the students to use *tú* with anyone who is their age or younger, without regard to any exceptions, cultural norms, or dialectal differences, stating "Remember: *Tú* is used to address someone informally and *usted* is used to address someone formally" (Cubillos & Lamboy, 2007, p. 26). They later remind the students again to "Use **tú** with relatives, friends and people your age or younger. Use **usted** with people who are older than you or whom you do not know" (p. 323).

¡Arriba! gives a similar explanation, stating that *tú* is used in informal situations, (such as with friends, family members, and pets), while *usted* denotes formality or respect. There is also a note below that states, "In families of some Hispanic countries, children use *usted* and *ustedes* to address their parents as a sign of respect" (Zayas-Bazán, et al., 2008, p. 26). *Arriba!* contains a second footnote that informs the reader that this particular text will use *ustedes* as the plural of *tú*, except "where cultural context would require otherwise" (p. 26). Unfortunately, this same treatment of *vosotros* (that is, to be used where culturally appropriate), is not applied to the *voseo* accordingly.

In addition to oversimplifying and largely generalizing the distinction between *tú* and *usted*, many of the texts include practice exercises that ask the students to choose which form of address they would use with a person, based on the details provided. (See table 3.4)

Table 3.4 - Sample *usted/tú* exercise from *Plazas*

PARA DISCUTIR

1. Based on the information given above, [when to use *tú* and *usted*] how would you address the following people in Spanish? Write either **tú** or **usted** after each or the following phrases.

- a. your Spanish instructor
(usted)
- b. your email friend from Guatemala
(tú)
- c. Marisa Ramírez, a seven-year-old girl
(tú)
- d. a waiter in a restaurant
(usted)
- e. Dr. Guillermo Peraza, a friend's father
(usted)
- f. an exchange student from Ecuador
(tú)
- g. your supervisor at work
(usted)
- h. your best friend from Venezuela
(tú)
- i. a classmate you just met
(tú)
- j. a distant relative you just met
(usted)

*Answers are provided to in parenthesis, per the teacher's edition.

While some of the answers would be fairly obvious and consistent throughout the Spanish-speaking world, (such as a supervisor at work and likely a friend's father), most of the answers truly require more information to be able to answer accurately. A seven-year-old girl and a classmate you just met would both be addressed as *usted* in Costa Rica. Depending on the closeness of the relationship, a close Guatemalan email friend may be addressed as *vos*. A waiter in a restaurant could be called *usted*, *tú*, or *vos*, depending on the cultural setting and type of restaurant, and a distant relative you just met may be addressed as *tú* or *vos*, depending on the region, especially considering the age of the relative is not provided.

A few of the texts provided more accurate direction concerning forms of address by including a "disclaimer" of sorts or additional information to help the students in real-life situations. *Con brío* explains that *tú* is "generally" used when the relationship is informal (first-name basis); and *usted* for relationships of more distance. They also mention that usage varies from region to region and advise the students, "When in doubt, use *usted*" (Concepción et al., 2008, p. 7). *¿Qué Tal?* also mentions

that "situations in which **tú** and **usted** are used also vary among different countries and regions" and presents generalizations for the use of *tú* and *usted* more as guidelines than absolutes (Dorwick, Pérez-Gironés, Knorre, Glass, & Villarreal, 2007, p. 35). The teacher's edition of *Dicho y hecho* includes a note to the instructor that broadens the use of *usted*, as is the case in many regions. "You may wish to mention that in Colombia and most Central American countries *usted* is often used in informal situations, including parents speaking to children" (Dawson et al., 2003, p. 12).

The most thorough description of the variety that exists among the Spanish-speaking population in their usage of forms of address was provided by *Sol y viento*. While the first chapter provides a somewhat simple description of when to use *tú* and *usted*, there is a footnote at the bottom of the page that tells the students that they will learn more about the distinctions later, but that for now they should use **tú** with their classmates and allow the instructor to decide what he/she wants to be called. In a much later chapter, a section entitled "*Enfoque Cultural*"

provides the following information about the variety of usage that exists throughout the Hispanic world:

El uso de **tú** y **usted** en el mundo hispano no es igual de un país a otro. Claro, hay usos que son casi universales, como ocurre cuando un joven se dirige a una mujer mayor de edad, en cuyo caso es indispensable el uso de **usted**... Al hablar de las variaciones en el uso de tú frente a usted, es de mencionar que en España, por ejemplo, se utiliza tú en casos en los que en México y el Perú predomina el uso de usted. En algunos países, los miembros de una familia, incluyendo a los abuelos, se tratan de usted, mientras que en otros todos los familiares se tutean. (VanPatten, Leaser, Keating, & Román-Mendoza, 2005, p. 531)

This description does not weigh the students down with information overload, but it does make them aware that the situation is not always as simple as *usted* for formal, *tú* for informal.

Perhaps the simplest, yet most appropriate statement is the one provided by *Nexos*. *Nexos* gives a fairly standard description of when to use *tú* and *usted*, but then follows it up with a short, yet novel piece of advice: "Levels of formality vary throughout the Spanish-speaking world, so it's important when traveling to listen to how **tú** and **usted** are used. Then follow the local practice" (Long et al., 2007, p. 22). This advice is the key to appropriate subject pronoun address and should be the standard recommendation to anyone who is traveling. By following

this principal, travelers can be sensitive to the norms of the region, not only in regard to forms of address, but in many other aspects of language and culturally appropriate behavior.

Pronunciation

This section of the study looks into the teaching of Spanish pronunciation as presented in the textbooks. In analyzing the texts, *Claro que sí*, *Nexos*, and *Mosaicos* have been left out, since the main teaching of pronunciation is not included in the text, but rather in the lab manual or other source, (such as a cd). The remaining textbooks either presented all of the pronunciation guidelines in the introductory chapter of the book, or included the alphabet at the beginning with more specific instructions for pronunciation in the chapters to follow. Most commonly, the pronunciation lessons were taught in the first half of the book, with the exception of *¡Arriba!* which taught lessons on pronunciation throughout all fifteen chapters. (See Table 3.5)

Table 3.5 - Textbook presentation of pronunciation

Pronunciation	When taught and practiced	seseo distinction	yeísmo distinction	s aspirated or dropped
Text A <i>Plazas</i>	Cap. Prelim. + lab manual	-	- *m	-
Text B <i>Con brío</i>	Cap. Prelim.	√	- *m	-
Text C <i>C. que sí</i>	Cap. Prelim.	-	-	-
Text D <i>Nexos</i>	Cap. Prelim. + lab manual	?	?	?
Text E <i>Sol y v.</i>	Cap. Prelim. + lab manual	?	?	?
Text F <i>Panorama</i>	Cap. 1-9 (of 15)	√	- *m	-
Text G <i>Temas</i>	Cap. Prelim. and audio c.d.	√	-	-
Text H <i>¡Viva!</i>	Cap. 2-9 (of 16)	√	- *m	-
Text I <i>¡Arriba!</i>	Cap. 1-15 (of 15)	√	- *m	-
Text J <i>Caminos</i>	Cap. Prelim.	√	-	-
Text K <i>Gente</i>	Cap. Prelim.	√	-	-
Text L <i>¡Trato h.!</i>	Cap. Prelim. + cap. 1-3	-	-	-
Text M <i>Mosaicos</i>	Student lab manual	?	?	?
Text N <i>Dicho y h.</i>	Cap. Prelim. w/ audio c.d.	√	- *m	-
Text O <i>¿Qué tal?</i>	Cap. Prelim. + lab manual	√	√ *T	-
Text P <i>Vistas</i>	Cap. 2-9	√	- *m	-
Text Q <i>Aventuras</i>	Cap. 2-9	√	- *m	-

Cap. Prelim = capítulo preliminar *T = teacher's edition only
 *m= While [j] [] distinction was not made, the word "most" was used when stating that the *ll* in Spanish makes a [j] sound.

While many varieties of pronunciation exist within the Spanish-speaking world, this study focuses on the *seseo*, *yeísmo*, and the aspiration of the *s*, since these are the

variations that show the greatest distinction between Castilian and American Spanish (Jones, 1941; Penny, 1991).

Of the fourteen textbooks being considered, all fourteen presented the *seseo* as the standard form of speech in the pronunciation guides. The texts instructed students to pronounce the *z* and the *c* before *i* and *e* as the English "s" sound. *Panorama* states, "The Spanish *z* is pronounced like the 's' in 'sit'" (Blanco & Donley, 2006, p. 219) Although the *seseo* is presented as the norm, all but two of the textbooks, (*Plazas* and *Claro que sí*), made the distinction in parenthesis or a side note concerning the variation that is used in Spain, regions of Spain, or most of Spain. (See table 3.5) *Con brío*, along with many other texts with similar examples, explains that the Spanish *z* makes an "s" sound, except in some regions of Spain where it is pronounced like the "th" in "thirst." The most vague explanation (or lack of explanation) was provided by *Temas*, which included the following note in the teacher's edition on the page with pronunciation:

Sugerencia: Play the text CD or demonstrate the following pronunciation guidelines, and have students repeat the following words. When necessary, point out the differences between Latin America and Spain. (Cubillos & Lamboy, 2007, p. 12)

While having the students listen to the audio CD and/or practice the pronunciation of certain words would certainly be beneficial, the instructor is asked to point out differences between Latin America and Spain, which are not provided in the book or on the audio cd. *¡Arriba!* offers a thoughtful piece of advice to students in helping them to choose which pronunciation they will use personally saying:

In most areas of Spain, only the letter s sounds like the s in English sip. The other letters treated here (i.e., the letter z, as well as c before e and i) are pronounced like the th in English thanks. Keep these differences in mind as you refine your listening skills. Follow the pronunciation of these letters that is consistent with the variety of Spanish that you want to speak, Latin American or Peninsular. (Zayas-Bazán et al., 2008, p. 204)

This statement encourages students to choose a dialect and to use it consistently, which will make their Spanish sound more authentic and understandable.

In looking at the pronunciation of the Spanish *ll*, all of the textbooks instructed the students to pronounce it as an English "j" or "y". *Caminos* says to pronounce the *ll* like a "j" or like the "s" in "measure." The majority of the texts did state that "most" of the Spanish-speaking world pronounces it like a "y" or "j", but did not mention who the other part of the world was or how one might

pronounce this letter combination. (See table 3.5)

Panorama, ¡Viva!, Vistas, and Aventuras offered the same explanation - that most Spanish speakers pronounce the *ll* like the "y" in the English word "yes." *Con brío* says to pronounce it like a "y", but a "y" that is "stronger than the 'y' in 'yesterday'." The most thorough explanation of the *yeísmo* was found in *¿Qué tal?*, which allowed for greater dialectal difference than the other texts. The teacher's edition of *¿Qué tal?* gives the following explanation on the page with pronunciation guidelines:

In most dialects of Spanish, there is no difference in the pronunciation of the letters *ll* and *y*; however, from one area to another the dialectal variation in *ll/y* is great. Teach the pronunciation of your own dialect and allow for variation. When possible, point out dialectal variation such as the lateral pronunciation of the *ll* in northern Peninsular Spanish or the strong palatal fricative from Argentina [zh]. (Dorwick et al., 2007, p. 5)

While not a lot of detail is provided concerning *ll* variations, this text at least makes the teacher, (and in turn the students), aware of the variety that does exist in the Spanish-speaking world and encourages the reader to embrace those differences.

There is not much to be said about the aspiration or full omission of the *s*, since none of the textbooks even

mentioned this common Latin-American phenomenon. All of the texts presented the *s* as a consistent sound, the same as the English "s." No comment, side note, footnote, or even teacher's edition note acknowledged this speech pattern.

Another topic of linguistic variation found in the textbooks was the teaching of the pronunciation of the Spanish letters *v* and *w*. While many variations of these two letters exist, the most common ones for *v* are *ve* and *uve*, and for *w* are *doble ve* and *uve doble/doble uve*. *Uve* and *uve doble* or *doble uve* are generally used in Spain, while *ve* and *doble ve* are typically the norm in Hispanic America. It is interesting that while most of the texts did list possible variations for the pronunciation of the letters, very few gave the basic geographical distribution of the letter names. (See Table 3.6)

Table 3.6 - Teaching of the Spanish Letters *v* and *w*

	v	w
Text A <i>Plazas</i>	<i>ve, ve chica, uve</i>	<i>doble ve, doble uve</i>
Text B <i>Con brío</i>	<i>ve chica,</i> <i>uve*</i>	<i>ve doble,</i> <i>uve doble*</i>
Text C <i>C. que sí</i>	<i>uve, ve corta, ve</i> <i>chica, ve de vaca</i>	
Text D <i>Nexos</i>	<i>ve</i>	<i>doble ve</i>
Text E <i>Sol y v.</i>	<i>ve</i>	<i>doble ve</i>

Text F <i>Panorama</i>	ve	doble ve
Text G <i>Temas</i>	ve (or uve)	doble ve (or doble uve)
Text H <i>¡Viva!</i>	ve	doble ve
Text I <i>¡Arriba!</i>	"be" or uve	"doble be" or uve doble
Text J <i>Caminos</i>	uve, ve chica	doble ve, doble u
Text K <i>Gente</i>	uve*, ve chica, ve corta	uve doble*, ve doble
Text L <i>¡Trato h.!</i>	uve, ve chica, ve corta	uve doble, doble ve, doble u
Text M <i>Mosaicos</i>	ve, uve	doble ve, doble uve, uve doble
Text N <i>Dicho y h.</i>	ve, uve	doble ve, doble uve
Text O <i>¿Qué tal?</i>	ve, uve	doble ve, ve doble, uve doble
Text P <i>Vistas</i>	ve	doble ve
Text Q <i>Aventuras</i>	ve	doble ve

* = Spain

Of the seventeen texts, only four listed *uve* and *uve doble* first, while the rest of the texts either only taught *ve* or at least had it first in the list of possibilities, showing preference toward American Spanish. This is somewhat unusual, since the forms of address show an obvious lean toward a more Castilian Spanish including the use of *vosotros* and exclusion of the *voseo*.

It is also strange that in most cases, the letter names *ve* and *doble ve* are favored, without even necessarily mentioning their geographical distinction. *Con brío,*

Gente, and the teacher's edition of *¿Qué Tal?* were the only three textbooks that specified that *uve* and *uve doble* are used in Spain only. This lack of information could lead to confusion on the part of the students, and uncertainty as to which letter names to choose, especially if they are trying to follow the advice of *¡Arriba!* which told students to choose a dialect of Spanish and to stick to it.

Grammatical Structures

Leísmo vs. Loísmo

The seventeen textbooks also showed variations in their presentations of grammatical structures that vary by region. In considering *leísmo* versus *loísmo*, the vast and often sole representation of *loísmo* in the texts is quite surprising, considering the fact that *leísmo* is trademark of Castilian Spanish. Of all of the texts in the study, only three even mentioned that there is a common alternative to using *lo/s* and *la/s* as direct object pronouns in place of people. (See table 3.7)

Table 3.7 - Direct object pronouns (*leísmo* and *loísmo*)

	<i>Loísmo</i> taught primarily	<i>Leísmo</i> taught primarily	Mentions <i>leísmo</i> (side/foot note)
Text A <i>Plazas</i>	√	-	-
Text B <i>Con brío</i>	√	-	-
Text C <i>C. que sí</i>	√	-	-
Text D <i>Nexos</i>	√	-	-
Text E <i>Sol y v.</i>	√	-	-
Text F <i>Panorama</i>	√	-	-
Text G <i>Temas</i>	√	-	-
Text H <i>¡Viva!</i>	√	-	√
Text I <i>¡Arriba!</i>	√	-	-
Text J <i>Caminos</i>	√	-	-
Text K <i>Gente</i>	√	-	-
Text L <i>¡Trato h.!</i>	√	-	-
Text M <i>Mosaicos</i>	√	-	-
Text N <i>Dicho y h.</i>	√	-	-
Text O <i>¿Qué tal?</i>	√	-	√
Text P <i>Vistas</i>	√	-	-
Text Q <i>Aventuras</i>	√	-	√

Aventuras contains a side note labeled *¡ojo!* with the following statement concerning *leísmo*: "In Spain and parts of Latin America, **le** and **les** are used when referring to people. No **le** veo. *I don't see him/her.* No **les** escucha.

He/she doesn't listen to them" (Donley et al., 2007, p. 130) *¿Qué Tal?* contains a similar foot note which specifies the name of this linguistic variation and instructs the students that *leísmo* will not be taught in this textbook:

*In Spain and in some other parts of the Spanish-speaking world, **le** is frequently used instead of **lo** for the direct object pronoun him. This usage, call **el leísmo**, will not be followed in *¿Qué Tal?* (Dorwick et al., 2007, p. 162)

If the textbooks present the students with all of the forms of *vosotros*, why would they not also include *leísmo*, which is consistent with the dialect of the same region?

Wieczorek (1992) points out that the pronoun *le* corresponds exactly to the geographical distribution of *vosotros* and complains of the inconsistency that is practiced by presented students with one portion of a dialect while neglecting another.

Possessive Adjectives

Findings in the area of possessive adjectives were exactly the opposite in regard to geographical representation. The limited use of *su* and *sus* as the possessive adjectives for the *usted* form only, which is extremely common in American Spanish (Sánchez, 2004), was

not mentioned in any of the reviewed textbooks or even teacher's edition notes. While all of the texts did teach the "de + subject" form as an alternative to the possessive adjectives, this form was presented as a means for clarification only (or simply as an alternative), and never as the primary way of communicating.

In sum, the research showed very limited linguistic diversity in grammatical explanations, lexical usage, or pronunciation. At best, some books mentioned such variances in footnotes, or only in the teacher's edition. While some textbooks worked to include dialectal variety, most tend to favor a more Castilian Spanish for forms of address, mixed representation in grammatical structures, and a somewhat neutralized Latin-American pronunciation of the language.

CHAPTER FOUR

CONCLUSION

So what would the perfect textbook look like and how would the ideal language classroom be designed? Which Spanish should be taught? The answer to these questions is obviously very complex and has been disputed amongst linguists and educators for many years. In 1938, Hilton praised the pureness of Colombian Spanish while showing his disgust for the defamation of Spanish in the Argentine:

It is generally agreed that the standard of speech is lower in the Argentine than in any other Spanish-speaking country... Within the vast area of very defective Spanish the worst variety is to be found in Buenos Aires... The style [used in the metropolitan area] is devoid of any dignity ... It is interesting to note by way of comparison that in the United States the worst English is probably spoken in New York. (p. 67)

Mallo (1949) discusses this same question, specifically addressing whether students should learn a more "Castilian" pronunciation or a Latin-American pronunciation including the *seseo* and *yeísmo*. While he admits that the Castilian pronunciation is fuller and prevents confusion in spelling, since the *z* and *c* before *i* and *e* can be easily distinguished from the *s* by their sound, he still favors

the teaching of the *seseo* and *yeísmo* for the following two reasons. First, the majority of native Spanish speakers employ the *seseo* and *yeísmo* in their speech. While this argument alone, according to the author, does not necessarily warrant the teaching of a linguistic variation, the majority argument combined with the geographical element, which is his second point, give a convincing argument for teaching this particular pronunciation. Since Hispanic America is on this same continent, Mallo argues that students are more likely to come in contact with speakers who use this type of language.

Benevento (1984) also addresses the question of cultural choice focusing specifically on textbooks. She provides specific criteria for evaluating textbooks for foreign language learning and focuses on 3 main characteristics - authenticity, communication, and integration. She also emphasizes the importance of including all places where the target language is spoken, and not only the areas of most size or prestige. She concludes that in order for a foreign language textbook to get high marks, "authentic language must be integrated into

authentic cultural contexts with the focus on communication" (p. 14).

But what would this actually look like and how would it be presented in the textbooks? Jones (1941) addresses the question of dialectal choice in his article, "What Spanish Pronunciation Shall we Teach?" In his research, Jones concludes that in order to provide students the most useful learning experience and the ability to understand and communicate clearly with the greatest number of native speakers, classroom instructors should teach a "synthesized, middle-of-the-road pronunciation" rather than Castilian Spanish (p. 260). This compromised accent would be composed of the *s* pronunciation of *z*, as well as the *c* before *e* and *i*, and a *y* pronunciation of *ll*. While this type of language may be a start in helping non-native teachers to find their dialectal niche for the classroom, it still does not answer the question of word choice differences or forms of address.

As suggested by Wieczorek (1992), instructors should require students to attain a passive rather than active knowledge of such forms as *vos*, *vosotros*, and *leísmo*. Since only a small minority of the Spanish-speaking world

uses *vosotros*, it should be treated as an "additional" subject pronoun along with *vos* for listening and comprehension purposes only. Students should be provided with the opportunities to hear consistent use of dialectal variations, such as in cultural readings or audio clips. Wieczorek goes as far as to suggest the possibility of only teaching the *usted* form for singular address in beginning level classes:

Usted may be sufficient for communicative purposes in the foreign-language classroom...since the third person singular verb form accounts for nearly half of all use in native-speaker speech... Because of the complicated issues involved in a pan-dialectal or single-dialect approach to Spanish, instructors could consider reducing the forms of address to the acceptable *usted* (for a single referent), which may be artificial but at least not sociolinguistically offensive. (p. 37)

While this idea may seem a bit extreme, the idea of focusing the students' attention on those verb forms that are most relevant and most commonly used is certainly advantageous.

Practical Suggestions for Pedagogical Use

1. Include only the five basic forms in the verb paradigms, but as each new verb is taught, present to

- the students with the *vosotros* and *vos* forms for recognition purposes.
2. Practice varied pronominal address forms in higher level Spanish courses (Wieczorek, 1992).
 3. If students will come in contact with a particular group more often, such as Cuban Spanish in Miami, or Castilian Spanish in Spain, some focus should be given to these forms.
 4. If one particular dialect is going to be chosen for teaching emphasis, it should be used consistently in pronunciation, grammar and forms.
 5. Allow students to choose which dialectal variety they would like to speak and help them to understand its individual differences.
 6. Expose students to Spanish videos, television and music to provide them with opportunities to hear normal variant speech (Wieczorek, 1992).
 7. If each chapter of the book represents a different country or region, include a different speaker from that country for the listening exercises and allow students to experiment with different forms of address, pronunciation and grammatical variations from

that region. For example, students could practice using the *vosotros* form while studying the chapter on Spain and use the *vos* form while studying Argentina.

Suggestions for Further Research

Since textbooks are constantly being written, edited and republished, there will always be room for further research on the topic of textbooks. While some work has been done in this area, further studies are needed into the linguistic variation in textbooks as they pertain to different regions of the Spanish-speaking world. It would also be beneficial to conduct surveys of teachers and students to evaluate their understanding of common cultural and linguistics elements that are often omitted from the textbooks but are extremely prevalent in the Spanish-speaking world, such as the *voseo*. Such research could be conducted at different levels of the students' educational journey and then evaluated based on their knowledge and time spent studying the language in a formal setting.

Another element that should be researched is the difference between classroom language and actual target language speech. This classroom language could then be

compared to the textbook instructions to determine whether or not the text is presenting an accurate picture of the language being studied. It would also be interesting to evaluate how these issues of dialectal differences are handled in other languages such as Italian, German and French. Lastly, research is needed into types of cultural variances among Spanish speaking countries other than linguistics, such as greetings (hand shake, one kiss, two kisses, etc.) and other Hispanic customs.

APPENDIX:

LIST OF TEXTBOOKS BY REFERENCE LETTER

- A.) Hershberger, R., Navey-Davis, S., & Borrás A. G. (2005). *Plazas. Lugar de encuentros*, 2nd edition. Canada: Thomson & Heinle.
- B.) Concepción, M., Murillo, L., & Dawson, L. M. (2008). *¡Con brío!*, 1st edition. Peru: John Wiley & Sons.
- C.) Garner, L. C., Rusch, D., & Domínguez, M. (2008). *¡Claro que sí!*, 6th edition. Boston, MA: Houghton Mifflin.
- D.) Long, S.S., Carreira, M., Velasco, S. M., & Swanson, K. (2007). *Nexos. Media Edition*. Boston, MA: Houghton Mifflin.
- E.) VanPatten, B., Leiser, M. J., Keating, G. D., & Román-Mendoza, E. (2005). *Sol y viento. Beginning Spanish.*, 1st edition. Boston, MA: McGraw Hill.
- F.) Blanco, J. A. & Donley, P. R. (2006b). *Panorama. Introducción a la lengua española.*, 2nd edition. Boston, MA: Vista Higher Learning.
- G.) Cubillos, J. H. & Lamboy, E. M. (2007). *Temas. Spanish for the Global Community.*, 2nd edition. Boston, MA: Thomson Heinle.
- H.) Blanco, J. A. & Donley, P. R. (2006a). *¡Viva! Primer curso de lengua española*, 1st edition. Boston, MA: Vista Higher Learning.
- I.) Zayas-Bazán, E., Bacon, S. M., & Nibert, H. J. (2008). *¡Arriba! Comunicación y cultura*, 5th edition. Upper Saddle River, NJ: Pearson Education Inc.
- J.) Renjilian-Burgy, J., Chiquito, A. B., & Mraz, S. M. (2008). *Caminos*, 3rd edition. Boston, MA: Houghton Mifflin.
- K.) De la Fuente, M. J., Peris, E. M., & Baulenas, N. S. (2007). *Gente*. 2nd edition. Upper Saddle River, NJ: Pearson Education Inc.

- L.) McMinn, J. T. & García, N. A. (2006). *Trato hecho! Spanish for Real Life*, 3rd edition. Upper Saddle River, NJ: Pearson Education Inc.
- M.) De Castells, M. O., Guzmán, E., Lapuerta, P., & García, C. (2006). *Mosaicos. Spanish as a World Language*, 4th edition. Upper Saddle River, NJ: Pearson Education Inc.
- N.) Dawson, L. M., Farrell, J. R., & González, T. (2003). *Dicho y hecho. Beginning Spanish*, 7th edition. U.S.A.: John Wiley & Sons.
- O.) Dorwick, T., Pérez-Gironés, A. M., Knorre, M., Glass, W. R., & Villarreal, H. (2007). *¿Qué tal? An Introductory Course*, 7th edition. Boston, MA: McGraw-Hill.
- P.) Blanco, J. A. & Donley, P. R. (2008). *Vistas. Introducción a la lengua española*, 3rd edition. Boston, MA: Vista Higher Learning.
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VITA

Nicole Gilmore was born and raised in southern New Jersey. Before attending Loyola University Chicago, she embarked upon an exciting, international exchange program to Buenos Aires, Argentina where she lived for a full academic school year. Upon returning to the United States, she completed her undergraduate degree in elementary education at North Greenville University in Greenville, SC. Nicole's adventurous spirit and love for culture permeates every aspect of her professional career. Whether serving as a Spanish educator to elementary-aged students or conducting lectures as a Spanish professor at Loyola University, Nicole brings a fresh and authentic love for the Spanish language and its culture to her learners.

Nicole currently resides in Zion, IL with her husband, Joshua Gilmore, and her baby daughter, Olivia. In between catching the trains to and from Loyola University, Nicole loves to volunteer at her church, visit the Lake Michigan beachfront, and create memories with dear friends.

Written by: Joshua Gilmore

