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This study involves the explicit teaching of regional forms in the Spanish as a Second Language classroom. In the Spanish classroom, many studies have found that a more ‘standard’ or ‘academic’ form of the language is taught, especially to beginning and intermediate levels. Little to no regional dialects are explicitly taught, not allowing students to see how diverse the Spanish speaking world is through its language. In the present study, data is collected through an anonymous questionnaire to Spanish instructors of beginning and intermediate level courses in order to further understand how regional forms are taught in the Spanish classroom, and what their opinions are on the explicit teaching of the variance of Spanish. Five textbooks are analyzed in this study to see how regional forms are discussed through readings and activities for the students. Through the data collected, it is shown that regional forms are not widely discussed in the beginning and intermediate Spanish classrooms or textbooks, and that further research is needed to see how they can be further implemented in these classrooms.

TEACHING REGIONAL FORMS OF SPANISH IN THE L2 BEGINNING AND
INTERMEDIATE CLASSROOM

by

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CHAPTER I: INTRODUCTION

The purpose of this research is to summarize current investigation involving second language acquisition (SLA) at the beginning and intermediate second language learning levels regarding regional forms of the Spanish language, and how they are approached in the classroom. The current study also aims to learn personal opinions of instructors regarding the inclusion of regional forms in their own beginning and intermediate level classrooms, how they personally feel prepared to do so, and if textbooks are helpful resources to expand this topic within beginning and intermediate level curriculums. Current Spanish instructors of the beginning and intermediate level classes were surveyed anonymously, and five different Spanish textbooks were analyzed to learn whether regional forms are addressed in the lower level L2 classrooms, and if more needs to be done to incorporate them in our classrooms.

Through this study, one will be able to have a clear image of how regional forms are presented to lower-level learners of Spanish, and whether instructors currently incorporate them into their curriculum through textbooks or their own work. My hypothesis is that some instructors may incorporate regional forms in their beginning and intermediate level classrooms, but it is often not in detail. This could be due to several reasons, from lack of preparation to discuss regional forms in their own education to textbooks not giving proper acknowledgment and time to discuss them within short class periods. Before continuing further with the study, it is important to include my personal definition of “regional forms” so that it is clear what is being referred to throughout the investigation. In this study, the term “regional forms” refers to grammatical constructions at the syntactic level that are used specifically in certain areas of the Spanish speaking world, and lexicon through regional vocabulary that is exclusive to a geographical location. The current study examines how instructors incorporate these regional

forms of Spanish in their beginning and intermediate level classrooms, whether they are addressing regional grammar such as the use of *vosotros* vs *vos*, or regional vocabulary, as well as how they are addressed in textbooks that have been utilized in the past or are currently in use.

The antithesis of the inclusion of regional forms in the L2 classroom is the “standard language ideology.” According to Milroy (2001), who coined the term “standard language ideology,” a general definition of standardization is that it “consists of the imposition of uniformity upon a class of objects,” (Milroy, 531). He notes that this definition alludes to the thought that all objects, including those that are abstract such as language, are not uniform, and that uniformity must be forced upon these objects to create a standardization of the group. However, with this definition, he adds that one characteristic is missing that often plays a major role in the standardization of languages, which is prestige.

While it is not true that every object with the highest prestige is equated to being the ‘standard’, in relation to language, the speakers of said forms are judged by their socio-economic class, and therefore, the way that they speak as well. According to Milroy (2001), “variation in the speech community has been interpreted on a scale of prestige, which derives from the socio-economic class of speakers, but this scale is frequently interpreted as though it were identical with a scale of ‘standard’ to ‘non-standard’”, (Milroy, 533). The standardization of languages and its connection to the socio-economic status of speakers, whether it is meant to be interpreted as so or not, can unintentionally undermine varieties of Spanish spoken by certain groups.

Lippi-Green (2012) notes that institutions, such as schools, media, the law, etc. promote a bias toward a standard, non-varying form of the English language to the public, including to students in their classes. While these institutions claim the standardized version is created from written form of the language, it is from the language of the upper middle class (Lippi-Green,

2012). Lippi-Green (2006) believes that the education system may not be the beginning of the standardization process in society, but it is the heart of it. Through her research of the education system in America and its treatment of language, she argues that “asking children who speak non-stream languages to come to the schools to find validation for themselves, in order to be able to speak their own stories in their own voices, is an unlikely scenario,” (Lippi-Green, 294).

In order to learn more about instructors’ incorporation of regional forms in their classrooms and how textbooks discuss regional variance, or if they tend to present a standardized version of the language to students, a questionnaire was sent out to instructors of a Spanish department at a southern public university in the United States, where they were asked about their personal methods of teaching regional forms to beginning and intermediate level students, if they do so, and how they feel about textbooks’ inclusion of regional forms. However, during the study, certain research questions remained as an anchor to remember as data was being received and analyzed. My research questions to be answered during the study are:

- (1) Are regional forms of Spanish commonly taught in the L2 classroom?
- (2) Do L2 Spanish instructors at the beginning and intermediate level believe that it is beneficial to include regional forms of the language in their curriculum?
- (3) Do L2 Spanish instructors feel prepared themselves to teach these forms in their classroom?
- (4) How do textbooks of beginning and intermediate level Spanish classes present regional forms to the students, if at all?
- (5) Do instructors use the given curriculum to present regional forms or are they forced to create their own activities and lessons for regional forms of Spanish?

There has been much research on the topic of regional forms of Spanish in the L2 beginning/intermediate classroom in recent years. For example, Elena Schoonmaker-Gates (2017) has studied how explicit instruction of regional forms of Spanish can aid the L2 learner of Spanish in adapting them into their knowledge of the language. She presented a study where students were taught regional forms of Spanish explicitly in the classroom and were tested at the beginning of the semester and at the end. Through the study, it was found that those who were explicitly taught these regional variations were able to recognize them easier at the end of the semester than those who did not receive explicit instruction.

Schoonmaker-Gates' (2017) study and beliefs regarding regional variation in the language classroom would be the backbone of this study. As she explained, explicit instruction of regional forms of Spanish, even in the lower-level courses, can be a strong factor in acquisition of said forms by L2 students, and it also gives the opportunity for students to increase their knowledge of the concept of a "dialect" (190). Students must understand the importance of dialects as a part of one's culture and identity, not just that a people group "speaks differently"; however, the first step is that they must be made aware of them. Another benefit from explicit instruction of regional forms in the beginning and intermediate classroom, aside from acquiring these varieties easier than those who do not receive explicit instruction, as shown in Schoonmaker-Gates' (2017) study, is the development of students' integrative identity. When one is learning a second language, motivation to progress in their language learning journey is important in the process of acquisition. Motivation to "learn a language to 'come closer to the other language community'" is known as "integrativeness", a concept presented by Gardner's socio-educational model of second language acquisition, (Lamb, 2). In order to grow in "integrativeness", there is a need for a psychological or emotional identification, which

according to Gardner, is thought to be found by experiencing the target language and its culture with native speakers. Regional forms of a language are a part of the linguistic culture of native speakers of the L2, and therefore, this study argues that if they are presented early in one's Spanish education, a student's interest in the culture of the L2 can be expanded, growing their sense of integrative identity and their motivation to acquire the target language as well.

If beginning and intermediate Spanish learners are not exposed to these regional forms when they begin their language learning journey, it could be much more difficult to acquire varieties of Spanish different from the "standard" form taught in L2 classrooms into their own spoken form later on. In the future, students may desire to acquire a certain regional form because the majority of Spanish speakers in their local area are from one country, or because they want to be immersed in a certain community, developing their integrative identity within that culture. If instructors want to have successful results where their students acquire varieties of Spanish even at the lower level classes, then explicit instruction may be required. The main purpose of this investigation is to learn the attitudes of university beginner-level Spanish language instructors on how they feel about including regional forms of Spanish in their lower level classrooms, and whether textbooks provide enough information to give students a beneficial and accurate view of these regional varieties.

CHAPTER II: LITERATURE REVIEW

Previous literature on this topic is not found in abundance; however, in recent years, there is a growing interest in the field of linguistics related to regional forms of languages, and how they are acquired by L2 learners. While there is not a plethora of studies that are related specifically to the Spanish language and its regional forms, there are several studies that analyze other languages and the incorporation of their regional forms in the classroom (Salien, 1998; Grima, Buttigieg, Xerri, 2012; Özkan, 2019). There are also other studies that discuss the acquisition of regional forms of a language by L2 learners in the context of studying abroad. These previous studies are relevant and helpful to the current investigation, as they provide context and a foundation for the study.

In the Spanish second language classroom, it has been noted that regional variance of the language is often not discussed or found in textbooks. This is especially true of the beginning and intermediate level Spanish classes offered at universities. Elena Schoonmaker-Gates (2017) notes that in a 2013 study by Gallego and Conley where Spanish instructors of introductory courses were asked how they incorporated dialectal variance of the language in their classroom, many responded they rarely did so (177). Regarding the textbooks utilized in the introductory courses, it has been found that they often do not specifically address regional forms of Spanish, but rather present the language in a more general sense. Investigation has shown that *vosotros*, the second-person plural grammatical construction used in Spain, is discussed in textbooks and curriculum, but the second-person form of *voseo*, is not, even though it is used in many parts of Central and South America (Schoonmaker-Gates, 179).

Schoonmaker-Gates (2017) discusses regional variation in the language classroom and her goal was to investigate how explicit instruction of dialectal variation affected students'

comprehension and recognition of dialects of Spanish. In the first study, students in a fourth-semester Spanish class were explicitly taught regional forms of Spanish by their instructor throughout the course period, while a control group of the same class level did not receive explicit instruction. Both groups were tested before and after the study began, and the results yielded the fact that those who received explicit instruction were found to comprehend dialectal variance of Spanish much more than the group who did not receive explicit instruction. Through this study, not only was it clear that explicit instruction aided students to better identify regional forms of Spanish, but it gave them the opportunity to understand what exactly a “dialect” is, and how it is connected to one’s own culture and identity. For example, students who were explicitly taught about Caribbean Spanish and what makes it unique from other forms that they have learned were able to see how the specific traits of that form of speech are utilized by Caribbeans to identify with their homeland, unlike students who did not receive explicit instruction.

Grima, Buttigieg, and Xerri (2012) examined the different dialects of Maltese in Malta and Gozo, and how they are incorporated into Gotizan classrooms. Although this study does not discuss the Spanish language, it aids in the current investigation because it presents data that indicates positive results from incorporating regional forms of a language in the classroom. Standard Maltese is utilized in educational settings, and the dialects of the islands are found to be quite different. While the use of these dialects is completely dependent on the teacher and what they choose to speak, it is a common belief that Gotizan dialects are vital for a sense of identity in Gozo, but that they create obstacles when students are learning to write using Standard Maltese (Grima et al., 8).

The results of the study show that learning Gotizan dialects is important for empowerment, and that through recognizing them as relevant in the classroom, it can also allow

speakers of those dialects to learn how to use them in the appropriate context. Grima, Buttigieg, and Xerri (2012) acknowledge that awareness of Gotizan dialects in the classroom allows for students that are speakers of them to not feel inferior. When Standard Maltese is utilized and there is not recognition of other dialects spoken on the island, many students become hesitant to participate in class. One student is noted as saying "...noqgh^h od attent li ma tiz loqlix xi wah^h da' (*I am very careful not to slip*).” However, Grima, Buttigieg, and Xerri iterate that through language awareness programs, this fear can be omitted.

Gallego and Conley (2013) not only analyze the opinions of Spanish instructors regarding the incorporation of regional forms in their beginning level classrooms, but also the instructors' personal feelings of preparedness to teach said forms. They note the many obstacles that may hinder instructors from including dialectal awareness in the class that have been found through other studies. “Arteaga and Llorente (2009) suggest that Spanish instructors may not have a background in linguistics and Gutiérrez and Fairclough (2006) note that Spanish instructors might lack the training in sociolinguistics necessary to be able to address issues of dialectal awareness in the FL classroom. Moreover, the beginning Spanish curriculum does not normally allow time for addressing different varieties of the language and elementary Spanish textbooks do not include dialectal differences as a principal element,” (Gallego & Conley, 136).

Gallego and Conley (2013) discuss the concept of standardization, and how it in itself can be considered an ideology, given that one has to accept the belief that the “standard” form of a language is central to all dialects that branch out from it. The standardized form becomes a reference point for the multiple dialects, and it is a classifying perimeter that gains prestige compared to the regional forms (Gallego & Conley, 137). However, in reference to Spanish, as there are many different countries where the language gains official status, there are multiple

“standardized” forms that serve as reference points for each country. This causes a predicament, as it becomes quite difficult to identify a single standardized version of the language due to the pluricentricity present in Spanish.

The idea of teaching a neutral dialect in the second language has been presented and is used in many university classrooms. Over the years, this has been contradicted by other linguists, such as Villa (1996) and Torreblanca (1997) who suggested that the teaching of Mexico City Spanish would be the most beneficial, as students would be able to communicate with the largest number of Spanish speakers, excluding the concept of regional specific vocabulary. Gallego and Conley (2013) continue to sustain the thought process that teaching only one dialect of Spanish to second language students, or a standard version of the language, and excluding other dialects from classroom curriculum is subtly saying that they are inferior compared to the dialect or standard version that is upheld.

Often, it is difficult to avoid these issues that are related to teaching regional forms in the second language classroom. As mentioned before, many instructors simply are not aware of forms other than their own, if they are a native speaker of the language, or they were taught a certain form of Spanish in their own education, and thus have a bias toward it that they might not even realize. It affects their students because they may only teach the regional forms to which they are accustomed, and the students are not exposed to others or given a more varied education on the topic (Gallego & Conley, 138). Another factor that is quite prevalent is lack of time in the classroom to discuss regional forms. Gallego and Conley (2013) note that beginning and intermediate levels of Spanish as a second language are often taught by graduate teaching assistants, but the content of the course is given to them by directors of the Spanish program at the university.

Due to limitation to the given course structure, the TA's most likely need to strictly follow the course calendar provided to them, and they do not have the proper amount of time to address regional forms of Spanish during class. They must follow what is in the textbooks, which do not usually address regional forms, and even if they do, there is still not time reserved within the class period to discuss them (Gallego & Conley, 139). Despite all of these obstacles that arise when attempting to incorporate regional forms in the beginning second language classroom, Gallego and Conley (2013) continue to insist that it is not impossible and is extremely beneficial for students. They do not argue that every single dialect can be discussed thoroughly in one (or several) beginning level Spanish courses. However, they do iterate the need of "addressing linguistic diversity in order to raise cultural and dialectal awareness and to establish the significance of an accurate understanding of the concept of dialect as a representation of identity," (Gallego & Conley, 142).

In their investigation, Gallego and Conley (2013) sent a survey to beginning level Spanish instructors at American colleges and universities. The results included 107 instructors' responses, all who were employed at 14 different universities in the United States. The instructors of the courses varied in their accreditation, as some were graduate teaching assistants at public universities that taught one or more of the multiple course sections of beginning level Spanish. Other responses came from instructors or lecturers of smaller private or public colleges. Sixty-two of the participants were TA's, thirty-six were instructors/lecturers, and the remaining ten were adjunct instructors, visiting assistant instructors, assistant instructors, associate instructors, associate instructors, and full instructors (Gallego & Conley, 144).

Forty-three of the participants were native speakers of Spanish, and sixty-four were non-native speakers. The survey was completed anonymously by the instructors, who needed to have

taught a beginning level Spanish course within the last five years. Gallego and Conley presented 15 questions, some of which were closed, such as asking if the participants were native speakers of Spanish. Yes or no questions included whether they were familiar with dialects of Spanish, and a few questions required a 4-point Likert scale, such as when asked “How important is it to present dialectal differences in the classroom?” Open-ended questions were also asked, allowing for the instructors to add more detail about their views and practices with covering dialects in their classrooms.

Regarding the results, 96% of participants noted that they are personally familiar with dialects of Spanish, and 95% said that they present this information to their students. Their reasoning was that they want their students to know that “not everyone speaks one form of Spanish,” and that “course/text materials are not the authority on Spanish.” However, 5% of the participants declared that they do not present dialects of the language to their students. One of the instructors noted that they did not want to overwhelm their students with an abundance of information: “At such an early stage in learning their second language, I don’t want to overwhelm the students with all the possible ways that an idea can be communicated,” (Gallego & Conley, 145). One participant reported that they were not aware enough of different dialects of Spanish to present them to their students, as they were not a native speaker, while another reiterated that time constraints of the class period do not allow for them to discuss them with their students.

While 60% of participants believed that increasing dialects awareness of their beginning level students is important, 58% said that they only occasionally present them in their classrooms. However, even with those that stated that they did not logistically have the opportunity to discuss dialectal variance of Spanish in the classroom due to limited instruction

time, the majority of participants iterate that they work hard to show the diversity of the Spanish speaking world to their students, even those at the beginning levels, and this includes raising dialectal awareness. Gallego and Conley (2013) write that this is in accordance with Standards in Second Language Learning, believing in the importance of “knowing how, when, and why to say what to whom,” (Gallego & Conley, 147). The Standards suggest that one should not be focused on retaining vocabulary or grammar rules when learning a language, but rather see languages such as Spanish in a manner that widens their view of the universe, and be aware of the variety within the Spanish speaking world, which includes dialectal awareness.

Gallego and Conley (2013) give a few suggestions at the end of their study that they believe will benefit both instructor and student when attempting to raise dialectal awareness in the second language classroom. In order for instructors to present dialects of the language in their classrooms, they need to be aware of the variability of Spanish themselves. Gallego and Conley (2013) agree with Arteaga and Llorente (2009), who said that “the most important linguistic aspect of Spanish that instructors and students of Spanish need to understand is the notion of variability (regional/sociolinguistic),” (Gallego & Conley, 152). The two linguists believe that instructors need to be made aware of the variability of Spanish before they even begin teaching. While many of the participants’ responses reflect that raising dialectal awareness is important, the majority lack the time or knowledge to do so, which causes Gallego and Conley (2013) to call upon course coordinators, administrators, and even textbook publishers to dedicate more effort to the issue. They also firmly state that teacher education and graduate programs of second languages must include increasing dialectal awareness in the overall goals of teaching a language.

Schoonmaker-Gates (2020) also aided in the current investigation with a paper that discusses and analyzes the trends of L2 learners of Spanish regarding sociophonetics, and the dialectal variance present in the field. Sociophonetics of an L2 language is a relatively new field, so while perceptive and productive studies of L2 acquisition are vital to understanding learner trends and needs, they are not enough to give complete clarity to linguists, instructors, and students. As seen in previous research (Salien, 1998; Gallego & Conley, 2014; Schmidt-Rinehart & LeLoup, 2017), many instructors believe that presenting regional variants may overwhelm beginning level second language students; however, research on regional sound acquisition of L2 learners demonstrates that it is possible for students to acknowledge and produce regional variation (Schoonmaker-Gates, 81).

Schoonmaker-Gates (2020) states the differences between perception and production studies, both popular in the field of dialectology. Perception studies focus on the L2 learner's encoding of dialectally variant speech sounds, and how they categorize these speech sounds. They aid in learning more about the learners' L2 phonetic and phonological development of regional speech, and any processes that are involved (Schoonmaker-Gates, 81). On the other hand, production studies involve the L2 learners' ability to reproduce the dialectally variant speech sounds in their own vernacular. These studies reflect the L2 learner's development of sociocultural knowledge, and the social and linguistic factors that accompany it. However, Schoonmaker-Gates reiterates that perception and production studies alone do not provide complete clarity of the L2 learner's sociolinguistic or sociophonetic development. Her purpose of this paper was to review research that has already been completed regarding L2 perception and acquisition of regional forms of Spanish, specifically speech sounds, and to discuss

theoretical models of L2 speech and sociolinguistic learning that already exist in the field (Schoonmaker-Gates, 82).

By specifying her definition of *dialect* in the paper, Schoonmaker-Gates avoids any confusion, as the term can be defined differently according to the linguist or the field of linguistics that is being discussed. She defines *dialect* as the “variety of a language spoken in a given geographic location,” (Schoonmaker-Gates, 82). She notes that in the Spanish speaking world, dialects are often drawn by different countries, such as Bolivian Spanish VS Peruvian Spanish. However, variance can run even deeper when one narrows their view geographically. For example, Peruvian Spanish is a dialect, but there are dialects within, such as Andean Spanish and Peruvian Coastal Spanish. In her study, Schoonmaker-Gates (2020) analyzes L2 learners’ perception and production of phonetic cues of these regional forms, and the sociolinguistic effect of social factors on the cues, such as age, gender, socioeconomic status, and more.

The author discusses previous research on acquisition of regional forms in an L2 learner’s oral vernacular, which is speech in the L2 that they have developed from time in the classroom. She notes that Preston (2022) discovered that L2 learners “resist replacing the forms learned in the classroom setting with socially acquired regional variants,” (Schoonmaker-Gates, 94). Preston theorized that this could be due to the fact that many textbooks do not address regional qualities of Spanish, such as aspiration of /s/ or the use of *voseo*, so when L2 learners are exposed to them, they do not feel comfortable adopting them into their own vernacular, as they are not what they learned in the classroom. Schoonmaker-Gates argues that L2 learners may think that the “ease of these classroom forms outweighs any social returns that changing or adopting regional cues would provide,” (Schoonmaker-Gates, 94).

Salien (1998) presents a study that does not involve the Spanish language, but it does discuss the inclusion of variants of French in the second language classroom. He discusses how Quebec French is not given the same amount of respect as other forms of French, and this is reflected in the second language classroom. He has seen Quebec French be presented as “bad French” at second language conferences, showing storefronts and signs in Quebec and recordings of casual conversations with French-speaking *Québécois*, and then comparing it to Parisian French (Salien, 95). When attending conferences, he noted that he has heard other French instructors openly discuss their distaste for Quebec French. Consequently, students that are in the French classroom are affected by their instructors’ ideologies against it, with study abroad advisers saying that very few of their advisees desire to study or live in Quebec. A student told Salien when he suggested that he study abroad in Laval that “I couldn’t go there because, really, I don’t understand anything they say,” (Salien, 96).

The current study proposes a similar argument to Salien (1998) in that if regional forms of a language are not addressed and treated with the same amount of respect, such as Quebec French compared to Parisian French, then it “will defeat the purpose of what a universal language is expected to be: a tool of communication that is adapted to regional needs but also integrative of those regionalisms so as to permit mutual understanding and among different nations and cultures,” (Salien, 99). Standardization of a language pushes the ideology that regional variations of a language can be suppressed, even though according to Salien (1998), they continue to be useful in their communities and are thriving (99). It is important to teach these regional forms of languages to second language students because if they are not exposed to them, they will seem strange when they encounter them, as is what happens with any unfamiliar language. Salien (1998) writes that the culture and language of Quebec French will only gain

respect and acceptance once the public has been exposed to it (100). The same sentiment can be argued for the current study with the Spanish language and its regional forms.

Schmidt-Rinehart and LeLoup (2017) argue for the importance of teaching the regionally specific second-person singular pronoun of *vos* in the second language classroom. In their study, Schmidt-Rinehart and LeLoup measure the use of the three Spanish second-person pronouns: *usted*, *vos*, and *tú*, in the Central American country of Costa Rica. They write that “pronoun usage in Costa Rica is of particular interest due to its selection by U.S. college students as a prime destination for study abroad,” (Schmidt-Rinehart & LeLoup, 160). The pronoun *voseo* is commonly used in Costa Rica, and various part of Central and South America, and yet it is rarely addressed in Spanish textbooks in the United States, causing many L2 learners to not even be aware that it exists. Schmidt-Rinehart and LeLoup argue that the absence of teaching *voseo* in the second language classroom is not in accordance with the emphasis in second language acquisition (SLA) that grammatical and sociolinguistic competence are of utmost importance for acquiring a language (160).

Schmidt-Rinehart and LeLoup (2017) conducted a study where they interviewed 132 native Spanish speakers that live in Costa Rica. The participants ranged from secondary and postsecondary school faculty and students, office staff, host families of study abroad students, hotel employees, and store clerks (Schmidt-Rinehart & LeLoup, 163). They were interviewed in order to study which pronoun was utilized the most, and the context in which it was used. According to their data, *usted* was chosen the most in the majority of contexts that were mentioned. Although *vos* was not found to be used as often as *usted*, it was seen to be used in more instances than *tú*, which was the pronoun of choice in very few instances (Schmidt-Rinehart & LeLoup, 167). Since *vos* is more widely used in Costa Rica, and other parts of Latin

America, it is important to include it in Spanish as a Second Language (SFL) curriculum. Schmidt-Rinehart and LeLoup (2017) argue that it should be taught in the classroom in the U.S. because of the “increasing likelihood of contact with *voseo* users in the United States due to immigration patterns from Central American countries such as El Salvador, Guatemala, Honduras, and Nicaragua...” (172). This current study also presents the same argument, stating that inclusion of regional forms in the beginning/intermediate L2 classroom gives students more of an opportunity to connect with the local Spanish speaking community.

While Spanish heritage language courses are not the same as Spanish second languages courses, there are similar obstacles in the teaching of both in regard to the presence of regional forms in curriculums. Burns and Waugh (2018) discuss this issue of not acknowledging regional varieties of Spanish in the Spanish as a Heritage Language (SHL) classroom. Much like L2 Spanish textbooks, regional forms of the language are rarely included in Spanish as a Heritage Language (SHL) curriculum and textbooks. A Critical Discourse Analysis (CDA) was used to examine the bias toward ‘standard’ Spanish and the general lack of attention paid to varieties of Spanish (including those in the US) in textbooks (Burns & Waugh, 7).

Another part of this 2018 study involved interviewing Spanish as a Heritage Language (SHL) instructors and how they felt regarding the presence of ‘standard’ Spanish in their classrooms and lack of regional varieties. The interviewed instructors believed that there is tension between two purposes of the Spanish as a Heritage Language (SHL) classroom: (1) The program’s stated goals of validating the students’ regional varieties of Spanish and to develop an academic register, and (2) the reality in that ‘standard’ Spanish is what is taught in textbooks and it often lessens the value of Spanish that is spoken inside the homes of heritage language learners. While the current study being presented does not involve Spanish as a Heritage

Language (SHL) courses, the findings from Burns and Waugh (2018) are relevant because the same can be argued about L2 Spanish classrooms. Instructors want to address how diverse the Spanish speaking world is to their beginning level students, but textbooks often do not support this goal as they do not acknowledge regional forms of the language beyond surface level recognition.

In regards to the phenomenon of the standardization of language, Burns and Waugh (2018) address it, saying that it takes place when “a politically, economically, or socially dominant group seeks to consolidate and reproduce their power by fomenting the belief that their own language variety, equal to all others in an academic, linguistic sense, is a necessary means by which to acquire cultural, political, economic, or social capital,” (Burns & Waugh, 3). The process of language standardization is defended with reasoning that it “eliminates redundancy” or it is more efficient. Burns and Waugh (2018) acknowledge Milton’s (2001) argument mentioned earlier, that standard forms of a language are often not categorized by the most uniformity, but rather which form has the highest amount of prestige.

Lippi-Green (2012) discusses the presence of a standardized version of English language, and how it may be regarded as standardized due to the level of education of its speakers and the amount of prestige that they hold. *Merriam-Webster’s Dictionary* (2009) and their definition of Standard American English support’s Lippi-Green’s statement, as it is defined as “the form of English that is most widely accepted and understood in an English-speaking country and tends to be based on the educated speech of a particular area...it is used in newspapers and broadcasting and is the form normally taught to learners of English,” (p. 57). She further explains that while these definitions of Standard American English do not completely ignore regional differences,

they do not acknowledge social differences whatsoever, excluding them from the standardized version of the language.

Lippi-Green (2012) believes that if the samples from which editors of a dictionary use to define Standard American English derive from mediums such as newspapers and broadcasting, then they are not reflective of many Americans, as the “lesser educated” are not heard from as often. She does write that maybe there is a purpose for utilizing speech of more “educated” citizens in order to create a standardized form of the language, but that this does not mean that Standard American English should be seen as objective. This reflects the opposite, as social groups are formed and people are placed into them based on their socioeconomic status, using this information to decide who speaks the more “appropriate” form of English. It should be noted that the forming of the social groups has a connection to written form and seeing that more “educated” speakers of English are often exposed to the written form of the language through schooling, their version of the language aids more in the construction of the standard than those who are not as experienced with writing. However, Lippi-Green (2012) questions this thought process, stating “Why this should mean that their pronunciation and syntax are somehow more informed, more genuine, more authoritative – that is never made clear,” (Lippi-Green, 58). There is a clear bias in the formation of Standard American English that can be investigated in the standardization of other languages as well, such as Spanish, using the same thought process as Lippi-Green, asking why the more educated speakers fit the standard form more than others.

Burns (2018) presents a similar argument to the previous literature regarding variation in the L2 classroom in another study, noting how Spanish is the second language with the most US university students enrolled in classes and has greater numbers than all other second languages combined. However, it has been found that a “standard” form of the language is taught in the L2

classroom without much instruction centered toward language variation. Discussions regarding language variation have more so taken place in the Spanish as a Heritage Language (SHL) classroom, even though the previous article by Burns and Waugh (2018) iterates that there is still not enough discussion around regional forms in the SHL classroom as well. However, US students that are learning Spanish as a second language could benefit from learning regional variants due to the large number of Spanish speakers in the country. Spanish as a Second Language (SFL) students will be more likely to use their knowledge of the language outside of the classroom with those who speak a regional dialect of Spanish from the US (Burns, 20). Burns is arguing that L2 Spanish courses should prepare their students to be able to communicate with Spanish speakers that are in their local community, using the dialects that are spoken there.

Hakan Özkan (2019) presents the importance of teaching dialects in the Arabic as a Second Language classroom, proving useful for the current study that aims to argue the same with the Spanish language. Özkan's main point is that in the 1980's, reading skills were of utmost importance in the TAFL classroom. Yet in the 1990's, when second language teaching became much more communicative, students were taught how to say things like ordering coffee, getting their tire changed, etc. The problem that arose is that Modern Standard Arabic (MSA) was still being taught even in the communicative classroom, and that native Arabic speakers would not use such language to do casual actions mentioned above. Rather, native speakers of Arabic would use their own dialect. Second language students of Arabic were not being prepared properly to speak as a native Arabic speaker would in these given situations. They would not be taught the regional dialects until they were in upper-level classes, and by then, they would already be accustomed to speaking Modern Standard Arabic.

Özkan (2019) proposes a theoretical classroom that teaches regional dialects and removes the stigma that teaching them could confuse students learning the language. He proposes that teaching “traits that are common to most of these dialects” and “traits that distinguish most of these dialects from each other” are key aspects to include when teaching dialects (Özkan, 3). While this article is not specifically about the Spanish language, it has aided me in my study because it proposes a potential curricular design for beginning and intermediate level language learners to acquire regional forms of the language. Whether it is Arabic or Spanish, Özkan’s defense of teaching these dialects in the second language classroom is proof that this is a relevant issue in all second language curriculums that must be addressed.

In this chapter, previous literature related to the topic of the current study was discussed. Many studies related to incorporation of regional forms in the language classroom were useful in the current study and helped to form my methodology. In the next chapter, I will present the procedures that took place in this study to collect and analyze data.

CHAPTER III: METHODOLOGY

The previous summary of research is centered around the topic of introducing regional forms of Spanish at the beginning and intermediate levels of second language teaching. As seen in chapter 2 of my study, this is a topic that has gained much interest, but not until recent years. Due to this, there are still unanswered questions as to why instructors may or may not incorporate regional forms of the language in their own classrooms. Gallego and Conley (2014) attempt to unearth the opinions of instructors by sending out an anonymous survey, wanting to answer questions such as “Do instructors consider it important to introduce dialectal variations of Spanish and/or raise dialectal awareness in the beginning level,” “Do instructors present dialectal differences in beginning Spanish courses,” and “Do instructors feel that textbooks effectively include dialectal differences,” (Gallego & Conley, 144).

The current study is similar to Gallego and Conley (2014) in that it is an attempt to learn more about the personal opinions and practices of individual instructors of L2 beginning and intermediate level Spanish courses. Gallego and Conley (2014) also desired to discover the thoughts that instructors have regarding incorporation of regional forms in the lower-level classes. Questions that were asked in the current study were similar to those utilized in the Gallego and Conley (2014) study, such as asking instructors how familiar they are with varieties of Spanish, and whether they believe it is important or not to present these to their students (Gallego & Conley, 146). Instructors participating in the 2014 study were also asked to discuss activities that they utilize in their classrooms in order to raise awareness of regional forms of the language, and in the current study, participants were asked to do the same. Responses from participants in the 2014 study and the current investigation at hand were gathered through an anonymous survey that was sent to the instructors by email.

Not only were the instructors involved in the current study asked about their personal feelings and preparation toward teaching regional forms of Spanish in their classrooms, but they were also asked about the role of textbooks on this topic, like participants in the focus group of Burns and Waugh's 2018 study involving Spanish as a Heritage Language (SHL) textbooks. Along with analyzing instructors' personal opinions and experience in this current study, an investigation was conducted involving textbooks that had either previously been used in the university that was surveyed, and one textbook that was currently in use. I analyzed each beginning/intermediate level Spanish textbook to see how they present regional forms of the language to students, if at all.

Following the model of Burns and Waugh's 2018 study regarding inclusion of regional forms in Spanish as a Heritage Language (SHL) textbooks, I analyzed five beginning and intermediate level textbooks through the process of text analysis. Burns and Waugh utilized the process called critical discourse analysis (CDA) in their study by analyzing SHL textbooks to find if ideologies where a "standard" form of the Spanish language are reinforced, and how these ideologies may have consequences in the classroom (Burns & Waugh, 5). While the current study did not utilize CDA, the ultimate goal was similar to the 2014 study in the attempt to discover whether ideologies that address regional forms of Spanish are ignored in textbooks that are utilized in SHL or SFL classrooms. The textbooks used in the current study were analyzed through the process of content analysis. While specific numerical data was not collected, such as computing how many times the words "regional forms" or "dialects" were mentioned in the textbooks, analysis of the layout of the books, given the fact that each began with images of how lessons are set up, gave contextual proof of how they addressed regional forms. Each textbook was analyzed for sections and patterns within the lessons that may acknowledge or discuss

regional forms, whether it be lexically, through vocabulary variation, or syntactically, through certain grammar forms that are utilized in a specific part of the Spanish speaking world.

This chapter explains the design of the study, the participants involved, and how data were collected and analyzed throughout the investigation. The study focuses on discovering the personal opinions of Spanish instructors regarding the incorporation of teaching regional forms of Spanish in their second language classrooms, specifically at the beginning and intermediate levels. It is also a two-part study: the first part involves an anonymous questionnaire, powered by Qualtrics software, that is sent out to instructors from a second language department at a university in the southern United States.

Because only one university was surveyed, the instructors were chosen by the fact that they are employed at the aforementioned university. However, as the questionnaire was not required, instructors only participated if they desired to do so. It was sent to the entire Spanish faculty in the second language department at the university, which is comprised of roughly 30 instructors. They received the questionnaire by email, through the Spanish faculty listerv, as that was a way for participants to receive the link to the questionnaire easily and respond as they were able to, on their own time. They were expected to respond to each question in a thoughtful manner, as all 13 questions on the questionnaire were open-ended, with only text boxes provided to write their answers. With open ended questions, instructors would not feel restricted by any limitations that closed ended questions may bring. In the questionnaire, instructors are asked about how they have encountered the topic of regional forms in their own education, whether they discuss regional forms of Spanish in their classrooms at the beginning/intermediate level, their methods of presenting them to their students, if they feel prepared to teach regional forms in their classrooms, and how textbooks that they have utilized approach the topic.

When the results from the questionnaire were received, the process of content analysis allowed for the open-ended questions to be understood. As the questions will be listed later on in this chapter, each required an open-ended response, allowing for instructors who participated to answer freely. When analyzing responses from each question on the questionnaire, positive or negative responses were often present. Searching for positive or negative words and phrases such as “Yes”, “no”, “I do include”, “I do not include”, along with words such as “standard” and “regional varieties” gave clarity for why each instructor answered the way that they did, and what they think about the argument for this investigation: that including regional forms of Spanish in the beginning and intermediate classroom is beneficial. By searching for keywords such as “I do include” or “I do not include” in the responses, or the words “standard” or “regional varieties” when asked a question like “In the courses that you have taught, what varieties of Spanish have you presented to the class? Is it a more general form of Spanish or are there some instances where it is more specific to a certain Spanish speaking region,” their opinions were framed as either positive or negative; positive being that they aligned their opinions with the argument of this investigation and negative being that they did not.

When asked about textbooks, such as how textbooks that participants have utilized in their own classrooms discuss regional forms, if at all, the personal opinions of the instructors were analyzed as positive or negative as well. If their opinions were positive towards the textbooks and their methods of including regional forms, their opinions overall on the topic of textbooks were seen as positive. However, if instructors said in their responses that textbooks rarely discussed regional forms, and that if they did, it was done minimally, their opinions were seen as negative. In this instance, when discussing the inclusion of regional forms in beginning and intermediate textbooks, negative opinions would be aligned with the overall argument of this

investigation. When using the process of content analysis to interpret the anonymous questionnaire responses, the method proposed that argues to include regional forms in the beginning and intermediate classroom, and the instructors' response to it, was the focal point for analyzing the content from their responses. This would be in opposition to the proposal of the standard language ideology that was discussed previously, arguing that standardization of a language does not allow for the recognition of other forms of Spanish that may not have as much prestige as another.

Regarding textbooks, the second part of the study also investigates the specific ways in which regional forms have presented over the years in beginning/intermediate level curricular textbooks by analyzing five different textbooks. The textbooks were chosen by investigating what beginning/intermediate level textbooks have been used at local universities, such as the surveyed university and a local community college. Each textbook was surveyed in this study because they are clearly made for beginning or intermediate level Spanish students, and they are all Instructor's Editions. The Instructor's Edition of a textbook begins with a layout of the textbook, demonstrating how lessons are presented to students, and the sections that are unique to each book. Due to this, I was able to use these layouts of lessons in the content analysis of the textbooks, searching for patterns and readings that discussed regional forms of Spanish.

The current study aims to answer the following research questions through both aforementioned methods, the questionnaire and analysis of textbooks:

- (1) Are regional forms of Spanish commonly taught in the L2 classroom?
- (2) Do L2 Spanish instructors at the beginning and intermediate level believe that it is beneficial to include regional forms of the language in their curriculum?

- (3) Do L2 Spanish instructors feel prepared themselves to teach these forms in their classroom?
- (4) How do textbooks of beginning and intermediate level Spanish classes present regional forms to the students, if at all?
- (5) Do instructors use the given curriculum to present regional forms or are they forced to create their own activities and lessons for regional forms of Spanish?

Participants

In order to answer the research questions, it was necessary to conduct a study that involved the participation of current Spanish instructors and instructors at the university level. A questionnaire was sent out to the entire Spanish faculty within the Languages, Literatures, and Cultures department at a public university in the southern part of the United States to receive feedback on questions regarding their personal opinions toward inclusion of regional forms in their classrooms. Instructors at this university received the questionnaire through the Spanish faculty email listserv with a link to Qualtrics software, which provided the questionnaire. Questions were open-ended; there were no forced choice questions. Each question included a text box where instructors could freely respond, believing this to be the best method to receive their unhindered opinions.

Within this Spanish department, the faculty ranges from lecturers that recently received their Master's degree, teaching beginning level Spanish to second language learners, to tenured faculty that have been teaching Spanish, and the plethora of different fields related to the language, for many years. The department has both male and female instructors, and they are ranging in age as well. Seeing as the questionnaire allowed for instructors to remain anonymous, it cannot be known how many participants were male and how many were female. Regarding

their age, while they also remained anonymous in that aspect as well, it is possible to have an idea of their age based on one of the questions on the questionnaire, asking how long they have been teaching the Spanish language. One participant noted that they have been teaching for 3 years, while another said that they have been teaching since 1988, indicating that the participants varied widely in age. Since one needs at least a Master's degree in order to be an instructor at the surveyed university, each participant has at least completed graduate school and earned their Master's. All participants have one thing in common: they are instructors of Spanish at this Southern public university, and they have taught beginning/intermediate level Spanish to second language students. Once data collection from the questionnaire was complete, Qualtrics software showed that 14 instructors began the survey. However, ultimately only 8 instructors completed the entire questionnaire, answering each of the 13 questions they were asked.

Part 1: Questionnaire

The questionnaire was created through the software Qualtrics. It was then sent to the Spanish faculty of the Languages, Literatures, and Cultures department through the Spanish faculty listserv, so that each instructor could participate if they wished. Included in the email with the Qualtrics questionnaire was a script that introduced the principal researcher to the Spanish instructors in the LLC department, informing them of the study and how they can participate through an anonymous survey on Qualtrics, if they desired to do so. The email script can be found in **Appendix B**. The questionnaire was sent out on February 18, 2022, and by March 10, 2022, fourteen instructors had begun to answer the questionnaire, but only eight completed each question. Regarding the questions, there were 13 in total, and each was open-ended, allowing for the participants to freely write their responses, however short or long they desired them to be. The thirteen questions were as follows:

1. When you began your own education of the Spanish language, were you taught about different regional forms of Spanish?
2. If you were taught about different varieties of Spanish during your own educational career, how much were they taught to you?
3. How long have you been teaching the Spanish language?
4. What levels of proficiency have you taught?
5. In the courses that you have taught, what varieties of Spanish have you presented to the class? Is it a more general form of Spanish or are there some instances where it is more specific to a certain Spanish speaking region?
6. Explain if you personally feel prepared or not prepared, based on your own education, to teach regional forms of Spanish in your own classroom.
7. In the places that you have taught, have you been discouraged or encouraged from teaching regional forms of Spanish in the classroom, especially at the beginning and intermediate levels? Please elaborate if you are able to.
8. Please, briefly explain if the textbooks that you have used in the beginning and intermediate Spanish classroom discuss specific regional forms, related to grammar and vocabulary.
9. How are these regional forms/varieties of Spanish presented to the class (in the textbooks)?
10. What kinds of activities or discussions are centered around the regional forms in the textbooks?
11. How do you personally approach regional forms of Spanish in your own classroom?
12. Do you rely on the textbook given or your own methods?

13. Do you think it is beneficial for beginning and intermediate Spanish learners to know and practice these regional forms? Why or why not?

Instructors were able to complete the questionnaire on their own time; they were not given a date by which they had to complete it. At no point in the study were participants told to reach out to the researchers once the questionnaire was sent out. There was no further contact between participants and researcher once the questionnaire was initially sent to the Languages, Literatures, and Cultures department of the surveyed university. Due to this, instructors' responses were solely based on their own opinions and experiences, not influenced by any prompts or follow-up questions by researchers.

Part 2: Textbooks

Many questions from the aforementioned questionnaire in the first part of this study asked about the use of textbooks and how they presented regional forms to beginning and intermediate level Spanish students. Participants' answers varied, as will be seen in the "Results" and "Discussion" portions of this study, but many indicated that regional forms of Spanish are not often addressed in detail in these textbooks. Due to this discovery, I decided to conduct an investigation to gain more evidence that supported the instructors' responses. I analyzed four different textbooks that have been used to teach beginning/intermediate level Spanish students, and one textbook that was currently in use at the university where the questionnaire was sent. The textbooks were selected because they have been used, or currently are being used, at the surveyed university, and one by a local community college near the surveyed university. These textbooks were chosen to be utilized in the beginning/intermediate classroom because of emphasis on communicative language teaching (CLT). The following textbooks present

communication in the target language as extremely important for second language acquisition, and the Spanish faculty of the surveyed university are in accordance with this method.

I analyzed each textbook to see how they presented regional forms of Spanish to the students, if they did so. This included teaching of regional lexicon, grammar at a syntactical level, or phonology. If these were not in the textbooks, or even a few examples were given, but not many or consistently, then it was thought that the editors followed the standard language ideology. This framework of thinking was formed from Lippi-Green's (2012) argument that it is true that resources may briefly include regional variation, but this does not mean that they include social differences involved in language, looking to the more educated speakers and their forms in order to form the standard (Lippi-Green, 57). In order to gain more insight on the instructors' responses from the questionnaire regarding textbooks that they have used, a deeper investigation was necessary, prompting me to analyze the five books listed below.

Each beginning/intermediate level textbook was read carefully, and the introductory portions were always analyzed to have a clear idea of how lessons were constructed. By reading the preface of each book and understanding the layout of how lessons were presented to students, which was shown at the beginning of each textbook as they were all Instructor's Editions, I was able to see where regional forms of Spanish may be addressed. For example, in these introductory portions of the textbook, the format of cultural readings was shown, and as I scoured each chapter, it was discovered that some of these cultural sections addressed regional forms, though inconsistently. Layout of the lessons at the beginning of the textbooks also showed that lexical variation often would be found in the margins of the vocabulary lists, in small boxes addressing variation of certain words depending on geographical location in the Spanish speaking world.

The first book analyzed was *Mundo 21* by Fabián A. Samaniego, Francisco X. Alarcón, Nelson Rojas, and Sidney E. Gorman. The second textbook was *Sol y Viento: En breve*, written by Bill VanPatten, Michael J. Leaser, and Gregory D. Keating. The next textbook was *Imagina: Español sin barreras* (3rd edition), written by José A. Blanco and C. Cecilia Tocaimaza-Hatch. Then I analyzed *¡Arriba!: Comunicación y cultura* (7th edition) by Eduardo Zayas- Bazán, Susan M. Bacon, and Holly J. Nibert. Finally, the last book that I studied for my investigation was *Aula Abierta*, written by Jaime Corpas, Eva García, Agustín Garmendia, Carmen Soriano, Claudia Fernández, and Muriel Gallego. The next chapter will show data from the anonymous questionnaire and the five analyzed textbooks that I gathered. A discussion will then follow the presentation of data from both methods of collection, explaining why the outcome of the study may have occurred.

CHAPTER IV: RESULTS

In this chapter, the data collected from the questionnaire that was sent out to the Spanish instructors of the surveyed university are presented. The questionnaire focuses on the opinions of instructors on the inclusion of regional forms of Spanish in the beginning/intermediate level second language classroom and how they personally feel prepared to discuss the topic with their students. There is also an analysis of how the instructors present regional forms to the students, whether it be through information provided by textbooks they are required to use, or if instructors are forced to create their own resources due to lack of inclusion in the textbooks. As stated at the beginning of the investigation, when “regional forms” are referred to in this study, they are grammatical constructions at the syntactic level that are used specifically in certain areas of the Spanish speaking world, and lexicon through regional vocabulary that is exclusive to a geographical location. Each participant in the anonymous questionnaire was able to write their answer freely, without being constricted to a “Yes/no” question. No identifiable information was asked of the participants; they remained anonymous for the entire duration of the study.

Later in this chapter, the data collected from the five textbooks that were studied in order to gauge how they present regional forms of Spanish to beginning/intermediate level second language students is presented. The five textbooks analyzed were: *Mundo 21* (1995), *Sol y Viento: En breve* (2008), *Imagina: Español sin barreras* (2015), *¡Arriba!: Comunicación y cultura* (7th edition) (2018), and *Aula Abierta* (2019). Each textbook was studied thoroughly with the goal of discovering how they discuss regional forms of Spanish around the world, instead of simply presenting a “standard” form of the language to students. Regional forms could be presented through the variation of vocabulary used in different parts of the Spanish speaking

world, grammar constructions that depend on location, and phonology as well. The methods in which they are presented to students, if at all, are discussed below.

Questionnaire

When the anonymous questionnaire was initially sent out to the Spanish faculty of the Languages, Literatures and Cultures department of the surveyed university, instructors had the opportunity to participate for three weeks: from February 18th, 2022 until March 10th, 2022. Over the course of the three weeks, the Qualtrics survey received 12 responses. However, only 8 of these responses were complete. This could be due to a number of reasons, but the main predicated reason will be discussed in the **Discussion** section of this chapter. Below are the results of the questionnaire, including graphs of the recorded responses from each question.

Figure 1. Questionnaire Question #1

Q1: When you began your education of the Spanish language, were you taught about different regional forms of Spanish?
Yes
This would have been in high school. Perhaps some mention was made of the Castilian accent (I believe my teacher referred to it as a "lisp"), but we certainly did not learn the vosotros form.
Yes. I had teachers from a variety of accents and an effort was made to include discussion of the differences between common dialects.
I was not exposed to different regional forms of Spanish until I reached the 300 levels during my college education. I began learning Spanish at age 14 in high school.
No
Not really. Only that vosotros was only used in Spain.
I started in a dual immersion program in Washington DC. My teacher was from Spain and only taught the Spanish forms. But my mom is from Uruguay, so I intuitively knew that there were different forms of Spanish. I did not really become more cognizant of these forms until university, as a Spanish major, but mostly through interactions with people from different Spanish-speaking regions.
I don't remember, as I began Spanish learning at a very young age.

The first question of the questionnaire was: “When you began your own education of the Spanish language, were you taught about different regional forms of Spanish?” The answers varied, from some participants stating that yes, they were taught about different regional forms when they were learning the language themselves formally, while others said that they were not introduced to them. One participant stated, “Yes. I had teachers from a variety of accents and an effort was made to include discussion of the differences between common dialects.” Others simply said that no, they were not taught about different regional forms when they were learning the language in the classroom. A participant clarified that they were taught regional forms of the language, but that it was not until they were in higher level courses in their college education: “I was not exposed to different regional forms of Spanish until I reached the 300 levels during my college education. I began learning Spanish at age 14 in high school.” Another participant stated that they do not remember learning dialects of Spanish, not necessarily because they were not taught them in the classroom, but because they learned Spanish “at a very young age.”

Figure 2. Questionnaire Question #2

Q2: If you were taught about different varieties of Spanish during your own educational career, how much were they taught to you?
They were taught through one semester in one of my graduate linguistics' course.
The only thing I remember from my undergraduate and graduate programs is the Castilian variety vs. Latin American. I audited Phonetics about 30 years ago with a Spaniard and learned about regional differences in Spain. But it took many years of travel and making friends from all over Latin America to learn about differences within Latin American Spanish. However, I know for a fact that I have only scratched the surface.
They were indirectly taught through differences in instructors' own dialects, but there was not specific instruction on different dialects aside from a few projects during phonetics courses
Once I reached my phonetics class in college, I was exposed greatly.
That different countries had different accents. Only that.
Mostly I learned through contact with people from different regions.
Very little.

The second question of the questionnaire was: “If you were taught about different varieties of Spanish during your own educational career, how much were they taught to you?” Many of the participants seemed to be in agreement that their knowledge of regional forms of Spanish often did not come directly from the classroom. Rather, they learned through their own efforts and travels, “through contact with people from different regions.” Two instructors noted that when they did learn about regional forms, it was mainly in their higher level linguistics courses. One stated that they were exposed indirectly through their instructors’ own dialect, but they did not receive specific instruction aside from phonetics courses as well.

A participant noted that of the forms that they were taught, “The only thing I remember from my undergraduate and graduate programs is the Castilian variety vs Latin American.” As was mentioned in the previous literature, the standardized form of a language is often associated with that which has the highest amount of prestige. University programs may demonstrate preference toward standard Castilian Spanish, reflective of this standard language ideology, as the participant stated.

Figure 3. Questionnaire Question #3

Q3: How long have you been teaching the Spanish language?
8 years
Since 1988.
~6 years
3 years
25 years
About 25 years
14 1/2 years
For about 25 years.

The answers regarding question 3, “How long have you been teaching the Spanish language,” vary from as little as 3 years to as long as 34 years.

Figure 4. Questionnaire Question #4

Q4: What levels of proficiency have you taught?
Spa 101, 102, 203, 204. Beginning and Intermediate
101-204 (Novice-low intermediate)
101, 102, & 204
Beginner and Intermediate
All levels
Beginning and intermediate
I have taught all levels: beginning to advanced.
AP high school. 300-level college.

Question 4 asked instructors about the levels of proficiency of the Spanish language that they have taught throughout their career. Four participants stated that they have taught beginning and intermediate levels (101-204 are the Spanish beginning and intermediate levels at the university that was surveyed). Three participants stated that they have taught advanced university levels, along with beginning and intermediate or AP high school courses.

Figure 5. Questionnaire Question #5

<p>Q5: In the courses that you have taught, what varieties of Spanish have you presented to the class? Is it a more general form of Spanish or are there some instances where it is more specific to a certain Spanish speaking region?</p>
<p>It is a generic Spanish. A mix of Spain and Mexico</p>
<p>I first studied abroad in Spain (specifically in Madrid) and used that accent and vosotros form when teaching. 6 years later I studied in Argentina and adopted that accent and started using the vos and Uds. forms, whereas before I used tú and vosotros. However, when I returned to teaching at UNCG, no one could believe the accent I was now using--as if I had made it up (yes, this really happened). This was pre-internet so I had no way to "prove" it even though it was something that I had studied in a Hispanic Dialectology class at the Universidad de Buenos Aires. I couldn't change my accent so I just explained to my students where I had studied and that the "ll" and "y" in Spanish were pronounced like a "sh" in English. However, I definitely used "tú" and not "vos" when teaching--just as elementary school is taught in Argentina. Some students would complain on evaluations about my accent, but usually by the end of the semester, I would inevitably hear some of my students adopting my Argentinean accent--without even noticing. When I began to teach Modified, the coordinator at the time told me specifically to not speak with an Argentinean accent. So, I pronounce everything very "generically" in Modified and I continue to use "tú" and "Uds." pronouns.</p>
<p>Depending on the textbook, the variety was either Spain-centered (with occasional mentions of other varieties), or presented one variety and also provided alternative regional vocabulary with the same meanings.</p>
<p>Considering I wrote my thesis on the same thing (regional/dialect variation in L2 beginner classroom) back in grad school, I am extremely passionate about including regional varieties in the beginner classroom. From day 1, we learn the alphabet in SPA 101. I present each letter with its regional varieties in different countries and explain to them the phenomenon of language variation (by using examples in English). I then tell them that I speak a variety of Spanish from certain areas of Mexico, however, I encourage them if they plan to travel to a certain country one day, to focus on the pronunciations of that country (with my guidance). Additionally, when completing an activity centered around a specific country/region, I will again mention the dialect and we may practice that activity using regional pronunciations. For 101, we learned about the indigenous languages in Mexico. In that section, I also added a fun activity with "Mexican slang" to show them how words in that country may mean different things than others (such as "padre").</p>
<p>A "standard" variety that nobody really speaks, but it is understood by all</p>
<p>Generally my teaching needs to be based on the generalized Spanish the textbook is trying to present, even though we all know it's impossible to encapsulate an entire language in a textbook. I explain different varieties as we go and as certain variations come up.</p>
<p>In my classes I use a neutralized form of my River Plate Spanish. I do not use the typical "vos" conjugation, but I do use the voiced palatal fricative typical of my area. I have, however, found that students often get confused -- not because I use it, but because they don't know whether to imitate me or not. In level 2 and above, I've had students come to me frustrated to say they don't know which sound to use for "ll" and "y" because they have heard different versions. I always explain that my variety is different and that they can use either and be understood anyway. I also often demonstrate different sounds in different words so they are aware of the differences. But I stick to one version throughout to minimize confusion. I do, however, tell them about semantic differences in word choice in different Spanish-speaking regions, particularly in upper level classes. I am aware that most textbooks used in the US use a neutralized Latin American variety of Spanish. They do mix in a smattering of Castilian, and sometimes other varieties in Culture pieces. But the recordings are all very sanitized so they do not exhibit any strong local accent. I often incorporate recordings by people speaking in other regional dialects so students can be exposed to them.</p>

I have taught a bit about peninsular Spanish, Caribbean Spanish, and that Spanish teaching in the U.S. aims for either a Pan American or a Spanish (Castillian Spain) focus.

Question #5 asked the participants “In the courses that you have taught, what varieties of Spanish have you presented to the class? Is it a more general form of Spanish or are there some instances where it is more specific to a certain Spanish speaking region?” The answers varied greatly from the participants. Four instructors stated that they teach a general form of the language, and four wrote that they either address forms from multiple areas in the Spanish speaking world, or the form that they speak themselves. One instructor stated that they teach a “standard” form of the language, which is not actually spoken in the Spanish speaking world, but all can understand it. Another instructor wrote that they also teach a more general form, but that it is due to the textbooks for the beginning level courses and what they provide for teachers. One participant includes personal information that they speak River Plate Spanish, but they neutralize it for their students. They responded to this question, saying “I do not use the typical ‘vos’ conjugation, but I do use the voiced palatal fricative typical of my area.” However, they also noted that students would sometimes become confused or frustrated, not sure how to pronounce “y” and “ll” because they have heard multiple versions. In order to expose students to more varieties of Spanish, especially from an auditory standpoint, this instructor incorporates recordings with different regional accents, seeing as most beginning/intermediate level textbooks “in the US use a neutralized Latin American variety of Spanish.”

Another participant shared information that led to their own regional dialect developing, as they first studied abroad in Spain, and utilized the Spanish accent and form of “vosotros” while teaching. Later, they studied abroad in Argentina and adopted the “Argentinean” way of speaking, using “vos” and “ustedes.” However, when returning to the US to teach, many claimed they could not recognize or understand the accent (given that this was years ago before access to

the Internet, according to the instructor. Due to this, they decided to explain to their students why they pronounced the “ll” and “y” as the voiced post-alveolar fricative sound of /ʒ/. They continued to use “tú” in the classroom with their students instead of “vos”, “just as elementary school is taught in Argentina.” From this participant’s answer, it seems that even schools outside of the United States, in countries like Argentina where Spanish is the first language, there is standardization in the way that the language is presented to students. “Vos” is only used in select areas of the world, while most Spanish speakers would be able to understand and use “tú.” Even though the pronoun of “vos” is spoken in Argentina itself, there is a tendency to neutralize the language, disregarding forms of speech that are used in day to day interactions in the country, and that thought process is carried into programs in the US as well.

One participant included that they discussed the same topic for their master thesis— regional forms of Spanish in the L2 beginning level classroom, causing them to be very passionate about the topic. Now in their own classroom, “From day 1, we learn the alphabet in SPA 101. I present each letter with its regional varieties in different countries and explain to them the phenomenon of language variation (by using examples in English). I then tell them that I speak a variety of Spanish from certain areas of Mexico, however, I encourage them if they plan to travel to a certain country one day, to focus on the pronunciations of that country (with my guidance). They also incorporate their own variety of Spanish in the classroom by creating an activity with “Mexican slang”, showing their students how words in some countries may have more than one meaning, such as “padre” in Mexico. This would be an example of an instructor that does not want to incorporate the standard language ideology in their classroom; they would rather present regional forms to their students, even at the beginning level courses.

Figure 6. Questionnaire Question #6

Q6: Explain if you personally feel prepared or not prepared, based on your own education, to teach regional forms of Spanish in your own classroom.
I feel prepared to teach regional forms of Spanish in my own classroom
Yes, I feel prepared to teach Spanish from where I have studied--Spain and Argentina.
I feel prepared to explain and discuss differences on a surface level, but not deep analysis
I feel extremely well prepared due to my education and my own research.
I feel prepared to teach it
The ones i know, certainly. The ones i don't know, no.
As a linguist, I am perfectly fine with discussing other varieties than my own. Teaching other varieties is a different kettle of fish -- you have to be more than just aware of the differences since there are so many cultural and pragmatic differences to vocab and grammar choice in any variety of Spanish.
Only moderately prepared.

Question #6 of the questionnaire asks the participants, “Explain if you personally feel prepared or not prepared, based on your own education, to teach regional forms of Spanish in your own classroom.” Three of the instructors stated that they do feel prepared to teach regional forms of Spanish, one saying it is due to their own education. Four instructors stated that they only feel “moderately prepared” or confident to teach the forms with which they are personally familiar, such as the participant who feels comfortable with teaching Spanish from Argentina and Spain, as they studied abroad there. Another wrote that “as a linguist, I am perfectly fine with *discussing* other varieties than my own.” However, when teaching these varieties, they note that this is a different matter altogether, as there are many cultural and pragmatic differences in grammar and vocabulary that are part of any form of Spanish. This means that in order to be able to affectively teach any regional form of Spanish and feel prepared to do so, an instructor may need deeper knowledge of these variations of the language.

Figure 7. Questionnaire Question #7

Q7: In the places that you have taught, have you been discouraged or encouraged from teaching regional forms of Spanish in the classroom, especially at the beginning and intermediate levels? Please elaborate if you are able to.
I think I partially addressed this above, but I will add that the following. When I began to teach Modified, the coordinator at the time told me specifically to not speak with an Argentinean accent. So, I pronounce everything very "generically" in Modified and I continue to use "tú" and "Uds."
Definitely encouraged, including when the textbook did not lend itself to such discussions. I have always been surrounded by those whose opinion is that there is no "correct" form of Spanish.
I have seen both sides. I have been told often that it is "too difficult" or "not necessary" in the beginner classroom. When I completed my thesis, a lot of the feedback was that instructors did not have time or the training to do so. Students, however, mentioned in their surveys that they would be interested in such learning. I personally feel encouragement from the students, though I am not sure what the opinions are of lower division language coordinators.
Neither. Nobody ever told me I had to teach one form or the other
Neither. They will be tested based on what the textbook teaches so they need to know that. But I have always brought up variations.
Not when teaching Spanish here in the US. Though some schools and universities do sometimes prefer to hire speakers of certain varieties -- or used to. But when I taught EFL (English as a Second Language) in Uruguay at the Anglo Institute, I was required to use a British RP accent.
I don't remember its ever being addressed.

Question #7 asks “In the places that you have taught, have you been discouraged or encouraged from teaching regional forms of Spanish in the classroom, especially at the beginning and intermediate levels? Please elaborate if you are able to.” Some instructors stated that they have neither been discouraged or encouraged from teaching regional forms in their workplaces. One stated that they were definitely encouraged to include the topic in their classroom, especially when the textbook did not thoroughly discuss regional forms. Another participant wrote that they often teach the “modified” beginning/intermediate level Spanish courses at the university, which are at a slower pace for students who need more detailed and slower paced instruction. They were told to minimize the use of their Argentinian accent for these sections, and to strictly utilize only “tú” and “ustedes” in these classes as well. Regarding the instructor who discussed the same topic in their master thesis, they wrote that they have

“seen both sides. I have been told often that it is ‘too difficult’ or ‘not necessary’ in the beginner classroom.” Judging from these answers, participants have experienced encouragement to include regional forms in the beginning level classroom, and also a push for a more neutralized form of Spanish, utilizing the standard language ideology in the class.

Figure 8. Questionnaire Question #8

Q8: Please, briefly explain if the textbooks that you have used in the beginning and intermediate Spanish classroom discuss specific regional forms, related to grammar and vocabulary.
Yes. Briefly. The textbooks will have a dialogue box with different variations of the same form
I can't remember which text it was, but I believe it was an intermediate one that we used about 15 years ago. It gave "vos" forms and explained when to use vosotros and vos. And in a beginner text we used in the 90's there were Mafalda cartoons (from Argentina) scattered throughout each chapter. So, the vos form was presented implicitly. But we rarely had time to go over those with the students. **Curiosity just overcame me and I had to look for the intermediate book we used. It was A otro nivel and we used it around 2008-2010 I think. I have my copy if you want to look at it sometime.**
Beginning Spanish textbooks: One only mentioned differences in a few brief paragraphs; the other includes some regional words side-by-side with more widely-used terms. Intermediate Spanish textbooks: includes regional vocabulary within cultural readings focused on the region.
I have used Portales 1 & 2 (VHL), Aula Abierta (Pearson), and Sueña (VHL) during my teaching career thus far. I actually did a textbook analysis on both Portales 1 and 2 to determine the regional variations and the results were....not great. There was very inconsistent information regarding that topic. For example, the same activity would include a vocabulary word strictly from Spain, and then 2 sentences later include a word from a variety of Colombian Spanish, with 0 context or explanation. I have only taught 1.5 semesters with Aula Abierta & Sueña, so I cannot say they address specific regional forms any better or worse quite yet.
They never discussed specific regional forms
Sometimes
Basic level textbooks don't often discuss regional forms. They may have a few recordings in different accents, but they all make sure to use sanitized standard Spanish. When you are talking about different regions, then you necessarily have to recognize the region's non-standard varieties, which are often the most used in the region. So are you looking at regional ACCENTS or regional varieties? Because those non-standard forms can vary greatly from region to region....
I don't believe so.

Participants were asked “Please, briefly explain if the textbooks that you have used in the beginning and intermediate Spanish classroom discuss specific regional forms, related to grammar and vocabulary” for question #8. All eight participants agreed that either the beginning and intermediate textbooks that they have used did not address regional forms or they only briefly discussed them, using words and phrases such as “briefly”, “scattered”, “inconsistent”, “not often, and “sometimes.” One participant distinguishes between their experience with beginning and intermediate textbooks by saying that with the beginning textbooks they have

used, “only one mentioned differences in a few brief paragraphs; the other includes some regional words side-by-side with more widely used terms.” In regards to intermediate textbooks that this participant has utilized, they wrote that it “includes regional vocabulary within cultural readings focused on the region.”

Another instructor writes that they have done an analysis of the textbooks “Portales 1 & 2” during their own investigation of regional forms of Spanish in beginning and intermediate level curriculums. Their research showed that these textbooks did not discuss regional varieties much at all and that when it was included, it was very inconsistent. An example they included from “Portales 1 & 2” was “the same activity would include a vocabulary word strictly from Spain, and then 2 sentences later include a word from a variety of Colombian Spanish, with 0 context or explanation.” One instructor added that basic level textbooks often do not discuss regional forms, and if they do, it could be in the form of audio recordings, using regional accents. However, the words and grammar that are spoken in these recordings are a generalized form of the language.

One response that was quite informative was when a participant discussed a textbook that the surveyed university utilized 15 years ago. They wrote, “It gave us ‘vos’ forms and explained when to use vosotros and vos. And in a beginner text we used in the 90’s, there were Mafalda cartoons (from Argentina) scattered throughout each chapter. So, the vos form was presented implicitly.” However, this instructor also notes that even though these two textbooks included more regional forms than others, there was still not enough time during the class period to go over them in more depth. This shows that time restraints in the classroom is another obstacle that instructors face when attempting to include regional forms in their curriculum.

Figure 9. Questionnaire Question #9

Q9: How are these regional forms/varieties of Spanish presented to the class (in the textbooks)?
In dialogue boxes.
In that one intermediate text that I mentioned previously (<i>A otro nivel</i>), there was explicit information regarding the <i>vos</i> form. But it was too much information for our students and we just skipped over the verb forms.
They are not presented in any depth; they are mentioned and occasionally used in context of comprehension questions, but not explored to any great extent
If included, it tends to be in a side note box in the page margins.
N/A
Side notes on regional variations of vocabulary primarily, occasionally on grammar. There are occasional cultural readings on pronunciation.
As mentioned before, sanitized standard Spanish is used in all recordings, though they sometimes utilize people with different accents. Differences in vocab is not highlighted usually, and most vocab in US books is of the Mexican variety (I have not seen any use the word "porotos" -- they all use "frijoles"). Oh! Sometimes they list some regional words (not always the most typical) in the Culture section of books.
Mentioned in a margin box, at best.

Question #9 of the questionnaire asked participants, “How are these regional forms/varieties of Spanish presented to the class (in the textbooks)?” Four of the responses said that when textbooks include information about regional forms, they are in smaller boxes in the page margins. One participant wrote that usually these boxes are to the side of the vocabulary list, and are less often included in the grammar sections. Another noted that in their experience, “differences in vocabulary is not highlighted usually, and most vocabulary in US books is of the Mexican variety (I have not seen any use the word ‘porotos’— they all use ‘frijoles.’” The instructor that previously discussed the intermediate textbook that explicitly taught the “*vos*” form, *A otro nivel*, mentioned the book again in this response, but noted that due to time restraints, they were forced to skip over verb conjugations of the regional form. Through these responses, it is shown that textbooks often do not present regional forms of the language in any sort of depth. Usually they are included in dialogue boxes or page margins, as the answers state, showing that textbook editors perhaps do not believe that teaching regional forms at the

beginning and intermediate level is as important as other subjects to present to the students. Due to this, variation is seen as a side note, leaving more opportunity for the standard language ideology to take place in the textbooks.

Figure 10. Questionnaire Question #10

Q10: What kinds of activities or discussions are centered around the regional forms in the textbooks?
Sometimes the books have cultural videos or cultural readings that incorporate these regional forms
It's usually destined to a little informational box in the margins. The only activities I remember were in an intermediate book we used about 15 years ago--Interacciones. It had the best exercise that I still use with my classes-- e.g. Estás en España y hablas a tus amigos. ¿Qué pronombre usas?
Comprehension questions and vocabulary exercises related to readings
N/A
N/A
Those are limited. Occasional cultural readings.
Culture section sometimes display a few vocab differences.
Discussions about race, ethnicity, socioeconomic status, history.

Participants were asked in question #10, “What kinds of activities or discussions are centered around the regional forms in the textbooks?” The majority of the responses reiterated previous findings that textbook activities concentrated on regional forms are not often included. When they are, they are limited to cultural readings or videos. One instructor indicated that she still uses one activity from a textbook that they taught from 15 years ago, specifying which pronouns are used in certain parts of the Spanish speaking world.

Figure 11. Questionnaire Question #11

Q11: How do you personally approach regional forms of Spanish in your own classroom?
Sometimes i make a comment about it. but I typically do not teach them.
In my regular classes, I explain the first day of classes how my Argentinean accent works and I give them some words to practice. Other than that--nada. And in Modified, I do not speak with an Argentinean accent.
I always try to mention the different varieties as they are relevant / as students bring them up, and emphasize that no form of Spanish is more "correct" than any other
I think I answered this question above.
I simply alert my students and show them videos of people speaking different varieties of Spanish, like Argentinian or Mexican spanish
We talk about them
In lower level classes I often include them in my lessons on vocab -- but only in so far as they will not tax student memory too much, and so long as they can be understood by speakers from different regions. I don't teach Uruguayan slang because it cannot be understood outside of Uruguay -- and will not be useful to students here.
Usually with a view toward embracing diversity and fostering equity, and teaching histories of colonialism (Latin America) and regional differences (Spain).

Question #11 asked, “How do *you* personally approach regional forms of Spanish in your own classroom?” Instructors often answered this question by saying that they discuss regional forms in their classrooms, but they do not expound on them in great detail. A participant wrote that when they do address regional forms in their classroom, they do so “usually with a view toward embracing diversity and fostering equity, and teaching histories of colonialism (Latin America) and regional differences (Spain).” This response reflects on the importance of identity, mentioned i the introduction of this investigation. If students are not exposed to the variety present within the Spanish language, they may not understand the importance that regional speech holds in certain groups. They could begin to believe that these regional forms are “incorrect”, as they do not follow the standard form that they have been exposed to during their Spanish education.

Figure 12. Questionnaire Question #12

Q12: Do you rely on the textbook given or your own methods?
Rely on the textbook
My method for explaining my accent. Textbook for vocabulary variants.
Both, using the material in the text as a starting point and then expanding upon what is mentioned with examples, opening up discussion
My own methodology.
My own methods
Both.
Both. I use the textbook as a starting point and add materials of my own -- often listening and reading materials to expand language input.
Textbook, possibly, as a springboard; my own sources for elaboration.

Participants were asked “Do you rely on the textbook given or your own methods,” for question #12. Five of the eight complete questionnaire responses said that the instructors rely on both the textbook and their methods in order to present regional forms of Spanish to their students. One said that they use the text as a starting point, and then “expanding upon what is mentioned with examples, opening up discussion.” Two participants wrote that they rely on their own methodologies, and one said that they solely rely on the textbook.

Figure 13. Questionnaire Question #13

Q13: Do you think it is beneficial for beginning and intermediate Spanish learners to know and practice these regional forms? Why or why not?
Yes. this will teach the students that spanish is not just a flat that there are different variations and dialects.
I don't think they need to learn yet another verb conjugation, but it's good to know what the subject pronouns are, where they are used and how they are used. Regional uses of vocabulary can be fun, but usually there is no time for this unless it is in the textbook. Each instructor should explain their accent at the beginning of the semester. It's a great way to introduce the number of Spanish speaking countries and how many "accents" and regionalisms there are. Students always tell me their Mexican friend looked at our textbook and said "this is not what I speak". I respond that we teach them the basics from a neutral perspective--it's not any particular variant, but a mix. Their next step is to find a Spanish-speaking friend or study abroad. They will then learn that dialect. Good luck on your project! Sounds very interesting.
Absolutely. It is essential to recognize that Spanish can vary widely across regions and cultures in order to prepare students for comprehension in various contexts as well as to keep an open mind.
1000% YES! I believe more that recognition is important. I do not expect a 101 student to know the 10+ ways to say popcorn in Spanish depending on the country, but I do think that letting them know that it exists is very important. Many of our intro students are interested in traveling or exploring a certain country/region one day. If we let them know from the beginning what some things to expect may be, it would pay off in the end. Personally, I wish I had been told day 1 when I was 14 about the 22 countries and how vastly different they can be. I was SHOCKED when I got to the 300 level and learned how much variation there was. Even if we incorporate little tid bits here and there, it can pay off!
Not really, they don't know enough spanish anyway
Yes. They will be exposed to real life Spanish with variations so why not expose them now?
Depends. I think it is useful to teach them some Mexican, Cuban and maybe other Central American terms because students here may come in contact with people from these countries on a daily basis. But they will rarely meet Uruguayans and Uruguayan terms could actually mark them more as outsiders among the Hispanic community here if they are not able to translate to the "local" variety. I do think exposing students to different accents IS very useful, however. Also, I think that expecting instructors to teach a variety of different forms may create too much of a burden on non-native speaker teachers, who may be perfectly capable of teaching a neutral standard version of Spanish, but may feel insecure teaching regional varieties.
To know--yes; to practice--depends on the purpose.

The last question of the questionnaire asked participants “Do you think it is beneficial for beginning and intermediate Spanish learners to know and practice these regional forms? Why or why not?” One participant said that they do not believe that it is beneficial to teach beginning and intermediate level Spanish student’s regional forms, as they do not have much knowledge of the language at this point anyway. Three instructors believe that the context of the situation when teaching is important when deciding how to incorporate these forms in the classroom. For

example, one instructor wrote, “I don’t think they need to learn yet another verb conjugation, but it’s good to know what the subject pronouns are, where they are used and how they are used. Regional uses of vocabulary can be fun, but usually there is no time for this unless it is in the textbook.” Another instructor believes that it is important to address regional forms in the beginning level Spanish classroom, but the importance of practicing them in greater detail depends on the purpose at hand.

One participant believes that it is beneficial to teach Spanish varieties that are prevalent in the local communities where students live, as they will be in contact more often with those regional forms. This could arguably be a chance for students to see how regional forms of speech contribute to the identity of Spanish speakers that live in their communities. They also wrote that teaching terms from Spanish speaking communities that might not be widely spoken locally “could actually mark them more as outsiders among the Hispanic community here if they are not able to translate to the ‘local’ variety.” They also noted that they believe creating the expectation of teaching regional forms of Spanish in the lower level classes could become stressful for non-native instructors, who may feel comfortable teaching a neutral variety but not with regional forms.

Four instructors explicitly answered that yes, they do believe it is beneficial for L2 learners of the beginning and intermediate level courses to know these regional forms. One of the participants wrote that they encourage the use of regional forms because it teaches students that Spanish is not “flat” and that there are many different regional varieties around the world. Another wrote that they believe recognition is very important, saying “I do not expect a 101 student to know 10+ ways to say popcorn in Spanish depending on the country, but I do think that letting them know that it exists is very important.” This participant went on to say that they

wish that they learned regional forms in the beginning of their own Spanish education because when they reached the higher level courses, they were extremely shocked with how much variation exists within the language. In their opinion, “even if we incorporate little tidbits here and there, it can pay off!”

Textbooks

In the following section, the results from the textbook analysis of five beginning and intermediate level Spanish textbooks, searching for how regional forms of the language are addressed, will be discussed. The first textbook analyzed was *Mundo 21* (1995). At first glance, it seems that the textbook is quite diverse due to how the units are categorized. They are centered around a certain Spanish speaking country, giving each a chance to share its culture with second language students that are beginning to learn the language. The units are categorized as: Unidad 1- Los hispanos en Estados Unidos: crisol de sueños, Unidad 2- España: puente al futuro, Unidad 3- México y Guatemala: raíces de la esperanza, Unidad 4- Cuba, República Dominicana, Puerto Rico: en el ojo del huracán, Unidad 5- El Salvador, Honduras, Nicaragua, Costa Rica: entre el conflicto y la paz, Unidad 6- Colombia, Panamá, Venezuela: la modernidad en desafío, Unidad 7- Perú, Ecuador, Bolivia: camino al sol, and Unidad 8- Argentina, Uruguay, Paraguay, Chile: aspiraciones y contrastes.

Within the units are separate lessons for each country that was included. For example, in unit 6 that discusses Colombia, Panamá, and Venezuela, there are separate chapters that cover the three countries individually. Due to the layout of the units and lessons, *Mundo 21* allows for students to learn more about the culture of the Spanish speaking world than many other beginning/intermediate level textbooks may offer. In Lesson 1 of Unit 6, which is focused on

Colombia, students are introduced to four important Colombians of the 21st century, followed by brief descriptions of each in Spanish: César Gaviria Trujillo, Fernando Botero, Beatriz González, and Gabriel García Márquez (see **Figure A**). The student and instructor editions of the book vary differently according to where the vocabulary is placed. In the instructor edition, the vocabulary list is shown at the beginning of the lesson, entitled “Active Vocabulary” (see **Figure B**). The students’ vocabulary list appears in context in the *Gente* and *Del pasado al presente* culture sections, and then is included as a whole list in the *Cuaderno de actividades* section, entitled “Vocabulario activo.”

When reading this textbook, it is obvious that the writers wanted to be purposeful with the inclusion of culture from across the Spanish speaking world in every chapter. They give detailed information regarding each country’s history, literature, cinema, and more. However, when one studies the book regarding linguistic diversity, it is still lacking in comparison to other cultural aspects. One way that this is made clear is when reading the “Active Vocabulary” section of the lessons. While the lessons are specifically about one or two Spanish speaking countries at a time, the vocabulary list does not mention any words that might be exclusive to the area. For example, in **Figure B**, the “Active vocabulary” section for Lesson 1 of Unit 4, centered around Colombia, is shown. The area surrounding the vocabulary words does not indicate that any of these are exclusive to Colombia. They are actually categorized by which paragraph of the *Del pasado al presente* culture section they are found. Words such as “aprobación”, “creciente,” and “elaborar” are included, and they seem to be words that are used in any Spanish speaking country. If they are exclusive to Colombia, the textbook does not indicate this to the student or instructor. The lack of specificity to where the words belong, in sections that are exclusive to a

certain country, does not celebrate linguistic diversity or the connection that those words may have to one's identity as a Colombian, or whatever country may be discussed in a chapter.

The second textbook is *Sol y Viento: En breve* (2008). The highly acclaimed *Sol y Viento* series of textbooks presents information to students centered around a film entitled *Sol y Viento*. Many of the activities are given before watching the chosen segment of the film, and then after it has been viewed. Every chapter is split into three parts, each having its own "Vocabulario" and "Gramática" sections. The book also aims to teach cultural aspects of the Spanish speaking globe through their *Vistazo cultural* sections. They are divided into "big C" sections, which include art, literature, and more, and then "little c" sections, that discuss culture of everyday life and customs. There is also a section dedicated to culture that is introduced specifically in the *Sol y Viento* film, called *Enfoque cultural* sections. Regarding vocabulary, each section has a corresponding vocabulary list, along with *Más vocabulario* and *Más gramática* boxes, if the need arises where students will need to study more words in order to help them with the lesson's activities. Other boxes that present extra information to students are entitled *¡Exprésate!* y *Comunicación útil*, both of which give useful information to students in order to accompany them with the chapter's activities, whether about vocabulary, grammar expressions, useful phrases, etc.

Despite the plethora of cultural sections and additional boxes that aid students as they learn the language through the *Sol y Viento* film, a "standard" form of the Spanish language is still presented. Much like *Mundo 21* (1995), *Sol y Viento: En breve* (2008) rarely presents linguistic information that is regionally specific. In the vocabulary sections of the chapters, the words are not included with any information entailing that they are used in a specific region of the Spanish speaking world. For example, in the "Primera Parte" of Lesson 1B, the

“Vocabulario” section consists of interrogative words that can be used and understood by any Spanish speaker (see **Figure C**). In the same chapter, on page 47 of the textbook, there is a section entitled *Vistazo cultural* that discusses dialects of Spanish, and also expands on different aspects of regional forms, such as pronunciation, vocabulary, and grammar. (see **Figure D**).

However, as we see in the following part of chapter 1B, not every *Vistazo cultural* section discusses dialects explicitly and explains the phenomenon to students. The following *Vistazo cultural* box is written about official holidays celebrated in the Spanish speaking world (see **Figure E**). Attention is only briefly brought to dialects of the language, seemingly putting sole responsibility of learning these regional forms onto the students when it is written at the end of the “Los dialectos” section in figure E, “As you watch *Sol y Viento*, take note of differences in pronunciation and other aspects of language as you hear characters from different regions and countries interact,” (VanPatten et al., 47).

The following textbook is entitled “*Imagina: Español sin barreras* (2015).” Throughout the textbook, there are sections that present the diversity of the Spanish speaking world to the intermediate level students. Every chapter includes a section called *Imagina* that is centered around a certain Spanish speaking country or area of the globe. Students have the opportunity to learn about the history of the region, holidays that are celebrated there, geographical landmarks, etc. Each *Imagina* section also includes a section called “El español de”, where certain expressions or words are included that are used exclusively in the highlighted Spanish speaking country. For example, in Lesson 3, students are taken to the Caribbean, where they learn about the time period of pirates and buccaneers who overtook the Caribbean islands of Puerto Rico, Cuba, and the Dominican Republic. Along with the historical information, a box entitled “El español del Caribe” lists words and expressions that are used in the three Caribbean countries

(see **Figure F**). As well as this section included in each chapter, when new grammar functions are presented to students, such as the present subjunctive tense, the regional form of vosotros, used in Spain, is often included in the conjugation tables for the lesson (see **Figure G**).

Imagina: Español sin barreras (2015) discusses regional forms more consistently than the other textbooks that have been analyzed. Each *Imagina* section, that is part of every chapter, includes the “El español de...” feature along with other cultural information about the specific Spanish speaking country. Due to this, students using this textbook are exposed to regional forms more consistently and how the language is quite diverse depending on where you are in the world, not standardized. However, it should be noted that these regional words and expressions are not a part of the standard vocabulary list for the chapter. As stated before, chapter 3 focuses on the Caribbean, and the *Imagina* section for the chapter includes Spanish expressions and words from Cuba, Puerto Rico, and the Dominican Republic. Yet when one continues to move forward and reaches the page that lists all of the vocabulary words for chapter 3, the regionally exclusive words are not a part of it (see **Figure H**).

The next textbook analyzed is *Arriba!: Comunicación y cultura* (7th edition) (2018). The layout of the textbook is similar to *Imagina: Español sin barreras* (2015), but it is also a bit different because the cultural sections are incorporated into the grammar and vocabulary sections. However, they are not as intentional in doing so as *Mundo 21* (1995). Each chapter begins with a clear layout of what will be discussed, along with a “Club cultura” video in a section called *Enfoque cultural*. The “Club cultura” video presents a new Spanish speaking country that will be discussed throughout the rest of the chapter, whether that be through taking a trip to a historical landmark in a grammar exercise, or discussing how Hispanic communities from these countries are present in the United States in the “Presencia hispana” sections. For

example, in chapter 4, the *Enfoque cultural* is the Central American countries of Guatemala, El Salvador, and Honduras. The “Club cultura” video of the chapter presents El Salvador to students (see **Figure I**). Throughout the chapter, students continue to learn more about El Salvador, Guatemala, and Honduras, and every other chapter narrows its focus to another Spanish speaking country in a similar fashion.

However, much like the other textbooks that have been studied, linguistic variance is not widely discussed in the cultural lessons of *Arriba!: Comunicación y cultura* (7th edition) (2018). Culture is presented through the “Club cultura” videos, smaller sections such as “Presencia hispana” and “Cultura en vivo,” which often accompany grammar exercises. Before the “Club cultura” videos, students are to answer questions that display their preexisting knowledge of the topic. For example, in chapter 4, before watching the “Club cultura” video entitled “Guatemala: Los mayas,” students complete an activity that gives them the opportunity to start thinking about Mayan civilization. Then after the video, students answer questions related to the content that they were shown. Despite the continuation of the country’s culture throughout the chapter in various ways, regional forms of Spanish that are spoken in the countries are barely discussed. The only section where linguistic variation in the Spanish speaking world is mentioned frequently is a small box included with each vocabulary list, labeled “Variaciones.” At the end of chapter 4’s vocabulary list, which is centered around family members and common verbs, the small “Variaciones” section includes regional variance surrounding the word “niño” and how the term *kid* has different forms depending on where you are in Latin America or Spain (see **Figure J**).

The last textbook to be discussed is *Aula Abierta: Nivel Introductorio* (2019). *Aula Abierta: Nivel Introductorio* (2019), at the time of this study, is currently being used for

beginning level Spanish students at the university where the questionnaire was sent out to instructors, discussed in the earlier part of this investigation. In this textbook, culture is presented to students through cultural readings and videos. Each chapter has a section called “Conectamos nuestras culturas”, where students are introduced to different cultures throughout the Spanish speaking world in the form of an article. For example, in chapter 3 of the book, the culture section is entitled “Ciudades con el mismo nombre,” listing and describing different cities in the Spanish speaking world that have the same name, such as Toledo, Spain and Toledo, Ohio (see **Figure K**). Later, students participate in an activity where they have to identify which “Toledo” is being described based on what they just learned about each city through the readings.

Each chapter also presents a video that shares a relevant topic in Hispanic culture with the students. In chapter 4, students are introduced to a man named Geovanny Valdez, who owns a bodega in New York while also owning a radio show. The video depicts Geovanny doing what he loves, and also using the radio show as an opportunity to ask for New Yorkers to send donations to the people of his home country, the Dominican Republic. Often alongside the description of these views in the textbook are small boxes entitled “¿Sabes que...?”, giving more information about the topic to students. The video about Geovanny includes one of these boxes, saying that “Hispanics are some of the biggest consumers of radio in the United States...”, and that the range of radio shows are as diverse as the Hispanic population itself, but the most popular programs feature Mexican music and modern Latin Caribbean music (see **Figure L**).

While these cultural readings and videos are quite informative for students and they allow for them to have a better glimpse of the culture of the Spanish speaking world, it is not often that *Aula* addresses linguistic culture in its pages. There is a “Conectamos nuestras culturas” section that discusses Spanish and the indigenous languages of Mexico, but it does not give examples of

vocabulary or grammar that is used in the many indigenous languages of Mexico. In regards to vocabulary, each chapter presents new vocabulary, not giving a full list immediately, but rather by incorporating new words in activities through the “Comprendemos el vocabulario” sections, and then giving a full list at the end of the chapter, entitled “Vocabulario activo.” Regional variety of the language is not addressed consistently with these vocabulary activities. When it is discussed, it is often through a small box to the side called “La variedad del español.”

In chapter 4, where the vocabulary is centered around clothes and items to pack in your suitcase, there is a small “La variedad del español” box next to the first activity, listing different words for items of clothing used throughout the world. For example, “unas gafas de sol” is listed as being the general word for “sunglasses.” But the box gives different varieties of “unas gafas de sol” as well, such as “unos anteojos de sol” utilized in Argentina, “unos anteojos oscuros” in Costa Rica, and “unos lentes de sol” in Cuba (**see Figure M**).

In the following chapter, a discussion is presented that explains the findings from the results of the questionnaire and the content analysis of the five aforementioned textbooks. Patterns that were discovered through the vehicles of data collection are acknowledged and analyzed. The study also is concluded in the following chapter, restating the purpose of the investigation, the results, and implications for future research on the topic.

CHAPTER V: DISCUSSION & CONCLUSION

Discussion

In the previous chapter, data from the questionnaire and analysis of certain textbooks was presented. The goal of both methods of data collection was to discover the personal opinions and practices of instructors regarding the incorporation of regional forms of Spanish in beginning and intermediate level courses. The purpose was also to learn how beginning and intermediate level textbooks address this topic, and whether textbook activities were sufficient for classroom instruction on regional forms or if instructors were forced to create their own curriculum. Through the content received by the questionnaire, participants' views on the inclusion of regional forms of Spanish in beginning level second language courses were revealed. Positive and negative responses toward the argument were seen, as some instructors indicated that they believe it is beneficial because it would expand students' views of Spanish early in their education, and how it is not a "flat" language. This way of thinking was present in multiple instructors' responses.

However, a pattern was also seen in negative responses toward the main argument of this investigation. For example, when asked what varieties of Spanish do they present to their classes, one instructor indicated that they tend to neutralize their accent due to past students feeling confused or frustrated when they do not know which accent to use or imitate in their own Spanish. Another instructor argued that they do not believe that it is beneficial to include regional forms in the beginning and intermediate level courses because "they don't know enough Spanish anyway." The main argument for negative connotations with the objective of this study was that students at these earlier stages may become overwhelmed or confused, as they are just beginning their Spanish language journey.

Data collection through the questionnaire and analysis of the aforementioned textbooks gave the opportunity to answer my research questions, which are:

- (1) Are regional forms of Spanish commonly taught in the L2 classroom?
- (2) Do L2 Spanish instructors at the beginning and intermediate level believe that it is beneficial to include regional forms of the language in their curriculum?
- (3) Do L2 Spanish instructors feel prepared themselves to teach these forms in their classroom?
- (4) How do textbooks of beginning and intermediate level Spanish classes present regional forms to the students, if at all?
- (5) Do instructors use the given curriculum to present regional forms or are they forced to create their own activities and lessons for regional forms of Spanish?

These questions are the basis of the investigation and were consistently being referred to in order to secure that they would be answered by the end of the study. Some of these questions were answered solely by the questionnaire, while #4 in particular was answered by both the questionnaire and the investigation with the aforementioned textbooks.

Research question #1 asks whether regional forms are commonly taught in the L2 Spanish classroom. Responses from instructors through the anonymous questionnaire aided in answering this question. For example, in question #5 of the questionnaire, participants were asked whether they discussed regional forms of Spanish in the courses that they have taught. Two instructors explicitly wrote that no, they do not discuss regional forms in their beginning/intermediate level classes, but rather utilize a “standard” form of the language that can be understood by all, and one wrote that the generic form they use is a mix of Spanish from

Spain and Mexico. Two participants wrote that they specifically teach what is included in the textbooks, which is often a “standard” form of the language as well, or the textbooks “presented one variety and also provided alternative regional vocabulary with the same meanings.” Two instructors did not explicitly say that they teach regional varieties in their classrooms, but that students are exposed to certain forms due to their own accents. Of the two instructors that explicitly said yes, they do include regional forms in their beginning/intermediate level classes, they note that they often have to address these varieties through their own means, not with activities from the textbook, as they are either not present at all or are non-interactive for students.

The current study’s findings that answered research question #1 are similar to those of Schoonmaker Gates (2019), where she writes that “the discussion of regional variability is also often absent from the language classroom until the advanced levels,” (179). She also writes that regional variation of pronunciation in Spanish speaking countries is not often discussed in the classroom or included in textbooks. For example, students are not usually aware of the difference between the sounds of ‘ll’ and ‘y’ in the River Plate region of South America, the general weakening of final consonants and the intervocalic /d/, or the variety of ways that the /r/ is pronounced in Caribbean Spanish (179).

Gallego and Conley (2013) discovered through an anonymous survey sent to Spanish instructors currently teaching or had taught a beginning level course in the last five years that many of the participants do present dialects to their students. Much like my current investigation, Gallego and Conley (2013) received a variety of answers to the question of whether instructors presented these regional forms in the classroom. Approximately 95% of the participants in the survey indicated that they do acknowledge these regional forms in their beginning level classes,

stating reasons for doing so, such as that “course/text materials are not the authority on Spanish” and “not everyone speaks one form of Spanish,” (Gallego & Conley, 145). Of the 5% of that responded that they do not teach regional forms, they stated that they do not include them because they do not want to overwhelm their students at the beginning of their Spanish education, that they are not knowledgeable enough to teach the regional forms as a nonnative speaker, or that there simply is not enough time in the class period to address them (146).

Research question #2 asks whether instructors believe that it is beneficial to include regional forms of Spanish in their curriculum. Through question #13 of the questionnaire, I was able to answer the following research question. Instructors were explicitly asked, “Do you think it is beneficial for beginning and intermediate Spanish learners to know and practice these regional forms? Why or why not?” With the answers to this question, I was looking for the keywords “yes” or “no” in order to discover whether each participant supported the hypothesis of this study, that including regional forms in the beginning/intermediate level classroom is beneficial, or that they did not believe so. Responses were mixed, as one participant wrote the no, they do not believe that it is beneficial to teach beginning level students about regional forms of Spanish, as they do not yet have knowledge of the language in general. Three instructors believe that it can be useful to address regional forms to beginning level students, allowing them to know that there is quite a lot of variety within the Spanish language. However, they believe that teaching these in detail might not be beneficial, and using the keyword of “depends” showed that they believe the inclusion of regional forms in the beginning and intermediate classroom should be circumstantial. Four participants were firm in their belief that knowledge of regional forms can be very beneficial for beginning/intermediate level students, explicitly stating “yes” to

the question, as this can prepare them for various contexts with who they come into contact with, and where they may travel.

Gallego and Conley (2013) received similar responses to their anonymous survey, with some instructors stating that they believe addressing and teaching regional forms of Spanish in beginning level courses gives them the opportunity to show their students that “not everyone speaks one form of Spanish, as was mentioned before (145). However, some also iterated that they believe that it is not beneficial in beginning level courses because students will become overwhelmed, as they have little to no knowledge of the target language in these early stages of their Spanish education. In their study, Gallego and Conley (2013) asked instructors whether they consider presenting dialectal differences and raising student awareness in the field as not important, somewhat important, important, or extremely important.

Fifty-one percent of instructors answered that they consider it important, 33% as somewhat important, 14% as extremely important, and 2% as not important. While the responses are varied, they show that not many of the surveyed instructors believe that presenting dialectal differences in the beginning Spanish classroom is not important. In my current study, similar results were found, as only one instructor responded to survey question #13, “Do you think it is beneficial for beginning and intermediate Spanish learners to know and practice these regional forms? Why or why not,” saying that it is not important or beneficial to do so. They wrote, “Not really, they don’t know enough Spanish anyway.” Like Gallego and Conley (2013), the majority of responses at least believed that it is important present regional forms to their students to increase awareness of their existence, with four participants answering “yes” to the question and three believing that it is beneficial but depends on the circumstances.

Research question #3 asks, “Do L2 Spanish instructors feel prepared themselves to teach these forms in their classroom?” Question #6 of the questionnaire directly relates to this, asking participants, “Explain if you personally feel prepared or not prepared, based on your own education, to teach regional forms of Spanish in your own classroom.” Here, I searched for certain keywords to determine instructors’ opinions on the matter, such as “yes,” “no”, “I feel prepared”, “I do not feel prepared”, etc. Three responses explicitly stated “yes”, these that instructors feel confident to be able to teach regional forms of the language in their classroom. The rest of the five responses used keywords such as “moderately prepared”, “where I studied”, etc. to show that they feel comfortable to discuss them at a surface level, or to present their own dialect in thorough detail for their students. However, teaching dialects that they are not familiar with is more difficult, and many said that they do not feel prepared to do so. It is possible that this is in part due to lack of inclusion of regional forms in their own educational journey of learning Spanish.

In question #2 of the questionnaire, participants were asked how they were taught regional forms of the language in their own education. Each of the seven participants that responded to this question said that they were exposed to regional variety of Spanish. However, three specifically noted that it was not until they were in upper level courses or specialized linguistic courses. Two said that their experience with regional forms was not necessarily through their education, but through personal connections and friendships with other Spanish speakers. If exposure to regional forms begins early in formal education of Spanish, this could affect future educators positively, as they will have more time to develop their knowledge of the variety within the language rather than waiting until they are in higher level courses.

Both methods of data collection in this investigation helped to answer research question #4, asking “How do textbooks of beginning and intermediate level Spanish classes present regional forms to the students, if at all?” Multiple questions on the anonymous questionnaire were related to textbooks and their inclusion of regional forms of Spanish. Instructors indicated that beginning and intermediate level textbooks discuss regional varieties, but it is not very often that it is more than small notes in cultural readings or boxes next to the vocabulary lists. Question #9 of the questionnaire asked, “How are these regional forms/varieties of Spanish presented to the class (in the textbooks)?” One participant noted that “they are not presented in any depth; they are mentioned and occasionally used in context of comprehension questions, but not explored to any great extent.” Many instructors’ responses were in accordance with this answer, saying that textbooks provided very little on the topic, using keywords such as “occasionally”, “margins,” and “dialogue box.”

In previous literature related to regional forms discussed in beginning and intermediate level textbooks, researchers arrived at similar conclusions to this investigation. If regional forms are discussed in beginning and intermediate level textbooks, it is very briefly addressed and not explained in detail. For example, Schmidt-Rinehart and LeLoup (2017) found through their research of second-person singular pronouns used in Costa Rica that *voseo* is frequently utilized in this area of Central America. Costa Rica is also often the country of choice for many L2 Spanish students who study abroad, being the number one destination in Latin America and in the top ten of chosen countries on a global scale. Despite the desire from many students to immerse themselves in Costa Rican culture, including their form of Spanish, the second-person singular pronoun of *voseo* is noticeably absent from Spanish textbooks used in the United States,

which affects L2 learners negatively as they will not often be exposed to it in the classroom (Schmidt-Rinehart & LeLoup, 2017).

Burns (2018) writes that textbooks often promote a “standardization” of language in textbooks, such as De los Herros (2009) discovered through a Critical Discourse Analysis (CDA) of a Peruvian high school’s L1 language arts book *Talento*. The results showed that although the Peruvian education system promotes awareness of indigenous languages in the classroom, the textbook “advances linguistic prescriptivism and the superiority of ‘standard’ Spanish of regional varieties,” (Burns, 24). In regards to second language textbooks, Burns addresses a study by Heinrich (2005), where Japanese as a Second Language textbooks promote the ideology that the ‘standard’ variety of Japanese used by educated, urban middle class citizens should be what L2 speakers of the language should model their own Japanese to become. However, this ideology delegitimizes and ignores ‘non-standard’ Japanese varieties (24). These results that promote a ‘standardization’ of the target language within textbooks reiterates what instructors said in their answers to the anonymous survey of the current investigation: that regional forms are not often addressed, and if they are, it is not in depth.

A thorough analysis of beginning and intermediate level textbooks in this study provided the same results. Many of the textbooks mentioned only included small dialogue boxes next to the vocabulary list for each chapter, providing alternate words that are used in different parts of the Spanish speaking world. For example, when given the word “unas gafas de sol” for sunglasses, one of these boxes may say “unas lentes de sol” is used specifically in Cuba. However, there is no further explanation of these regional forms other than that. An important realization made through analysis of these textbooks was that the variations of the “standard” form of the words are not included in the vocabulary list at the end of a chapter. Usually the full

vocabulary list at the end of each chapter is what students need to study and use for class and their exams. If the regional words are not included, this could set a precedent in students' minds that these words do not matter. They may not pay attention when instructors are discussing the different variations of Spanish used around the world, as they know that they will not be quizzed on them later.

This practice could arguably undermine these variations, showing students that the vocabulary words that are “standard” for the Spanish language are the only ones worth using, following the standard language ideology rather than celebrating the diversity within the Spanish language. Yet the argument can be made that learning the regional forms of these vocabulary words is extremely important, as students may hear and encounter them in their daily lives, especially if they travel to Spanish speaking countries. An example of students not being prepared when encountering regional forms during travels is included in the aforementioned study by Schmidt-Rinehart and LeLoup (2017), where they argue that textbooks do not prepare students for studying in Costa Rica, a prime destination for study abroad, where *voseo* is used, but it is not often discussed in the L2 classroom.

Finally, research question #5 asks, “Do instructors use the given curriculum to present regional forms or are they forced to create their own activities and lessons for regional forms of Spanish?” Question #12 explicitly asked participants whether they use their own methods to present regional forms of Spanish to their beginning and intermediate level students, or if they rely on the textbook. With this question, I searched for keywords such as “methods”, “textbooks”, or “both” to analyze participants' answers. If participants answered that they solely used the textbook, their answer was seen as a negative toward the hypothesis of this study, as it is argued that textbooks do not give adequate information to properly teach regional forms in the

classroom. If participants answered “methods” or “both”, they aligned with the hypothesis of the study more, as this would prove that textbooks force instructors to create their own resources regarding regional forms due to lack of detail on the subject.

While one participant said that they rely either solely on the textbook and two that that rely solely on their own methods, six indicated that they use both. One participant said that they use the textbook as a “springboard” to start, and their own methods for “elaboration.” It is quite understandable why many of the instructors indicated that what is in the textbook can only be used as a starting point, as we see through the analysis of the aforementioned books that regional forms are not widely discussed there. Beginning and intermediate level textbooks do not provide instructors with enough information of regional forms to create substantial lessons about the variety within the Spanish language, so they are forced to use their own methods to expand the conversation.

Instructors that were involved in a focus group conducted by Burns (2018), discussing whether regional forms of Spanish, specifically U.S. Spanish, are addressed in the L2 Spanish classroom, responded negatively, saying that a “standardization” of the language is promoted in textbooks. One instructor, Charlotte, prompted a discussion about Spanglish with her students, taking advantage of her own experience living in Texas, often coming into contact with the regional variety present there. Much to her surprise, the response was quite negative, with students saying that Spanglish is not “real Spanish”, and that it was racist to even discuss it in the classroom. A student exclaimed, “You’re a racist, why are we talking about this? You should just talk about what the book talks about,” (Burns, 31). The student’s argument that the instructor should just “talk about what the book talks about” proves that the second language textbook used in that classroom does not address regional forms, including Spanglish, in detail which would

allow students to expand their own ideas of what constitutes as Spanish. Due to the lack of discussion of regional forms, instructors must refer to their own knowledge if they wish to address the topic in their classroom, as many in the current investigation reiterated. The textbook may minimally inform students of regional forms, but if instructors desire to have a deeper conversation, they must refer to their own methods.

As was said at the beginning of this chapter, it would be discussed why I believe that many of the responses to the questionnaire were incomplete. In my personal opinion, I believe that some of the questions that I created for the questionnaire might not have been relevant for instructors that are native speakers of Spanish. For example, the first question asked was “When you began your own education of the Spanish language, were you taught about different regional forms of Spanish?” Many of the instructors in the department that was surveyed are native speakers of Spanish. It is very possible that some thought that the questionnaire was not relevant for them, as native speakers often did not begin with formal education of the language. They already acquired Spanish through direct contact, as it is their first language. In fact, even one of the instructors answered question #1, saying that they do not remember if they were ever taught regional forms of Spanish, as they begin learning the language at a very young age. Improvements on this study could be made by asking questions that could be relatable and relevant for both native and non-native instructors of Spanish.

Conclusion

The current study sought to answer essential questions regarding the incorporation of regional forms of Spanish in beginning and intermediate level classrooms. These questions involved addressing whether regional forms are even taught in the L2 beginning and intermediate levels, how instructors personally feel about teaching them to their students, and

how textbooks aid in presenting these regional forms to new students of Spanish. Through data collection by an anonymous questionnaire sent out to Spanish instructors, and analysis of five beginning and intermediate level Spanish textbooks, the research questions were able to be answered. Results showed that while regional forms of Spanish are discussed in beginning and intermediate L2 classrooms, they are not often taught beyond a surface level knowledge. Beginning and intermediate level textbooks acknowledge the existence of regional varieties, but it is usually only through small boxes in the margins next to vocabulary lists. Even then, the regional varieties are not discussed further and instructors are forced to create their own curriculum surrounding the topic if they want to discuss it further with their beginning level students.

These findings support my hypothesis that was mentioned in the introduction of the study— regional forms are not given a high level of importance in the beginning and intermediate L2 Spanish classroom. While some instructors do not believe that it is beneficial to teach regional varieties early in a student’s Spanish education, others do believe that it is important to show students how diverse the language is throughout the world. However, due to lack of inclusion in textbooks and not being taught much about regional forms in their own education until they take higher level linguistic courses, instructors may not feel prepared or given the right materials to discuss these with their students.

When regional forms of Spanish are not discussed at the beginning of a student’s education of the language, students may only believe that Spanish is the same everywhere, which is simply not true. One instructor said in response to one of the questions in the questionnaire that in their own education, they were completely shocked when they reached higher level classes and learned about the rich diversity of the Spanish language. If we do not acknowledge

and teach our students about regional variance of the Spanish language, this could possibly even lead to students subconsciously believing that varieties other than the “standard” form are “not correct” when they are eventually exposed to them in their everyday life. Burns (2018) mentioned this occurrence in the results from her focus group, where an instructor stated that when she acknowledged Spanglish from Texas, a student shouted, “You’re a racist, why are we talking about this? You should just talk about what the book talks about,” (Burns, 31). As Spanish instructors, this is a thought process that we want to move our students away from, as every form of Spanish should be seen as relevant and worthy.

In regards to future research in the field, an idea that could be expanded more is how instructors can have access to resources that discuss regional forms at a level that beginning and intermediate learners can understand. Through this study, it has been shown that the five analyzed textbooks do not give instructors adequate information in order to create lessons that may delve into the topic at a deeper level. One possibility could be for instructors to create their own activities and resources, and publish them to the Internet in order for other instructors to have access. As there are not many resources provided by textbooks on regional forms at the beginning and intermediate level, sharing ideas with other instructors across the world can be a helpful way for Spanish educators to remain in contact with each other for help regarding lack of detail on the subject in curriculum.

Inclusion of regional forms in the beginning and intermediate classroom may not be regularly practiced, but as shown through this study, many instructors believe that it is important to do so. Students will learn from the beginning of their Spanish education that the language is not “flat” or one-note; rather, it is extremely diverse and has a multitude of forms depending on where you are in the Spanish speaking world. This realization can inspire students to learn more

about the culture of the Spanish speaking world, increasing their motivation to continue acquiring the language and developing their integrative identity, as was mentioned at the beginning of this study. While going into extreme detail may overwhelm students that are just starting to learn the language, regional forms should be given more importance than they currently have in beginning and intermediate courses. Students will be able to connect with more Spanish speakers who they encounter in their daily lives, and they will learn about the importance of language diversity, recognizing that each variety of Spanish is relevant and worthy to be studied, even at the beginning of their education.

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APPENDIX A: FIGURES FROM TEXTBOOKS

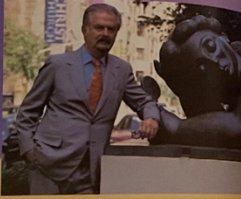
Figure A- *Mundo 21* (1995)


Lección 1 Colombia


Nombre oficial: República de Colombia
Extensión: 1.138.914 km²
Principales ciudades: Santa Fe de Bogotá (capital), Medellín, Cali, Barranquilla
Moneda: Peso (Col\$)

Gente del Mundo 21


César Gaviria Trujillo, político colombiano, fue elegido presidente en 1990 como candidato del Partido Liberal. Nació en 1947 y fue Ministro de Hacienda y Crédito Público y Ministro del Interior en el gobierno de Virgilio Barco Vargas (1986-1990). Reformó el sistema político de su país con la aprobación de una nueva constitución en 1991. También ha elaborado el nuevo Código Procesal Penal y su gobierno ha enfrentado la creciente violencia desplegada por los cárteles de la droga colombianos.


Fernando Botero, pintor y escultor colombiano, nació en Medellín en 1932. Realizó su primera exposición en la capital, Bogotá, en 1951, y el año siguiente inició un viaje a Europa. Estudió primero en España y entre 1953 y 1955 residió en París y Florencia. Partidario de una corriente pictórica figurativa y realista, a partir de 1950, Fernando Botero exageró los volúmenes de la figura humana en sus composiciones. Posteriormente estas figuras adoptaron la forma de sátiras de tipo político y social. En 1960, Botero estableció su residencia en Nueva York y en 1992 sus enormes esculturas de bronce fueron exhibidas a lo largo de los Campos Elíseos de París y en la Avenida Park de Nueva York.


Beatriz González, pintora y grabadora colombiana, nació en Bucaramanga en 1938. Se ha hecho conocida por sus "muebles" sobre los cuales pinta, en colores brillantes, copias de cuadros célebres. Una crítica social explícita llena de un humor negro es evidente en su arte. Sus obras no son, en general, simplemente cuadros sino verdaderos "objetos" de uso diario, como una mesa con una escena patriótica sobre su superficie. Su actuación como artista se inscribe en una línea colombiana contemporánea de denuncia y exigencia. Actualmente vive en Bogotá.


Gabriel García Márquez, escritor colombiano galardonado con el Premio Nobel de Literatura en 1982, nació en Aracataca el 6 de marzo de 1928. Cursó estudios de derecho y periodismo en las universidades de Bogotá y Cartagena de Indias. En su primera novela, *La hojarasca* (1955), aparece por primera vez Macondo, pueblo imaginario en que se sitúan la mayoría de sus narraciones. La consagración como novelista se produjo con la publicación de *Cien años de soledad* (1967) con la que culmina la historia del pueblo de Macondo y de sus fundadores, la familia Buendía. Entre sus obras más recientes están *Crónica de una muerte anunciada* (1981), *El amor en los tiempos del cólera* (1985) y *Doce cuentos peregrinos* (1992).

Personalidades del Mundo 21. Completa las siguientes oraciones. Luego compara tus oraciones con las de un(a) compañero(a).

1. Los cuadros de Fernando Botero con frecuencia causan risa porque . . .
2. El arte de Beatriz González es verdaderamente práctico porque . . .
3. Macondo es un pueblo imaginario que . . .
4. En *Cien años de soledad* . . .
5. El gobierno de César Gaviria Trujillo ha tenido que enfrentarse a . . .

UNIDAD 1 DIRECCIÓN 1: COLOMBIA

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Figure B- *Mundo 21* (1995)

ACTIVE VOCABULARY

¡OJO! This section lists the active vocabulary students are responsible for upon completing each lesson. The list does not appear as such in the Student Text. Instead, it appears in context in the **Gente** and **Del pasado al presente** culture sections.

The students' active vocabulary lists appear in the **Cuaderno de actividades** in a section called **Vocabulario activo**.

Gente
aprobación
bronce
creciente
elaborar
enorme
escultor(a)
exagerar
grabador(a)
imaginario(a)
muebles
residir
sátira
superficie
volumen


Culturas precolombinas hasta El proceso de independencia
audiencia
barco
depender
desacuerdo
disminuir
mestizaje
motivar
renunciar
sumergirse
vencido(a)
virrey

Luchas entre conservadores y liberales y La violencia
efectuarse
exhausto(a)
istmo
ola
prosperidad

La década de 1990
aliado(a)
atacado(a)
fugitivo(a)
mostrar
narcotraficante
narcotráfico

Lección

1




Nombre oficial:
República de Colombia

Extensión:
1.138.914 km²

Principales ciudades:
Santa Fe de Bogotá (capital), Medellín, Cali, Barranquilla

Moneda:
Peso (Col\$)



César Gaviria Trujillo, político colombiano, fue elegido presidente como candidato del Partido Liberal en 1990. Fue Ministro de Hacienda Pública y Ministro del Interior en el gobierno de Virgilio Barco Vargas (1986-1990). Durante su gobierno se implementó el sistema político de su país con una nueva constitución en 1991. Su gobierno ha enfrentado la crisis de la violencia desplegada por los carteles de la droga colombianos.

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Corresponding Structures in *Manual de gramática*


6.1 Future: Regular and Irregular Verb

Figure C- *Sol y Viento: En breve* (2008)

46 cuarenta y seis * Lección 1B Más sobre los verbos

PRIMERA PARTE

Note: These vocabulary items can be heard in this lesson's Textbook Audio section of the Online Learning Center Website.

Asking Questions 

Vocabulario

Summary of Interrogative Words

¿Cuándo?

- ¿Adónde?
- ¿Cómo?
- ¿Cuál(es)?
- ¿Cuándo?
- ¿Cuánto/a/os/as?
- ¿Dónde?
- ¿Por qué?
- ¿Qué?
- ¿Quién(es)?

¿Adónde vas (*are you going*)?
 ¿Cómo te llamas?
 ¿Cuál es tu apellido?
 ¿Cuándo estudias?
 ¿Cuántos estudiantes hay en la clase?
 ¿De dónde eres?
 ¿Por qué estudias español?
 ¿Qué clase te gusta más?
 ¿Quién llama?

By now you have seen and heard many of these basic interrogative words in Spanish. Here are a few things to keep in mind when using them to ask questions.

- Prepositions always stay with question words. They cannot be left alone as in English.

¿De dónde eres? Where are you from? (the English preposition *from* can be left alone at the end of the sentence)

¿Con quién hablas? Who are you speaking with? (the English preposition *with* can be left alone at the end of the sentence)

▲ ¿Quién es esta (*this*) persona? ¿Cómo se llama? ¿Dónde vive (*does he live*)?

- You may be fooled if you rely on English translations, especially with **cómo**, **cuál**, and **qué**. Note the following.

¿Cómo te llamas? In English we say "What's your name?" but **cómo** actually means *how*. So what you are asking literally means "How do you call yourself?" Compare with **¿Cómo se dice... ?**, which in English *does* translate as "How do you say . . . ?"

¿Cuál es tu apellido? In English we say "What's your last name?" but **cuál** literally means *which*. So you are actually asking "Which is your last name?" Contrast with the phrase **¿Cuál de los tres desea Ud.?**, which *does* translate as "Which of the three do you want?"

¿Qué clases tienes por la tarde? In English we can say either "Which classes" or "What classes do you have in the afternoon?" But in Spanish, **qué** literally means *what* as in **¿Qué necesitas?** ("What do you need?")

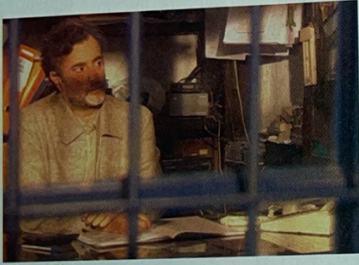


Figure D- *Sol y Viento: En breve* (2008)

Vistazo cultural

Los dialectos

Spanish, like other languages, exhibits dialectal variation. For a native speaker of Spanish, it is often easy to determine what country or region another speaker is from. Dialects are based on various features of language:

- Pronunciation: In Mexico, you would hear **estás**, but in Cuba, Puerto Rico, and other Caribbean countries you are likely to hear **ehtáh** or even **etá**.
- Vocabulary: In Spain, the word **el bebé** is used, but in Chile you would likely hear **la guagua** when the speaker refers to an infant or small child.
- Grammar: In much of Spain, **vosotros** and **ustedes** are used, whereas in Spanish-speaking America **ustedes** is used for both formal and informal situations.



As you watch *Sol y viento*, take note of differences in pronunciation and other aspects of language as you hear characters from different regions and countries interact.

*There are dialectal differences for expressing *what?* in the Spanish-speaking world, but you will always be understood if you use **¿cómo?** in this way.

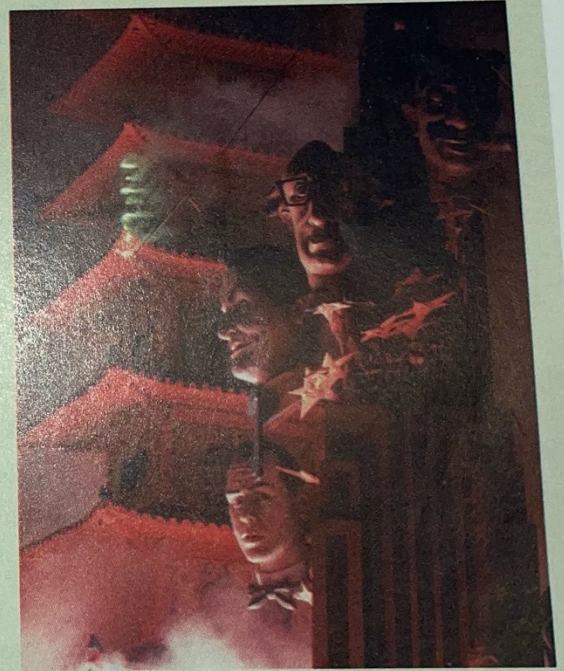
Figure E- *Sol y Viento: En breve* (2008)



Vistazo cultural

Los días festivos^a

In the United States there are few official holidays, such as New Year's Day, Presidents' Day, Easter, Memorial Day, the Fourth of July, Labor Day, Thanksgiving, and Christmas. In contrast, in many Spanish-speaking countries, many more days are celebrated—although with increasing globalization there is change and variety among Hispanic countries. In addition to national holidays (such as independence day in countries other than Spain), many local holidays are also celebrated. In Spain, for example, it is typical to find towns closed on patron saint days. For example, almost everyone has heard of the running of the bulls in Pamplona, officially known as **la fiesta de San Fermín**, or **los sanfermines**, which takes place the second week of July. In Valencia, for the day of **San José**, the locals celebrate **las fallas**, which consist of huge *papier-mâché* caricatures that are then set ablaze on the last evening of the festival. Also, August is a popular vacation month for Spaniards, as many head out for vacation homes at the coasts and close their local businesses. In Mexico and other parts of Spanish-speaking America, similar local holidays are observed in addition to national holidays. Before you travel to a Spanish-speaking country, be sure to find out if any holidays occur during your stay and plan accordingly!



▲ La celebración de las fallas en Valencia, España

^aLos... *Holidays*

Figure F- *Imagina: Español sin barreras* (2015)

El español del Caribe

ahorita	dentro de poco; <i>soon</i> (Cu., P.R., R.D.)
amarillo	plátano maduro; <i>ripe banana</i> (R.D., P.R.)
boricua	puertorriqueño/a; <i>Puerto Rican</i> (P.R.)
cacata	araña; <i>spider</i> (R.D.)
chavos	dinero; <i>money</i> (P.R.)
china	naranja; <i>orange</i> (P.R.)
embullar	animar; <i>to encourage</i> (Cu.)
enfogonado/a	enojado/a; <i>angry</i> (P.R.)
espejuelos	gafas; <i>glasses</i> (Cu.)
guagua	autobús; <i>bus</i> (Cu., P.R., R.D.); <i>SUV, truck</i> (P.R.)
guapo/a	valiente; <i>brave</i> (Cu., R.D.)
guiar	manejar; <i>to drive</i> (P.R.)
halar	tirar; <i>to pull</i> (Cu.)
jaba	bolsa; <i>bag</i> (Cu.)
juaniquiqui	dinero; <i>money</i> (Cu.)
lechosa	papaya (R.D.)
mahones	<i>jeans</i> (P.R.)
mata	árbol; <i>tree</i> (Cu., R.D.)
¿Qué volá?	¿Qué pasa?; <i>What's up?</i> (Cu.)
radiobemba	chismoso/a; <i>gossipy</i> (Cu.)
socio/a	amigo/a; <i>friend, buddy</i> (Cu.)
timón	volante; <i>steering wheel</i> (Cu.)

Figure G- *Imagina: Español sin barreras* (2015)

3.1 **The subjunctive in noun clauses**

Forms of the present subjunctive

- The subjunctive (**el subjuntivo**) is used mainly in the subordinate clause of multiple-clause sentences to express will, influence, emotion, doubt, or denial. The present subjunctive is formed by dropping the **-o** from the **yo** form of the present indicative and adding these endings.

The present subjunctive

hablar	comer	escribir
hable	coma	escriba
hables	comas	escribas
hable	coma	escriba
hablemos	comamos	escribamos
habléis	comáis	escribáis
hablen	coman	escriban

- Verbs with irregular **yo** forms show that same irregularity in all forms of the present subjunctive.

Verbs of

- A clause (express substant

• Whe sub

Figure H- *Imagina: Español sin barreras* (2015)

VOCABULARIO

S

Audio: Vocabulary Flashcards
Video: En pantalla

Los medios de comunicación

Los medios

el acontecimiento *event*

la actualidad *current events*

el anuncio *advertisement, commercial*

la censura *ensorship*

Internet *Internet*

los medios (de comunicación) *media*

la parcialidad *bias*

la publicidad *advertising*

la radio *radio*

la radioemisora *radio station*

el reportaje *news report*

el sitio web *website*

la temporada *season*

enterarse (de) *to become informed (about)*

navegar en la red *to surf the web*

opinar *to express an opinion, to think*

ser parcial *to be biased*

tener buena/mala fama *to have a good/bad reputation*

actualizado/a *up-to-date*

destacado/a *prominent*

en directo/vivo *live*

imparcial *impartial, unbiased*

influyente *influential*

el documental *documentary*

los efectos especiales *special effects*

el estreno *premiere, new movie*

la pantalla *screen*

la película *movie*

el programa de concursos *game show*

el programa de telerrealidad *reality show*

los subtítulos *subtitles*

la telenovela *soap opera*

la transmisión *broadcast*

el video musical *music video*

ensayar *to rehearse*

entretener *to entertain*

entrevistar *to interview*

rodar (o:ue) *to shoot (a movie)*

grabar *to record*

transmitir *to broadcast*

los rasgos *features*

el robo *robbery*

la sangre *blood*

el ser humano *human being*

el suceso *incident*

adivinar *to guess*

arrepentirse *to regret*

castigar *to punish*

cometer (un delito) *to commit (a crime)*

engañar *to deceive, to trick*

firmar *to sign*

invocar *to invoke, to call on*

robar *to rob*

apenas *hardly; just*

La prensa

el horóscopo *horoscope*

la libertad de prensa *freedom of the press*

las noticias locales/internacionales/nacionales *local/international/national news*

el periódico/el diario *newspaper*

la portada *front page, cover*

la prensa (sensacionalista) *(sensationalist) press*

la revista *magazine*

la sección de sociedad *lifestyle section*

la sección deportiva *sports section*

la tira cómica *comic strip*

el titular *headline*

investigar *to research; to investigate*

publicar *to publish*

suscribirse (a) *to subscribe (to)*

Profesionales de los medios

el/la actor/actriz *actor/actress*

el/la cantante *singer*

el/la crítico/a de cine *film critic*

el/la director(a) *director*

la estrella (de cine) *(movie) star*

el/la fotógrafo/a *photographer*

el/la locutor(a) de radio *radio announcer*

el/la oyente *listener*

el/la periodista *journalist*

el público *audience, public*

el/la redactor(a) *editor*

el/la reportero/a *reporter*

el/la televidente *television viewer*

El cine y la televisión

la banda sonora *soundtrack*

la cadena *network*

el cine *cinema, movies*

el doblaje *dubbing*

Cortometraje

el alma *soul*

el ángel *angel*

el arma *gun*

el Diabolo *the Devil*

el disparo *shot*

la encrucijada *crossroads*

la fantasía *fantasy*

el fenómeno *phenomenon*

el pasamontañas *ski mask*

Cultura

el bajo *bass*

el crecimiento *growth*

el estilo *style*

el éxito *success*

la fama *fame*

la flauta *flute*

el género *genre*

la letra *lyrics*

la pista de baile *dance floor*

el ritmo *rhythm*

el tambor *drum*

el violonchelo *cello*

golpear *to beat (a drum)*

salir a la venta *to go on sale*

tocar *to play (an instrument)*

controvertido/a *controversial*

Literatura

el castigo *punishment*

la desaparición *disappearance*

la desesperación *desperation*

la estantería *bookcase*

el hallazgo *discovery*

el rasgo *trait, feature*

el suelo *ground*

la sospecha *suspicion*

vigilar *to watch, to keep an eye on*

tras *after*

La influencia de los medios

INSTRUCTIONAL RESOURCES **Supersite:** Testing program 117

Figure I- *Arriba!*: *Comunicación y cultura* (7th edition) (2018)

**ENFOQUE CULTURAL:
GUATEMALA, EL SALVADOR, HONDURAS**
Club cultura: Introducción a El Salvador

Indicate with **C (Cierto)** if Gerardo mentions this information in the video, or **F (Falso)** if he does not.

1. C El Salvador tiene fronteras con Guatemala y Honduras.

2. F Tiene una población de 16 millones.

3. C Una actividad popular es escalar un volcán.

4. F La capital es Chichicastenango.

5. C Un edificio (*building*) importante es la Catedral Metropolitana.

6. C Un pueblo indígena son los lenca.




Figure J- Arriba!: Comunicación y cultura (7th edition) (2018)

¿Cómo es tu familia? **ciento once** 111

Vocabulario

Miembros de la familia	Family members	Verbs	Verbs
el/la abuelo/a	grandfather/grandmother	pensar (ie) (en)	to think (about)
el/la cuñado/a	brother-in-law/sister-in-law	pensar (ie) (+ infinitive)	to plan (to do something)
el/la esposo/a	husband/wife	perder (ie)	to lose
el/la hermanastro/a	stepbrother/stepsister	poder (ue)	to be able, can
el/la hermano/a (mayor/menor)	(older/younger) brother/sister	preferir (ie)	to prefer
el/la hijo/a	son/daughter	querer (ie)	to want, to love
la madrastra	stepmother	recordar (ue)	to remember
la madre	mother	repetir (i)	to repeat, to have a second helping
el/la nieto/a	grandson/granddaughter	seguir (i)	to follow
el/la niño/a	child	servir (i) (la comida; un refresco)	to serve (the meal; a soft drink)
el/la novio/a	boyfriend/girlfriend, groom/bride	soñar (ue) (con)	to dream (about)
la nuera	daughter-in-law	venir (ie)	to come
el padrastro	stepfather	volver (ue)	to return
el padre	father	Adjetivos	Adjectives
el/la perro/a	dog	casado/a	married
el/la primo/a	cousin	soltero/a	single, unmarried
el/la sobrino/a	nephew/niece	unido/a	close, close-knit
el/la suegro/a	father-in-law/mother-in-law		
el/la tío/a	uncle/aunt		
el yerno	son-in-law		
Verbs	Verbs		
almorzar (ue) (conmigo/contigo)	to have lunch (with me / with you)		
costar (ue)	to cost		
dormir (ue)	to sleep		
empezar (ie)	to begin		
encontrar (ue)	to find		
entender (ie)	to understand		
ganar	to earn		
jugar (ue) a	to play		
pasar	to spend (time)		
pedir (i)	to ask for, to request		

Variaciones

- The term **niño/a** has many local variants meaning *kid*; for example, **chamaco/a** (Mexico, Central America), **chamo/a** (Venezuela), **nene/a** (Argentina), **crio/a**, **chaval/a** (Spain).
- In Mexico, **padre** is used as an adjective to mean *awesome*, as in ¡Qué padre!, Está muy padre, or ¡Padrísimo! The term **madre** is used in a lot of Mexican slang, so much so that it often is avoided in favor of **mamá** when speaking about someone's mother.
- In Spain, the term **tío/a** has a colloquial meaning roughly equivalent to American English *guy/gal, dude, buddy*.

Figure K- Aula Abierta: Nivel Introductorio (2019)

Conectamos nuestras culturas

Ciudades con el mismo nombre



Existen cuatro ciudades en el mundo que se llaman Mérida, cuatro que se llaman Cartagena, seis que se llaman Granada, nueve solo en Estados Unidos que se llaman Madrid...



Toledo
EE. UU.

Habitantes: 287 208

Fundada en 1833, Toledo es la capital del condado de Lucas, en Ohio, que forma parte de la región de los Grandes Lagos. Entre sus lugares de interés destacan el lago Erie y el Museo de Arte de Toledo, conocido por su exclusiva colección de cristales. Son importantes la industria del vidrio, las fábricas de piezas de automóvil, la construcción naval y la aeronáutica, entre otras. La Universidad de Toledo tiene más de 20 000 estudiantes y es especialmente conocida por su plan de estudios en los campos de la ciencia, la ingeniería y la medicina.

"Toledo" es uno de los nombres más usados: solo en Estados Unidos hay cinco ciudades con este nombre, dos en Uruguay, una en Filipinas, una en Bolivia... Aquí tenemos dos de ellas.

66 sesenta y seis

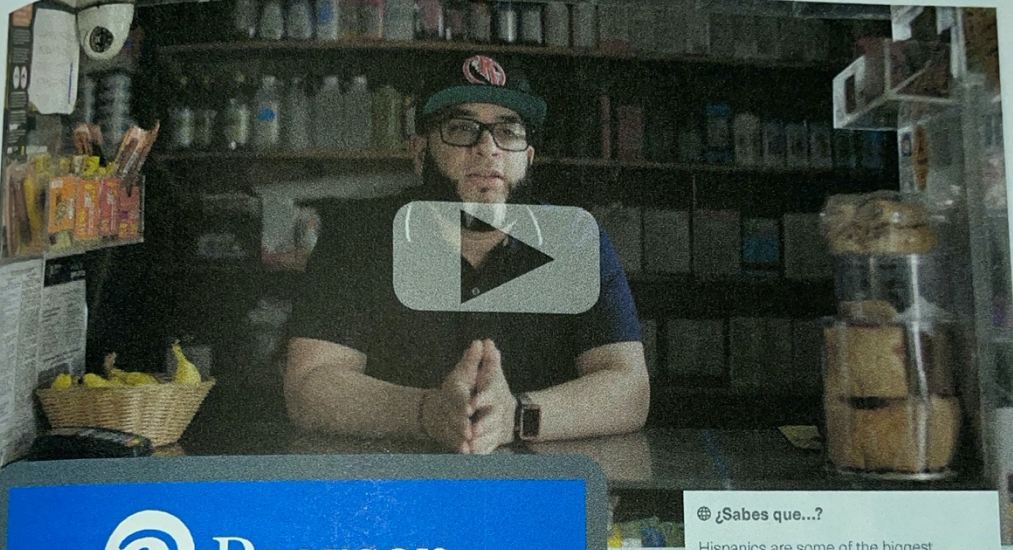
Figure L- *Aula Abierta: Nivel Introductorio* (2019)


Video

Radio bodega

LECCIÓN 4 ¿CUÁL PREFIERES?

Vamos a conocer la vida diaria de Geovanny Valdez, propietario de una bodega en la ciudad de Nueva York. Su trabajo le permite tener una buena relación con las personas de su barrio, pero Geovanny también contribuye a la comunidad desde la estación de radio que tiene en el sótano de la bodega.




 **Pearson MyLab**

To find out more about Geovanny Valdez and his radio station, go to MyLab to watch **Radio bodega** and complete the video activities.

 **¿Sabes que...?**

Hispanics are some of the biggest consumers of radio in the United States, with more than 95% tuning in for about 13 hours per week. The radio formats are as diverse as the population itself, and musical offerings vary by region, but overall the most popular ones feature Mexican and contemporary Latin Caribbean music.

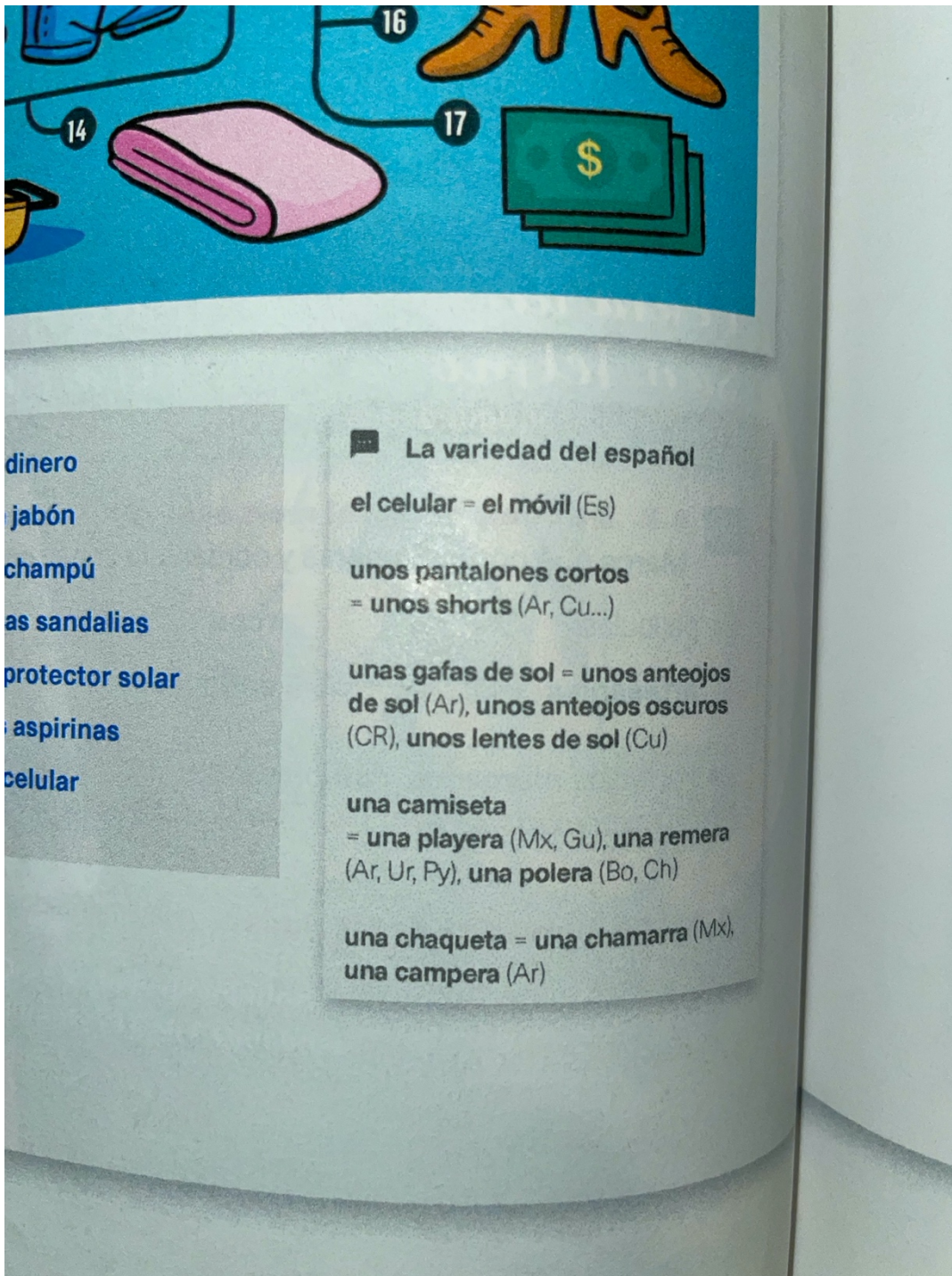
 **Hacemos conexiones**

Investiga sobre las estaciones de radio en español en tu país:

- ¿Cuáles son las más importantes?
- ¿Hay muchas en tu ciudad o en tu estado?
- ¿Qué tipo de programación tienen?

ochenta y siete **87**

Figure M- *Aula Abierta: Nivel Introductorio* (2019)



APPENDIX B: EMAIL SCRIPT

“¡Hola a todos! I hope that this email finds you all well.

If we have not met, my name is Jacob Hauk, and I am a grad student here in the Master of Arts in Spanish program with LLC. I am reaching out to each Spanish instructor in the UNCG Languages, Literatures, and Cultures Department to answer a short survey for my thesis. My thesis is centered around “Teaching Regional Forms of Spanish in the L2 Beginning and Intermediate Classroom.” I am aiming to collect the opinions of Spanish L2 instructors on the presence of regional forms in their classrooms. If you wish to participate, please refer to the Qualtrics survey included in this email. It should take you only a few minutes to complete.

I am very grateful for your willingness to participate in my research. If you have any questions or concerns, please reach out to me using this email, jmhauk2@uncg.edu, or my faculty advisor, Dra. Mariche Bayonas, at megarcia@uncg.edu.

Thank you so much, and I look forward to reading your responses!

Saludos,

Jacob Hauk”