

**DISTRIBUIÇÃO SOCIAL DO LÉXICO DIALÉTICO NA CIDADE DE MÁLAGA.
REFLEXÕES SOBRE A UTILIDADE DO USO DE DIALETISMOS EM SALA DE
AULA DE LÍNGUAS ESTRANGEIRAS**

***DISTRIBUCIÓN SOCIAL DEL LÉXICO DIALECTAL EN LA CIUDAD DE MÁLAGA.
REFLEXIONES EN TORNO A LA UTILIDAD DEL EMPLEO DE DIALECTALISMOS
EN EL AULA DE LENGUAS EXTRANJERAS***

***SOCIAL DISTRIBUTION OF THE DIALECTAL LEXICON IN THE CITY OF
MALAGA. ABOUT THE UTILITY OF DIALECTALISM EMPLOYMENT IN THE
FOREIGN LANGUAGE CLASS***

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RESUMO: Estando constatada a validade do uso do léxico de proximidade (dialetismos, regionalismos e localismos) dentro das salas de aula de línguas estrangeiras como uma ferramenta para a integração social das populações imigrantes em risco de exclusão (Ávila, 2019, a, b), com este trabalho analisamos a distribuição dos dialetismos presentes no banco de dados do Proyecto de Estudio de los Condicionamientos Sociales del Léxico Disponible en la Ciudad de Málaga (Proyecto CONSOLEX). O perfil social das pessoas que mais atualizaram os dialetismos nas suas listas de disponibilidade lexical coincide com uma mulher de 54 anos ou mais, com uma formação média ou superior de estudos e com fortes raízes nas tradições vernaculares. A participação voluntária dessas pessoas em apoio ao corpo docente de línguas estrangeiras para as populações mencionadas poderia contribuir para melhorar a qualidade do modelo de integração proposto.

PALAVRAS-CHAVE: Léxico disponível. Distribuição social do léxico local. Inclusão social. Ensino de línguas estrangeiras. Sociolinguística.

RESUMEN: *Una vez demostrada la eficacia del empleo de léxico de proximidad (dialectalismos, regionalismos, localismos) en el aula de lenguas extranjeras como herramienta de integración social de poblaciones migrantes en riesgo de exclusión (Ávila, 2019 a, b), con el presente trabajo analizamos la distribución social de los dialectalismos contenidos en la base de datos del Proyecto de Estudio de los Condicionamientos Sociales del Léxico Disponible en la Ciudad de Málaga (Proyecto CONSOLEX). El perfil social de las personas que más emplearon dialectalismos en sus listas de disponibilidad léxica se corresponde con una mujer mayor de 54 años, con estudios medios o superiores y fuerte arraigo a las tradiciones vernaculares. Contar con la participación voluntaria de estas personas como apoyo al profesorado de lenguas extranjeras para las poblaciones citadas podría contribuir a mejorar la eficacia del modelo de integración propuesto.*

PALABRAS CLAVE: *Léxico disponible. Distribución social del léxico dialectal. Inclusión social. Enseñanza de lenguas extranjeras. Sociolingüística.*

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ABSTRACT: *In previous work, we proved the effectiveness of teaching "proximity lexicon" (i.e. dialectal, regional or local words) in foreign language classrooms as a tool for the migrants' better integration — particularly those at risk of social exclusion (Avila, 2019a, b) —. The present paper analyses the social variation of dialect words collected during the Project on the Social Stratification of Available Lexicon in Malaga City (CONSOLEX-Project). The potential users of dialectalisms, as reflected in their available lexicon lists, were secondary or university female speakers older than 54 years who are strongly attached to vernacular values and traditions. Volunteering contribution by this specific sort of people would help foreign language teachers improve their understanding and organize better social integration syllabuses for migrants.*

KEYWORDS: *Available lexicón. Social distribution of dialectalisms. Social inclusion. Teaching foreign languages. Sociolinguistics.*

Introduction

Although theoretical research in sociolinguistics has consolidated an important autonomy, this discipline has always shown a natural vocation to provide objective and real solutions to the nearest social problems (Labov, Shuy). The therapeutic or emancipatory mission of sociolinguistics applied to situations of conflict and social inequality, depending on the case, can be misleading, especially when addressing crucial issues in the historical moment in which we live (BOURDIEU 1984; SANKOFF, 1988; WILLIAMS 1992; VILLENA, 1992). One of these issues refers to the need to facilitate the adaptation and integration of millions of migrants who are forced to leave their countries of origin to seek better living conditions outside their homes. Although migratory movements have been constant throughout human history, migration has become more evident in the 21st century, due to a turbulent and unstable situation in large geographic areas that originates and justifies the need to look for new opportunities in different countries. Host societies, in general, make remarkable efforts to adapt to the situation, even though, at the same time, opinions, proposals and movements emerge in these communities, which generate a certain aversion to migrants and gain more and more followers, if we observe the depth that certain xenophobic speeches seem to have in some social groups. Far from getting into political or ideological issues, beyond the scope of the research in question, this article aims to contribute to improving and promoting the well-being of groups of migrants at risk of vulnerability and social exclusion.

Our proposal originates in the field of sociolinguistics applied to the teaching of foreign languages. Specifically, we want to know the social stratification behind the use of the local lexicon (regional, provincial, local) in host migrant communities. The effectiveness of the use of dialectalisms in the foreign language classroom as a tool for social integration has recently

been demonstrated both from a theoretical (ÁVILA, 2019a) and a practical (ÁVILA, 2019b) point of view. On the one hand, in the first of these works, a language teaching system that affected the appropriate selection of the lexical component based on a crown model was proposed. The originality of the proposal consisted of the inclusion of a specific level dedicated to elements of proximity, whose function was to achieve the integration of migrants in situations of risk of social exclusion. On the other hand, in the second work mentioned, the effectiveness of this model was demonstrated as an integration tool based on its real application in a classroom of Spanish as a foreign language with students in socially vulnerable situations (refugees, exiles, migrants in general). In this experiment, the informants' vital well-being index was controlled by means of an *ad hoc* questionnaire that led to very encouraging results regarding the effectiveness of the proposal: in a highly significant way in all the analyzed variables, the perception of the interviewees in relation to their social integration and their satisfaction with life was very high. These data were contrasted with those obtained in a control group, in which the conditions of the experiment were identical, except that the proposal based on the teaching of proximity vocabulary was not applied to them. The differences found between the two groups were highly significant and statistically relevant.

The characteristics of the proximity lexicon were analyzed in a previous work (ÁVILA, 2017b), in which the morphological simplicity of that term was exposed, almost always the result of the suffixation or prefixing of existing structures in general Spanish which, due to the contextual and experiential conditions of the studied speech community, acquires specific nuances. Due to its structural simplicity, this set of lexicon seemed ideal for use in the classroom for teaching foreign languages, especially when working with the initial or intermediate levels (ÁVILA, 2017a, p. 551-552).

However, it remains to be seen how the local lexicon is stratified in native communities. We believe that accessing such information is essential to understand the effectiveness of this tool and fully explore its possibilities as a vehicle for social integration. If we know which social groups are promoting its use, we can look to them for information, advice, collaboration and support in the task necessary to achieve the full integration of second language students at risk of social exclusion.

Objectives and hypothesis

Our main objective is to know and understand the social refuges of conservation of the dialectal lexicon. With this information, we will try to improve the previous proposals for the

use of dialects as a tool for social inclusion for socially vulnerable groups in the foreign language classroom. We will analyze the lists of dialectal lexicon contained in the general corpus of the *Project of Social Conditions of the Lexicon Available in the city of Malaga* (CONSOLEX Project). As we already have a first approximation of its structure (ÁVILA; VILLENA, 2010), we now considerably enrich the information contained in the database, thanks to a more detailed analysis of each of the 24,634 forms that compose it. By having a sociological database associated with the lexicon corpus, we were able to identify the social variables that favor the conservation of the dialectal lexicon in the studied community.

The majority of the linguistic varieties of Spanish spoken in the most studied urban areas Eastern Andalusia (Granada, Malaga) shows a process of convergence to the national standard and, therefore, to the abandonment of structures that, in other times, reflected a certain degree of regional identity compared to other linguistic varieties (VILLENA; ÁVILA, 2012). In this context, the lexical component ends up being an excellent observation laboratory, in which there is a progressive substitution of forms considered regional, provincial or local, from a process of leveling and simplifying the dialectic lexicon towards increasingly standardized forms. This phenomenon promotes the appearance of a neutral variety, in which variants marked diatopically are progressively replaced by others belonging to the scope of the general lexicon. However, the confirmation of this dynamic convergence process reveals another phenomenon that derives from it: the conservation of divergent elements by certain social groups in which they are maintained with remarkable vigor and function.

While it is true that lexical availability lists generally do not contain a large number of dialectalisms among their forms, comparing the results obtained in previous studies with those presented here could provide additional evidence for this dynamic phenomenon of dialect convergence observed in the city of Malaga, especially in the upper-middle classes of urban youth (VILLENA, 2008). At the same time, the divergent phenomenon seems to have a significant root in the social groups of middle-low age group (ÁVILA, 2017b).

The low occurrence of regional variants in the lexical availability lists is mainly due to methodological issues: on the one hand, the tests are carried out in a highly formalized environment that is not conducive to the appearance of the dialectal lexicon; on the other hand, some of the fields of experience proposed to the informants for activating the availability lists do not favor the updating of lexical variants of this type, due to their ambiguous character. We believe that the new perspective that we contributed in this work in relation to the low occurrence of dialectalisms in the availability lists supposes a new dimension of study related to the following hypotheses:

1. The linguistic convergence of varieties in southern Spain, in the sense of central regional dialects and the standard variety proven at other levels of analysis, is strongly manifested in the lexical component.

2. This is because the occurrences of dialectal lexicon in the lists in our study are very scarce, even if we compare them with the few occurrences that, in themselves, reflect these terms in the lexicon availability lists published so far in other surveys concerning the pre-university students informants.

3. As it is a dynamic process in progress, lexical leveling with the standard will manifest itself more intensely in younger speakers.

4. On the other hand, the older generations will be the most loyal to the lexicon of the dialect, which will be evidenced in a larger appearance of the dialect variants in their lexical availability lists.

5. Identifying the social characteristics of the groups that serve as a refuge for the divergent lexical elements will help us to develop language teaching methods that facilitate the integration of students at risk of social exclusion. Likewise, the incorporation of these divergent social groups in the language teaching processes (volunteers, source of oral documentation and local experience) can favor the social inclusion of students most exposed to exclusion.

Based on the general objective of our study, expressed at the beginning of this section, it is proposed specific objectives to corroborate the previous hypotheses:

1. Associate the dialectal forms found in the lexical availability lists in the city of Malaga to the individuals who produced them.

2. Search for possible social refuges where dialectal forms remain the only form of resistance against ongoing convergent change. For this, we will proceed to carry out: a) the study of the density of dialectalisms in our lists; b) quantitative relevance; and c) comparison with the use of their general lexical equivalents.

Methodological context

As already mentioned, to carry out this work, we analyzed the lexical corpus that constitutes the CONSOLEX Project database. This project analyzes the social variation of the available lexicon of speakers in the city of Malaga, based on a uniform stratified sample (n = 72). The pre-stratification variables are age, sex and education. Table 1 shows the sample distribution:

Table 1 - Sampling distribution

Formation	Man				Total	Formation	Woman				Total
	0	1	2				0	1	2		
Age						Age					
20-34	4	4	4	12	20-34	4	4	4	12		
35-54	4	4	4	12	35-54	4	4	4	12		
> 55	4	4	4	12	> 55	4	4	4	12		
Total	12	12	12	36	Total	12	12	12	36		

Formation: 0. No study or complete elementary school; 1. Complete High School; 2. Complete Higher Education.

Source: Devised by the authors.

The methodology used to collect and edit the materials is proposed by the Lexical Project for Pan-Hispanic Availability (PPHDL), explained in Ávila and Villena (2010).

The nature of lexical availability works is simple: it is assumed that the joint consideration of individual lists can help us to build the field of experience shared by the studied community. The words that appear in the top positions of the lists form the central core of a vocabulary that is very common in all speakers and immediately updated in each center of interest. In this central nucleus, successive crowns are drawn in which forms appear less and less frequent, less shared and of slower updating. This produces the image of a subset of prototypical vocabulary in each field of experience (the closest and most accessible concepts with the most frequent words) that all speakers know and manipulate, but also points to the existence of concentric circles around them, where it puts the more specialized or more precise lexicon. This less prototypical but more specific lexicon suggests the possession, by the individual who updates it, of concepts different from those of common domain and / or access to technical, scientific or cultural fields only within the reach of a part of the community's speakers. It is precisely at these levels that presumably we find most dialectalisms in our lists associated with speakers with specific sociological profiles: 1) individuals who, in one way or another, have more experience in the field of popular culture or directly related to the geographical area studied ; 2) individuals whose personal characteristics favor the appearance of dialectalisms in their lexical availability lists. In this case, for example, we could find subjects who, in the two minutes available to update their lists for each focus of interest, would write the most available words before others - that is, the most prototypical and shared by everyone - and have time later to remember more specific or, perhaps, more geographically restricted ones.

The CONSOLEX Project database appears structured in different folders or directories (N = 72), each with a number that corresponds to the number with which the informants are identified (001 = informant number 1). In turn, the structure of each of these folders consists of twenty text files, one for each field of interest or stimulus with which we work (01 = field of interest 1). In addition, we have a sociological, reticular and individual database, composed of 72 files, in which the characteristics of the studied subjects were coded. Obviously, the identification number of each of the socio-reticular files corresponds again to the identification number of each subject, making the subsequent association between sociological and lexical databases extremely comfortable.

Dialectalisms

The important difficulties related to the very concept of "dialectalism" or "regionalism" make it difficult to attribute the character of dialectal to a word. Following a restrictive criterion, we could consider Andalusian terms like those typical of Andalusia that do not exist or present clear differences with general Spanish. Thus, the task of identifying Andalusians in our corpus seems easy if we only resort to questionable queries in the RAE Spanish Language Dictionary (DLE) and in some different Andalusian dictionaries that meet the minimum reliability criteria.

The absence of consensus and the enormous diversity of characteristics and values presented by the different repertoires of dialects is a constant in lexicographic work. Many of the works carried out to date are the work of academic scholars and amateurs without criteria or lexicographic rigor; sometimes many common or spontaneously created terms are included in these repertoires simply because they are not contained in the DLE. The main concern of many of these authors is generally that the words they consider typical of the place appear in the official dictionary. However, much has been discussed about whether or not to include in a general dictionary words from languages restricted to only one of the territories represented by the language assigned in the dictionary title. In fact, the presence of regional variants in general dictionaries of 'provincialisms', as they were called in the Dictionary of Authorities, is part of the Spanish lexicographic tradition.

The distinction between complete dictionaries (with units of the general language and their variants) and differential dictionaries (with units not registered in the general dictionaries) implies conceiving general dictionaries as those responsible exclusively for the standard language or common language and, therefore, would have to eliminate the technical details and dialectalisms they collect today. But this can hardly be accomplished, given the traditional

conception of the general dictionary as an expression of the cultural maturity of a people or the deposit of social memory.

The regional peninsular lexicography worked on differential treasures. The most reliable reference made on the speeches of the community studied in this work that can indicate the dialectal character of the words used by the informants of our project is *the Lexical Treasure of the Talks of Andalusia* (TLHA).

This Treasury registers all the voices recorded in any of the repertoires elaborated on the linguistic modality of Spanish in Andalusia. This Treasury serves general and provincial repertoires, local, restricted or specific. In addition, it is considered the lexicon of the dialect registered by the Academic Dictionary (DLE, 1992) and the Vox Dictionary (VOX, 1987). Finally, it is worth mentioning that it also includes all the vocabulary contained in the different maps of the Linguistic and Ethnographic Atlas of Andalusia (ALEA, 1991), accompanying each word with the key to the location to which it belongs. In summary, for the elaboration of the Lexical Treasury of Speakers of Andalusia, 146 different repertoires were gathered.

The words in our database will definitely be considered Andalusian if they are present in this Andalusian *Treasure*.

Analyze. First considerations

A. Only 13 of the 5,860 words that make up the lexicon lists available for the city of Malaga are marked as dialectalisms according to the aforementioned criteria, which represents a percentage of 0.22 dialect forms on the total corpus. This number is insignificant and, in fact, if we compare it with other data from similar studies carried out in other areas, it is very low, as can be seen in Table 2:

Table 2 - Comparison of the number of dialectalisms collected in several studies

Aragón (Arnal, 2008)	Cádiz (González, 1992)	Castilla-La Mancha (Hernández, 2006)	Gran Canarias (Samper y Hernández, 2006)	Málaga (Ávila y Villena, 2010)
280 (3%)	89 (1,34%)	162 (1,27%)	383 (2,87%)	13 (0,22%)

Source: Devised by the authors

B. As in previous studies, the presence of dialectalisms is registered in the fields of interest most associated with local traditions and the environment in which the research is carried out: home furniture, food, means of transport, games and entertainment, the city, The

sea, The kitchen, Field and garden work and School. In all of them, however, there is a low density of dialectalisms, below 3% in relation to the total number of words that make up the center of interest in question, as shown in Table 3.

Table 3 – Density of dialects in CONSOLEX

Field of interest	Number of words	Presence of dialectalisms	% of dialectalisms
House furniture	194	3 'comodín' (mueble cómoda), 'descalzadora' (descalzador), 'platero/mueble platero' (mueble de cocina para guardar platos).	1,5
Foods	313	3 'gazpachuelo' (sopa de pescado y mahonesa), 'pipirrana' (ensalada de pescado), 'emblanco' (sopa de pescado).	0,9
Games and fun	350	3 'patineta' (patinete), 'rueda' (corro), 'guiso' (rayuela).	0,8
The sea	452	2 'roqueo' (zona de rocas), 'moraga' (cena en la playa).	0,4
Means of transport	177	1 'patineta' (patinete)	0,6
A cidade	376	1 'patineta' (patinete)	0,2
Kitchen and utensils	281	1 'platero/mueble platero' mueble de cocina para guardar platos	0,3
Field and garden work	254	1 'pasero' (lugar destinado a secar uvas)	0,4
The school: furniture and material	284	1 'piarda' (ausência na aula e sem justificativa)	0,3

Source: Devised by the authors

C. As in other works, the rate of availability of dialectalisms found in our lists is very low. This fact indicates that the set of dialectalisms analyzed is not representative of the lexical norm present in the city of Malaga.

In Table 4, we classified the words according to the center of interest in which they appear. They are preceded by a number that indicates the position in which these terms appear in our availability listings. After the word, in parentheses, we put the number of informants who update it in their lists. In fact, this table helps us to obtain a more realistic view of the true availability of the dialectalisms obtained.

Table 4 - Degree of availability of CONSOLEX dialectalism

Field of interest	Word	Availability index
House furniture	65. 'Comodín' (3)	0,01922
	105. 'Platero/mueble platero' (3)	0,01111

	120. ‘Descalzadora’ (1)	0,00860
Food and drinks	174. ‘Gazpachuelo’ (2)	0,01228
	261. ‘Pipirrana’ (1)	0,00535
	312. ‘Emblanco’ (1)	0,00195
The kitchen and its utensils	55. ‘Platero/mueble platero’ (3)	0,03242
The school	164. ‘Piarda’ (1)	0,00845
The city	345. ‘Patineta’ (1)	0,00341
Field works	143. ‘Pasero’ (2)	0,00803
Games and fun	49. ‘Rueda’ (5)	0,04803
	65. ‘Guiso’ (4)	0,03261
	200. ‘Patineta’ (1)	0,00914
Transportation	40. ‘Patineta’ (8)	0,03099
The sea	177. ‘Roqueo’ (2)	0,01296
	430. ‘Moraga’ (1)	0,00345

Source: Devised by the author.

In summary, in view of the results in Table 4, we must conclude that ‘comodín’, ‘platero’, ‘rueda’, ‘guiso’ and ‘patineta’ are the most known and common dialectalisms on our lists. This fact is reaffirmed if we observe that ‘platero’ and ‘patineta’ appear with the same semantic value in other fields of interest, although in positions that are more backward and updated by fewer informants.

D. The vitality of these 5 immediately available words - to appear in the first 100 positions on the availability lists - can be calibrated by comparing them with the synonyms existing in general Spanish. Table 5 lists the 5 terms selected with their respective equivalents in the standard Spanish present in our lists.

Table 5 - CONSOLEX dialectalisms and their equivalents in general Spanish

Field of interest	Dialectal term	Position	General term	Position
House furniture	‘comodín’	65	‘cómoda’	9
The kitchen	‘platero’	55	‘aparador’	10
Games and fun	‘rueda’	49	‘corro’	260
	‘guiso’	65	‘rayuela’	96
Transportation	‘patineta’	40	‘patinete’	15

Source: Devised by the author.

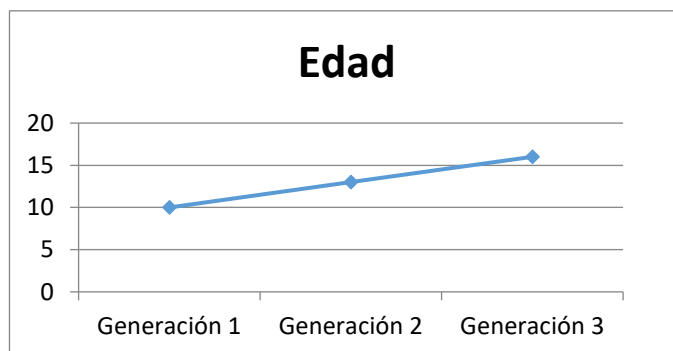
The preference for the dialectal form over the general form is shown in ‘rueda’ and ‘guiso’. Both terms demonstrate a clear trend towards the traditional popular denomination of these games in the studied area. On the contrary, they are clearly at a disadvantage with the general equivalent ‘comodín’, ‘platero’ and ‘patineta’.

Social distribution of CONSOLEX dialectalisms

The few dialectalisms contained in the lexical availability lists of the studied sample seem to find refuge in the older social groups and those with a higher educational level. In fact, the higher the age groups, the more dialectalisms we find, as observed in Graph 1; It is likely that the greatest life experience constitutes a determining factor that justifies the knowledge of dialectal forms, especially those related to popular customs - games, entertainment - or objects or furniture present in the houses where childhood was spent.

The same occurs when we compare the levels of education considered: graph 2 shows that the higher the level of education, the greater the presence of dialects; It is likely that the methodology that characterizes the lexical availability tests - closed lists limited by a time of elaboration - will be conducive for the more educated subjects to write the most prototypical and general words, and, besides, also have time to think about others more restricted or specific. In fact, the lists of the most educated subjects are, on average, longer than the others. Therefore, they have more opportunity to add less accessible elements. When the number of highly accessible elements runs out, specialized words - often related to science and technology - or linked to individual biography - children's games, to the parents' house begin to emerge. —.

Graph 1 - Distribution of dialectalisms. Age.²

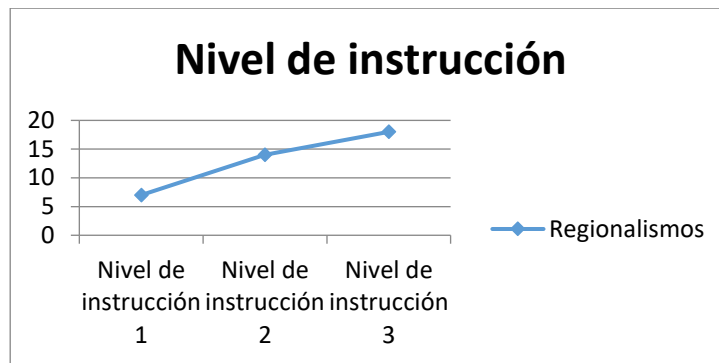


Source: Devised by the author.

Graph 2 - Distribution of dialectalisms. Degree of instruction³

² We read on the graph: Title – Age / Subtitles – Generation 1, Generation 2, Generation 3.

³ We read on the graph: Title – Level of education / Side subtitle – Regionalism / Lower subtitles – Level of education 1, level of education 2, level of education 3.



Source: Devised by the author.

The distribution of dialects in relation to the gender of the informants is also impressive. Although it is true that in the words of greater geographical extension (regional: ‘comodín’, ‘descalzadora’, ‘gazpachuelo’, ‘moraga’, ‘patineta’, ‘pipirrana’, ‘platero’), we find no differences in this sense (H = 12, M = 12), it is curious to note that women update the words with the most restricted geographical distribution (+ locations: ‘emblanco’ ‘rueda/la rueda’, ‘guiso’, ‘piarda’, H = 3, M = 12).

Conclusions

Our study corroborates what has been pointed out in other similar studies carried out in different geographical areas: the lists of available lexicon contain few words of dialectical consideration. In addition, in our case, this finding becomes even more evident, since the percentages of occurrence of this vocabulary in our lists are considerably lower than those presented in previous studies.

In addition, the few words found reflect a low availability index and present, in general, a clear disadvantage in relation to the equivalent words in general Spanish (hypotheses 1 and 2). However, the presence of these few words in our corpus is, in itself, significant in several ways when we observe its social distribution:

1. Its employment is remarkably low in the younger population. The data show that the presence of this type of dialect lexicon increases with age (hypotheses 3 and 4).
2. The higher level of education of the informants also seems to favor the use of dialectalisms (Hypothesis 5).
3. Each of the dialect words considered has its own history. It is curious to see how the words related to historical customs and traditions are updated to a greater extent and by social groups related to certain popular activities (Hypothesis 5)

4. Women tend to update local words more on their lists than men. These are usually related to games traditionally related to women and food or meals (Hypothesis 5).

In summary, even though the lexical availability lists do not favor the presence of dialects, we can come across an interesting phenomenon: the lexicon of the dialect goes through a leveling process similar to that of other linguistic components (Hypothesis 1). It is likely that the observed variation may be conditioned by the speaker's age and education and, possibly, by the gender of the informants (Hypothesis 5).

In view of the results obtained, the profile of the native speaker with whom we could work in the classroom of foreign students at risk of exclusion would be a woman of advanced age, with complete secondary or higher education and strong local roots. These people could act as volunteers in the execution of tasks to support the foreign language teacher by contributing with all their experience and vernacular knowledge for the benefit of socially vulnerable populations. These groups would benefit from the knowledge accumulated over the years in the personal biography of these volunteers to achieve a greater degree of social integration. In any case, given the small number of dialectalisms analyzed, these are attractive hypotheses to be corroborated in lexicographic works of a different nature from that of lexical availability, where the presence of dialectalisms is quantitatively more representative.

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