

## APRESENTAÇÃO DO DOSSIÊ “SOCIOLINGÜÍSTICA E ENSINO DE LÍNGUAS” DA REVISTA ENTRELÍNGUAS

### *PRESENTACIÓN DEL NÚMERO MONOGRÁFICO “SOCIOLINGÜÍSTICA Y ENSEÑANZA DE LENGUAS” DE LA REVISTA ENTRELÍNGUAS*

### *PRESENTATION FOR THE SPECIAL ISSUE “SOCIOLINGUISTICS AND THE TEACHING OF FOREIGN LANGUAGES” OF REVISTA ENTRELÍNGUAS<sup>1</sup>*

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**RESUMO:** Trata-se de uma introdução sobre a temática proposta, na qual se ressalta a importância dos estudos sociolinguísticos para o ensino, a aquisição e aprendizagem de línguas. Além disso, apresenta-se cada texto do material, começando pelas entrevistas a representantes significativos e atuais da sociolinguística variacionista (Francisco Moreno Fernández e Juan Manuel Hernández Campoy) dos âmbitos hispânico e anglosaxão, respectivamente; em seguida, discorre-se sobre os dez artigos que tratam da temática sob duas perspectivas: atitudes e crenças linguísticas dos falantes e normas e políticas linguísticas. Por último, comentam-se as resenhas de dois livros vinculados à temática do dossiê: *The Routledge handbook of Spanish as a heritage language*, editado por Kim Potowsky, 2018, Nova York, editora Routledge, e *La trastienda de la enseñanza de lenguas extranjeras*, de Francisco García Marcos, 2018, da coleção Interlíngua da Editora Comares de Granada/Espanha. A apresentação é um convite aos leitores a desfrutarem da leitura do dossiê.

**PALAVRAS-CHAVE:** Sociolinguística e ensino de línguas. Dossiê. Crenças e atitudes linguísticas. Norma e políticas linguísticas. Revista Entrelínguas.

**RESUMEN:** *Se trata de una introducción al tema propuesto, en el cual se enfatiza la importancia de los estudios sociolingüísticos para la enseñanza, adquisición y aprendizaje de lenguas. Además, se presenta cada texto del material, comenzando con entrevistas a representantes significativos y actuales de la sociolingüística variacionista (Francisco Moreno Fernández y Juan Manuel Hernández Campoy) de las esferas hispana y anglosajona, respectivamente; luego, se comentan los diez artículos que tratan el tema desde dos perspectivas: actitudes y creencias lingüísticas de los hablantes y normas y políticas lingüísticas. Finalmente, se expone sobre las reseñas de dos libros relacionados con el tema*

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*del monográfico: The Routledge handbook of Spanish as a heritage language, editado por Kim Potowsky, 2018, Nueva York, editorial Routledge y La trastienda de la enseñanza de lenguas extranjeras, por Francisco García Marcos, 2018, de la colección Interlingua de la Editorial Comares de Granada / España. La presentación es una invitación a los lectores a disfrutar leyendo el monográfico.*

**PALABRAS CLAVE:** Sociolingüística y enseñanza de lenguas. Monográfico. Creencias y actitudes lingüísticas. Normas y políticas lingüísticas. Revista Entrelínguas.

**ABSTRACT:** *This is an introduction to the proposed theme, in which the importance of sociolinguistic studies for the teaching, acquisition and learning of languages is emphasized. In addition, each text of the material is presented, starting with interviews with significant and current representatives of the variation sociolinguistics (Francisco Moreno Fernández and Juan Manuel Hernández Campoy) from the Hispanic and Anglo-Saxon spheres, respectively; then, it discusses the ten articles that deal with the theme from two perspectives: linguistic attitudes and beliefs of speakers and linguistic norms and policies. Finally, the reviews of two books related to the Special issue are commented: The Routledge handbook of Spanish as a heritage language, edited by Kim Potowsky, 2018, New York, Routledge publisher, and La trastienda de la enseñanza de lenguas extranjeras, by Francisco García Marcos, 2018, from the Interlingua collection of Editora Comares de Granada / Spain. The presentation is an invitation to readers to enjoy reading the Special issue.*

**KEYWORDS:** Sociolinguistics and language teaching. Special issue. Linguistic beliefs and attitudes. Linguistic norms and policies. Revista Entrelínguas.

Since its beginnings, sociolinguistics has had language teaching as its main application. Let us remember that, with the sociology of language, the theory of linguistic deficit, on which Bernstein had been working since 1958, was postulated, although his best-known work was published later. (BERNSTEIN, 1971). This theory had very important socio-political repercussions and was the basis for the creation of the so-called compensatory education in the mother tongue. Even so, from the variationist school (LABOV, 1972) the scientific study of the interlanguage learning of foreign languages was promoted, with the works of, for example, Taronne (19179; 1982) or Ellis (1985), within the perspective of stylistic variation.

Precisely, in recent times sociolinguistics is incorporating the cognitive perspective into language teaching (MORENO FERNÁNDEZ, 2007; 2012; CARAVEDO, 2014), since it is essential to integrate the study of values or evaluations on the different varieties of languages of both the student and the teacher. Similarly, techniques and work on the development of sociolinguistic competence in learning a new language represent an essential

value, which stands out in most language curriculum plans, given its importance for the development of the linguistic and social capacity of the speakers of these new languages.

These works are intensifying in a globalized world, in which not only is it increasingly habitual to learn foreign languages, but also mass immigration changes the vision of language teaching, which must focus from multiple perspectives. Here, sociolinguistics applied to language teaching is an indisputable ally in the processes of reception, socialisation and integration of immigrants and refugees around the world. Moreover, it is undeniable that such population movements also establish the problem of the international projection of Latin languages (Portuguese and Spanish, especially) in the Anglo-Saxon context.

Undoubtedly, therefore, the goal of sociolinguistic research applied to language teaching must be the transfer to society in multiple aspects, among which stand out, for example, the improvement of teaching manuals or the specialization of materials taking into account the pupil to whom they are addressed; it is also essential to have a greater responsibility in the teaching work, to be aware of what otherness represents and also to reflect on making worthy certain linguistic varieties that consequently create linguistic stereotypes that hinder the acquisition of the linguistic competence of the pupil of foreign languages or second languages.

In this dossier, the aim is to unite these themes in order to strengthen and extend the work on these new paths of research. As a relative novelty, we present to the public three types of texts. First, two interviews with Francisco Moreno Fernández and Juan Manuel Hernández Campoy, outstanding researchers in sociolinguistics related to the Hispanic and Anglo-Saxon contexts respectively. No doubt the reading of these interviews will be enriching and will open new horizons for researchers interested in the relationship between language and society. Ten papers are then presented which postulate a common axis: the relations between sociolinguistics and teaching-learning of languages, in which research can be found on the attitudes and linguistic beliefs of speakers and linguistic norms and policies.

In one part, among the papers that discuss attitudes and beliefs towards languages and their effects on teaching and learning, there are papers that address the subject, from different language communities.

This ensemble starts with the work of Ghessi and Berlinck, which deals with evaluation, attitudes, linguistic beliefs and the teaching of Portuguese, in which it is intended to know the linguistic attitudes of four high school teachers from two schools in Monte Azul Paulista (São Paulo - Brazil). After carrying out a theoretical approach on the concept of linguistic attitude and related concepts studied by variational linguistics, the aim of this work

is to corroborate whether in this group there are negative attitudes about the linguistic variety of Portuguese when the speakers have or not verbal agreement in the third person plural. In the article, it can be seen how from reading various texts, teachers usually have a negative perception of the linguistic stereotypes that discredited certain varieties of Portuguese. Evidently, as the author states, these considerations negatively influence not only the way in which these teachers express themselves in class, but also how the student receives a linguistic ideology that reveals itself as negative to variation.

With a study that goes beyond the investigation of attitudes and beliefs towards the varieties of the Spanish language, Professor Manjón-Cabeza Cruz analyzes in his article the similarities and differences both in the recognition of the different varieties of the language and in its appreciation in two specific groups: students from Granada to become future Spanish teachers and the general population of Granada. It presents a structured methodology based on the questionnaire of the PRECAVES XXI project (Project for the Study of Beliefs and Attitudes towards the Variants of Spanish in the 21st Century), which, besides the characterization of the informant, allows for an evaluation of the affective and cognitive judgments about the variants that present themselves, the degree of proximity of their own variety and the values according to cultural and social aspects of the speaker to whom they are heard. This interesting path allows the author to provide important reflections on the process of linguistic normalization and standardization of some varieties and the consequent stigmatization of others; even so, it allows us to know how this whole process is reflected in today's society, especially in the behaviour of students for teaching in Spanish, which also leads us to reflect on the importance of discussions about variants in educational institutions, specifically those of higher education.

The research conducted by Maria del Carmen Horno Cheliz and Carmen Vicente Molinero analyzes whether or not sociolinguistic competence is really represented in the classroom for teaching Spanish to immigrants. Starting from three fundamental communicative situations in this field: the visit to the doctor, the job interview or the tutoring with your child's educator, the authors carry out a detailed analysis by observing: 1) How do these situations appear in the manuals specifically aimed at immigrants; 2) What are the pragmatic expectations of the students themselves in the face of the situations they propose from the results of an experimental method of obtaining data; 3) How can these situations be worked out in the classroom with observation activities (exhibition of videos), or playful activities (role-playing games, writing comics). This experimental work allows us to reflect

on this situation in Spain today and is a starting point to propose new specific and, above all, direct methods to work on sociolinguistic aspects with the immigrant student.

The paper by Radka Svetozarovová studies the identification and categorization of geographical variants of Spanish by ELE students coming from the bilingual regions of Slovakia, Czech Republic and Poland, using the methodology of the project PRECAVES XXI (Proyecto para el estudio de las creencias y actitudes hacia las variedades del español del siglo XXI). Therefore, it is a work that combines the study of attitudes and beliefs with linguistic policy, because the subjects of the sample are students from bilingual regions of Slavic countries that are funded by the Ministry of Education of Spain (regardless of their denomination in each concrete period). It is a study of great interest for the planning and structure of classes, since it offers data on how they perceive and value but geolinguistic variants of a language that is not their own. The author offers us a broad, rigorous and original statistical analysis because she makes significant inferences from the analysis of errors. Among many other results, Svetozarovová points out that Slavic students identify very well the center-north variant of the peninsula, but they also use identifying words (such as Madrid or Castile) as a wild card when they do not know how to identify another variant. Perhaps, as the author points out, this data possibly shows that, for the interviewees, this variant constitutes the prototype of Spanish in general. On the other hand, the answer "andaluza" was also very frequent, but only for innovative variants, so it can be inferred that this variant is considered the prototype of innovative Spanish. Finally, if we look at the responses of the american variants, the identification of the rio-platense variant stands out very safely.

It closes the section on beliefs and attitudes about the work of Professor Malaver, who presents us with an article with a new proposal in this dossier, elaborated from the linguistic autobiography from the perspective of the self. In this type of document, through the stories of life that the subject tells, one can analyze his relationship with language and the processes of socialization and identification. In the first place, the author defines and discusses linguistic autobiography as a form of analysis according to sociolinguistics, especially the cognitive, since it allows the researcher to know both the speaker's knowledge of his or her language and other languages he or she knows, as well as his or her sociolinguistic environment and the relationship between language and the construction of the subject's identity. Therefore, the author describes the methodology used in the project and how the interview with the informant (a 56-year-old Venezuelan) and the transcription of the material, according to the proposal in PRESEEA (Project for the Sociolinguistic Study of Spanish in Spain and America), as described by Moreno Fernández (2005). During the analysis, thanks to a

thorough description, the informant's values, beliefs, meanings and attitudes towards her language and the others with whom she had contact are included. This leads us to reflect on the importance of a work like this, also for language teaching, so that, according to the author's reflections through linguistic autobiography, one can, for example, recognize the students' motivations and their expectations in relation to the language they learn.

The second block of articles, whose thematic focus is on discussions about linguistic norms and policies and their impact on language teaching and learning, begins with the work of Marcus García de Sene and Egisvanda Isys de Almeida Sandes, who analyze some gradual phonological traits in writing from the perspective of educational sociolinguistics. The authors begin by making considerations about the relationship between students' speech and its influence on school writing, which causes a shock, since in this space the cult norm of the language must prevail and the presence of oral traits in writing is considered a deviation from the norm. Later, they expose the basic notions of educational sociolinguistics and its six principles since the conception of Bortoni-Ricardo (2005) and culminate in considerations of the continuum between speech and writing. From these theoretical reflections, they present the analysis of the three most frequent and representative phonological processes resulting from speech, in the production of writing of sixth grade students: the disappearance of the /r/ end of the word (sai x sair, anda x andar), the monotonation of the diphthongs inside and at the end of words (chegô x chegou), roupa x ropa), and the neutralization (deafening) of vowels at the end of words such as (sapatu x sapato, qui x que). The discussion highlights the conflictive relationship between orality and writing and the contempt of the former in the teaching process, which ignores the fact that there are more convergences than divergences between both modalities and disregards the perception of the social context in which the language develops. In this way she calls attention to the contribution of educational sociolinguistics in understanding the influence of speech on writing.

Following, Professor Ávila Munhoz in his paper addresses a topical issue such as the social integration of migrant populations at risk of exclusion, for which he proposes to use a proximity lexicon (dialectalisms, regionalisms and localisms, in this Malaga case) in the classrooms of Spanish as a foreign language. After remembering the beneficial results of using this type of lexicon in the practice of social integration of migrants, molded in previous studies, it focuses on studying the social distribution of this lexicon in the host community, since "accessing such information is essential to understand the effectiveness of this tool and to exploit to the maximum its possibilities as a vehicle for social integration. If we know which social groups encourage their employment, we can seek information, advice,

collaboration and support in them for the necessary task of achieving the full integration of second language learners at risk of social exclusion". Ávila-Muñoz, after analyzing the scarce localisms gathered in the corpus with which she works, proposes that the people who could act as volunteers, carrying out tasks to support the foreign language teacher, to contribute all their experience and vernacular knowledge for the benefit of socially vulnerable populations, correspond to women of advanced age, with medium and higher studies and strong local rooting.

Professor Fuentes González, of the University of Almería, from a methodological-qualitative perspective, elaborated with biographical-linguistic surveys of Irish students, analyses the linguistic reality of the ERASMUS academic exchange program. Although it is generally seen as beneficial, the author highlights its contradictions. He discovers Fuentes González, among other cultural clashes, the very negative attitude of Erasmus students towards the Spanish they hear from Almeria, caused by their previous learning of Spanish, which has become operational by categorizing and making essential the languages, their speeches, their accents and classifying their speakers based on models of linguistic correction that are nourished by the exemplarity of the native speaker (almost ideal speaker-listener). Thus, upon arriving at the linguistic destination, the student's experience is paralyzed when they listen to speakers who do not use the forms prescribed by normative grammar. This explains the title of the article, taken from a student's account. "When I first arrived, a man asked me in a restaurant simply «Te gusta el pescado?» and I didn't understand anything. Now, I'm used to this "desesperación" of the "s", to which the student meant "desaparición" (disappearance in Spanish) of the "s", but which illustrates very well the shock caused to her by the variation of the Spanish of Andalusia.

In the paper presented by Juan Manuel Hernández-Campoy, Juan Antonio Cutillas-Espinosa and David Britan, a fundamental study is presented to understand the importance of knowledge of linguistic variation in the acquisition of the communicative competence of students of English as a foreign language. The authors put on the table some examples that perfectly justify their hypothesis and raise questions that necessarily any teacher of a foreign language must do as what variant to teach or if one can teach only one variant of a language. In English, as explained in the research, one usually teaches RP (Received Pronunciation), which is not related to a regional variant, but to a diastrophic variant, which also influences how the learners will be able to communicate with the speakers of dialects - the most general - of any part of the Single Kingdom. Thus, one of the other issues a teacher should take into account is, for example, which grammatical variants work with the second language learner

and, in this case, the authors explain the difficulty of teaching, for example, a single way of understanding the pronominal system or of verbal disinformations in English. In this work, thanks to the theoretical, graphical and synthesis description carried out by the authors, it is perfectly clear that the linguistic variant of English is manifest in all its geography and, by teaching only one way of speaking a language, this language concretely converts the learners into speakers who do not finish their training with full linguistic competence.

This block concludes the text by Francisco García Marcos, who presents an article on the Andalusian ATALs and questions whether non-linguistic linguistic planning is possible. The author makes a critical review on how the Early Classes of Linguistic Adaptation (in Spanish ATAL) were configured in Andalusia from an educational and political point of view and on what is their status within the educational framework today, linguistic and sociolinguistic characteristics of the region. In his research he presents an interesting journey on the origins of the application of language planning policies in strongly intercultural countries like France and reviews the methodological systematization that took place in Australia, to integrate all the multicultural and linguistic situations of the country in the eighties. Based on the historical and theoretical justification, the author reflects on the sociolinguistic reality of the ATAL classes in the Andalusian region, describing both the positive aspects of their creation (the sociolinguistic integration of foreign students in Spanish communities) and the weaknesses of the procedures they have been taking since the first proposals in the nineties. Garcia Marcos highlights some such as the lack of homogenization of criteria and methods in all centers of the autonomous community, the absence of professionals trained in language teaching in the classes, methods used that influence a possible stigmatization of students or aspects not considered as the typology of teaching according to the origin of students (literacy, teaching methods, etc.)

Finally, we count on two reviews by the Professors Ruiz González and Cruz Ortiz. The first analyzes The Routledge manual of Spanish as a Heritage Language of 2018, edited by Kim Potowsky in New York at the Routledge Publishing. The volume, which included 36 research papers, deals with the teaching of Spanish and its learning as an inherited language in different countries such as Australia, Sweden, Italy and, above all, the United States; thus, on the social, linguistic and educational problems that provide this heritage in speakers who have exposed the language of their parents or grandparents in their family environment and their different social networks.

Cruz Ortiz reviews the backstage of foreign language teaching, the work of Francisco Garcia Marcos, also published in 2018 in the Interlúngua collection of Comares de Granada



Publishing House. It is a work in which García Marcos deals with one of the lines of study around which part of his academic trajectory circulated, the teaching of Spanish as a foreign language. In general terms, this volume constitutes a journey through the different stages, processes and changes that the teaching of foreign languages has undergone since its birth until today from a theoretical-methodological point of view. On the other hand, the author brings his own reflections, experiences as an E/LE teacher and critical points of view on various issues related to this subject.

The texts in this dossier present a current theme that will certainly contribute not only to researchers in the area, but also to teachers and students of languages, as well as those interested in this field of study, for which we invite everyone to walk through its pages.

It is worth noting that this dossier is the result of an important collaboration between professors from the São Paulo State University and the University of Granada, in the context of internationalization and the framework partnership agreement that unites them. In this way, it relies on the collaboration of professors from different institutions on this and other sides of the ocean in favor of the dissemination of scientific knowledge and current research.

### How to reference this article

SANDES, Egisvanda Isys de Almeida; MANJÓN-CABEZA CRUZ, Antonio; MOLINA ORTÉS, Elena Fernández de. Apresentação do dossiê “Sociolinguística e ensino de línguas” da Revista Entrelínguas. **Rev. EntreLínguas**, Araraquara, v. 6, n. 1, p. 1-10, jan./jun. 2020. E-ISSN: 2447-3529. DOI: <https://doi.org/10.29051/el.v6i1.13710>

**Submitted on:** 30/07/2019

**Revisions requested in:** 30/08/2019

**Approved on:** 30/11/2019

**Published:** 06/01/2020