



Message from the President

"We only part to meet again." - John Gay

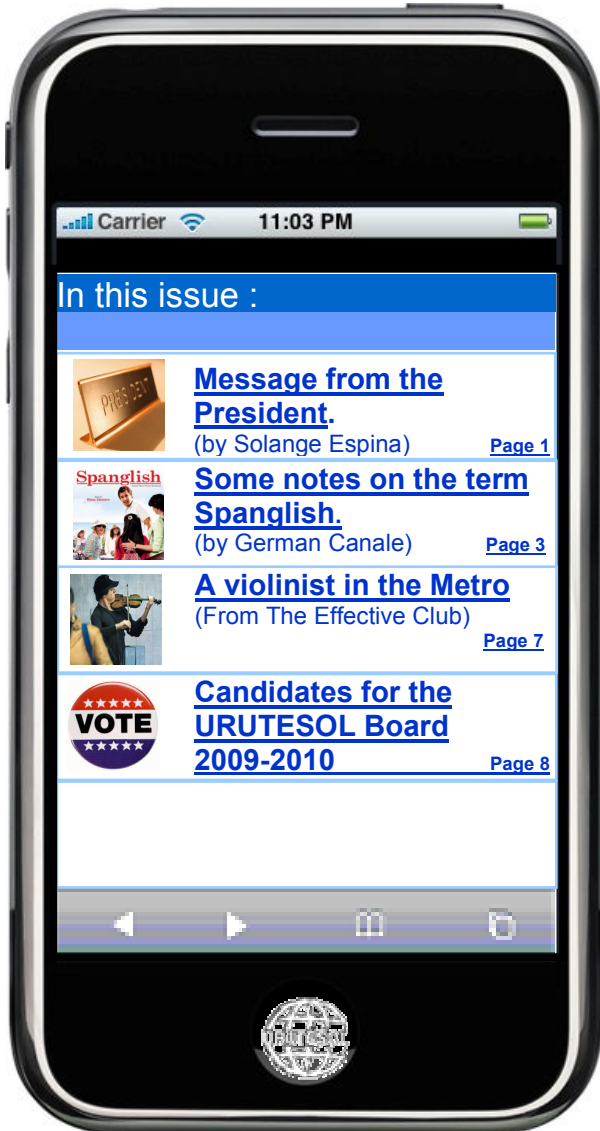
Dear URUTESOL Members,

This is my last message to you as President of URUTESOL and also an invitation to take active part as members of our Association in next Saturday's elections.

Two years ago you granted me the privilege of serving as president of URUTESOL for the second time. We have now completed two wonderful and eventful years of partnership and hard work during which the association's growth in membership, reputation and support has been truly remarkable.

I am also grateful to have been able to rely on my fellow members of the Board for involvement and support and to have shared with them the responsibility of leadership.

At the conclusion of our term of office, allow me to share with you some of our major achievements which- for the sake of brevity- I have chosen to express and summarize in the following figures:



- 1 International Convention
- 8 academic events
- 5 host institutions
- 6 organizing committees
- 18 sponsors
- 14 representatives in the Provinces
- 16 international presenters
- 60 national presenters
- 120 presentations
- 1200 participants
- 357 active members
- 3 newsletters
- 10.343 dollars
- 48.649 pesos

- *And \$80,000 paid in advance for two year's rent of our office in Ateneo.*

As I write this, I cannot help remembering that a famous author for people of all ages, warns us against the danger of relying on figures to learn about people.

"Grown-ups love figures. When you tell them that you have made a new friend, they never ask you any questions about essential matters. They never say to you, "What does his voice sound like? What games does he love best? Does he collect butterflies?" Instead, they demand: "How old is he? How many brothers has he? How much does he weigh? How much money does his father make?" Only from these figures do they think they have learned anything about him."

~Antoine de Saint-Exupéry, The Little Prince, 1943, translated from French

This can also apply to institutions. The above figures-though flattering- are only a snapshot of all the richness, the depth, the quality of the professional networking and collaboration that was possible because of the support of so many colleagues from all over the country. These figures leave out so many personal anecdotes, so much friendship, so much sharing!

Though it is impossible to name each and everyone who supported our work, I must acknowledge all the tradition of excellence and hard work of the Boards that preceded ours, which has been essential in the creation and consolidation of URUTESOL's patrimony and prestige.

Now that leadership is about to move into very able hands, I am confident in this vision: URUTESOL is a reservoir of the best talent. It will surely allow us to meet the challenges of the future and to continue to hold leadership positions in the growth, development and innovation of the English teaching profession in Uruguay.

Fondly,

Solange



Some notes on the term Spanglish.

by Germán Canale

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1. Introduction

The aim of this short piece is to present and briefly discuss the most common definitions of the term ‘Spanglish’ (or ‘Espanglish’ in Spanish). The literature on this topic is quite vast but, given the aim of this paper, I will not provide an exhaustive analysis. However, the reader will find detailed studies in the references quoted.

2. Spanglish as code-switching

Code-switching¹ refers to the situation in which bilingual individuals alternate between two or more languages within an utterance (Baker 1996). The degree to which languages are switched has led to a methodological distinction between code-switching and code-mixing, the former acting upon different language levels, while the latter only upon word level. There are many reasons why code-switching takes place among bilinguals: a word with no translation in another language, a word which has not been learned or which refers to a specific cultural reality in

one language, explanation of a concept, use of reported speech, lack of vocabulary, etc.

Spanglish has been associated with code-switching. It is regularly conceived of as a specific type of English-Spanish alternation mechanism used by Spanish speaking immigrants in the US (mostly Puerto Rican and Mexican natives). In a laxer sense, it has also been compared to the strategies used by Spanish speakers learning English as a second or foreign language. In fact, in TESL/TEFL practice the term is sometimes used pejoratively to describe inter-lingua stages or other related phenomena. As the following dialog shows, even students have become familiarized with the term:

Transcript 1: Recorded from a 13-year-old student class from a private bilingual school in Montevideo.

Teacher: *Where's Natalia?*
Student A: *She's out.*
(noise)
Teacher: *Where?*
Student B: *Looking for her campera (with a strange accent).*
Student A: *Ahhh. No, Diego. (looking at the teacher) You don't say 'campera'. Eso es Spanglish.*

¹ For classic studies on Spanish-English code-switching see Poplack (1980, 1987), among others.

The use of the term in such a negative way is in consonance with the regular TESL classroom, in which:

- a. The use of the mother tongue is –to a greater or lesser extent- stigmatized / penalized.
- b. The standard ideology, which tends to stigmatize language mixture, is transmitted and reinforced.

There are several linguistic and sociolinguistic reasons why Spanglish is not an accurate term to refer to English-Spanish and Spanish-English code-switching, the first one being the fact that many different phenomena (borrowing, contact, code-switch, code-mix, interlingua, etc.) have been categorized as “Spanglish” and therefore are analyzed as if they were methodologically comparable.

3. Spanglish as a ‘third language’

It is well known in sociolinguistics that contact languages and its users are highly stigmatized, as they are considered not to be able to speak any of the languages in question ‘fully’ or ‘correctly’. This is why ‘Spanglish’ has been used to describe the stable speech of Latino immigrants living in the US.

Leaving aside objective research, the very term “Spanglish” shows the mental representation individuals have, in which this variety does not exist on its own but as a random and anomalous hybridization of

English and Spanish. García (2009) suggests that the concept of Spanglish:

“is used to explain the many ways in which Latinos use Spanish differently from the ways in which Spanish is used in both Spain and Latin America (...) Reducing this to Spanglish puts U.S. Spanish speakers in a position of deficiency, seen from a monolingual Spanish or English perspective.”

As she points out, the term is not only misleading but also ideologically dangerous. Conceived of as a mixture of two other languages, the concept of ‘Spanglish’ helps isolate Latinos from the rest of the American society, by claiming the existence of some variety which is “not good enough to be” Spanish or English.

Numerous studies on the speech of these immigrants prove that what they actually speak is not a third variety. Based on field research, Otheguy (2008) argues that what is regularly considered a mixture of English and Spanish is, in fact, just the variety of Spanish spoken by immigrants and their sons in the US. According to his studies, there seems to be no structural or sociolinguistic reason to affirm that such thing as ‘Spanglish’ exists. This is why he proposes the term ‘español popular de los Estados Unidos’, which does justice to the data analysis.

Other authors also think the term ought to be replaced. Lipski (*online*) argues:

“In the usual circumstances, spanglish is used derogatorily to marginalize US Latino speakers and to create the impression –not supported by objective research- that varieties of Spanish used or transplanted to the United States become so hopelessly entangled with English so as to constitute a ‘third language’ substantially different from Spanish and English”.

However, there still seems to be a yawning gap between what social knowledge and common sense lead us to believe and what objective research proves Spanglish (not) to be.

4. Spanglish as a cultural resource

Although there is no linguistic/sociolinguistic evidence to support the existence of Spanglish², it is interesting to note that there is certain social awareness among immigrants about a Spanglish culture. I will now mention some facts which support this:

- The so-called “latin boom” (music and film industries).
- The translation of the first chapter of the *Quixote* into Spanglish.
- The creation of Spanglish grammars and lexicons.

² Now that a methodological discussion about the term has been made, I will only use ‘Spanglish’ to refer to the cultural/ social construction and not to refer to any variety of language.

- The translation of “Star-Spangled Banner” into Spanish.³

5. Final remarks

As it was stated in the introduction, I have not dealt with the matter of the so-called Spanglish in depth. Doing so would necessarily require a much more careful study, which should look into the situation from many angles. On the contrary, what I intended to do was to show how, in the light of sociolinguistic research, the concept of Spanglish ought to be revised/changed.

Extract 1: Don Quixote de la Mancha (Spanglish version by Stavans 2002).

In un placete de La Mancha of which nombre no quiero remembrearme, vivía, not so long ago, uno de esos gentlemen who always tienen una lanza in the rack, una buckler antigua, a skinny caballo y un grayhound para el chase. A cazuela with más beef than mutón, carne choppeada para la dinner, un omelet pa’ los Sábados, entil pa’ los Viernes, y algún pigeon como delicacy especial pa’ los omingos, consumían tres cuarers de su income. El resto lo employaba n una coat de broadcloth y en soketes de velvetín pa’ los holidays, with sus slippers pa’ combinar, while los otros días de la semana él cut a figura de los más finos cloths. Livin with él eran una housekeeper en sus forties, una sobrina not yet twenty y un ladino del field y la marketa que le saddleaba el caballo al gentleman y wieldeaba un hookete pa’ podear. El gentleman andaba por allí por los fifty. Era de complexión robusta pero un poco fresco en los bones y una cara leaneada ygaunteada.

Extract 2: Ex-US President G. W. Bush comments on “Star-spangled Banner” translation into Spanish

³ This is strictly connected to the *Latin boom* phenomenon in the US and to the public discourse which supports the consolidation of a Spanglish culture. See, for further reference, Canale (2007).

(included in the album “Somos Americanos”). Taken from: www.edition.cnn.com.

“One of the things that's very important is, when we debate this issue, that we not lose our national soul (...) I think the national anthem ought to be sung in English, and I think people who want to be a citizen of this country ought to learn English and they ought to learn to sing the national anthem in English”.

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A Violinist in the Metro.

— from The Effective Club



A man sat at a metro station in Washington DC and started to play the violin; it was a cold January morning. He played six Bach pieces for about 45 minutes. During that time, since it was rush hour, it was calculated that a thousand people went through the station, most of them on their way to work.

Three minutes went by and a middle aged man noticed there was musician playing. He slowed his pace and stopped for a few seconds and then hurried up to meet his schedule.

A minute later, the violinist received his first dollar tip: a woman threw the money in the till and without stopping continued to walk.

A few minutes later, someone leaned against the wall to listen to him, but the man looked at his watch and started to walk again. Clearly he was late for work.

The one who paid the most attention was a 3-year-old boy. His mother tagged him along, hurried, but the kid stopped to look at the violinist. Finally the mother pushed hard and the child continued to walk turning his head all the time. This action was repeated by several other children. All the parents, without exception, forced them to move on.

In the 45 minutes the musician played, only 6 people stopped and stayed for a while. About

20 gave him money but continued to walk their normal pace. He collected \$32. When he finished playing and silence took over, no one noticed it. No one applauded, nor was there any recognition.



No one knew this but the violinist was Joshua Bell, one of the best musicians in the world. He played one of the most intricate pieces ever written, with a violin worth 3.5 million dollars. Two days before his playing in the subway, Joshua Bell had sold

out at a theatre in Boston and the seats averaged \$100.

This is a real story. Joshua Bell playing incognito in the metro station was organized by the Washington Post as part of a social experiment about perception, taste and priorities of people. The outlines were: in a commonplace environment at an inappropriate hour: Do we perceive beauty? Do we stop to appreciate it? Do we recognize talent in an unexpected context?

One of the possible conclusions from this experience could be: If we do not have a moment to stop and listen to one of the best musicians in the world playing the best music ever written, how many other things are we missing?

A New Year's wish:

"May our eyes always be open to the beauty in the world."

Candidates for the URUTESOL Board of Directors for the 2009-2010 term.

Elections to be held on 14th March 2009



Candidates to form the URUTESOL Board of Directors for the 2009-2010 term:

<u>President:</u>	Rose Marie Vicenzo
<u>First Vice-president:</u>	Linda Bimson
<u>Second Vice-president:</u>	Rita Alvarez
<u>Recording Secretary:</u>	Maria Laura Damelli
<u>Corresponding Secretary:</u>	José Luis Formoso
<u>Treasurer:</u>	Cecilia Perazzo

Former President (2007-2008 term):

Solange Espina de Annuitti

Former President (2005-2006 term):

Juan Andres Larrinaga

Members at large:

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- Viviana Sanchez
- Veronica D'Auria

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- Maria Antonia Vernengo
- Alicia Diaz
- Susana Selios
- Adriana Rodriguez Lamas
- German Canale
- Raquel Romano
- Marisa Vidal
- Natalia Canedo
- Elena Garcia
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Candidates to form the URUTESOL Fiscal Committee for the 2009-2010 term:

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- Myriam Paulos
- Mabel Fresenga
- Gabriela Zazpe

Substitutes:

- Edith Cirisola de Consolandich
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- Graciela Lipovetski

