

ED 032 520

AL 001 964

By-Ornstein, Jacob

Language Varieties Along the U.S.-Mexican Border.

Pub Date Sep 69

Note-27p.; Paper presented to the Sociolinguistics Section of the 2nd International Congress of Applied Linguistics, Cambridge, England, September 8-12, 1969.

EDRS Price MF-\$0.25 HC-\$1.45

Descriptors-*Bilingualism, Dialect Studies, *English (Second Language), Language Skills, *Mexican Americans, Multilingualism, Nonstandard Dialects, Social Dialects, *Sociolinguistics, *Spanish Speaking

The U.S. Southwest and particularly the region along the 1000-mile long U.S.-Mexican boundary, offers a ready laboratory for the observation of many phases of multilingualism and multiculturalism. The author feels, however, that the rich sociolinguistic material of the area has suffered from over-simplification and neglect. Very few synchronic studies along modern linguistic lines have appeared. He believes that the Bilingual Education Act of 1968 and the Sociolinguistic Study on Southwest Spanish, supported by the University of Texas at El Paso's Research Institute, will help change the situation. After explaining briefly the aims of the Sociolinguistic Study, the author presents a survey of the historical evolution of the study of multilingualism. He also suggests a schema of the language situation of the Southwest. (D0)

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

LANGUAGE VARIETIES ALONG THE U.S.-MEXICAN BORDER*

By: Jacob Ornstein, University of Texas-El Paso

(For Sociolinguistics Section, Second International Congress of Applied Linguistics, Cambridge Univ., England (AILA) Sept. 8-12, 1969)

The U. S. Southwest and particularly the region along the 1000-mile long U.S.-Mexican boundary, offers a ready laboratory for the observation of many phases of multilingualism and multiculturalism. Indeed, several of my Southwestern colleagues and a few from elsewhere are presenting papers on this general theme at this very conference. Unfortunately, however, the rich sociolinguistic material of the area has suffered from over-simplification and cavalier treatment, with a predilection for the colorful and bizarre, or from outright neglect.

Very few, indeed, almost no synchronic studies along modern linguistic lines have appeared, and Aurelio Espinosa's Estudios sobre el español de Nuevo Méjico,¹ completed several decades ago, still remains the only exhaustive description, save for scattered articles and unpublished theses and dissertations. A vast number of socio-economic and educational studies exists on the hispano, anglo, and Indian ethnic groups, but few of these have taken the linguistic component into consideration.

ED032520

AL 001 964

Political developments have taken a hand in altering this picture, as significant legislation has been enacted, including the Bilingual Education Act of 1968, to improve the lot of the minorities, a large percentage of which communicates in something other than standard language. The Southwest speech communities include some three and a half million Spanish-English speakers, and a far lesser number of Indians, most of whom are in varying degrees not only bilingual or trilingual, but also bidialectal or even diglossic. Educational and social planners have not failed to call upon linguists to help them with the multi-faceted communication problems involved, but all too often the latter have had to operate as "artists",² relying upon intuition rather than any available body of scientific data.

The Sociolinguistic Study on Southwest Spanish, a modest project supported by this University's Research Institute, has thus far been able to achieve little more than to collect pilot data, develop some tentative hypotheses and assumptions, and outline desiderata for further investigation. All this appears, in detail with appropriate bibliography, in a lengthy study by the speaker, and titled, "Sociolinguistics and New Perspectives in the Study of Southwest Spanish," scheduled for publication in a forthcoming volume of this university's Studies in Languages and Linguistics.³ Foremost among the recommendations is that an effort be made to assemble and systematize pertinent linguistic and social data relating to Southwest multilingualism and multiculturalism. Perhaps the best repository for this would be the International Center for Research on Bilingualism, at Laval

University, Quebec, headed by William Mackey, and which is equipped with modern electronic information retrieval facilities. Appropriately, Di Pietro in his useful review of studies and desiderata in bilingualism in the Americas observes that: "A systematic classification is needed of the information that has been gathered. At present it is scattered about in places that are often inaccessible."⁴

Another concern of the Project has been to seek a more exact description of the multilingualism of the area without becoming inextricably mired in theoretical disputes raging in our field. It is a fact that both psycholinguistics and sociolinguistics have developed at such a pace during the past two decades that to keep abreast of the often vying new formulations and the re-evaluations of older concepts becomes a most challenging task. Bright, attempting to transmit a sense of its multi-faceted nature ascribes to sociolinguistics seven dimensions, any two or more of which may converge.⁵

The current ferment within the study of linguistic diversity and the level of sophistication reached, almost makes of the traditional dialect geographer, working with meager resources, a primitive figure. The fact is that until recently bilingualism was a marginal study, despite which a great deal of valuable research data was gathered.

It is almost impossible to study the varieties of language in the American Southwest without reference to the historical evolution of the study of multilingualism. Modern pioneers have included such figures as Haugen with his monumental studies of Norwegian as an immigrant language in the United States, and his Bilingualism in the Americas, perhaps unparalleled in showing, with remarkable brevity,

the interrelatedness of so many disciplines impinging upon this phenomenon.⁶ Weinreich, particularly in Languages in Contact, signalled a more dynamic treatment of multilingual speech communities as interacting rather than detached entities.⁷ Attitudinal and other psychological and societal factors including "language loyalty" were given unprecedented weighting in their influence both upon the "dominance configuration" and linguistic interference. Thanks to such insights and the recent interest in contrastive analysis studies, such as those carried out by Bowen, Stockwell and Martin,⁸ interference is no longer regarded as a unidirectional simplistic process.

It is possible to mention only a few of the refinements that have been developed in the study of the regions of the world whose populations speak more than one language. Ferguson coined the term diglossia for countries where two well differentiated varieties of the same language, one formal and hence "high" in prestige, the other informal and "low", are in use,⁹ although by now its meaning has been extended.

A great deal of attention has been paid to "code-switching," both in the native and foreign language contexts, and involving changes of levels, styles, dialects or languages.¹⁰ Gumperz, who has also introduced the term "repertoire" for a variety of a given language, has done extensive study on the conditions governing code-switching among smaller ethnic groups in a linguistically diverse country.¹¹ Labov has attempted to quantify divergent language use and social affiliation by employing linguistic variables.¹²

The categorization of linguistically diverse speech communities has advanced considerably. Stewart has developed a taxonomic classification of languages according to their functions in a given country.¹³ Kloss has classified multilingual communities with special reference to official policy toward minorities by sovereign states throughout the world. Of particular interest is his classification of speakers of foreign languages in America into four groups:

- 1) Sole first settlers
- 2) Co-first settlers
- 3) Sole immigrants
- 4) Co-immigrants.¹⁴

Significantly, however, no universal consensus exists on these matters. A striking example of this is seen in the denial by Rona, a distinguished Uruguayan scholar, that the distributive use of Spanish and Guaraní by Paraguay, usually considered the bilingual nation par excellence, actually constitutes bilingualism.¹⁵ In this connection, a very recent book by Joan Rubin, titled National Bilingualism in Paraguay, furnishes a model for researchers of language contact studies performed according to modern methodology and presented with lucidity.¹⁶

A vast range of sociolinguistic implications have been probed by Fishman, who has been particularly interested in elaborating a hierarchial set of sociological constructs relating language choice behavior to specific domains of human interaction.¹⁷ He has also coined the term "ethnicity" which attempts to describe the degree of affiliation to often competing ethnic groups.¹⁸ In Language Loyalty in the United States some half-dozen immigrant speech communities are examined as this and other concepts relate to them. Bilingualism in the Barrio edited by Fishman, Cooper and Ma,

is a virtual tour de force, presenting a wide range of studies reports by different researchers on stable and widespread bilingualism of Puerto Ricans in the New York and Jersey City area. To a large extent they reflect the maturation of studies of linguistic diversity, performed according to rigorous statistical method and research design.¹⁹

This is not to suggest that statistical approaches or social science research techniques are universally accepted in our field for investigations of multilingualism. Other models more impressionistic have also been proposed, such as Hymes' anthropologically-oriented one. Concerned with the "ethnography of speech" he has endeavored to set up a sociolinguistic model according to the elements making up the social framework of communication.²⁰

Undoubtedly bilingualism or the use of two languages or more still remains one of the most elusive phenomena to define, since the act of speech, be it in the mother tongue or a second language has so many psychological and sociological as well as pedagogic implications. Definitions have proliferated, but all leave something to be desired. Accordingly, researchers have designed tests based on their own ideas of essentiality. Tests of bilingualism cover a wide range including examination of purely linguistic data and comparative language performance and elicitation of reaction-time and apperception of a variety of stimuli such as isolated lexical items in two languages, pictures, symbols, colors, and taped fragments of speech. Unfortunately many of these explore but one small aspect of a tremendously complicated process. An attempt at a broader-gauge type of measure has been made in French Canada by Mackey and associates, who have been trying to

quantify the distributive roles of languages according to their functional spheres of activity, and along with this, data on linguistic interference and shift. It is our understanding that the approach is a multidisciplinary one.²¹

Psycholinguists in particular have during the past twenty years been intrigued by the phenomenon of code-switching and the cognate problem of mediation. Some, like Penfield and Roberts consider that there is a single switch system, while others believe that in the brain several systems exist which control the specific input system to be used for encoding a message. How messages are encoded and the type of mediation occurring are by no means clear, anymore than is the question of whether bilinguals acquire a separate referents for each symbol in their codes. A great deal has been written on semantic referents in the verbal processes of multilinguals and studies by John B. Carroll, a pioneer psycholinguist and George Miller of Harvard University are especially relevant.²² Ervin and Osgood's distinction between coordinate and compound bilingualism has received wide dissemination, but supporting research has not been overwhelmingly conclusive. Jakobovits and Lambert's satiation technique appears to have provided the best support for the theory.²³

A greater awareness has been emerging of the importance of non-linguistic factors, such as the hair color, bodily features and kinesies, ethnic and religious ties of the interlocutor in bilingual performance. Ervin-Tripp and others have also demonstrated the significance of topic to this entire process.²⁴

Psychologists and others interested in the subject have written a great deal on the effects of multilingualism on personality, intelligence and educational performance, not to speak of language acquisition. Lambert, a social psychologist at the University of Montreal has acted as the catalyst for many studies relating to these subjects, carried out with such investigators as Gardner, Tunstall, Barik, Havelka, Peal, Yeni-Komshian, Fillenbaum, Kolers and Crosby.²⁵

One of the most debated issues, however, continues to be whether bilingualism has noxious or beneficial consequences upon intelligence quotients as ordinarily measured and, even more important, upon school studies. Such researchers as Peal and Lambert²⁶ consider it an asset, while a large number including Darcy, take an opposite view, although inadequate sampling and research design are often faulted for conclusions in either direction. Considerable testing is now in progress, particularly on school children in the inner cities and Mexican-American youngsters in the Southwest and Puerto Ricans in the New York City area, which may help to illuminate these problems. A monumental study, Bilingualism and Primary Education, highly statistical in its design, has been carried out by Macnamara. It studies the Irish experiment with a major conclusion that persons obliged to take courses in a "weaker" language be it English or Gaelic²⁷ are at a disadvantage. Other implications must, however, be regarded.

In the field of linguistics itself, there has been an upsurge of interest in non-standard and lower prestige forms of speech, until recently badly ignored. This is commonly referred to as the study of

"social dialects." More will be said about this below.

Returning to the American Southwest it is necessary to describe in general terms the type of linguistic diversity obtaining here. First of all let it be said that bilingualism functions here within the framework of one de facto official language, English. This is somewhat modified, but to a diminishing degree by the situation in New Mexico, where law requires publication of official documents in both Spanish and English, and which is often regarded as our only officially bilingual state. School policy, based on local option in the U.S., is being vigorously debated in the Southwest, with one faction insisting on exclusive use of English as medium of instruction, the other advocating bilingual facilities, very scarce at present.²⁸ Nevertheless, pre-school and in-school training in English as a second language is a growing movement both inside and outside of government projects like Bravo and Upward Bound. Yet even here, there is disagreement whether the approach should be a bidialectal one, or should employ only Standard English.

Another important feature of the bilingualism here is its relatively stable nature, reinforced by centuries of co-existence of anglo and hispano speech communities and cultures. This is in direct contrast to the dynamic²⁹ or what the writer prefers to term the transitory bilingualism of, let us say, Polish, Italian, or Yiddish-speaking immigrants from Europe settling in the New World, whose offspring become monolingual in little more than one generation. The maintenance of Spanish and Indian languages has been aided by several factors, prominent among them being the varying and often

clashing social value systems, although there is reason to believe that by now a hybrid or mixed Hispano-Anglo (and possibly an Hispano-Anglo-Indian one) is actually in existence in certain areas such as El Paso-Juárez. Here these cultures are in dynamic contact, and not segregated or ghettoized as was the case, with Jewish groups, for example, living in Eastern Europe or as one observes in regard to the Greeks and Turks on Cyprus.

Moreover, this stability has been further aided by the proximity of Mexico, which country acts as a socio-cultural-linguistic matrix. Family and other contacts are fairly intense, while border communities such as El Paso-Juárez constitute actual economic entities, absolutely dependent upon each other for their welfare. Finally with heavy immigration from that Southern republic to the United States of persons seeking and finding employment both on a short term basis and as settlers, linguistic interaction is constant. All this acts to counterbalance the heavy English linguistic interference, serving at the same time to prevent the creolization of Spanish, and to maintain it essentially as a variety of American(Mexican) Spanish. It also counteracts the archaizing tendencies displayed by language "islands" such as the Turkish speech community in Bulgaria or German settlers in the Balkans.

Perhaps with more valor than discretion, and against dire warnings of certain fellow-linguists, the speaker has dared to attempt to schematize the language situation of the Southwest. The taxonomy offered below is of course somewhat idealized but with the redeeming feature, it is hoped, of a maximum economy of categories achieved

through utilizing structural similarity rather than lexical variation as a classificatory basis, and by using the koiné concept where isoglossic bundles are blurred or highly doubtful.

By way of parenthesis the writer wishes to indicate the realization of the difficulty or even impossibility of setting up dichotomies between standard and non-standard languages, dialect and language, creole and pidgin, and the like. From the sociolinguistic point of view, however, the task is easier, since the criterion of social acceptability may be used. In the Southwest at least Mexican-Americans, often classed as a minority, actually represent a numerical majority in many places. Yet often neither their Spanish nor their English are regarded within the greater anglo-hispano community as acceptable forms of speech for admission to the advantages of elite status and the power structure.

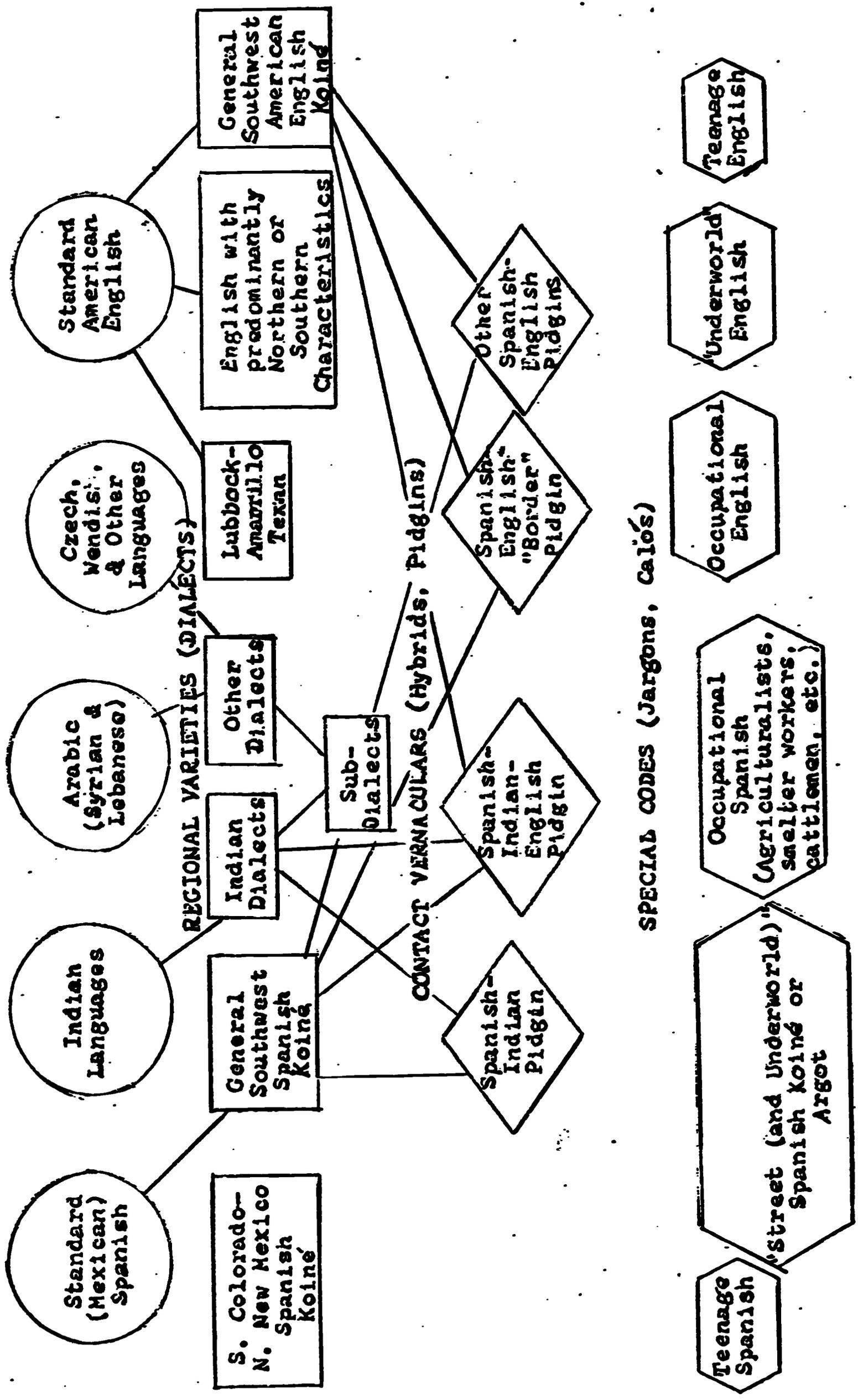
At any rate, here is the first approximation of our sketch of the Southwest language situation, intended for modification or even obliteration as criticism from colleagues warrants:

(insert diagram)

DIAGRAM OF

SOUTHWESTERN LANGUAGE SITUATION (IDEALIZED)

(from Texas Panhandle to Southern California Coast)



As can be seen above, at the top of the hierarchical structure comes language, represented by Standard American English and Standard Mexican Spanish, as well as Indian tongues, Czech, Wendish, Arabic, spoken by smaller groups. Below this are at least two important dialects, the Northern New Mexico and Southern Colorado variety descending directly from the speech of the 16th and 17th century Spanish conquistadores, and a General Southwest Spanish koiné based on Mexican Spanish. This is followed by a little-studied Spanish-English contact vernacular koiné, used along the entire 1,000-mile international border, and often referred to derogatorily by such terms as "Tex-Mex." Finally, we identify the specialized codes or jargons, including vocational ones such as those of cattlemen, agricultural and mine workers and a much-discussed lexically innovative "underworld-street koiné." This variety, known variously by such terms as pachuco, tirilí, bato is used not only by felons, delinquents, contrabandists, prostitutes, narcotic addicts and others outside respectable society, but enjoys rather wide usage among younger males throughout the Southwest as a street discourse and for slang effect.

During and immediately after World War II the above-mentioned street argot came in for international attention when groups of teenage delinquents calling themselves Pachucos migrated from El Paso, Texas to Los Angeles, California where they warred with the local Califas. A large bibliography exists on pachuco speech.³⁰ The field work of Lurline Coltharp on the related tirilí speech in South El Paso is described in her book The Tongue of the Tirilonos.³¹

John M. Sharp, in his study titled "The Origin of Some Non-Standard Lexical Items Observed in the Spanish of El Paso,"³² shows that this koiné is a composite of lexical elements from Golden Age Spanish germania, non-standard items from Mexico and other parts of the Spanish-speaking world, direct loans and calques from English, and new coinages following definite patterns. The diffusion of the lexical core of this Southwest Spanish argot has indeed gone far beyond its deviant origins, acquiring a certain amount of respectability in the same type of socially upward trajectory that Partridge demonstrated numerous originally underworld English lexical items to have travelled.³³ The point is that this street koiné is no longer exclusively bound to the lower socio-economic classes.

The following is a conversation in Southwest Spanish street argot that might take place particularly among urban youngsters of underprivileged background, with some lexical variation, almost anywhere in the Southwest:

CONVERSATION IN SOUTHWEST SPANISH STREET-KOINÉ

- | | | |
|----|--|---|
| A. | ¿Quehúbole, bato? | How ya' doin', fellow? |
| B. | ¿Esele, qué pasó? | Hi there, what's new? |
| A. | ¿Pa' 'onde la llevas? | Where ya' headin'? |
| B. | Me voy al chante. | I'm goin' home. |
| A. | ¿Por qué no vamos a chutear una mesa de pool? | Why don't we go and shoot a table of pool? |
| B. | Chale, voy a borrarme al mono con mi chavala. | Nothin' doin', I'm gonn' go scam with my girl to the pictures. |
| A. | Órale pos, Pero puedes prestarme un tostón? | O.K. then, but can you lend me four bits? |
| B. | Aquí 'ta una bola. Tengo nomás dos. | Here's a buck. I only got two. |
| A. | !Suave! | Swell. |
| B. | Pos mañana no quieres ir a pistiar unas birrias? Después arreglamos unos dátiles y llevamos a las jainas al borlo. Tengo ganas de tirar chancla. | Well, tomorrow d'ya want to go have a coupla' beers. Then we'll find us some dates and take'm to a brawl. I feel like dancin'. |
| A. | 'Ta suave. Pos nunca me ahuito, si puedo tirar chancla. Despues si nos queda buti jando, podemos refinar. Que paguen las chavalas. Son buti al alba. | That's swell, 'cause I never get bored if I can dance. Later if we got a lot of dough left, we can eat. Let the gals pay! They're real sharp. |
| B. | Ándale pues, ái te huacho mañana. | O.K. then, I'll see you tomorrow. |

GLOSSARY

- | | |
|---|--|
| <p>ái-there
 ahuitarse-to get bored, excited (Mex.)
 bato-guy, fellow (etym. ?)
 birria-beer (< Eng. <u>beer</u>)
 bola-"buck," dollar (fig.)
 borlo-dance, brawl (< Eng. <u>brawl</u>)
 borrarse-"scram," get goin
 carnal-brother (Nomin. of adj., semant. special.)
 chancla-slipper (Mex.)
 chante-house, shaaty (< Eng. <u>shanty?</u> Nahuatl?)
 chavala-girl (Penin. Sp.)
 chutear-to shoot (< Eng. <u>shoot</u>)</p> <p>ái te huacho-be seein' ya'
 al alba-"sharp," keen
 ándale-O.K.
 chále-Nix, nothin' doin'
 ésele-hi' there</p> | <p>dátile-"date"-(pseudo-calque from Eng.)
 jando-"dough," money (< Sp. <u>germania</u>)
 huachar-to see, look watch (< Eng. <u>to watch</u>)
 jaina-"gal" (< Eng. <u>Jane?</u>)
 mono-pictures, movie (< animated carbons. "monitos". El Paso usage)
 nomás-only, just (Gen. Sp. Am.)
 pistiar-drink (< Mex. pisto "swallow")
 refinar-to eat (fig. from ?)
 suave-swell (Mex.)
 tostón-four bits (Mex.)</p> <p>llevárla-to be headin', go
 órale-O.K.
 quehúbole-How ya' doin'
 tirar chancla-dance</p> |
|---|--|

It is germane to mention that interest in social dialects has in general brought about a reconsideration of the idealized and rigid concept of the "educated native speaker" upon which all linguistic postulates used to be formulated. It has been pointed out that Daniel Jones speaks of "diaphones" as varying phonic unities of different varieties of the same language, while Stewart believes in a single "common core" inventory and Fries and Pike in "coexistent phonemic systems."³⁴ There is of course no reason for limiting this concept to phonology alone, as is suggested by Weinreich's term "differential description" and Haugen's "dialinguistics," which could include grammatical and other components.³⁵ More recently Troike attempts a largely Chomskian-type generative solution to this problem involving, in phonology at least, the formulation of contrasting "diaphonemic units" underlying the actual phonetic realization found in any given dialect.³⁶ Finally, De Camp unsatisfied with structural taxonomy and Weinreich's diasystem approach, proposes that conversion rules be devised which in any grammar would automatically account for phonological and structural variants existing in social and other dialects.³⁷ Obviously the non-standard varieties of Spanish spoken in the Southwest need to be examined in this more liberal and flexible framework.

It needs to be emphasized that in dealing with the speech varieties of the Southwest it hardly appears profitable to apply "marble slab" linguistics in which data emerges as unchanging as was often the case in traditional dialect atlases. Despite the relative stability of Southwest bilingualism, there are social forces to be reckoned with

as a new generation of hispanos emerges, with some oriented toward upward mobility, rejecting ethnic ties and striving to join the mainstream of anglo culture and language. Still others seek to maintain loyalty to native language and culture, yet acculturating themselves to a sufficient degree to attain economic and social success in a predominantly anglo power structure.

Together with Paul W. Goodman of our Department of Sociology a sociolinguistic questionnaire is being developed, with pretesting almost completed on 96 students. This elicits from the Subjects detailed information on socio-economic status, distributive functions of Spanish and English by bilinguals, language loyalty and preference, attitudes toward languages both standard and non-standard, as well as on cultural attitudes regarding conflicting hispano-anglo values, work ethic, life patterns and aspirations. The questionnaire is codeable and contains scales for rating attitudinal and other key factors.

In the language phase of our project "a language performance rating" is being sought for the skills of speaking, understanding, reading, and writing in both English and Spanish. The oral-aural part is being approached through taped interviews, while for writing Subjects are being required to compose essays up to the limit of their ability, on selected topics which are identical for both languages. If deemed desirable use will be made also of the MLA Proficiency Tests or the Pimsleur Modern Foreign Language Tests. A panel of judges will rate the students both on fluency and on the degree to which a commonly acceptable type of standard language is used. This "language performance rating," reflecting both proficiency and variety of

language, as the independent variable, and all other variables will be related to this factor.

Technical linguistic data gleaned by elicitation, coupled with examination/^{of} existing writings should result in descriptions of the main varieties both standard and non-standard of Southwest Spanish. This would include information on the distribution of phonological features, phonemic, aliphonic and prosodic; inventories of grammatical features; lexical inventories with notations on semantic shift. In addition the special characteristics of bilingualism in the American Southwest would be detailed, with attention paid to "dominance configuration" patterns among different types of multilinguals. Contrastive analysis of linguistic features would isolate leading Spanish-English interference phenomena. A "data base" could thus be constructed, capable of supplying specific linguistic information now lacking for teachers and text book writers engaged in remediation and general instruction of Southwest bilinguals.

The educational phase of the Project is to include the gathering of such information on each Subject as Student Achievement Test (SAT), high school record, college grade-point average, and if possible Graduate Record Examination (GRE). Data from our counseling services as well as the testimony of the students themselves will be consulted on the special problems encountered by Mexican-American youth because of deficient language skills and clashing cultural factors. It is known, for example, that this group has a greatly lower rate of acceptance to Graduate School than their anglo peers.

In the final or evaluation stage, modern statistical procedures will be employed to correlate linguistic performance including the ability to function in standard language varieties, with other significant variables of performance in school subjects. Thus it is hoped to ascertain how language skills of bilinguals may relate to scholarship, Student Entrance Scores (SES), work ethic, and the complex of factors making up the profile of a student's progress at college and his ability to go into graduate studies.

Finally, it should be noted that with Mexican-Americans constituting about 50 per cent of its enrollment, the University of Texas-El Paso represents the most heavily bilingual higher institution in the continental United States. As such it has a largely untapped potential as a laboratory for the sociolinguistic study of linguistic diversity in our American Southwest. Too little is still known about the nature of the specific problems facing the native-born student entering our universities with weaker knowledge of English than of Spanish or some other language, and often with no firm control of any standard variety of either one. More information is needed on what sort of adjustive linguistic devices are most useful for building upon previous knowledges of these languages. In conclusion, more understanding is essential of the students' own reactions to their bilingualism and biculturalism and the ways in which these function as positive or negative factors for them.

NOTES:

*Appreciation is expressed in particular to the following individuals for constructive suggestions: Edward L. Blansitt Jr., Lurline H. Coltharp, Charles G. Elerick, all of our Department of English, as well as John M. Sharp, Department of Modern Languages.

1. Aurelio Espinosa, Jr., Estudios sobre el español de Nuevo Méjico (Traducción y notas por A. Alonso y A. Rosenblat, Biblioteca de Dialectología española I), Buenos Aires; Institute de Filología, Vol. I, 1930, Vol. 3, 1946.

2. I am indebted for this term to Dr. Edmund B. Coleman, who employed it at a talk on his psycholinguistic research presented before the University of Texas-El Paso Linguistics Club, April 13, 1969. In this he described the absence of "data bases" for linguistic phenomena, such as those which have been built up for such natural sciences as organic chemistry.

3. Jacob Ornstein, "Sociolinguistics and New Perspectives in the Study of Southwest Spanish" in Ralph Ewton, Jr., and J. Ornstein, eds., University of Texas-El Paso Studies in Languages and Linguistics, Vol. 1, El Paso: Texas Western Press, (in press).

4. Robert J. Di Pietro, "Bilingualism," in T.A. Sebeok, ed., Current Trends in Linguistics IV: Ibero-American and Caribbean Linguistics, The Hague: Mouton, 1968, pp. 399-414.

5. William Bright, "Introduction," Sociolinguistics. Proceedings of the UCLA Sociolinguistics Conferences, The Hague: Mouton, 1964, pp. 11-15.

6. Einar Haugen, The Norwegian Language in America, A Study in Bilingual Behavior, 2 vols., Philadelphia: University of Pennsylvania Press, 1953; bilingualism in the Americas; A Bibliography and a Research Guide, (Ameri. Dialect Society, No. 26) Montgomery; University of Alabama Press, 1956.

7. Uriel Weinreich, Languages in Contact, New York: Linguistic Circle of New York, 1953.

8. Robert P. Stockwell, J. Donald Bowen, John W. Martin, The Grammatical Structures of English and Spanish (Contrastive Structures Series), Chicago: University of Chicago Press, 1965; R. P. Stockwell, and J. Donald Bower, "The Sounds of English and Spanish," Chicago: Univ. of Chicago, Press, 1965.

9. Charles A. Ferguson, "Diglossia," Word, Vol. 15 (1959), pp. 325-40.

10. For discussions of native languages, styles, codes and levels, see particularly: Martin Joos, The Five Clocks, Bloomington: Indiana University Press, 1962 and H.A. Gleason, Jr., Linguistics and English Grammar, New York: Holt, Rinehart and Winston, 1965, pp. 354-57, et passim.

11. John J. Gumperz, "Linguistic Repertoires, Grammar and Second Language Instruction," in C.W. Kreidler, ed., Report of the Sixteenth Annual Round Table Meeting (Monograph Series on Languages and Linguistics, No. 18) Washington, D.C., Georgetown University Press, 1967, pp. 81-90; _____, "On the Linguistic Markers of Bilingual Communication," in J. Macnamara, ed., Problems of Bilingualism (Journal of Social Issues, Vol. XXIII, April, 1967), pp. 38-57.

12. William A. Labov, "On the Mechanism of Linguistic Change," in Kreidler, Report, pp. 91-115; _____, The Social Stratification of English in New York City, Washington: Center for Applied Linguistics, 1966.

13. William A. Stewart, "A Sociolinguistic Typology for Describing National Multilingualism," in J.A. Fishman, ed., Readings in the Sociology of Language, The Hague: Mouton, 1968, pp. 531-45.

14. Heinz Kloss, Das Nationalitätenrecht der Vereinigten Staaten von Amerika, Stuttgart: Wilhelm Braumüller Verlag, 1963; _____, "Bilingualism and Nationalism," in Macnamara, Problems, pp. 39-47.

15. José Pedro Rona, "The Social and Cultural Status of Guaraní in Paraguay," in Bright, Sociolinguistics, pp. 277-98. For an opposing view see: D. F. Fogelquist, "The Bilingualism of Paraguay," Hispania, Vol. 33 (1950), pp. 23-27; Marcos A. Morfínigo, "Influencia del español en la estructura lingüística del guaraní" Filología, Vol. 5 (Buenos Aires, 1959), pp. 235-24.

16. Joan Rubin, National Bilingualism in Paraguay, The Hague: Mouton, 1968.

17. Joshua A. Fishman, "The Measurement and Description of Widespread and Relatively Stable Bilingualism," in J.A. Fishman, Robert L. Cooper, Roxana Ma, eds., Bilingualism in the Barrio; The Measurement and Description of Language Dominance in Bilinguals, Final Report Contract No. OE C-1-7-0628-17-0297, Washington: Dept. of Health, Education, and Welfare, Office of Education, Aug. 1968, 2 vols, pp. 6-19.

18. Joshua A. Fishman, "Varieties of Ethnicity and Varieties of Language Consciousness," in Kreidler, Report, pp. 69-80.

19. Joshua A. Fishman, ed., Language Loyalty in the United States, The Hague Mouton, 1966; Fishman, Cooper, Ma, eds., Bilingualism in the Barrio, ed. cit. As the two volumes are difficult to secure, except by interlibrary loan, it is helpful to learn through a personal communication from Prof. Fishman, dated March 15, 1969, that an ERIC summary will be obtainable from ERIC Clearinghouse for Linguistics, 1717 Massachusetts Ave., N.W., Washington, D.C. 20036, and that a one-volume abridgement is now being prepared for publication via Indiana University's

Language Sciences, (T. Sebeok and C. Yoegelin, director and editor) should be available in early 1970. A number of the studies appear in the March and April issues respectively, Vol. LIII (1969), of the Modern Language Journal.

20. Dell Hymes, "Models of the Interaction of Language and Social Setting," in Macnamara, Problems, pp. 8-28.

21. William F. Mackey, "The Description of Bilingualism," Canadian Journal of Linguistics, Vol. 7 (1962) pp. 51-85; _____, "The Description and Measurement of Bilingualism," Linguistic Reporter, Vol. 9 (Oct. 1967), pp. 1-3.

22. For a concise discussion of these, see C.E. Osgood and T.A. Sebeok, eds., Psycholinguistics: A Survey of Theory and Research Problems, Bloomington; Indiana University Press, 1965, particularly pp. 139-46 and 205-71. Current research appears in a variety of linguistic and psychological journals and abstracts.

23. Leon Jakobovits and W.E. Lambert, "Semantic Satiation Among Bilinguals," Journal of Experimental Psychology, Vol. 62 (1961), pp. 576-82.

24. Susan M. Ervin Tripp, "An Analysis of the Interaction of Language Topic and Listener," American Anthropologist, Vol. 66 (1964), pp. 86-102.

25. See Wallace E. Lambert, "A Social Psychology of Bilingualism," in Macnamara, pp. 91-110.

26. Elizabeth Peal and W. E. Lambert, The Relation of Bilingualism to Intelligence, Psychological Monographs: General and Applied, 76 (1962), No. 546; Nancy T. Darcy, "The Effect of Bilingualism on the Measurement of Intelligence of Children of Preschool Age," Journal of Educational Psychology, Vol. 37, (1946), pp. 21-44.

27. John Macnamara, Bilingualism and Primary Education, Edinburgh: University of Edinburgh, Press, 1966; _____, "The Effects of Instruction in a Weaker Language," in Macnamara, Problems, pp. 121-135.

28. A forthcoming book, still in draft form surveys this subject exhaustively. It is: Theodore Andersson and Mildred Boyer, Bilingual Schooling in the United States (A Draft), Austin, Texas, Southwest Educational Development Laboratory (Commodore Perry Hotel), April, 1969.

29. Haugen uses the term "dynamic," See his Bilingualism in the Americas, p. 117. Many other characterizations have been proposed, describing various aspects of this phenomenon, such as Diebold's "Incipient Bilingualism." See Richard A. Diebold, "Incipient Bilingualism," Language, Vol. 37 (1961), pp. 97-112.

30. See especially George C. Barker, Pachuco: An American-Spanish Argot and its Social Functions in Tucson, Arizona, University of Arizona, Bulletin XXXI, (Soc. Sci. Bull. 18) 1950; _____, "Social Functions of Language in a Mexican-American Community," Acta Americana, Vol. 6 (1947) Vol. 17, No. 1-2 (Nov.-Dec. 1951) pp. 17-32; Articles of pachuco and similar topics are to be found in such journals as American Speech and Orbis; Haldeen Braddy, "The Pachucos and Their Argot," Southern Folklore Quarterly, Vol. XXIV, (Dec. 1960) pp. 255-71; Rafel Jesús González, "Pachuco: The Birth of a Creole Language," Arizona Quarterly, (Nov. 1968), pp. 343-56.

31. Lurline Coltharp, The Tongue of the Tirilones. A Linguistic Study of a Criminal Argot, University: University of Alabama Press, 1965.

32. John M. Sharp, "The Origin of Some Non-Standard Lexical Items Observed in the Spanish of El Paso." Accepted for publication in Ewton and Ornstein, eds., University of Texas-El Paso Studies in Languages and Linguistics, Vol. I, El Paso: Texas Western Press (in press).

33. See Erich Partridge, A Dictionary of Slang and Unconventional English, 5th Edition, New York: Macmillan, 1961.

34. See Di Pietro, "Bilingualism," p. 401.

35. See Uriel Weinrich, "Languages in Contact," (Excerpt) in S. Saporta, ed., Psycholinguistics, New York: Holt, Rinehart & Winston, 1961, pp. 382-83, et passim; Einar Haugen, "Language Contact," in Proceedings of the VII International Congress of Linguistics, Oslo: University of Oslo Press, 1964, pp. 777-80.

36. Rudolph C. Troike, "Overall Pattern and A Generative Phonology," Typescript of paper accepted for publication in Harold B. Allen, ed., Readings in American Dialectology, New York: Appleton-Century-Crafts, 1969.

37. David De Camp, "The Field of Creole Language Studies," Latin American Research Review, Vol. III, No. 5, (Summer, 1968) pp. 40-42.

ADDITIONAL REFERENCES

- Braddy, Haldeen, "The Pachucos and Their Argot," Southwestern Polklore Quarterly, Vol. XXIV (1960) pp. 255-71.
- Brière, Eugene J. A Psycholinguistic Study of Phonological Interferences, The Hague: Mouton, 1968.
- Burma, John H. Spanish-Speaking Groups in the United States, Durham, N.C.: Duke University Press, 1954.
- Carroll, John B. "A Factor Analysis of Verbal Abilities," Psychometrica, Vol. VI (1941), pp. 279-307.
- _____, "Words, Meanings and Concepts," Harvard Ed Rev., Vol. 34 No. 2 (1964), pp. 178-202.
- Carter, Thomas P. The Mexican American in School, (Accepted for publication by Free Press, Glescoe, Ill.)
- Christian, Jane Macnab and Chester Christian, in Joshua Fishman, ed., Language Loyalty in the United States, Mouton: The Hague, 1966, (Professor Chester Christian of University of Texas-El Paso is now engaged in elaborating an approach, based largely on literary writings, for analyzing foreign, and particularly Latin American cultures).
- Cline, Marvin, "Achievement of Bilingualism in Seventh Grade by Socio-economic Levels," Dissertation Abstracts, Vol. 22 (1962) p. 3113.
- Diebold, A.R., Jr., "A Laboratory for Language Contact," Anthropological Linguistics, Vol. 4, No. 1 (1962) pp. 41-51.
- _____, "Incipient Bilingualism," Language, Vol. 37 (1961) pp. 97-112.
- Gardner, Bruce A., "The Challenge of Bilingualism," in G. Reynolds Bishop, Jr., ed., Foreign Language Teaching: Challenges to the Profession, Princeton: Princeton University Press, and N.E. Conference on Teaching Language, 1965, pp. 54-101.
- _____, "Organization of the Bilingual School," in Macnamara, ed., Problems of Bilingualism, pp. 110-120.
- Garvin, Paul L. and M. Mathiot, "The Urbanization of the Guaraní Language--A Problem in Language and Culture," in A. F. Wallace, ed., Men and Cultures: Selected Papers of the 5th International Congress of Anthropological Sciences, Philadelphia: University of Pennsylvania Press, 1960, pp. 784-90.

- Gleason, Henry A., Jr., Linguistics and English Grammar, New York: Holt, Rinehart and Winston, 1965, pp. 354-357.
- González, Rafael Jesús, "Pachuco: The Birth of a Creole Language," Arizona Quarterly, (Nov. 1968) pp. 343-56.
- Greenberg, Joseph H. "The Measurement of Linguistic Diversity," Language, Vol. 32 (1956) pp. 109-15.
- Hall, Robert A. "Pidgin and Creole Languages," Ithaca, N.Y., 1965.
- Hayden, Robert G. "Spanish-Americans of the Southwest; Life Style Patterns and Their Implication," Welfare in Review, (April 1966) pp. 14-25.
- Heiler, Barbara (Saavedra), An Investigation of the Causes of Primary Stress Mislocation in the English Speech of Bilingual Americans, (Master's Thesis) Univ. of Texas, El Paso, 1966.
- Hensey, Fritz. Livramento/Rivera: The Linguistic Side of International Relations, (University of Texas Institute of Latin American Studies, Offprint Series No. 36) Austin: University of Texas, 1966.
- Joos, Martin. The Five Clocks, Bloomington, Indiana: Indiana Univ. Press, 1962. (Indiana Univ. Research Center in Anthropology, Folklore and Linguistics Publications, 22).
- Lambert, W.E., Anisfeld, M., and Yeni-Komshian, Grace, "Evaluational Reactions of Jewish and Arab Adolescents to Dialect and Language Variations," Journal of Personality and Social Psychology, Vol. 2 (1965), pp. 84-90.
- Loflin, Marvin D. "A Note on the Deep Structure of Nonstandard English in Washington, D.C.," Glossa, Vol. 1, No. 1 (1967).
- Lope Blanch, Juan, "Hispanic Dialectology," in T.A. Sebeok, ed., (R. Lado, et al asso. eds.) Current Trends in Linguistics IV: Ibero American and Caribbean Linguistics, The Hague: Mouton, 1968, pp. 106-157.
- Macnamara, John, Bilingualism in Primary Education, Edinburgh: Edinburgh University Press, 1966.
- _____, "Effects of Instruction in Weaker Written Languages," in John Macnamara, ed., Problems of Bilingualism, pp. 121-135.
- Mackey, William F. Bilingualism as a World Problem, Montreal: Harvest 1968. Half of this book (turned in the opposite direction is made up of a French translation of Odile Colemagne, and titled Le Bilinguisme Phénomène Mondial.)
- Moulton, William G., "Structural Dialectology," Language, Vol. 44, (1968) pp. 451-66.

- Nahirny, Vladimir C. and Fishman, Joshua A. "American Immigrant Groups: Ethnic Identification and the Problem of Generations," Sociological Review, Vol. XIII (Nov. 1965) pp. 311-26.
- Nostrand, Howard L. Understanding Complex Cultures: A Language Teacher's Handbook, New York: Blaisdell Publishing Co., 1966. (Also see his "Describing and Teaching the Sociocultural Context of Foreign Language and Literature," in A. Valdman, ed., Trends in Language Teaching, N.Y.: McGraw Hill, 1966, pp. 1-25.)
- Ornstein, Jacob, "Contemporary Patterns of Language Planning," Proceedings of the Washington Linguistics Club, Vol. I, No. i (Fall, 1963) pp. 7-10;
- _____, "Africa Seeks a Common Language," Review of Politics, Vol. XXXVI (April 1964) pp. 205-14;
- _____, "Patterns of Language Planning in the New States," World Politics, Vol. XVII, No. 1 (Oct. 1964) pp. 40-49;
- _____, "Soviet Language Policy," Slavic and East European Journal, Vol. XVII, (1959), pp. 1-19;
- _____, "Soviet Language Policy: Continuity and Change," in Erich Goldhagen, ed., Ethnic Minorities in the Soviet Union, New York: Frederick A. Praeger, 1968, (Chapter 5) pp. 121-46.
- Pietrzyk, Alfred, ed. Selected Titles in Sociolinguistics, Washington: Center for Applied Linguistics, 1964 (Available from ERIC Clearinghouse, 1717 Massachusetts Ave., N.W., Washington, D.C. 20036).
- Post, Anita C. Southern Arizona Spanish Phonology, University of Arizona Bulletin, Vol. V, No. 1 (Jan. 1, 1954).
- Roeming, Robert F. "Forward; Bilingualism and the Bilingual Child-- A Symposium," Modern Language Journal, Vol. XLIX (March, 1965) p. 143.
- Rosenberg, Sheldon, Directions in Psycholinguistics, New York: Macmillan 1965.
- Royal Commission, A Preliminary Report of the Royal Commission on Bilingualism and Biculturalism, Ottawa, Canada: Quenn's Printer, 1965.
- Rudnyc'kyj, Jaroslav, Review of Fishman, "Language Loyalty in the United States," in Language, Vol. 44 (1968), pp. 198-201.
- Sánchez, George I., and Howard Putnam, Materials Relating to the Education of Spanish-Speaking People in the United States--An Annotated Bibliography, Austin: Institute of Latin American Studies, University of Texas, 1959.

- Scott, Carmen Casillas, "Spanish Language Loyalty and Maintenance in El Paso-Juarez; Sociolinguistic Study of a Highly Bilingual Area," (Unpublished Master's Thesis), University of Texas, El Paso, 1969.
- Shuy, Roger W., ed., Social Dialects and Language Learning, Champaign, Ill., National Council of Teachers of English, 1964.
- Saporta, Sol, "Ordered Rules, Dialect Differences, and Historical Processes," Language, Vol. 41, (1965).
- Stoddard, Ellwyn R. "The U.S. Mexican Border: A Comparative Research Laboratory," (Accepted for publication by Journal of Inter-American Studies.)