

New Mexico Colorado Spanish Survey

Data Interview with Professors Garland Bills and Neddy Vigil, April 18th, 2012.

1. What is the story of the data?

Data collection for the New Mexico Colorado Spanish Survey (NMCROSS) began in 1991 and was funded by a National Endowment for the Humanities (NEH) grant for an estimated three and a half years. The data represents a first of its kind project in multiple ways. First, while the unique characteristics of New Mexican Spanish had previously been the focus of linguistic study, much of the research was focused on particular regions or communities and findings were generally undocumented. There had previously been no comprehensive, systematic study of New Mexican Spanish across the entire state. Additionally, the methodology was unique in that the computer aided data entry and analysis strategies developed for the NMCROSS were relatively new to linguistic study.

Only native born Spanish speakers were interviewed for the project, which included all of New Mexico along with parts of Colorado which experienced an influx of Spanish speaking settlers during the nineteenth century. Preparatory research in the selection of interviewees was completed using US Census data, with follow up work being carried out within individual locales via contact with various cultural, civic, and community organizations. Ultimately, 357 consultants were interviewed in locations ranging across New Mexico and the sixteen southern Colorado counties.

For a detailed discussion of the methodology behind the survey, please see the attached project proposal as originally submitted to the NEH and the *Data Collection Handbook*.

2. What form and format are the data in?

Data from the interviews exists in multiple formats, including text notes, transcriptions and audio recordings. The primary focus of the current project includes the Alpha 4 database tables and associated routines, macros, and queries used to compile the demographic information about each consultant and to tabulate their responses elicited by the survey instruments. Additionally, MapInfo map files and archival images related to the publication of the linguistic atlas, *The Spanish Language of New Mexico and Southern Colorado*, have also been curated with respect to their long term storage and preservation requirements.

To be viewed within the native database application, Alpha 4, an emulation environment sufficient to run MS DOS programs is required. However, the tabular data format used by Alpha 4, “.dbf” dBase files, is a file type that is still fairly common and can be read by various spreadsheet and database applications. Whereas table definitions can be determined using applications such as MS Access or OpenOffice.org’s Calc program, field rules, join properties and macro keystroke information must be exported from Alpha 4. This export has been completed and the resulting documentation will be archived with the data.

3. What is the expected lifespan of the dataset?

The data set in its current form is static in the sense that new data will not be added. However, support for original, evolving analyses as well as replication and validation of prior analyses is important. Because of the unique nature of the research and its established value to the field of linguistics, the data has a high preservation value and requires curation and management into the foreseeable future. To the extent that the establishment of an archival collection using NMCROSS artifacts was one of two outcomes specified within the original NEH grant proposal, long term preservation may in fact be required as a condition of the award. Thus, the lifespan of the data set should be considered “indefinite.”

4. How could the data be used, reused, and repurposed?

To date the data produced by the NMCROSS has been used to map linguistic variation as impacted by geographic and historic factors. Additional studies have demonstrated findings related to generational language shift and loss as well as the development of both “Anglicisms” and “Mexicanisms” resulting from the interaction of multiple cultures within the region. Beyond the results already obtained, the authors have observed that the data supports ethnological research as well as further linguistic analysis with regard to phonology, phonetics, etc.

The authors additionally expressed some concern regarding potential abuse of the data for the purpose of denigrating particular cultures or speakers. This had formerly caused them to be cautious about sharing the data, and interested researchers were previously required to sign an access policy specifying allowable uses of the data. At this time, recognizing the interdisciplinary value of the data and in the interest of creating a public archive of primary linguistic data as specified within the NEH proposal, the authors support an open distribution policy and impose no use restrictions.

5. How large is the dataset, and what is its rate of growth?

The data set is static, with no anticipated growth. The primary tables on which the database and mapping applications are based, ‘MASTER.DBF’ and ‘RESPONSE.DBF,’ are the largest and include 358 and 262,131 records, respectively.

6. Who are the potential audiences for the data?

The data will be useful to various disciplines, but the primary audience includes linguists in general and Spanish linguists in particular. Additional audiences for the data include historians, anthropologists, ethnologists and educators. Generally, any party with an interest in Spanish culture or Spanish as spoken in the southwestern United States will find the data intelligible and useful. A smaller, more specialized audience includes the interviewees or their descendants, who may value the data as an asset of their personal or family history.

7. Who owns the data?

The University of New Mexico Foundation, per deposit agreement with the University Libraries Center for Southwest Research signed July, 2011.

8. Does the dataset include any sensitive information?

The raw data includes personally identifying and demographic information about each of the interviewees, as well as location information in the form of geographic coordinates. Many of the interviewees provided written consent for the publication of their name, age, sex and town of residence. However, it may be that the extent of personal information recorded within the database exceeds the scope of the publication permissions granted. Following consultation with the researchers, sensitive fields have been removed from the source database.

9. What publications or discoveries have resulted from the data?

The NMCROSS has received wide recognition and continues to generate interest among linguists and social scientists. In 1995, the work was featured in a production by KNME television entitled "Mapa del Corazon."

See attached bibliography for a list of publications.

10. How should the data be made accessible?

Once an evaluation of privacy considerations and necessary changes have been made, the data set and migration applications will be made available via public/anonymous FTP within the University Libraries' institutional repository, LoboVault.

Because the public archive outcome specified within the NEH proposal will also include the interview audio tapes, transcriptions and annotations, there is additionally interest in integrating the data set with the physical archive. The form and substance of this integration has yet to be determined.

Attachment A

National Endowment for the Humanities Project Proposal

Tools Category

Statement of Significance and Impact of Project

This project has two major thrusts: (1) the production of a linguistic atlas and (2) the establishment of an archive of language and cultural data. These products will be of importance to the scholarly community and the general public.

Both audiences will be interested in the historical preservation aspect of the project. The very special, often romanticized, Traditional Spanish of northern New Mexico and southern Colorado is rapidly disappearing. The archive will preserve for future scholars and others a broad sampling of this variety and the other Spanish varieties brought into New Mexico more recently. The contact between the Traditional Spanish and these other varieties is increasing substantially, and they can be expected to supplant it in the not too distant future. The linguistic atlas will provide an immediate summation of the current situation of these Spanish varieties and their historical roots.

The exploration of language change under contact with another language (English) as well as with other varieties of the same language spoken by speakers of quite distinct social statuses will be a contribution of immediate significance for sociolinguistics and historical linguistics. It will also be of future significance to scholars who will be able to use both the atlas and the archive as a baseline for examining continuing change in this intriguing situation.

Moreover, both components of the project will have an impact on areal studies in two directions: (1) For those interested in language variation in the United States this project will offer the very first documentation of regional variation in U.S. Spanish. Scholars will finally have data on Spanish to accompany the varied linguistic atlas research on English and other languages in the U.S. (2) For the Hispanic world this undertaking will provide an important supplement to the increasing knowledge of variation in Spanish. It will be especially important for its relationship to the now nearly completed Linguistic Atlas of Mexico. The products of this project, then, will be research tools for scholarship in both the United States and the Hispanic world.

In sum, the potential impact of this project is of great consequence. There are three reasons for this high estimate of impact: (1) It will hold appeal for both scholars and laypersons, the kind of broad appeal seen in the reaction to the first fruit of the Dictionary of American Regional English. (2) It will be attractive internationally to both those interested in the study of the United States and those interested in the study of Spanish. (3) Most importantly, the open archive component will make this treasure open to all future investigators.

Linguistic Atlas and Archive
of the Spanish of New Mexico and Southern Colorado

NARRATIVE DESCRIPTION

1. Nature and Significance of the Project

Spanish, the ethnic mother tongue of the largest linguistic minority in the United States, has been a prominent feature of the human landscape of the U.S. Southwest for four centuries. The first permanent Hispanic presence dates from 1598, when Juan de Oñate's band of colonists settled in northern New Mexico. Over the next two centuries, Spanish settlements were founded throughout the Southwest, and the Spanish language became the primary mode of communication--as native language and as lingua franca--across the region. Located on a remote and unglamorous fringe of Spanish (and later Mexican) territory, the Spanish presence in the Southwest was well removed from the mainstream of Spanish life and enjoyed a fairly independent existence. Continuation of the past ways with independent innovations yielded uniqueness in all aspects of cultural life, including language. Lope Blanch 1987 uses the label "traditional Spanish" to refer to today's independent variety of Spanish that developed in the Southwest over several centuries. It is this Traditional Southwest Spanish--this uniquely American linguistic legacy--that is the major (but not only) target of the present project.

Traditional Southwest Spanish has been profoundly affected over the past century and a half as a consequence of the domination of the region by the United States in the mid-nineteenth century and especially as a result of the area's socioeconomic development in the present century. The influences have been from two directions: from the English language on one side and from the Spanish of Mexico on the other.

Modern Mexican Spanish has had an enormous influence. As a result of massive immigration from Mexico between 1910 and the Depression, and again following World War II and continuing to the present, the Traditional Spanish of the Southwest has been overwhelmed by Mexican Spanish. Lopez (1982:28) found that fully nine percent of the entire Spanish origin population of the U.S. had immigrated within four years of the 1979 Current Population Survey. The force of this influence in the five-state Southwest (Texas, New Mexico, Colorado, Arizona, and California) can be appreciated in an estimate based on 1980 Census data: 25% of all those who claim Spanish as a home language are actually first-generation immigrants, persons themselves born in Mexico (see Bills 1989). We have no way of estimating how many are second, third, or fourth generation immigrants, but the total is likely to represent the overwhelming majority of the Spanish speaking population of the Southwest. Lopez (1982:30) notes: "Outside of northern New Mexico, it is a rare Hispanic indeed who does not have at least one pair of foreign-born grandparents." Moreno & Perissinotto (1988:177) assert that the Traditional Spanish of California was already replaced in effect by Mexican Spanish during the first decades of this century. Only portions of New Mexico and Colorado have not as yet been severely affected by immigration from Mexico.

The impact of English has naturally been profound throughout the Southwest. Except in isolated enclaves, bilingualism then eventual monolingualism in English has been the linguistic progression of most descendants of the speakers of Traditional Spanish. And that traditional Spanish society too has now been pretty much absorbed by mainstream American society throughout the Southwest. The tradition has remained relatively more intact in New Mexico and southern Colorado, where the remoteness and lack of economic development have served to insulate

the populace from both Mexican immigration and Anglo domination--at least for the first half of this century. Since World War II, however, this last bastion of traditional Spanish culture and language has rapidly eroded. The perception of Cobos (1983:xvi) that speakers of this variety of Spanish will have disappeared by the turn of the century appears excessively pessimistic. But it is clear that shift to English has gained such momentum that death of the dialect is close at hand.

It is important to document this disappearing language variety while it still retains some vitality. Though the Traditional Spanish of New Mexico and southern Colorado has received considerable attention, there has been no breadth study of the region. Past studies have been either quite general or limited to specific sites or specific language features. A number of studies have dealt with the speech of individual communities; exceptionally good examples are Bowen 1952, Floyd 1976, Jaramillo 1986, and Ross 1975. The few studies of regional scope have tended to treat the area as a homogeneous unit with no significant internal variation. Prime among these is the brilliant work of Aurelio Espinosa (e.g., 1909, 1911-1913, 1914-15) carried out in the first decade of this century. Though exceedingly valuable as a reference point (indeed an anchor for the study projected here), Espinosa provides little information on variation within the region. Although all observers are aware that interesting variation exists, the single systematic study is Kiddle's cursory examination (1951-52) of the words used for 'turkey'.

The intent of the proposed project is to examine systematically the variability in the Spanish language as spoken in New Mexico and southern Colorado. Via tape recorded interviews involving controlled elicitation and free conversation, data will be collected from native speakers throughout the region. Although emphasis will be on the area's Traditional Spanish, the multiple influences on this variety will be examined by sampling three age groups, different speech styles, urban as well as rural areas, and all geographical regions, including the southern and eastern New Mexico areas that have had significant Mexican influence. These tape recorded materials will be used to produce a linguistic atlas describing the situation and its history and will provide an archive permanently documenting the language for future scholarship. This reference work and data base will serve as a baseline for comparison of the present language with its past and future as well as with other varieties of the Spanish language, particularly the Spanish of Mexico as documented by that country's linguistic atlas under the direction of Juan M. Lope Blanch (see, e.g., Lope Blanch 1970b, 1975).

The proposed project will immediately produce two invaluable resources for humanists interested in the Spanish speaking population of the United States. The single-volume linguistic atlas will present the project's initial findings of greatest significance and most general interest. It will consist of three principal parts. (1) An introductory essay will describe the cultural and linguistic history of Hispanics in the region, focusing on settlement patterns, networks of communication, and previous studies of the language. (2) The atlas section will consist of a series of maps with explanatory discussion. These maps will display the distribution not only of those individual linguistic features that are most diagnostic of (sub)dialectal variation but also of bundles of these isoglosses revealing the strongest dialect boundaries. Also included will be a sampling of maps that may reveal little internal variation but that show important contrasts with other Spanish speaking areas. (3) Finally, an interpretive essay will relate these initial project findings to other varieties of Spanish, particularly that of Mexico. The historical changes that have taken place and are currently taking place and their possible causes will be discussed. The future prospects for the language based on these findings will also be assessed.

Like all linguistic atlases, the planned Linguistic Atlas of the Spanish of New Mexico and southern Colorado will be a basic reference for persons engaged in any kind of Southwest Spanish research--descriptive, historical, sociological, or applied. It is our intent, moreover, to make the atlas understandable and informative to the general reader interested in the Spanish language in the Southwest and the culture of its speakers. Though there will certainly be technical aspects most accessible to the language scholar, there is no reason for the intelligent lay reader to have difficulty comprehending and profiting from the general content and central points. The atlas will naturally serve as an introduction to the archive for those who wish to pursue still more detailed information.

The archive, to be located in special facilities at the University of New Mexico, will house the collection of tapes as well as all printed and electronically stored materials related to the project. A comprehensive guide to the collection will make both kinds of materials easily accessible to the public. Copies of the tape may be used on site or purchased at low cost. The print and electronic materials--to include maps not incorporated in the published Atlas, detailed information on the subjects, and any transcribed materials or notes--will also be available at approximately the cost of duplication. Because the tapes will contain a wealth of linguistic as well as historical and cultural material (see the discussion of the interview under Methodology below), this data base will be a vital research tool for a broad range of local and international scholars: folklorists and others interested in popular culture, oral historians, sociologists, anthropologists, and linguists of all stripes.

This proposal to develop a useful and readily available linguistic atlas of carefully delineated scope together with a very large and accessible data base represents a realistic and cost-efficient effort to document this important aspect of our national heritage while it is still viable.

2. History and Duration of the Project

Co-PI Bills has been working on Southwest Spanish for twenty years. A proposal for a much broader project covering the entire Southwest was developed by him for the Center for Applied Linguistics in the early seventies; the substance of this proposal is included in Bills & Ornstein 1976. Since that time he has taught a seminar on Southwest Spanish every couple of years in which graduate students have been involved in research on local Spanish, including the testing of possible linguistic features for a linguistic atlas.

Planning for this specific project was begun in 1986. Earlier versions of this proposal were submitted to NEH in 1987 and 1988 but were not funded. Over the past three years a considerable amount of preliminary data collection has been (and continues to be) carried out in order to test some of the assumptions and ideas for the project. This research has resulted in the presentation of several recent conference papers on methods and findings (e.g., Bills 1988, 1990, Bills & Vigil 1988, Vigil & Bills 1988, Vigil et al. 1989).

In November, 1988, co-PIs Bills and Vigil participated in a planning workshop in Mexico City at which representatives of universities of the five Southwest states elaborated a plan for the coordinated study of the Traditional Spanish of the Southwest. The University of New Mexico was designated the coordinating university for this consortium, and Bills and Vigil have since been involved in elaborating the tools and concepts for this broader enterprise. Although the consortium represents a long-range plan for future activity, some aspects of the present project, especially the current version of the Interview Schedule (Appendix A), have derived from that planning.

These activities and twenty years of research focused on the Spanish of this area provide a solid scholarly foundation for the project as well as an indication that the archive materials will continue to be probed after the project is completed.

3. Project Staff

The project will be directed by the co-PIs, Garland Bills and Neddy Vigil. Although these two will share responsibilities in all aspects of the project, in general Bills will be in charge of the atlas component and Vigil will be in charge of the archive component.

Bills' major scholarly interest since coming to the University of New Mexico in 1969 has been the language of the Spanish speaking population of New Mexico and the Southwest generally. His publication record (see vita) documents a linguistic and sociolinguistic expertise well suited to the goals of this project. Moreover, he has a good background of academic and grant administration. He will be devoting a minimum of 33% time to the project during the first two years and at least 67% during the final year when he expects to be on sabbatical leave.

Vigil has been director of the Language Learning Center at UNM since 1967. Within this Center he has developed archives of audio-visual materials for not only the Department of Modern and Classical Languages but also the Latin American Institute. He is a native of northeastern New Mexico and has had a lifelong interest in the Spanish of the region. His program of studies for the Ph.D. in Romance Languages included a variety of courses in linguistics that further stimulated his interest in Southwest Spanish. His broad range of skills and administrative expertise will be crucial to the archive component and to all other aspects of the project. He will devote approximately 25% time to the project for its three year duration.

Aside from the co-PIs, the most vital members of the project staff will be the research associates and research assistants whose primary responsibilities will be to carry out the data collection. None of these can be specifically identified at this time. The major criteria for selection to any of these positions is that the person be a native speaker of Spanish, born and raised in this region, and committed to the study of linguistics and Southwest Spanish.

The research associates will be persons with advanced training who have carried out research on Southwest Spanish and who have experience in data collection by means of interviewing. The type of person who will fill these positions is exemplified by four past or current UNM doctoral students with majors in Spanish linguistics: June Jaramillo, María Dolores Velásquez, Lucy Vigil Buck, and Daniel Villa. Since none is a member of the UNM staff, there is no assurance that they can serve on the project staff. Nevertheless, their credentials illustrate the qualifications required for the research associate position and the crucial interviewing assignment. All four are native speakers of New Mexican Spanish, Jaramillo from a town to the south of Albuquerque, Velásquez from a town in the northeastern corner of the state, Vigil Buck from a town in Mora County in north central New Mexico, and Villa from the city of Clovis, on the eastern plains of New Mexico. Jaramillo completed her dissertation on sociolinguistic variation in the Spanish of her hometown (Jaramillo 1986); she is now an assistant professor at the University of Arizona. Velásquez is in the final stages of dissertation writing; her topic is the transmission of Spanish across three linked generations of females in a village in northern New Mexico. Vigil Buck is a faculty member at Indiana University/Purdue University at Indianapolis; she is currently writing

her dissertation on the Traditional Spanish of Mora County. Villa is preparing a dissertation on the grammaticization of the future in New Mexico Spanish; he is presently teaching at the University of Alaska. All four, then, are scholars who are immersed in the Spanish of the area and who have extensive experience in interviewing techniques. The two research associates can be expected to have the kinds of expertise exemplified by these four. Their roles in the project will be primarily planning and carrying out the data collection, though they will be invaluable consultants and participants in all aspects of the project. Each research associate will be employed at 100% time during the first two summers of the project and 50% time the third summer.

The research assistants, to be employed halftime for the duration of the project, will be graduate students in Spanish or Linguistics. They will have similar backgrounds (native speakers of Spanish, born and raised in the area) but no doubt less developed skills. These assistants will undergo extensive training early in the project and take on increasing interviewing and data analysis tasks as the project advances.

Professor Eduardo Hernández-Chávez, a faculty member in the UNM Department of Linguistics, will serve as consultant to the project. He is one of the best known Chicano investigators of Southwest Spanish and has carried out research on Southwest Spanish-English bilingualism for twenty years. Though he will be an informal consultant on a constant basis, he is budgeted here for just ten days annually. His first year consultancy will be in the initial weeks of the project.

Because of his rich experience in interviewing for naturalistic conversational data, he will be the key member in the staff training sessions. His consultancy duties the subsequent years will be as advisor in the analysis and interpretation of the linguistic data.

4. Project Methodology

A discussion of the project's methods may be conveniently divided into three parts: (1) those involved in the collection of the data, (2) those concerned with the analysis of the data for preparation of the linguistic atlas, and (3) those involved in establishing and maintaining the archive. The last part is covered in the description of procedures for accessing and maintaining the archive contained in section 6 (Final Product and Dissemination) below. The procedures of data collection and analysis are treated here.

4.1. Data collection methodology. The two principal issues in data collection are delineation of the survey sample and conduct of the interview.

The first methodological concern in sampling is delimiting of the geographical scope of the project and defining the geographical components to be sampled. As mentioned above, the project's central concern is with Traditional Southwest Spanish. Consequently, the focus will be on the long-established Hispanic population of northern New Mexico and southern Colorado. However, we want to also examine the encroaching influences on this Traditional Spanish, especially the strong Mexican Spanish influence that has resulted from immigration and close contact with Mexico in the southern part of the state. Therefore, the survey will cover the entire state of New Mexico. This coverage will include the metropolitan areas of Albuquerque, Las Cruces, and Santa Fe, where the greatest influence of both English and Mexican Spanish is felt. In the state of Colorado, on the other hand, nearly half (28) of the 63 counties have fewer than 200 persons above age eighteen who reported Spanish as a home language in 1980. We propose to include in our survey only the sixteen counties of the southern third of this state, as indicated in Map 1. These sixteen counties have sizable Hispanic

populations and include all but two of the Colorado counties with more than 10% Spanish home language claimants. While it is relevant to note that these selected counties account for only 28% of the Spanish home language claimants of Colorado, it must also be pointed out that 63% of the total live in the four metropolitan areas stretching north of the single metropolitan area included in our study (Pueblo); in fact, fully 25% of Colorado's Spanish home language claimants reside in Denver. It is beyond the scope of the present project to explore the Spanish kaleidoscope of these other urban areas; these and the Spanish speaking areas of Arizona, California, and Texas might be examined in an extension of the project with the participation of scholars from across the Southwest.

The geographical area just delimited contains some 310,000 persons above the age of eighteen who were reported to have Spanish as a home language in the 1980 Census. We propose to collect data from some 350 to 400 of these adult Spanish speakers, a sampling ratio of 1/775 to 1/885. In distributing the sample across the area, geographical representation, settlement history, and population density will be taken into consideration. In order to take advantage of the valuable data from the 1980 Census, the easiest grid system to utilize is one based on the county. Map 2 presents the grid to serve as a basis for sampling in this project. The entire area is divided into three regions: a Central region roughly representing the Rio Grande drainage area and Western and Eastern regions on each side of this. These regions are divided into a total of twelve sectors based on geography and settlement history as interpreted from such standard sources as Erickson & Smith 1985 and Williams 1986. The earliest Spanish colonization, for example, was in Sector 5, followed shortly by settlement in Sector 6 and later expansion to Sectors 9, 10, and 4.

Factors other than history and geography need to be taken into consideration. Underwood 1974 and others have criticized traditional dialect geography for failing to include broad sociological sampling in the surveys. This project will include sex and age as criteria in the selection of subjects. In each locality we will select one male and one female from three generations of adult speakers (grouped at ages 18-39, 40-60, and 61 or more). We will not include socioeconomic considerations as a criterion in consultant selection. In this situation, variation in Spanish is likely to be more weakly associated with socioeconomic factors than the linguistic variation that has been documented in other areas. In the largely bilingual society to be examined here, it is English rather than a special variety of Spanish that is most associated with the upper portions of any socioeconomic scale. This is not to say, nevertheless, that there are no value judgments associated with the different varieties of Spanish available. There are indeed such perceptions of "goodness" (as Kravitz 1985 has demonstrated). We intend to tap this sociolinguistic variation, not through a priori selection of subjects based on socioeconomic status, but through ad hoc description of many aspects of the social status of each subject (education, occupation, leisure activities, housing, visible manifestations of wealth and literacy, etc.) and through elicitation of different styles of speech during the interview.

The sampling procedure may be summarized as follows. The survey will include six persons from each of 60-65 localities, yielding a total of 350-400 consultants in the sample. Within each of the twelve Sectors (see Map 2) at least four localities will be selected for sampling. An additional 15 or so localities will be chosen in those Sectors having the greatest number of Spanish speaking adults. The localities selected within each Sector will represent areas showing the heaviest proportion of Spanish speakers (that is, areas where individuals can be expected to have a fairly well developed verbal repertoire in Spanish). The pre-identification of these localities on the basis of national census information will be facilitated by Bills' extensive recent research on the 1980 Census (e.g. Bills 1989). Finally, within each locality, six consultants will be chosen to fill the specific sex and age group cells, one male and one female in each of

the three adult age groups. Additional requirements in the selection of individual consultants will be those traditionally set in dialect geography studies: native speaker of Spanish (having acquired the language in early childhood), life-long resident of the immediate area (with only temporary residence elsewhere), no serious speech problems, talkative, and so forth (cf. Allen 1971).

Individual consultants will be identified, to the extent possible, through an expanding system of personal contacts. In some areas, perhaps especially a few isolated rural areas, it may be necessary for the interviewer to go in virtually blind, approaching a knowledgeable local such as parish priest or minister, postal official, or sheriff, in order to pinpoint appropriate consultants. It is our expectation, however, that most consultant candidates can be identified in advance (by name and address) through contacts, principally telephone contacts, prior to even entering the sampling site. Quality time for lining up consultants is built in to our detailed work plan (see Appendix B); more than an hour and a half is allocated for the identification of each consultant, and in addition, eight hours is allocated for the conduct of each 4-5 hour interview. Thus, the work plan allows for about five hours per consultant just for identifying and arranging an interview with that consultant.

The next step is the most important part of the data collection process: the interview. This project proposes to collect from each subject a wide range of data to document not only regional variation, but also social variation, stylistic variation, and proficiency-based variation (Bills & Vigil 1988 and Bills 1990 examine these dimensions of variability and how they may be tapped in this project). Notwithstanding the exceptional scope intended, we will be able to collect those data in an interview of just four to five hours duration, a somewhat shorter interview than that typical in dialect geography research (e.g., 6-20 hours for the Linguistic Atlas of New England, 8 hours for the Atlas Lingüístico de México). This compact interview is due to an elicitation instrument designed to meet the special needs of this project and to take maximum advantage of the time-saving capacity of the tape recorder as discussed by Pederson 1974, Underwood 1972, and others.

The interview can be divided into three sections distinguished by the kind of information to be gathered. In addition to a section documenting the personal background of the consultant, this instrument will include two major components: specific elicitation and free conversation. Though these two major components are discussed below as if they were isolated components, in the conduct of the interview, they are intermixed in an innovative fashion to make for a more interesting and less tiring interview. Since much of the specific elicitation is divided into semantic categories (plants, animals, household, transportation, and such), the interviewers will encourage conversational deviation into topics important to the consultant at numerous points in the sequence. A still preliminary, working version of the interview schedule that incorporates suggestions of how to accomplish this is provided as Appendix A.

The specific elicitation questionnaire will contain a maximum of 800 items. Because these items will be easy to access and will provide comparability across all informants, they will form the linguistic basis for the atlas. These items will exhibit specific features primarily of lexicon and phonology but also some of morphology and syntax as well. These features represent a selection from three major sources: (1) those known by us--through personal experience and citation in the literature--to show variation within the region; (2) those contained in the 1,000-item questionnaire of the Atlas Lingüístico de México (Lope Blanch 1970a); and (3) those documented for earlier periods of the Spanish of the region in Hills 1906, Espinosa 1909, and other works cited in Teschner et al. 1975. Many items will, of course, be represented in all three sources.

The items to be included in the specific elicitation questionnaire have not as yet been firmly decided. The tentative list incorporated into the Appendix A instrument includes over 1,100 items drawn from varied sources, including the Mexico questionnaire (Lope Blanch 1970a). A large portion of these items have been tested over the past three years in interviews with more than twenty consultants from different areas of New Mexico. Further background research and pilot testing over the next nine months will enable us to narrow down the list.

Virtually all lexical and phonological items will be elicited by means of pictures and real objects. This is a far more efficient method than the traditional verbal elicitation which results in the investigator producing ten words for each word elicited from the subject whose speech is being investigated (Underwood 1972:216). Over the past three years we have done extensive pilot testing of elicitation of items through pictures--both line drawings and magazine photographs. We have carried out this testing with a wide variety of subjects from all over the state (reported in Vigil et al. 1989), including elderly subjects ranging up to 82 years of age. We have encountered no problems or difficulties. On the contrary, the elicitation was smooth, accurate, and highly efficient, yielding over 350 responses per interview of less than one hour.

Some important items, however, especially for morphological and syntactic phenomena, are not susceptible to representational elicitation. We will therefore make occasional use of the traditional verbal completion techniques (e.g., "Ahora veo este caballo y ayer también lo . . ." to elicit the preterit form *vi/vide*). Taking advantage of the bilingual character of this population, we may also employ translation in a few cases where other methods of elicitation are too unreliable and inefficient.

Dialect geography projects typically employ a much longer list of specifically elicited items than the 800 planned here. For, example, the number of questionnaire items was 1,000 for the Atlas Lingüístico de México, 1,350 for the Atlas Lingüístico y Etnográfico de Colombia (Montes Giraldo 1964), 711 for the Linguistic Atlas of New England (Kurath et al. 1939), 1,500 for the Linguistic Atlas of the Gulf States (Pederson et al. 1974), and 1,322 for the Survey of English Dialects in Britain. Our list is relatively short for two reasons: (1) A single item may reveal two (or more) linguistic features. The word *martillo* 'hammer', for instance, provides information on two important phonological features, syllable final /r/ and intervocalic /y/. (2) Our list will be limited to those items that we feel confident are known by most prospective consultants. We will not waste time trying to elicit specialized terms from nonspecialists (e.g., asking lifelong city dwellers to identify farm implements, asking females to describe animal slaughtering procedures traditionally carried out by males, or asking elderly rural citizens about intricacies of low rider automobiles). Such information is, of course, very important to both linguistic and cultural documentation. We must, therefore, tap it. In this survey, however, that specialized knowledge will be elicited from the specialists, as explained in the description below of the free conversation elicitation.

In the specific elicitation process, interviewers will also explore the consultants' awareness of forms other than their initial responses. Knowledge of multiple forms can be expected to be quite common for lexical items. Wherever multiple forms are elicited, the interviewer will attempt to get an assessment of the form the consultant actually uses as well as an evaluative reaction to the alternate forms mentioned.

The second major component of the interview is the elicitation of "conversational" data. Here the consultants will be encouraged to expound on topics in which they have the greatest interest and expertise. The focus of elicitation will be aspects of personal history and traditional activities related

to that person's own experience. The kinds of topics to be pursued are childhood games, leisure activities of youth, adult work activities, and dangerous and humorous moments in the consultant's life. This elicitation will require the interviewers' finest skills, as so comprehensively and lucidly discussed in Briggs 1986, a seminal examination of interview methodology deriving from fieldwork among Hispanics in the northern New Mexico village of Córdoba. The interviewers will have to be involved conversational participants who are profoundly interested in the consultants' contributions (even when heard for the fiftieth time) and who can astutely probe for details and try to secure comparable information across consultants having similar expertise.

These conversational data will provide the most broadly interesting material of the archive. They will obviously be a lodestone for anyone exploring the region's Hispanic language and culture. These data will hardly be tapped for the linguistic atlas, perhaps no more than a preliminary quantitative assessment of the conversational realization of particularly diagnostic phonological variables (e.g., (ch)). But it is clear that there will be a wealth of data here to keep generations of linguists occupied in phonological, syntactic, lexical, and discourse analysis research. Geographical and social differences may also be more deeply probed. In addition, these conversational data can be used to explore the important area of stylistic variation, particularly in contrast with the more formal speech of the personal information and specific elicitation sections. Moreover, to sample an especially formal style, we will have each consultant read a brief passage; Jaramillo has found that, with a sensitive approach, it is possible to get a reading sample even from many who have never been exposed to Spanish literacy.

At the conclusion of the interview the interviewer will switch to English in order to assess the subject's ability in English. This assessment, together with the self-report of English proficiency requested at the beginning of the interview, will make it possible to explore any correlations of Spanish use with bilingual proficiency.

4.2. Data analysis methodology. As mentioned above, the linguistic atlas will be based almost entirely on the specifically elicited data. Use of the conversational data for the atlas product will be limited to rapid perusal for a fixed number of occurrences of a small number of phonological and grammatical variables in specific sections of the interview. These tight constraints on the data to be analyzed make it possible to assure completion of the basic linguistic atlas during the grant period. Analysis of these data involves three major methodological concerns: transcription, coding, and mapping.

"Transcription" at this stage will be concerned with producing a written record or "protocol" (in the terminology of Pederson 1974) of the responses of each consultant to each item in the specific elicitation section. The protocol form will list all the expected variants for each item. The transcriber's task, then, will consist largely of simply circling the form heard on the tape. The protocol form will, however, provide for the inclusion of responses other than those precoded, as well as multiple responses and transcriber notes on useful contextual information. Most lexical and grammatical items will be represented on the protocol form in standard orthography appropriately modified for "eye dialect" representation (e.g., huevo/güevo). For phonological items, the segments of interest (and only the segments of interest) will be listed phonetically. After team training for accuracy and consistency, all transcriptions will be prepared by the research associates and research assistants. Every transcription will be double-checked by Bills or Vigil.

Coding will consist of preparing the relevant data for creation of a computer

file. The data to be coded include all personal information about the consultant (except name), all specific elicitation responses, the tabulations for conversational use of selected phonological and grammatical features, and the indexing information for each tape. All data will be coded as numerical values and entered in the format of a standard program; some of the data from the pilot testing have been successfully entered into dBase III+ and then successfully transported to SAS-PC for statistical analysis and mapping (as exemplified by the accompanying maps). For the linguistic data, the coding process will first involve selection, that is, determination of how many variants of each variable and subvariable need to be recognized. For individual consultants, up to three alternate forms of each item (by degree of preference) may be entered. All data will be entered as separate variants initially, but these can be combined in whatever way desired at the data analysis stage.

It will be possible to analyze these linguistic data in many ways. Those analyses of most immediate concern for producing the linguistic atlas are representable in the form of maps (as discussed, e.g., by Rubin 1970, Lance & Slemmons 1976, and especially Pederson 1986, 1987 for the LAGS project). This mapping will involve a simple display of pieces of data on a map where each consultant occupies a cell delineated by longitude and latitude coordinates that will allow us to display exact geographical location. An example is given in Map 3, which was produced using the mapping system of SAS/GRAPH software. This procedure will permit the display of each variant of an item on a separate map or all variants of an item on a single map. Simple manipulation of the data will further permit displays of variants whether used or just known, of variants used by different age or sex groups, and of any combination of variables (items) and/or variants. Moreover, the mapping software makes it possible to generate maps by county, region, and state as well as the two-state area. These hundreds or thousands of maps will become part of the permanent archive. Those that prove most revealing of internal geographical or social variation, historical changes, and relationships with the wider Spanish speaking world will be utilized in the linguistic atlas. A sophisticated software package will make it possible to convert the analysis maps into visually pleasing maps of suitable quality for publication. More complex statistical analyses of dialect relationships of the sort discussed by Shaw 1974 and Thomas 1980 will also be carried out, though these will not be essential for the immediate products of this project.

The exact procedures to be employed in the interrelated tasks of coding and mapping remain to be decided. Computer capabilities in these respects are rapidly evolving. Varied options can be judiciously considered over the next two years before reaching a final decision.

5. Work Plan

The first two years of the project will be devoted mainly to data collection while the last year will be concerned with data analysis and preparation of the final products. Activities during the first two years will primarily be differentiated between summer and academic year. The following paragraphs describe the work to be accomplished during each stage of the project. This description summarizes the detailed task analysis given in Appendix B, which accounts for each staff member's hours of effort per week in each major activity; that analysis provides an explicit demonstration of the feasibility of the project as designed.

June-August 1991. By the start of the project the full interview schedule and visual aids will have been tested and put in final form. The principal activity of the first two months of the project will be data collection, including an intensive period of refinement and standardization of interviewing skills through

team critique of the initial interviews. All staff will be involved in the refinement of interview procedures, though Hernández-Chávez and the experienced research associates will play the leadership role in this training. All staff will also be involved in pursuing contacts to identify consultants for the interviews. Even with the training time, some 90 interviews will be completed during this twelve-week period by the two research associates. In addition, Bills and the research assistant will begin the protocol transcription process, including annotation of the interview tapes; only about 45 interviews will be so processed during this period.

September 1991-May 1992. The major activity during the academic year will continue to be collection of data through interviews, now conducted by the appropriately trained research assistants. An additional 72 interviews will be completed during this period. The research assistants will devote an equal amount of their time to protocol transcription, producing up to 100 protocols during the academic year. The research assistants will also devote some five hours per week to tape duplication and cataloging for the archive. Bills and Vigil will devote most of their time to oversight of the project with regard to both data collection and data preparation. They will continue the training in transcription and tape annotation and will double-check all of the protocols produced. They will also spend about one third of their committed time in background library research on the history of the target population and the contemporary situation.

June 1992-August 1992. During this second summer, the interviewing staff will spend most of their time on the road collecting data; the research associates will devote 75% of their effort to this activity and the research assistants about 50%. The result will be the completion of over a hundred additional interviews. While at home base, they will be engaged mainly in protocol transcription, completing some 70 protocols. Bills and Vigil will continue to be concerned with oversight, background research, and double-checking of protocols.

September 1992-May 1993. Activity during this period will be very similar to that of the preceding academic year. By the end of this period, most of the interviewing should be completed, and the protocols should be prepared and double-checked for 75% of the interviews.

June 1992-August 1993. Most effort at this stage is focused on completing the interviewing and transcription and double-checking of protocols. Attention begins to be focused on data preparation. Bills, Vigil, and the research associates will invest considerable time in developing the final computer coding procedures for data entry.

September 1993-December 1993. During the fall of 1993, Bills and Vigil will complete the checking of the protocols. All personal data and specifically elicited data will be coded, entered, and proofed, the two research assistants devoting about a third of their efforts to this task. The final two months of this stage will see all four staff members engaged primarily in computer analysis of the data, producing the analysis maps, evaluating their implications, and carrying out a variety of statistical analyses.

January 1994-May 1994. The final five months of the project will be concerned with continued analysis of the data, preparation of the publishable maps, and completion of the linguistic atlas manuscript. All staff will be engaged primarily in these activities, with the bulk of the writing being carried out by Bills. Completion of the archive component of the project--final cataloging of the taped materials and preparation of a guide to the collection--will be carried out by Vigil and the research assistants.

6. Final Product and Dissemination

The three-year project is intended to result in two major products: a single volume linguistic atlas and a permanent archive of the tape recorded interviews and related materials.

The book will present the most significant readily extractable dialect geography results of the project and provide a historical and social interpretation of those results. As previously mentioned, the volume will contain three sections dealing with the region's Hispanic history, the dialect geography findings, and relationships to the broader Spanish language context. This book will include neither the broad range of detailed maps contained in traditional dialect atlases (e.g., Allen 1973ff, Alvar 1961ff, Kurath et al. 1972) nor the extensive methodological information that is often included in linguistic atlas handbooks (e.g., Kurath 1939, Pederson et al. 1986) since such minutiae are of interest to a limited audience. It will, however, contain documentation regarding project subjects and similar information that will not only be of broad interest but also serve to introduce the specialist to the more detailed information available in the archive.

This single volume work will be 250-300 pages in length. It should be attractive to scholars and libraries, as well as the general reader having an interest in the region. The University of New Mexico Press would be a highly appropriate publisher of the book and has already expressed enthusiastic interest (see the letter from David Holtby in Appendix C).

The archive will be housed on the campus of the University of New Mexico. The original plan was to locate the archive in the Language Learning Center, in the same office that will be made available to serve as the project headquarters. However, the University was recently awarded a major grant to establish a Center for Southwest Research as an addition to Zimmerman Library; it is very likely that space and special facilities for the archive will be incorporated into the design of this Center.

The archive will consist of three kinds of materials: the tape recordings of the interviews, the portions of this data base entered into computer storage, and printed materials. The print materials will include the original protocols and analysis maps.

Copies of the tape recordings of all interviews will be housed in the archive. The original tape recordings will be used only for duplication; all project analyses and subsequent archive use will employ copies. We expect at some stage to have both working copies and data base copies of the taped materials on optical disks, which offer superior access time, transfer rates, and storage capabilities. This technology is not included in the budget at this time because rapidly evolving technology and fluctuating prices would make a decision of this type apropos in the third year of the project. We would hope to be able to negotiate support at that time.

The computer data base will include all information on the subjects and the most important information from the protocols regarding the specifically elicited data. It will also identify the tape location (by counter number) of key segments of the specifically elicited data and key topics of the conversational data (e.g., farming and crops, irrigation, medicine and curing, cooking and foods, games, social activities).

All of these materials--tape recordings, printed matter, and computerized data base--will be open to all interested persons. Access to the materials will be facilitated by two guides. A pamphlet guide to the collection will contain

fairly detailed information on each subject (without duplicating that available in the published volume), a description of the kinds of materials available, and an explanation of the procedures for utilizing those materials. A summary of the contents of each interview will be included in this guide.

The computerized data base will serve as a more penetrating guide to the archive materials. The content analysis of the tape recorded materials for each subject will enable the interested scholar to pinpoint subjects, tapes, and locations on a tape for specific areas of interest. The user will be able to call up individualized guides, for example, to such concerns as discussion of farming by residents of Socorro County, the words for 'turkey' used by males above age fifty, or the childhood games described by women in selected counties of southern Colorado.

The archive will be continually expanded after the termination of the project. Project personnel, for example, will continue to probe the archive resources and prepare further materials for computer storage. In addition, all users of the archive will be asked to contribute any transcription, coding work, analysis procedures, or written reports to the permanent public domain of the archive.

Information about the availability of the published volume will be disseminated through the usual channels: review copies to journals, direct mail advertising, and exhibits at conferences and professional meetings. In addition, the existence of the book and the archive will be made known through professional newsletters (e.g., the "Newsletter of the American Dialect Society", "Boletín Informativo de la Asociación de Lingüística y Filología de la América Latina") and journals (e.g., Hispania, American Speech, Orbis). Project personnel will also advertise the products through participation in conferences and professional meetings.

7. Computer Use

Automation technology is essential for both the atlas and the archive components of the project. The computer is required for the storage and manipulation of massive amounts of data for the atlas analyses and for the archive indexing, as well as for longer range analysis of the larger data base represented by the entire archive. Though the longer range activities must be considered in planning computer use, the discussion here will concern the two short-range products of the project. The varied data mentioned above--background information on the subjects, protocol entries, tape indexing, and so forth--will be entered into the computer to form a data base to be shared between the two objectives.

This computerized data base will serve as a concordance for the archive users as well as the source for the statistical manipulation and map generation for the atlas component.

Computer hardware required for this project will be the University of New Mexico's main frame computational facilities and two personal computers. The majority of the work can be accomplished with the two IBM compatible 386 personal computers requested in the budget. Each should have one 1.4 MB 3.5" floppy drive, a 150 megabyte hard disk, an internal modem, and high performance 14" color monitor with a video card providing capability with EGA, CGA, MDA, and Hercules video.

One of the PCs will be used primarily for data entry and later text processing while the other will be used largely for data analysis and map generation. One PC will become a permanent part of the archive. The UNM main frame will be needed for large data manipulation, storage, and access to peripheral equipment for generation of final maps and other color printed output. The main frame and supporting facilities will be available to the project directors as standard

faculty privileges budgeted through their departments.

Most of the computer usage will be handled with readily available software.

Our current plan is that the data base will be entered using dBase IV or comparable program, since it is possible to output data from dBase IV in a form suitable for manipulation by SAS and pMAP software. SAS-PC will be used for all analyses except where the mass of data is so great that use of the main frame SAS package will be necessary. Word processing software for all print materials, including the book manuscript, will be a package well suited to Spanish, such as the Nota Bene software included in the budget. Map generation may be accomplished by a mapping system provided in SAS/Graph. We have successfully entered data into dBase III Plus, exported it to SAS, and from the resulting SAS data base generated maps displaying individual linguistic variants at longitude and latitude coordinates. Map 3 above shows a sample map produced by the above method using a Hewlett-Packard LaserJet III printer. We have found the SAS program both powerful and versatile, allowing both statistical analysis and mapping.

Computer graphics capabilities are undergoing tremendous development, and this project will not require the mapping software until the third year. Even though we have solved the programming needs for map generation, if superior packages are available later, we will make the necessary adjustments to incorporate them.

We continue to believe that consultations with Lee Pederson of the Linguistic Atlas of the Gulf States project at Emory University and John Nitti of the Hispanic Seminary of Medieval Studies at the University of Wisconsin will be essential to final decisions on computer use.

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BUDGET NOTES

1. Staff salaries are figured with 5% annual increments.
2. Fringe benefits include tuition for the graduate student research assistants.
4. Travel for interviews is estimated as follows using the standard University of New Mexico per diem and mileage rates. (a) Per diem: 50 overnight trips for five days each at the \$75 in-state per diem rate = \$18,750 in subsistence costs. (b) Mileage: 25,000 miles in personal cars at \$.24.5 per mile = \$6,125 in transportation costs. These costs are equally split between the first two years of the project.
5. "Office supplies" includes postage and computer supplies.
7. (a) The price for the stereo cassette field recorders, with dual microphones included for each recorder, is based on a quote from KLR Audiovideo in Albuquerque. All prices for computer equipment are based on quotes from the Purchasing Department at the University of New Mexico.
(b) The total cost of computer software is broken down as follows:

| | |
|----------------------------|---------|
| DOS 3.3 | \$ 88 |
| dBase IV | 495 |
| Nota Bene | 510 |
| Lotus 1-2-3 | 220 |
| PC-SAS (under UNM license) | 50 |
| pMAP | 940 |
| TOTAL | \$2,303 |

APPENDIX B
Task Analysis: Staff Hours per Week

The following calculates the commitment of hours per week to specific activities by each of the co-PIs (columns headed by first three letters of surnames), the two research associates combined (Asc), and the two research assistants combined (Ast); consultant and secretarial time is not included in this analysis.

Note: "Interviewing" assumes 8 hours of effort for each 4-5 hour interview. "Protocol transcription" assumes 6 hours effort per interview for transcribing the specifically elicited data only and annotating the general content of each tape. "Check protocol transcripts" assumes 3 hours effort per interview for the first year and 2 hours per interview subsequently.

| <u>Jun'91-Aug'91 (12 weeks)</u> | <u>Bil</u> | <u>Vig</u> | <u>Asc</u> | <u>Ast</u> | <u>TOTALS</u> | <u>PRODUCTS</u> |
|---------------------------------|------------|------------|------------|------------|---------------|-----------------|
| Identifying consultants | 2 | 2 | 4 | 2 | 120 | |
| Interviewing | -- | -- | 64 | -- | 768 | 96 interviews |
| Team critique of interviews | 6 | 6 | 12 | 12 | 432 | |
| Protocol transcription | -- | -- | -- | 23 | 276 | 46 protocols |
| Check protocol transcripts | 10 | -- | -- | -- | 120 | 40 checked |
| Archive development | -- | 1 | -- | 3 | 48 | |
| Administrative | 2 | 1 | -- | -- | 36 | |
| TOTAL HOURS PER WEEK | 20 | 10 | 80 | 40 | | |

| <u>Sep'91-May'92 (36 weeks)</u> | | | | | | |
|---------------------------------|----|----|----|----|-----|---------------|
| Identifying consultants | 1 | 1 | -- | 2 | 144 | |
| Interviewing | -- | -- | -- | 16 | 576 | 72 interviews |
| Protocol transcription | -- | -- | -- | 16 | 576 | 96 protocols |
| Check protocol transcripts | 6 | 2 | -- | -- | 288 | 96 checked |
| Archive development | -- | 3 | -- | 6 | 324 | |
| Background research | 4 | 3 | -- | -- | 252 | |
| Administrative | 2 | 1 | -- | -- | 108 | |
| TOTAL HOURS PER WEEK | 13 | 10 | 0 | 40 | | |

| <u>Jun'92-Aug'92 (12 weeks)</u> | | | | | | |
|---------------------------------|----|----|----|----|-----|----------------|
| Identifying consultants | 2 | 2 | 4 | 4 | 144 | |
| Interviewing | -- | -- | 56 | 20 | 912 | 114 interviews |
| Protocol transcription | -- | -- | 20 | 16 | 432 | 72 protocols |
| Check protocol transcripts | 8 | 1 | -- | -- | 108 | 54 checked |
| Archive development | -- | 3 | -- | -- | 36 | |
| Background research | 8 | 3 | -- | -- | 132 | |
| Administrative | 2 | 1 | -- | -- | 36 | |
| TOTAL HOURS PER WEEK | 20 | 10 | 80 | 40 | | |

| <u>Sep'92-May'93 (36 weeks)</u> | <u>Bil</u> | <u>Vig</u> | <u>Asc</u> | <u>Ast</u> | <u>TOTALS</u> | <u>PRODUCTS</u> |
|---------------------------------|------------|------------|------------|------------|---------------|-----------------|
| Identifying consultants | 1 | 1 | -- | 2 | 144 | |
| Interviewing | -- | -- | -- | 20 | 720 | 90 interviews |
| Protocol transcription | -- | -- | -- | 14 | 504 | 84 protocols |
| Check protocol transcripts | 4 | 2 | -- | -- | 216 | 108 checked |
| Archive development | -- | 3 | -- | 4 | 252 | |
| Background research | 5 | 2 | -- | -- | 252 | |
| Data coding | 1 | 1 | -- | -- | 72 | |
| Administrative | 2 | 1 | -- | -- | 108 | |
| TOTAL HOURS PER WEEK | 13 | 10 | 0 | 40 | | |

| <u>Jun'93-Aug'93 (12 weeks)</u> | | | | | | |
|---------------------------------|----|----|----|----|-----|---------------|
| Identifying consultants | 1 | 1 | 2 | 2 | 72 | |
| Interviewing | -- | -- | 10 | 10 | 240 | 30 interviews |
| Protocol transcription | -- | -- | 20 | 20 | 480 | 80 protocols |
| Check protocol transcripts | 6 | 3 | -- | -- | 108 | 54 checked |
| Data coding | 11 | 4 | 8 | 4 | 324 | |
| Archive development | -- | 1 | -- | 4 | 60 | |
| Administrative | 2 | 1 | -- | -- | 36 | |
| TOTAL HOURS PER WEEK | 20 | 10 | 40 | 40 | | |

| <u>Sep'93-Dec'93 (16 weeks)</u> | <u>Bil</u> | <u>Vig</u> | <u>Asc</u> | <u>Ast</u> | <u>TOTALS</u> | <u>PRODUCTS</u> |
|---------------------------------|------------|------------|------------|------------|---------------|-----------------|
| Protocol transcription | -- | -- | -- | 9 | 144 | 24 protocols |
| Check protocol transcripts | 5 | 1 | -- | -- | 96 | 48 checked |
| Data coding | 6 | 2 | -- | 12 | 320 | |
| Data analysis | 14 | 5 | -- | 10 | 464 | |
| Archive development | -- | 1 | -- | 9 | 160 | |
| Administrative | 2 | 1 | -- | -- | 48 | |
| TOTAL HOURS PER WEEK | 27 | 10 | 0 | 40 | | |

| <u>Jan'94-May'94 (20 weeks)</u> | | | | | |
|---------------------------------|----|----|----|----|-----|
| Data analysis | 5 | 1 | -- | 20 | 520 |
| Final map preparation | 5 | 3 | -- | 5 | 260 |
| Writing atlas material | 15 | 3 | -- | 8 | 520 |
| Archive development | -- | 1 | -- | 5 | 120 |
| Prepare archive guide | -- | 1 | -- | 2 | 60 |
| Administrative | 2 | 1 | -- | -- | 60 |
| TOTAL HOURS PER WEEK | 27 | 10 | 0 | 40 | |

| <u>TOTAL HOURS OF EFFORT:</u> | | |
|-------------------------------|-------|-------------------------|
| Critique of interviews | 432 | |
| Identify consultants | 624 | (= 1.56 hrs/consultant) |
| Interviewing | 3,216 | (= 402 interviews) |
| Protocol transcribing | 2,412 | (= 402 interviews) |
| Protocol checking | 936 | (= 400 interviews) |
| Archive development | 1,000 | (= 2.5 hrs/interview) |
| Background research | 636 | |
| Data coding | 716 | (= 1.79 hrs/interview) |
| Data analysis | 984 | |
| Map preparation | 220 | |

| | |
|-----------------------|-----|
| Writing atlas | 520 |
| Writing archive guide | 60 |
| Administrative | 432 |

Attachment B

Data Collector's Handbook

Data Collection Handbook
for the
Linguistic Atlas and Archive of the Spanish
of New Mexico and Southern Colorado

(A project supported by the National Endowment for the Humanities)

REVISED VERSION, JULY 1992

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CRITERIA FOR SELECTING CONSULTANTS

Please adhere to the following guidelines in lining up consultants for interviews:

- (1) Must be a native speaker of Spanish.
- (2) Should have lived in the same area practically entire life.
- (3) Should be reasonably talkative.
- (4) Must have no serious speech impediments.
- (5) Must have reasonably good eyesight.
- (6) Must represent a targeted locality for sampling (see below). For those who have moved around, the place where they lived during their pre-teen and teenage years will be considered the locality they represent.
- (7) Must represent one of the following six categories of individuals with regard to sex and age within that locality (hopefully without duplication): female 18-39, male 18-39, female 40-59, male 40-59, female 60 and above, male 60 and above.

TARGETED LOCALITIES

Bold face areas are identified sample targets. Localities marked with an asterisk are only possible targets if they should be easy to sample as "extras". An underlined town/city is the preferred among the options given.

| <u>Sector</u> | <u>County</u> | <u>Locality</u> |
|---------------|---|--|
| 1 | Montezuma La Plata San Juan McKinley | Cortez-Dolores area Durango or Ignacio or adjacent areas <u>Bloomfield-Aztec-Farmington area</u> Gallup (or adjacent area) |
| 2 | Cíbola | Grants-Milán area (including San Rafael, San Fidel, Cubero, Cebolleta, San Mateo) Reserve or area (including Luna, San Francisco Plaza, Cruzville, Apache Creek, Aragón) Quemado-Pie Town-Datil area (maybe Omega) One other site depending on specific localities in preceding three |
| 3 | Grant Hidalgo Luna | Bayard or Central Silver City or the San Juan-San Lorenzo-Santa Rita-Mimbres area Lordsburg (or perhaps Cotton City or Animas) Deming |
| 4 | Saguache Río Grande Alamosa Archuleta Conejos Costilla | Center Monte Vista or Del Norte *Alamosa *Pagosa Springs Antonito area San Luis area |

- 5 Río Arriba **Chama-Tierra Amarilla area** (including Brazos, Los Ojos, Ensenada, Rutheron, La Puente, and perhaps El Vado, Nutrias, Cebolla, etc.)
Española area (including Sombrillo, Nambé, Quarteles, El Llano, Hernández, Chamita, Alcalde, Los Pachecos, La Villita, El Guique, Chili, and maybe Medanales, Lyden, Velarde, Embudo, La Ciénega, Rinconada, Dixon, Apodaca, Cañoncito, etc.)
Chimayó-Truchas-Córdova area (including El Portrero, Cundiyo, and maybe Ojo Sarco, Las Trampas)
 *El Rito-Vallecitas-Madera area (including Las Placitas, Ojo Caliente, Servilleta Plaza, Petaca, maybe Tres Piedras)
 *Coyote area (including Arroyo del Agua, Youngsville, Cañones, Canjilón, Barranca, Abiquiu, maybe Gallina)
 Taos **Questa-Arroyo Hondo area** (including Buena Vista, Cerro, Lama, San Cristóbal, Cañoncito, Valdez, Arroyo Seco, and maybe Tres Piedras, Costilla, Amalia)
Peñasco area (including Chamisal, Vadito, Rodarte, Llano, Llano Largo, Placitas, Tres Ritos)
 *Taos area (including Ranchitos, Cañón, Los Córdovas, Talpa, maybe Pilar)
 Santa Fe **Santa Fe**
Santa Fe or elsewhere in county, especially to north (Tesuque, Chupadero, Galisteo, Agua Fría, La Ciénega, Lamy)
- 6 Sandoval **Cuba area** (including La Jara, Torreón, maybe Regina)
Bernalillo area
 *San Isidro area (Vallecitos, Ponderosa, Cañón, Cañones)
 Bernalillo **North Valley-Alameda-Corrales**
Albuquerque = Martíneztown-Old Town-Sawmill
Albuquerque = Barelas-San José
 *Albuquerque
South Valley (including Los Padillas, Pajarito, Armijo, Five Points, Atrisco, etc.)
 *Eastern area: Tijeras-Chililí-Escobosa-Miera-Cedro, San Antoñito-Cañoncito-Sandía Park-Sandía Knoll-Sedillo, southern Santa Fe county
 Valencia **Los Lunas-Tomé area** (including Peralta, Valencia, Meadow Lake, Los Chaves, Adelino)
 *Belén or to south into Socorro county (Los Trujillos, Jarales, Turn, Bosque, Veguita, Las Nutrias)
 Socorro **Socorro area** (including Lemitar, Polvadera, Chamizal, Alamillo, San Acacia, Escondida, Luis López, Laborcita, San Antonio, San Antoñito)
Magdalena
- 7 Sierra **Northern area of county**
Western area (Hillsboro, Kingston, Monticello, Placitas) or Truth or Consequences-Caballo area
 Doña Ana **Las Cruces**
Mesilla-Tortugas area
Anthony-Chamberino area (including La Unión Vieja, Chaparral, Berino, Vado, La Mesa, San Miguel, Mesquite)
 *Hatch area (Derry, Garfield, Salem, Placitas, Rodey, Rincón)

| | | |
|----|------------------------|---|
| | Otero | Tularosa-Alamogordo area (or maybe La Luz) |
| 8 | Pueblo | Pueblo * <u>Avondale</u> -Vineland-Devine area |
| | Otero | <u>Rocky Ford-La Junta-Manzanola</u> |
| | Bent/Prowers | Las Animas or <u>Granada-Lamar</u> |
| | Huérfano | Walsenburg |
| | Las Animas | Trinidad (or area to west) |
| 9 | Colfax | Ratón |
| | Colfax/Mora | Springer or Cimarrón (maybe Miami) or Wagon Mound |
| | Mora | Mora area (including Cleveland, Holman, Cañón, Monte Aplanado, LeDoux, La Cueva, Buena Vista, Rainsville, Luceros, and maybe Ojo Feliz, El Turquillo, Guadalupita, Chacón, Los Le Febres, Los Hueros, Ocate, etc.) |
| | San Miguel | Las Vegas or area (including San Antonio, Los Vigiles, Montezuma, Hot Springs, El Porvenir, Gallinas, Gabaldón, Ojitos Fríos, Romeroville) |
| | | *Pecos area (including La Cueva, Rowe, Lower Colonias, N. San Ysidro, S. San Ysidro) |
| | | *Villanueva area (including Los Diegos, El Cerrito, Sena, Pueblo, Ribera, San Miguel) |
| 10 | Torrance | <u>Willard-Mountainair area</u> (including Manzano, Torreón) *Estancia-Moriarty area (Tajique) |
| | Torrance/ Guadalupe | <u>Encino or Vaughn</u> |
| | Guadalupe | Santa Rosa *Dilia- <u>Anton Chico</u> area (Llano Viejo, La Loma, Tecolotito) |
| | De Baca | Ft. Sumner |
| | Lincoln | Carrizozo (or maybe Capitán, Nogal) *Hondo area (including Lincoln, San Patricio, Tinnie, Picacho) |
| 11 | Union | Clayton |
| | Harding | Mosquero or Roy (or Bueyeros, Solano) |
| | Quay | Tucumcari |
| | Curry | <u>Clovis-Texico</u> |
| 12 | Chaves | Roswell <u>Dexter-Hagerman-Lake Arthur area</u> |
| | Lea | <u>Lovington or Hobbs</u> *Jal |
| | Eddy | Carlsbad or Loving (maybe Malaga) |

MAKING CONTACTS FOR INTERVIEWS

Make personal contact. You should personally contact the consultant to make clear, firm arrangements prior to leaving for the interview. Potential consultants will usually be identified through intermediaries, and it will be helpful if the intermediary talks personally with the consultant to encourage her/his participation. However, do not leave it up to an intermediary to make the interview arrangements. In your

initial contact with the consultant, be sure to personalize the situation by mentioning the intermediary (and/or other mutual acquaintances or activities).

Explain the project. Identify yourself, UNM, and the project you are working on (the "New Mexico/Colorado Spanish Survey"). Note that this is a project to study the very special Spanish language, history, and culture of this area because it is rapidly disappearing. As older people die off and kids grow up knowing only English, we are losing a linguistic and cultural treasure. We need to preserve this Spanish of our ancestors. This is the goal of the project: to establish an archive of taped materials to be stored in the UNM library which will be a legacy for future generations.

Request participation. Ask for the consultant's help on this project. We're selecting 400 persons from all over New Mexico and southern Colorado for interviews. These persons must be speakers of Spanish, over 18, who have lived in the same area most of their lives. Confirm this person's appropriateness, especially the locality he/she represents. Obtain enough information about the area represented to be able to make a photocopy of the portion of a 7.5-minute scale map for the area represented. State that you would like the person to participate, to share with us his/her knowledge and experiences. This is something to give to the future, for future generations to be able to look back and understand the language and culture of today.

Explain the interview. The interview will be tape recorded in the person's home (or wherever she/he wishes). The interview will deal with two things: specific words and usages of the Spanish that individual speaks, and discussion of her/his personal history, life experiences, customs, and so forth. Some of the interview will be just conversation. It can take three to four hours (or longer, depending on how talkative the subject is).

Arrange interview details. Assuming that you have won full cooperation by now (!), establish when would be a good day and time for the interview -- preferably when it can be done all in one sitting. If the person is local or close by, try to confirm an exact date, time, and place. If the person is distant, what might be a good day of the week and time? Explain that you will have to line up several more interviews in the area before you can fix an exact date. "And by the way, do you know other people in the area who would be willing to participate?"

Exchange information for further contact. Obtain the person's mailing address. If the interview is more distant than four or five days, tell her/him you'll drop a note (a handwritten note on our letterhead with business card enclosed will be sufficient) to confirm the appointment. Give him/her our office phone number (and perhaps your own home phone). They can call the office collect if necessary.

INTERVIEW PREPARATION PROCEDURE

- (1) Check to be sure your kit contains the following items:
 - _____ Interview Folders (containing Permission letter, Background information form, Financial information page, and Post-interview assessment form).
 - _____ Master Interview Schedule (including the Spanish reading text).

- _____ Visual stimulus binder (Picture book).
- _____ Primary cassette recorder (large Sony).
- _____ Back-up cassette recorder (small Sony), at least for out-of-town interviewing.
- _____ Batteries (sufficient for six hours of recording per interview).
- _____ Microphones (with screwdriver).
- _____ Extension cord.
- _____ At least six blank C-60 cassette tapes per interview, with consultant number, tape number, and side marked in pencil.
- _____ Pen (a pencil would also be useful).
- _____ Photocopy of appropriate section of 7.5-minute map.

- (2) Select interview numbers from the Interview Log and record them on the folders. Enter the consultant's name and interview number in pencil in the Consultant Distribution file.
- (3) Label each side of the cassette tapes in the following manner: the interview number, the side designation as "A" or "B", the number of the tape according to its sequence in the interview, and finally the designation "M" or "Master". Separate the first three notations with a dash. For example: "13-A-3 M"
- (5) Thoroughly check all recording equipment. Record your voice and play it back. For the back-up recorder, tape selector should be in Normal position, Dolby should be off, and Mic on for recording. For the large Sony, check the pre-amplifier: put the switch at the ON position; then switch to the OFF position and watch the green light -- if it flashes, there is sufficient battery power for the interview; if the green light does not flash, replace the batteries and go through the check procedure again.
- (6) Verify consultant's name, phone number, address, and time of interview. Place that information into the interview folder.

RECORDING THE INTERVIEW

Recording level: In general, you want to set the recording level at a high level but without regular bouncing of the meter needle into the danger zone. For both the primary (large Sony) and back-up (small Sony) recorders, the appropriate recording level seems to be "8". However, if the person has a soft voice, you may need to raise the level to "9" or "10", and if the person has a particularly strong voice, you may have to set the level slightly lower than "8". To check the recording, if you set the playback level also at "8", the recorded material should come through loud and clear.

Microphone placement is also crucial. You want to pick up both voices, but the consultant's voice should be more audible on the tape than yours (this is especially important in cases of simultaneous talk, in which case we're more interested in what the consultant says). So make sure the mike is closer to, and facing, the consultant. Remember that for the large Sony the flat microphone must be placed on a hard flat surface.

Monitor microphone placement (and recording level) throughout the interview. For example, the consultant might be close to the mike while going through the pictures but might lean back and turn away

during conversation. Be aware of relative body positions; if the consultant leans away from the microphone, your natural conversational behavior may cause you to lean forward (and thus perhaps closer to the mike), but learn to adjust as necessary to maintain relative distance from the microphone.

Beginning and end of tape: When you start recording on each side of a tape, let it run 30 seconds or so to get past the plastic leader on the tape. Similarly, try to stop the tape before it reaches the absolute end, which again is plastic leader that can't be recorded on.

During the interview, keep an eye on the tape -- to assure that it didn't run out 15 minutes ago! Changing the tape at an appropriate break point a little bit before it runs out might avoid the loss of some important data.

Repetition and clarification: Listen to the consultant's response and keep in mind that that response should be clear on the tape. If the consultant responds while you're talking, say "¿Cómo?" or whatever to get a repeat (your ears may filter simultaneous talk perfectly, but the tape recorder can't). If the consultant's voice fades or croaks during a response, get a repetition. If the response is a new word that you've never heard before, get a repetition and perhaps clarification to make sure the response is to the intended stimulus and not something else.

Continuous recording: Once you start the interview, do not stop the taping except when absolutely essential (e.g., to go to the bathroom). Even leave the recorder on, if feasible, if there is a short verbal interruption from a third party or if the consultant answers the telephone in the same room (these could reveal interesting shifts in language use!). But most importantly, avoid using the pause button or turning off the recorder to clarify or explain or reassure and so forth. Adopting this "off-the-record" mode will just reinforce the idea that the recorded part is strictly "on-the-record", a "test", a time to be on your toes. Such a perception is the opposite of our intent; it is precisely what we're trying to circumvent. (Of course, if the consultant wants the recorder turned off, you must comply. But you should not instigate such counterproductive activity.)

CONDUCTING THE INTERVIEW

Let the subject know very frankly what we're interested in -- the way Spanish is spoken in different areas of New Mexico and Colorado. And what we want from this person is the Spanish he/she uses when talking with relatives and friends that he talks to in Spanish. Given such an understanding, it is natural to talk about differences. Don't discourage this. On the contrary, encourage it. This will make the subject a better "informant".

Listen to the person you are interviewing. The temptation at first will be to think ahead to plan what you're going to do next, which will make you not a very kind interlocutor. Try to get past this. By the same token, recognize when the consultant no longer wants to continue a topic and adjust accordingly.

Be interested in what the person says. Don't be too concerned about efficiently getting what's on the Interview Schedule. You may steer the subject in particular directions, but don't cut him/her off when on a roll. What we want to get is language, which will be produced in greatest quantity when the consultant feels that the interviewer is a person who is keenly interested in what the consultant has to offer.

In the specific elicitation component, if you both speak at the same time, get a repetition so the response will be clear on the tape. (This may seem like contradictory advice: engage in a natural two-person conversation but keep in mind the unnatural third person eavesdropper who will be listening to the taps. But this control is precisely what makes a good interviewer.)

Conduct the interview in Spanish to the extent possible. Recognize, however, that this goal may conflict with our wish to have a relaxed, enjoyable interview: an interaction solely in Spanish will be intimidating and stressful for many consultants. A really comfortable interview, especially with younger people, may naturally evoke a lot of code-switching. Such code-switching by the consultant is perfectly acceptable, and you will have to adjust with some code-switching too. Thus, you need to be a follower linguistically to establish rapport for a good interview. But you also have to be a leader: our central concern is Spanish, and your sticking as much as possible to Spanish will make it more natural for the person being interviewed to operate in Spanish.

Use your most colloquial variety of Spanish appropriate to the status of the consultant. The Interview Schedule is given mostly in minimal English precisely to avoid putting somebody else's words in your mouth. Where questions and directions in Spanish are provided in the specific elicitation parts, try to adapt these to a form that is natural and colloquial to you.

THE INTERVIEW SCHEDULE

Review the Interview Schedule and be sure you understand what the intent of each item is. If you don't understand, call one of the following anytime (except between 10 pm and 6 am):

Research office: 277-0324

Garland Bills: 277-7416 (office), 298-6683 (home)

Neddy Vigil: 277-7369 (office), 294-5957 (home)

TESTING

The "Testing" procedure at the beginning of the interview (eliciting the numbers from one to 20, the days of the week, and the months of the year) is designed for three purposes:

(a) To record these linguistic data. These phonological data in a situation with maximum attention paid to one's speech are an important feature of the project's goals.

(b) To assure that the tape recorder is functioning properly. You must play this sample back (which requires use of the headphones with the small Sony) to check the quality of the recording with regard to placement of microphone and so forth. Be aware, however, that people often speak more loudly under stress, so consultants may speak more softly as they become more comfortable in the interview.

(c) To put the person at ease by hearing her/his voice on the tape. After you play back the segment, you might even remark on how great the consultant's voice sounds on tape!

BIOGRAPHICAL INFORMATION

You must get all of the following specific pieces of biographical information, a duplication of the checklist in the Interview Schedule:

- Birthplace
- Current age or year of birth
- Where grew up (formative years)
- How long in present residence
- Father's birthplace
- Mother's birthplace
- Spouse's birthplace
- Number of children
- Years of education completed
- Language learned first
 - When other language learned
- English speaking ability
- Spanish speaking ability
- Language used at home in childhood
- Language currently used--in general, but particularly:
 - With spouse
 - With children
 - With parents
 - At work
 - With friends
- Years of formal study of Spanish
- Residence in other Spanish-speaking countries
- Literacy in Spanish
- Prefer Spanish or English TV
 - Hours per week of Spanish TV
- Prefer Spanish or English radio
 - Hours per week of Spanish radio
- Spouse's Spanish speaking ability
- Children's Spanish speaking ability

However, you should make this more a conversational interchange than a formal interview. That is, instead of the format where you ask a specific question and get a short specific response, broach more general topics (by question or otherwise) and try to lead the conversation in a way to get the information on the checklist. You might start off by telling the subject that we need to have a brief history of her/his life and ask him/her to begin with when and where s/he was born and where s/he grew up. For example, the opening question might be something like: "¿Me puede dar un resumen de su vida -- dónde nació, cuándo, dónde vivió, y estas cosas?" You can keep this "history" on the track that you want, but this type of initiation can set the stage for a conversational interchange rather than a formal, short answer, fill-in-the-blank kind of interview. Similarly, to get the information on current language use, for example, instead of asking about individuals, ask "¿Con quién habla Ud. español?" and "¿Con quién habla inglés?" and in the ensuing discussion you can ask about specific information on the checklist that otherwise has not surfaced.

At some point during this discussion ask the consultant to pinpoint on the map the place where he/she

lived as a pre-teen and teenager.

CONVERSATION

The elicitation of conversation has two purposes in this project. First, it will provide the most significant linguistic, social, and cultural data in the interview and is therefore the most important part of the interview in terms of the archive part of the project. (The specific elicitation will provide the most important data for the atlas component.) Second, conversational interludes should provide relaxing breaks from the more test-like specific elicitation. Thus, though good conversational exchanges may occur at the beginning and end of the interview, do not overlook this designed second function of conversation.

Beyond these guidelines, in each interview we want to get at least one hour of conversation. And we want this to minimally include the following two broad categories:

- (1) **Narrative description of a personal experience.** The demonstrated most effective such discourses are the description of an event (or events) that posed the greatest danger ever experienced by the person (affecting that person or someone close to him/her) or the funniest experience(s) the person ever had. An explanation of childhood games and specifically how to play a game often work well, though these often fail to describe a personal experience.
- (2) **Discussion of the future.** You will have to figure out from the interview what this person is most interested in (politics, education, the Spanish language, old age, crime, etc.) that can evoke a future-related conversation. Try to get the consultant to discuss those interests by asking questions such as "¿Cree usted que X va a ser problema/lío?" and "La situación de X parece ir de peor en peor, ¿que no? -- ¿Qué va a pasar?" Be on the lookout for openings where you can say things like, "Esto sí que es problema, pero no sé qué se puede hacer."

A shift from specific elicitation to conversation should not occur just at those points where reminders are given in the Interview Schedule. Rather, it should occur whenever you see the opportunity for a topic of interest to the consultant. It should also occur as a relaxing change of pace if you sense that the consultant is becoming fatigued with the specific elicitation.

The following list summarizes the conversation topics that are highlighted throughout the Interview Schedule. Their placement is generally associated with semantic domains being treated in the specific elicitation (and some of the pictures, in fact, are included as much to stimulate conversation as to elicit specific words). However, you are not expected to pursue every topic area or to raise the topic at exactly the point it occurs in the Schedule. You should try to develop your ability to assess what interests your consultant and to perceive openings for conversation as the interview goes along. As you gain experience interviewing, you will get better at reading cues from your consultant for openings to topics of interest.

Danger of death or serious injury.

Funniest thing that ever happened.

Wild animals, birds, fish: Hunting and fishing. Products, food.

Domesticated animals, birds: Care of, equipment. Related occupations. Pets.

Land, weather and geography. Plants of forest and field. Las cabañuelas; cortando las nubes.

Medicinal plants: Uses, curing, curanderos, brujería. Death, wakes, funerals.

Childhood activities: Games (esp. at home). Chores. Social position, behavior, and obligations.
Adolescence activities: Chores/jobs. Dating. Parent/society rules, conflicts. Driving. Mischief.
Domesticated plants: Farm, home garden, ornamental. Care of, equipment, processing.
Foods, especially favorite, most typical, and for special occasions: Buying, cooking.
Farm/ranch/country experience: explanation of specific jobs. Reciprocal assistance.
Description of home, furniture. Home construction/repairs.
Cooking utensils and other household activities.
Clothing: Buying, making, care of. Style: changing trends, gender differentiation.
Adulthood: Marriage, children. *Compadrazgo*. Military. Work, explanation of kinds of jobs. College.
Grown children and grandchildren.
Old age: Health. Care of parents. Future care of self.
Ethnic experiences and attitudes. Interethnic interactions. Terms for Anglos, Blacks, Hispanics, Mexicans, Indians, women, men, etc.
Transportation. Travel. Car, train, airplane, animal.
Social activities: Same/mixed sex. Movies. Sports. Circuses, fairs. Dances, weddings, holidays, etc.
Verbal artistry: Stories, folktales (supernatural, *brujerías*, *ciboleros*), folksongs, riddles, proverbs, refranes, sayings, *modismos*. Regional differences in Spanish (tie in to residential history).
Language attitudes: Language of preference and reasons for this preference. Language ability of spouse, children, grandchildren. Are young people maintaining Spanish? Should they be?
Abstract attitudes: Importance of education. Changes involving youth, parenthood, religion, traditions--good or bad? Improvement of life in the future.

In order to get conversational data you must do your part to make it a real conversation. Conversations are not monologues, and we cannot expect our consultants to be verbal artists. They are just typical humans who will happily contribute information and ideas in meaningful interchanges with another person. You must be an interested and active participant in that interchange.

One of the important techniques to learn is to ask "information questions" and avoid "yes-no questions". The latter are questions that can be answered appropriately with "yes" or "no" (e.g., "Do you go to the movies?" -- "Nah.") and will not push a reticent speaker to open up. Information questions, on the other hand, are those that start off with a question word ("what", "who", "when", "how", "why", "where", etc.) and require a response of greater content (e.g., "What movies have you seen recently?" -- a minimal response to which will be many times longer than a minimal response to the yes-no question).

SPECIFIC ELICITATION

The specific elicitation component of the Interview Schedule is designed to collect data that will be utilized immediately for the short-range goal of producing the linguistic atlas. It contains two parts' The first focuses on eliciting words primarily through the use of visual stimuli. The second elicits strictly grammatical information. A detailed guide to the items in this component is presented in the next section. Here a few general methodological points about data collection are offered.

Given that prior stress will have been placed on our interest in Spanish, anticipate that in the elicitation of specific lexical items the subject may deliberately avoid mentioning anything that she/he thinks is "English", like sinque or torque. Impress on the consultants that we expect them to provide whatever label they would use to refer to that thing when conversing in Spanish with a friend or relative.

(Remember from the beginning of the interview who the consultant uses Spanish with and invite the consultant to imagine referring to the item in a context with one of those people.)

The response "No sé" is ambiguous. When it occurs, try to determine whether it means (a) "I don't know what you're referring to" or (b) "I know what you're referring to but I don't know the word." If the former, find a way to clarify -- whatever works -- identification in English is okay. If the latter, you may prompt them to see if they recognize a sample form or two.

If you help the consultant by suggesting a form or two, try to ascertain whether she/he actually uses the form or has heard others use it -- active vs. passive knowledge. We particularly want to know what this consultant uses.

Verbally stimulated sentence completion (e.g., "El color del cielo es ____?") can be useful in helping the consultant respond to an item. However, excessive sentence completion as a means to elicit specific items can make the interview too "test-like". Do your best to make the interview an exchange of information and not a test.

Besides, verbal cueing can be very difficult. You often wind up saying the form that you want to elicit! Be careful also not to give gender/number cues with articles or demonstratives, for you will do this based on the form that you have in mind, potentially leading the subject away from what s/he would normally say. For example, instead of saying "¿Qué es esta/este?" (using the demonstrative form according to what you have in mind) say just "¿Qué es?" or "¿Qué ve usted aquí?" In giving cues for completion, instead of saying things like "Esta es una ... ¿qué?" use a general noun and say "Esta cosa/Este animal es ... ¿qué?" or "¿Qué palabra usa usted para esta cosa/este animal?"

Don't say "no" in reaction to any response! Negative feedback will give the idea that there are "right" and "wrong" answers, which of course there are not: anything the consultant says is language data and therefore desirable to us. If the consultant identifies the picture of a porcupine as "perro", avoid the temptation to say "No, no es perro"; instead, you might comment that it certainly does look like a dog and go on to clarify verbally the thing we really want to elicit here. (Avoid the use of "no" even when it means "My mistake; I didn't mean that thing.")

Relatedly, try to avoid reacting to a response with "bien" or "okay" or such, which are also going to be interpreted as evaluative -- "You got it right!"

OTHER ASSESSMENTS

(1) **Sample of Spanish reading ability:** Try to get the consultant to read this passage. Even if the consultant professes to not know how to read, have her/him look at the selection. With the proper encouragement most people will try it -- and wind up enjoying having tried. Be sensitive, however, about the consultant's feelings.

(2) **Sample of spoken English.** At this point it may be difficult to get the consultant to switch to English, but if they won't follow your lead, tell them explicitly that you want to talk a bit in English. We really only need a very modest sample of their English -- say, a minute or so. We suggest talking about English-language television because that seems to naturally evoke English, but any topic will do.

(3) **Financial information:** Simply ask, giving the options, or give the page to the consultant and have him/her check one. Be sure it's understood that we want *household* income.

GUIDE TO INTERVIEW SCHEDULE ITEMS

For some consultants, after getting the biographical data, it may be best to continue at p. 9 of the Interview Schedule (p. 38 of the pictures) with the words for meals and then foods. The assumption is that these will be "easier" for many people than the animals. However, jumping around through the Schedule could easily result in accidentally skipping something. So if in a given interview you decide to start on p. 38 of the pictures, continue from that point to the end of the picture book, and then return to the beginning of the book. As always, the grammatical elicitation will come last.

For the record (that is, for the benefit of the transcriber), in the picture identification occasionally cite page numbers (e.g., "Ahora, en la página 14..."). It will sometimes be essential to cite the letter for an item also. If the subject skips around (e.g., naming "d" before "a" on a page, or referring back to items on a previous page), state aloud, if necessary, these anchor points for his/her identification.

LEXICAL ELICITATION

The following list duplicates the items of the lexical elicitation component of the Interview Schedule, but it leaves out the conversation cues, questions, and some of the explanatory notes. However, it adds information (especially some of the attested responses) that will help you to better understand the intent of each item.

The aspect of interest for each item in the list is identified as lexical (indicated by L), phonological (P), or grammatical (G); some items have two or three aspects of interest. The focus of interest for each item to be elicited is indicated on the right below, giving for P the target phoneme of the target word, for G the target grammatical feature for the specific word, and for L some of the response possibilities (though this is not an exhaustive list of the possible lexical variants). Quotes are used to indicate a response pronounced as in English. Only those items that tend to show no lexical variation (no different words) have a phonological focus. Thus, we assume that everyone will respond with **gallina** in (6b) and the pronunciation of the /y/ (ll) in this is our central interest; but the same token in (5b) with **gallina de la sierra/tierra** is a lexical -- not phonological -- focus, since most consultants will respond with a form that does not contain /y/ in the environment /a___i/. For some lexical items there are particular forms that we are most interested in, but other responses can be expected; these other responses are given in angled brackets "< >" following the focal items.

(This list is not to be used to conduct the interview. The possible Spanish responses are deliberately left off the Interview Schedule because their presence would inevitably give the impression that the listed ones are the "correct" responses. It will be useful for you to familiarize yourself as much as possible with these attested responses, but do not take this list to the interview.)

Any additional comments about the elicitation are given in italics (although the suggested questions and comments italicized in the Interview Schedule are not repeated here). Items that require verbal or gestural elicitation are marked below with "*" and ">" respectively, as they are in the Master Interview Schedule.

Some of the items originally marked with alphabet letters in the picture book have been eliminated and are not listed below, though the letters remain on the pages in the book.

For the items accompanied by the pictures, be sure that the response is in fact elicited by the picture; you may have to help with the picture (e.g., with a clarification, the English word, or such), but do not provide a verbal stimulus for something distinct from the picture. The purpose of using pictures is to assure that the different consultants are responding to the same thing.

- | | | | |
|---|---|--|--|
| 1 | a | yellow | (P: /y/) amarillo |
| | b | green | (P: /b/, /r/, /d/) verde |
| | c | brown-1 | (L) acafetado, café, cafetado, color café, marrón |
| | d | gray | (L) gris, pardo, pardito, pardusco, cafetado, plomo |
| | e | pink-1 | (L) color, color de rosa, (de) medio color, rosa, rosado |
| | f | blue | (P: epenthetic /e/) azul |
| | g | purple | (L) amorado, color de uva, color de vino, malva, morado, violeta |
| | h | red-1 | (L) colorado, rojo |
| | i | orange(L) | anaranjado, color de naranja, naranja, naranjado, naranjo |
| 2 | a | woodpecker | (L) carpintero, pájaro carpintero, picapalos |
| | b | hummingbird | (L) colibrí, chupaflor, chuparro, picaflor |
| | c | wing (with article) | (G: article) el/la ala |
| | d | pigeon | (L) paloma, pichón, tórtola, tortolita, golondrina |
| | e | sparrow | (L) gorrión, gurrión, burrión, chinchonte, pajarito, shamate |
| | f | cardinal | (L) cardenal, pájaro colorado, pájaro escopetón, "cardinal" |
| | g | red-2 | (L) colorado, rojo |
| 3 | a | owl | (L) buho, lechuza, tecolote, ticolote |
| | b | crow | (L) cuervo, chanate |
| 4 | a | bat(L) | murciélagos, murciégalo, bate, bato, pájaro volador, ratón volador |
| | b | buzzard | (L) chupilote, zopilote, aura |
| | c | roadrunner(L) | correcamino(s), correlón, chaparral, churca, gallineta, paisán, paisano |
| 5 | a | dove | (L) paloma, pichón, tórtola, tortolita, golondrina |
| | | <i>This may or may not be the same as (2d). We are interested in the contrast between a domesticated or "urban" pigeon (2d) and a wild or "rural" dove (5a).</i> | |
| | b | turkey--alive(L) | cócano, cócono, gallina de sierra, gallina de tierra, ganso, guajalote, guajolote, güijalo, güijolo, guojolote, pavo, torque |
| | c | wattle | (L) moco, gazzate |
| 6 | a | goose | (L) ánsara, ganso |
| | b | chicken | (P: /y/) gallina |
| | d | setting hen | (L) clueca, culeca |
| | | <i>La gallina que está sentada en los huevos o que tiene pollitos.</i> | |
| 7 | a | butterfly | (L) mariposa, paloma, palomilla, palomita |

- b caterpillar (P: vowels) gusano
 c leaf (P: /x/) hoja
 d grasshopper (L) chapolín, chapulín, grillo, saltamontes
 e scorpion (L) alacrán, escorpión
 f moth (L) paloma, palomita, polilla, polmilla
 * firefly (L) cocuyo, linterna, luciérnaga, luminaria
With or without wings? If both known, is same word used for both?
- 8 a dragonfly (L) libélula, caball(it)o del diablo
 b praying mantis(L) campamocha, mantis religiosa
 c mosquito (L) jején, mosco, mosquito, moyote, zancudo
- 9 a tick (P: /rr/) garrapata
 b cockroach (L) cucaracha, tecuejo
 c tadpole (L) ajolote, guajolote, renacuajo, tepocate, "tadpole"
- 10 a bee, honeybee (L) abeja, avispa, cormena, obeja, ovispa, vispa
 b* stinger of bee (L) aguja, aguijón, picador, pico
 c beehive--man-made (L) cajón, colmena, cormena
 * beehive--natural (L) avispero, colmena, cormena
Different from (c)?
 e honey (L) miel, miel virgen
 f honeycomb (L) panal, avispero
- 11 a ladybug (L) catarina, mariquita, vaquita
 b wasp (L) abeja, avispa, ovispa
For many people (¡but not all!) this will be the same word as for (10a). Do they distinguish "honeybee" (que hace miel) and "wasp/hornet" (que no hace miel)?
 c pillbug (L) cochinilla, cuchinilla, "roly-poly"
 d centipede(L) centopíe(s), cienpié(s), cientopíe(s), cintopíe(s), santopíe(s)
 e rock (L) pedra, piedra, pierda
- 12 a snail (L) caracol, ?
 b snail shell (L) caracol, cáscara, concha
 c slug (L) babosa, ?
 d* water salamander (L) ajalote, ajolote, guajalote, guajolote, <lagartijo>
Explain that a water salamander is similar to a lizard, but smaller and lives in the water.
 e earthworm (L) gusano, lombriz, lumbriz
 f lizard (L) lagartija, lagartijo, lagarto
- 13 a monkey (L) chang(uit)o, mono (chango), monqui
 b giraffe (P: /x/) jirafa
 c lion (P: /eó/) león
 d tiger (L) tigre, tíguere
- 14 a squirrel (L) ardilla, ratón coludo/pardo, rayus
 b armadillo (P: /y/) armadillo

- c fish (L) pescado, pez, trucha
d rattlesnake (L) cascabel, culebra, víbora
- 15 a porcupine (L) corpoadpín, cuerpoadpín, curcuspín, porcoespín, puercoespín
b bears (**plural**) (L & P: **initial /x/, second /o/**) osos, josos
c mouse (P: **/rr/, epenthetic /e/**) ratón, <ratoncito>
d tracks (L) huellas, huellas, juellas, rastros, tracas, frapas
- 16 a horse (P: **/b/, /y/**) caballo
b hoof--of horse (L) casco, pezuña
c mane (**with article**)(L & G: **gender**) el/la clin, el/la crin, <cerda>
d* wild horse/mustang (L) bronco, cimarrón, mestefio, mostefio
e rope (L) cabesto, cabresto, cabestro, lazo, reata, sogaa
f riding crop (L) chicote, cuarta, fueite
g reins (P: **/ié/**) riendas, rienda
- 17 a cow (P: **/b/**) vacaa
b cowbell (L) campanaa, cencerro, cincerro
c clapper--in bell (L) campanaa, badajoo, lengua
d hoof--of cow (L) pezuña, ?
e udder (L) ubree, ?
f teats--of cow (L) chiche, chichii, pezón, teta
h horn (P: **/r/**) cuerno
i* hornless cow/bull (L) descuernado, pelón, sin cuernos
j halter/bellwether (L) cabesto, cabestro, cabresto, jáquimaa, martigón
- 18 * brown-2--of cow (L) acafetado, cafetado, color café, marrón
a cow turd(L) abono, buñigaa, caca, cagada, estiércol, estropiel, guñigaa, mierda, mojón, muñigaa, plasta, porquería
* castrate (L) capar, castrar
b ox (P: **/bw/**) buey
- [Instead of asking in turn the age and size distinctions such as "calf", "yearling", "young bull/heifer", "breeding bull", perhaps it would be better to start off asking if s/he knows different words according to age, size, and sex for cows (and similarly for sheep and goats below.)]*
- * calf--new-born (L) becerrito/a, becerro/a, ternero/a
* yearling calf (L) becerro/a, novillo/a, torito/vaquita
* young bull/heifer (L) novillo/a, ternero/a, torito/vaquita
* breeding bull (L) toro, toro de registro, toro para hacer cría, toro semental
- 19 a ewe--female (L) borregaa, ovejaa
* ram--male (L) borregaa, borregoo, carnero
* lamb--new-born (L) borreguito/a, corderoo
* lamb--1-2 years (L) borregoo, ovejaa
b to shear, fleece (L) esquilar, resquilar, trasquilar, tresquilar
If you can't get it here because of the picture quality, you can elicit it on the next page.
- 20 b scissors--one pair (L) tijera, tijeras

- 21 a billy goat--male (L) cabra, cabrito, cabro, cabrón, castrado, chivato, chivo
 b nanny goat--female (L) cabra, cabrita, chiva, mestreña, virria
 c kid--not weaned (L) cabrito/a, chivito/a, choto/a
 d* kid--weaned (L) cabra, cabro, chivo
 * to butt, ram (L) dar topes, topar, topetear, torear
- 22 a pig (L) cerdo, cochino, marrano, puerco
 b piglet (L) cochinito, lechón, marranito
 c flock of birds (L) atajo, bonche, manada, parva
 d herd sheep (L) atajo, bonche, ganado, manada, parva
 * dog (P: /rr/) perro
 * herd of cattle (L) atajo, bonche, manada, rebaño
 * herd of goats (L) atajo, bonche, ganado, majada, manada
 * bunch of people(L) bola, bonche, gentío, multitud
- 23 dark/darkness(L) oscuro, escuridad, obscuro, obscuridad, oscuro, oscuridad
- 24 a star (P: /tr/, /y/) estrella
 * to twinkle (L) relumbrar, titilar, trillar
 * evening star (L) lucero
 b full moon (L) luna llena, luna nueva
 quarter moon (L) media luna, luna media
 c new moon (L) luna nueva, luna clisada
 * moon halo (L) arco, cerco, corona, halo
 d lightning bolt (L) centella, rayo, relámpago
 e lightning (L) centella, relámpago, relámparo
Some speakers distinguish lexically between a bolt of lightning (e.g., that hits the ground) and the glowing/flashing of lightning in the clouds. Does this person make such a distinction?
 f* to rain (verb) (L) caer agua, caer lluvia, llover
 * drizzle (noun) (L) llovizna, lluvia menuda, menudita
 * downpour (noun) (L) aguacero, chaparrón, chubasco, torriente
 * to clear up (verb) (L) abrir, despejar, escampar, limpiar
 * fog (L) niebla, nublina, ñublina
 * windstorm (L) aigre, aigrón, terremote, ventarrón, ventorrete
 * dust-devil(L) aigre del mundo, diablillo, diablito, polvadera, polvareda, remolina, remolino, remolote, terromote
- 25 a waterfall (L) caída, caida, cascada, corriente del agua, "waterfall"
 b wet (adj) (P: /d/) (re)mojado
 c moss (L) jerga, lama, musgo, "moss"
 d slime (L) lama, "slime"
 * spring (L) boca, manantial, ojito
- 26 a mud (L) lodo, zoquete
 c boat (L) barco, barquito, canoa, canoba, canoga, lancha
 d to fish (verb) (L) pescar, pescar trucha, truchar
- 27 a smoke (noun) (L) humo, jumo

This is smoke from a fire, not fog!

| | | |
|------|-----------------------------------|---|
| b | peak of mountain | (L) alto, cima, cino, cumbre, picacho, pico |
| c | side of mountain | (L) cañones, ladera, "timberline" |
| d | foot of mountain | (L) falda, pie, plan, plano, valle |
| e | lake | (L) agua, lago, laguna |
| 28 a | eyeglasses | (L) anteojos, espejuelos, gafas, lentes |
| b | forehead | (P: /f/) frente |
| > | temple | (L) sentido, sienes, "temple", templos |
| > | cheek | (L) cachete, carrizo, mejilla |
| * | to blush | (L) ponerse colorado/rojo, ruborizarse |
| c | ear | (P: /e/, /x/) oreja |
| d | earlobe | (L) lobo, lóbulo |
| * | earwax | (L) cedilla, cedillo, cera, cerilla, cerumen |
| e | hair | (L) cabellera, cabello |
| > | hair strand | (L) cabello, pelo |
| f | part | (L) parte, partida, partidura, raya |
| g | sideburns | (L) clavo, patilla |
| * | louse (with article) | (G: gender) el/la liendre |
| h | barber | (L) barbero, barbiero, peinador, peluquero |
| i | cut hair of man(L) | cortar cabello, cortar pelo, hacer cabello, hacer pelo, pelar pelo, pelar-cabello, pelucar, peluquiar |
| j | cut hair of woman(L) | cortar cabello, cortar pelo, hacer cabello, hacer pelo, pelar pelo, pelar-cabello, pelucar |
| 29 a | straight hair | (L) derecho, lacio, liso |
| b | curly hair | (L) crespo, chino, guadana, rizado, rizos |
| c | wavy hair | (L) chino, chino natural, chinito, entrecrizado, ondulado, pojo? |
| d | ringlets | (L) bucle, rizos, trenza? |
| e | comb | (P: /ei/) peine |
| f | curling iron | (L) chinador, chinero, enchinador, rizador |
| g | to shave | (L) afeitarse, basurar, hacer la barba, rasurar, resurar |
| 30 a | eye | (P: stressed /o/, /x/) ojo |
| d | white of eye | (L) blanco, bola |
| e | sty(L) | chile/chilito de perro, chulo de perro, gran(it)o, orzuelo, perrilla, perrito (del diablo), postimilla, "sty" |
| f* | sleep, matter | (L) lagañas, legañas, talagañas |
| > | to wink | (L) cerrar un ojo, guiñar, parparar |
| g | eyebrow | (P: stressed /e/, /x/) ceja |
| h | rouge | (L) arbaralde, carmil, carmín, color, colorete, colorín, povlo |
| i | lips (pl, w/ art or dos) | (P: /s/ before /l/) los labios |
| j | teeth (plural) | (P: /ie/, unstressed /e/) dientes |
| > | eyetooth | (L) colmillo, cormillo |
| > | tongue | (L) lengua, luenga |
| * | uvula | (L) campana, campanilla, campanita, paladar, palagar, úvula |
| > | neck--front | (L) cuello, gaznate, gaznucho, nuca, pescuezo |

- > chin (L) barbilla, mentón
 - > nape of neck--back (L) cogote, gogote, nuca, nunca, pescuezo
 - >* Adam's apple(L) campana, garguero, gorgollo, manzana/nuez (de Adán)
 - > biceps (L) bíceps, hombros, muslo
 - > armpit (L) axila, sobaco
 - > skin (L) cuero, piel
 - > wrist (L) canilla, muñeca
 - > thumb (L) gordo, grande, pulgar
 - > index finger (L) índice, contador, primero
 - > middle finger (L) corazón, segundo
 - > ring finger (L) anular, de anillo, tercero
 - > little finger (L) chiquito, dedito, meñique, pequeño
 - > knuckles (L) artejos, articulaciones, coditos, codos
 - * hangnail (L) padrastro
 - > white of nail (L) blanco
- 31 a baby(L) bebé, bebido, beibi(to), chiquito, muchachito, nene, niñ(it)o
- b naked(L) desnudo, desvestido, empeloto, encuerado, nudo, peloto
- c back of body (L) espalda, espaldas, espinazo, espino dorsal, lomo
- d buttocks (L) glúteo, nalga, nalgas
- e leg (P: /r/) pierna
- f thigh (L) cuadril, grueso de la pierna, muslo, pierna
Individuals may or may not have a separate word for this part of the leg.
- g spine--bone (L) columna vertebral, espalda, espinazo, espino dorsal
Individuals may or may not have distinct words for "back" (c) and "spine".
- >* stomach (L) estógeno, estómago
The organ, not the external area.
 - > back of knee (L) corva, yervo
 - > calf of leg (L) canilla, pantorrilla
 - > ankle (L) talón, tobillo, tojillo
 - > instep (L) empeine, planta
This is the top of the foot, the arch of the foot.
- 32 b heel (L) talón
- c* corn on toe (L) callo
Not a blister! This is the best we could do for a picture!
- * marrow (L) ceso, tuétano, tútano
- d having missing teeth(L) chimuelo, desd(i)entado, desmolachado, molacho, sin-diente
- * crosseyed (L) bizco, chueco, tornio, turno, turño
 - * pug nosed (L) chato, chon
 - * stut terer (L) mudo, tamudo, tartamudo, tatamudo
 - * one-armed person(L) manco, mocho, falto de brazo
 - >* left-handed person (L) izquierdo, zurdo
 - * pockmarked (L) cacarizo, catarizo, picado (de viruela)
 - > knock-kneed (L) chueco, zambo
 - > bowlegged (L) cascorvo, manco, zambo
 - * mumps (L) paperas

- * diarrhea (L) cursios, diarrea
 - * constipation (L) estacado, estreñimiento, estriñido, retaque, tapado
 - * enema (L) calilla, calís, enema, lavativa
 - >* St. Vitus' dance(L) baile de San Vito, mal de San Vito
 - >* faint (noun) (L) desmayo, desvanecimiento
 - * to throw up (verb) (L) botar, brotar, devolver, vomitar, vomitar
 - * vomit (noun) (L) trasboca, vómito, gómito
 - * nausea (noun) (L) ansias, bascas, náuseas, estar revuelta
 - * sputum, spittle, spit (L) babasa, gargajo
 - * to belch, burp (verb) (L) eructar, eruptar, erutar, orutar, sortipir
 - * snot, mucus (L) moco, mocos
 - * itch (noun) (L) comezón, picor
 - * scratch (noun!) (L) arañazo, rasguño, raspón, roncha
 - * to get infected (P: /n/, /f/, /k/) infectarse
 - * goosebumps (L) carne de gallina, cuero de gallina, enchinada
 - * rap on head (noun) (L) cabezaso, coscorrón, móquete
 - * bump/knot on head (L) camacho, chichón
 - * bruise (noun) (L) camacho, cardenal, moretón
 - > slap across cheek (noun)(L) bofetada, cachetada, cachetazo, cacheteada, fregazo, manotada, revés
-
- 33 a slingshot (L) honda, horqueta, jonda, nigachuta, resortera
 - b kite (L) cometa, huila, "kite", papalote
 - c balloon (L) balún, bomba, globo
 - d balloons (plural) (G: plural) balunes, balúns, <bombas, globos>
 - e children (L) chamacos, mu(cha)chitos, niños, plebe
 - f pinwheel (L) abanico, papalote, papalotito, rehilete
-
- 34 a top (L) bolineo, boronilla, pirinola, trompo
 - Ask if they have another word for the old-fashioned kind of top that you use a string to make it twirl.*
 - b present, gift (L) aguinaldo, paquete, parquete, presente, regalo
 - * Christmas (L) Crismas, Crismes, Navidad
 - c marble (L) bola, bolita, canica
 - d to somersault (verb) (L) dar maromas, dar volteretas, hacer maromas, marometear
-
- 35 a see-saw (noun) (L) columpio, balancín, sube y baja
 - b harmonica(L) harmónica, jarmónica, música de boca, musiquita de boca
 - c fireworks (P: /oé/) cohete
-
- 36 a hopscotch (L) avión, brincando charcos, mamaleche
 - b marker/rock(L) laja, piedra, teja, tiro
-
- 37 a to jump rope (L) brincar cabresto, brincar cuerda, saltar cuerda
 - * jump (noun or verb) (L) brinco, salto
 - b merry-go-round(L) los caballitos, carosel, tío-vivo, volantín
 - * tag--the game (L) roña, tú-la-traes, "tag"
 - * hide-and-go-see--game (L) escondedero, escondidas, escondidillas, esconderse

- 38 * breakfast (L) almuerzo, desayuno
 * dinner/supper (L) cena, comida
 * lunch, noon meal (L) almuerzo, cena, comida (de mediodía), lonche, merienda
 * brown bag lunch (L) itacate, lonche, lonchi, merienda, parque
 a strawberry (L) fresa, mora
 b banana (L) banana, plantaño, plátano
 c peach (L) durazno, melocotón
 d watermelon (P: /ía/) sandía
 e seed-- of melon/orange (L) semilla
 f pumpkin (L) calabaza, tosaye
- 39 * vegetables (L) legumbres, vegetables, vegetales, verduras
All of the things on this page.
 a cabbage (L) col, cole, coles, repollo
 b cauliflower (with article) (G: gender) el/la coliflor
 c cucumber (L) cacombra, "cucumber", pepinillo, pepino, pipino
 d bell pepper (L) chile grande, chile mango, mango, pimiento verde
 e peas (L) alberjones, arvejones, chícharos
 f greenbeans (L) ejotes, frijol verde
 g onion (P: /b/, /y/) cebolla
- 40 a mushroom (L) champiñón, fongo, hongo, jongo, sombrilla
 b apricot(L) albarcoque, albarcoán, albaricoque, albercoque, chabacano
 c carrot (P: /áo/) zanahoria
 d avocado (L) aguacado, aguacate, avocado, avocate
 e pit of avocado(L) hueso, piedra, semilla
- 41 a corn--in general (P: /aí/) maíz
 b roasting ear, corn-on-cob (L) elote, maíz de elote, maíz verde, mazorca
 c cornsilk (L) barbas, cabello, pelillos
 d dried ear of corn(L) maíz, maíz de elote, maíz maduro, maíz seco, mazorca
Same or different words for fresh ear (b) and dried ear (d)?
 e* cob, corncob (L) elote, jololote, ololote, olote
 f popcorn(L) esquite, maíz de rosa, maíz reventado, palomas de maíz, palomitas, "popcorn",
 rosas, rosetas de maíz, rositas
- 42 a ice cream(L) aiscrim, áiscrim, aise crime, helado, hielo, leche nevada, nata, nieve
 b cone (L) barquillo, con, cone, cono
 c to melt (verb) (L) derretir, redetir, reditir
 d to lick (verb) (L) lamber, lambear, lamer
 e cake (L) pastel, queic, queque, quequi
 f chocolate (P: /ch/) chocolate
- 43 a cookie (L) bollito, bollo, cuque, cuqui, galleta, galletita
 b crumbs of cookie, etc. (L) conques, cunques, cunquis, midajas, migajas, mirruñas
 * coffee grounds(L) asientos, conques, cunque, cunques, grueles, posos

- c Xmas cookie(L) biscochito, biscocho, bollito, bollo, cuque, cuqui, galleta
d bread--loaf (P: epenthetic /e/) pan
e bun, hard roll (L) bolillo, bollete, galleta, galletita
f baking soda(L) bicarbonato de soda, carbonato, salarata, soda (del martillo), soda papa?,
tequesquite
* baking powder (L) espabre, espaud(r)a, espaura, levaduro (en polvo), royal
- 44 a biscuit (L) bizcochito, bísquet, bísquite, bollito, galleta (de sal), panecillo
b butter (P: /y/) mantequilla
c pancakes (L) buñuelos, panqueques, "hot cakes", "pancakes"
d syrup (L) almíbar, melado, melás, miel, miel mejicana, sirope
e cereal(L) avena, cascaritas, cereal, "cereal", confleques, conflites, "cornflakes", granos de
almuerzo, maizoro, seco desayuno
- 45 a egg (L) blanqueado, blanquillo, güevo, huevo,
b yolk of egg (L) amarillo, yema
c bacon (L) beiquen, jamón, tocino
d meat--in general (P: /r/) carne
e steak (L) bifstec, esteic, esteque
- 46 turkey--cooked(L) cócano, cócono, gallina de sierra/tierra, ganso, guajalote, guajolote, güíjalo,
güíjolo, guojolote, pavo, torque
- 47 a soft drinks (L) bebidas (suaves,) cocas, coca colas, refrescos, sodas
b can (L) bote (de hojelata/jelata), hojelata, jarrito, jarro, lata
c beer (L) bir, bironga, birra, cerveza, fría, helada
d nuts--mixed (L) almendras, almiendras, nueces
e peanuts (L) cacahuates, pinates
- 48 a cracker(L) craca, craque (salado), galleta salada/de sal/soda, salado
c broken (egg) (verb)(L) craqueado, estrellado, quebrado, rajado, reventado, roto, rompido
d milk (P: /ch/, final /e/) leche
e to spill, spilt (verb) (L) derramar, redamar, <desparramar, tirar, volcar>
- 49 a rose--the flower (L) rosa, rosa de Castilla
c to prune (L) apodar, cortar, hacer "trim", prunear, podar
- 50 a hut, shack (L) chante, chaque,choza, jacal, jaucal, tejaván
b wooden fence (L) cerca, cerco
c pavement (L) pavimento, pavón
d stone wall (L) barda, cerco, pader, pared, tapia
* shortcut (L) atajo, atravesía, corte, ruta corta, vereda, vía corta
* boundary marker (L) hito, lindero, marca, mojón
- 51 a courthouse (L) casa de corte, casa corte
b jail (with article)(L, G: gender of cárcel) bote, calabozo, el/la cárcel, penitenciaría, pinta,
tabique, tuna
c post office (L) estafeta, (oficina de) correo

| | | |
|------|---|--|
| d | statue | (L) estatua, estuata |
| 52 | movie theater(L) | cine, cho/sho, teatro, treato, mono, película, pelúcula, retrato, revista, vistas |
| 53 a | barn (with article)(L, G: gender of troje) | barbacoa, caballeriza, cabericia, caberiza, estable, estebale, troja, el/la troje |
| b | silo | (L) granero, silo, tanque |
| c | windmill | (L) molino (de viento), pompa (de viento), papalote |
| d | tank--for cattle | (L) aljibe, cisterna, tanque, tarca |
| e | well | (L) noria, pozo |
| f | pulley on well | (L) malacate, horqueta, polea, rondanilla |
| g | bucket, pail | (L) balde, bote, cubeta, cubo, olla, tina |
| 54 a | water pump | (L) bomba, cañute, pompa, pompe, maquinaria |
| b | water hose | (L) manguera, tripa (de regar) |
| c | water | (P: /gu/) agua |
| 55 a | axe (with article) | (G: gender) el/la hacha, el/la jacha |
| b | pick axe | (L) pica, pico, talache, telache, zapapico |
| c | rake | (P: /y/) rastrillo |
| d | hoe | (L) azada, azadón, cavador, jo, jou |
| e | shovel | (L) pala |
| * | clod--of earth | (L) adobe, terrón |
| 56 a | attic(L) | alto, arriba del alto, azotano, azotea, desván, tapanco, tejaván, tajaván, zotea |
| b | porch | (L) barandal, galería, porche, portal |
| c | sidewalk | (L) acera, banqueta, "sidewalk", vereda |
| d | chimney | (L) calentón, chiflón, chimenea |
| * | room | (L) cuarto, habitación |
| e | guttering (with article) | (L) el/la canal, (cañute, gotera) |
| f | to paint | (L) dar maque, (en)jerrar, (en)calar, maquear, pintar |
| g | cellar, basement | (L) sótano, soterrano, subterráneo |
| 57 a | living room(L) | cuarto de recibo/recepción, livin, "living room", sala, sala de estar/recibo, saleta |
| b | sofa (singular) | (L) asiento, cauch, cauche, diván, silleta, sillón, sofá, sofás |
| c | sofas (plural) | (G: plural of sofás) |
| d | cushion | (L) almohada, cojín |
| e | easy chair | (L) silla, silleta (confortable), sillón, sofá, "recliner" |
| f | carpet--wall-to-wall | (L) alfombra, fombra, jerga, piso, tilma |
| > | ceiling | (L) cielo, sobretecho, techo |
| 58 a | bedroom(L) | alcoba, cuarto de/para dormir, dormitorio, habitación, (re)cámara |
| b | closet | (L) armario, clóset, guardarropa(s), ropero |
| c | coathanger | (L) colgador, gancho, "hanger", percha |
| * | to make the bed | (L) alzar, hacer, (des)tender, levantar |
| d | throw rug, small rug | (L) alfombra, fombrita, jerga, piso, tapete |
| e | bed | (L) cama, camalta |
| f | pillow | (P: /oá/) almohada |

- g blanket (L) cobija, colcha, cuilta, frazada, frezada
h bedspread (L) cobija, colcha, sobrecama, tapa de cama
i mattress (P: /ch/) colchón
- 59 a chest of drawers(L) buró, cajón, cómoda (alta), chest, chesterdrawers, chifiner, gabinete de cajones, guardarropa, mostrador, petaca, recómoda, tocador
b chamberpot (L) bacín, bacinica, bacinilla, nica, orinal
c washbasin (L) bandeja, lavador, lavamanos, olla, palangana, platón
d washstand (L) aguamanil, lavadera
* to chip, chipped (L) desportillar, despostillar, pelar
To describe the damage to a porcelain basin. If that doesn't work, try damage to a tooth.
- 60 a quilt (L) cobija, colcha, cuilta, frazada, frezada, sobrecama, zarape
b clock (**singular**) (L) reló, reloj, relós
(The plural is elicited later, p. 80.)
c cat (P: **final /o/**) gato
d moustache (L) bigote, bigotes
* to wake up (**verb**)(L) despertar, despertar, recordar, recordar, rescordar
- 61 a bathroom(L) baño, común, cuarto de baño, excusado, privado, lavaratorio, retrete
b toilet bowl (L) bacín, baño, común, excusado, privado, taza
c soap (P: /x/, /b/, **epenthetic /e/**) jabón
d towel (P: /oá/) toalla
e bathtub (L) baño, cajete, tina
* tub--round, tin (L) baño, cajete, tina
- 62 a kitchen (L) cocina
b refrigerator(L) helera, hielera, hilera, nevera, refrescadora, refrigerador, refrigeradora, refrijador, refrijadora
c pantry(L) almacén, bodega, despensa, espensa, dispensa, gabinete, zaguán, "pantry"
* storeroom--of shop (L) almacén, bodega, dispensa
d flour sack (L) saco, saco de harina
e sink (**with article**)(L, G: **gender of sinc/sinque**) fregadero, lavabo, lavador, lavadero, lavatorio, lavoratorio, el/la sinc, el/la sinque
f cupboard (L) alacena, gabinete, trastero
g cooking stove (L) cocina, estufa
h coffee pot (L) cafetera, pato, tellera
i oven of stove (P: /r/) horno
j table (P: /e/) mesa, mEsa
k kitchen chair (L) silla, silleta
This may or may not be the same word as for "easy chair, overstuffed chair" (57e).
- 63 a to go grocery shopping(L) andar tratando, comprar comestibles/comida, estar tratando, ir al mercado, ir a la compra, ir a tratar, ir de compras
b paper bag/sack (L) bolsa, paquete, paquete, saco
c groceries(L) comestibles, comida, comodites, grocerías, gróceris, grosris, mandado, provisión, provisiones

- d tin can (L) bote (de hojelata/jelata), hojelata, jarrito, jarro, lata
- 64 a wardrobe (L) armario, guardarropa(s), ropero
 b trunk (L) baúl, cofre, petaca, petaquilla
- 65 a window shade(L) cortina de resorte, encerrado, encerado, celocía, celesía, solecía, solocía, sombra
 b telephone (L) teléfono, teléfono, telefono
 c television (L) televisión, televishón, "television", "TV"
 d electric switch (w/ art.)(L, G: gender of suich/suiche) apagadero, interruptor, el/la suich, el/la suiche
 e lightbulb (L) foco, globo
 f electric outlet (w/ art.) (L) conexión, enchufe, ploga, el/la plogue
This is the receptacle in the wall.
 g electric plug (w/ art.) (L) contacto, enchufe, ploga, el/la plogue
This is the thing on the end of the cord, not the cord.
- 66 a candle holder (L) candelero, palmatoria
 b flame--on candle (L) lumbre, llama
 c wick--of candle (L) mecha, pabilo
 d flashlight battery (L) batería, pila
 e postage stamps (L) estampas, estampillas, sellos, timbres
 f ruler (L) cuadra, regla, rula
 * to lock (a door) (verb)(L) (a)trancar, cerrar con llave, echar/poner candado, chapar
 g bar, latch(L) andabita, atranca, candado, cerradera, cerradura, cerrojo, endabita, tranca, trancadera
Reference is to the latch, the bar, not the lock.
- 67 a screen latch (L) aldaba, atranca, gancho, llavita, tranca
 b thumbtack (with article) (L) el chinche, la chinche, (puntilla, taca, teca)
 c screw (P: /r/, /y/) tornillo
 d hair pin (L) abujeta, agujeta, broche, horquilla, "bobby pin"
 e straight pin (L) alfiler, alfiler, arfiler
 g safety pin (L) broche, fisto, fistol, imperdible, prendor, seguro, tenaza
 h bobby pin (L) abujeta, broche, pasador, "bobby pin"
 i rubber band (L) el hule, elástico, lástico, liga (de goma), tirante
 j kitchen match(L) cedillo, cerillo/a, fórforo, fósforo, mecha, trola, trolo
 k book matches(L) cedillo, cerillo/a, fórforo, fósforo, mecha, trola, trolo
 l butt of cigarette (L) bacha, cabeza/cabo de cigarro, colilla, ticolota
 * drag (L) chupada, fumada, toque
- 68 a dollar (L) billete de uno, dólar, peso
 b loose change(L) cambio, dinero de plata, feria, feriecita, monedas sueltas, reales
Reference is to the whole group of coins displayed here.
 [If consultant responds to one of the following coins with a "number+centavos" (e.g., cincuenta centavos, diez centavos, etc.), ask if s/he knows another term. It's the other terms (dos reales, cuara, tostón, etc.) that we're really interested in.]

- c half dollar (L) cuatro reales, medio dólar, medio peso, tostón, 50 centavos
d quarter(L) cuara, un real, dos/cuatro/cinco reales, peso, peseta, 25 centavos
e dime (L) daim, daime, 10 centavos
f nickel (L) nicle, 5 centavos
g penny (L) fierro, jola, pene, peni. 1 centavo
* change (L) cambio, feria, vuelto
h bank check (P: /ch/) cheque
- 69 a bottle (P: /b/, /y/) botella
b neck of bottle (L) cuello, gollete, nuca, pezcueso
c jug (L) botella, botija, garrafón, medio galón
d dishes (L) platos, trastes, china
e serving bowl--round (L) bol, cuenco, charola, olla, ollita
f sugarbowl (L) azucadero, azucadera, azucarero, azucarera
g pitcher (L) cántaro, jarra, píchel, pichel, pichelito
h fork (P: epenthetic /e/) tenedor, <trinche>
i cup (L) copa, taza
j handle of cup (L) anillo, asa, mano, rabo
- 70 a skillet (**with article**) (L, G: **gender of sartén**) el/la sartén, comal, friedora, puela
Ask if the same word would be used for this cast-iron skillet and the thinner frying pan to the right.
b handle of pot/skillet (L) asa, mano, mango
c grinding stone--flat (L) metate, molcajete, mortero
mortar--bowl-shaped (L) metate, molcajete, mortero
d pestle--held in hand (L) bolillo, mazo, tejolote
e* dipper--gourd or wood (L) jícara, jumate
- 71 a campfire(L) fogata, foguera, hoguera, jogata, joguera, lumbrada, lumbre
heater (L) estufa, fogón, calentador, calentón
c fireplace (L) chimenea, fogón, jogón
* fan--to build fire (L) soplador
d* soot--of chimney (L) ceniza, hollín
* soot--on outside of pot (L) hollín, tizne
- 72 c mop (L) bayeta, jerga, mapa, el/la mape, mope, trapeador
- 73 a burlap bag/sack (L) costal (de guangoche), guangoche, saco (de guangoche)
b to carry on back (L) acarrear, cargar, carrear, llevar a la(s) espalda(s)
c shotgun (L) chotegón, escopeta, rifle (de lagrimilla)
d gloves (P: /gu/) guantes
- 74 a newspaper (L) papel, periódico, periórico
b coffin, casket (L) ataúd, caja, cajón (de muerto/de funeral)
- 75 a string, twine (L) cordón, hilo, mecarte, mecate
b thread (L) cordón, hilo
c needle (L) abuja, aguja, aúja

| | | |
|------|----------------------------|---|
| d | to thread a needle | (L) enhebrar, ensartar |
| * | to sew | (P: epenthetic /e/) coser |
| 76 a | dress | (L) túnico, vestido |
| b | pink-2 | (L) color (de rosa), de medio color, medio color, rosa, rosado |
| c | earrings(L) | aldaretos, aracadas, arracadas, arracatas, aretes, pendientes, zarcillos |
| d | necklace | (L) collar, cuenta, gargantón, lazo, pendiente, soguilla, soguillas |
| e | purse | (L) bolsa, bolsillo, bolsón, cartera, maleta |
| f | skirt | (L) enaguas, falda, nagua, naguas |
| g* | hem--of skirt | (L) bastilla, costura, dobladillo |
| h | blouse | (L) blusa, camisa, cuerpo, "blouse" |
| 77 a | underwear--in general | (L) chúmares, naguas de abajo, ropa de abajo, ropa interior |
| b | slip--full(L) | camisón, fondo (completo), nagua/naguas (entera(s)/ larga(s)/ de abajo) |
| c | half slip | (L) fondo (medio), nagua(s) (de cintura/chiquita(s)/de abajo) |
| d | bra | (L) bra, "bra", brasir, "brassiere", brasostén |
| e | panties(L) | atrijas, blumes, bragas, calzoncillos, chones, fundillos, pantaletas, pantes, pantis, ropa de abajo, "panties" |
| f | boxer shorts | (L) calzoncillos, calzones, chortes, "shorts" |
| 78 a | suit--for man | (L) sute, tacuche, traje, vestido, vistido |
| b | overcoat(L) | abrigo, chamarra, algodón, cute, gabán de hombre, leva, saco, sobretodo, sobrepute |
| c | sweater | (L) algodón, levita, suera, suéter |
| d | jacket | (L) algodón, chaqueta, chamarra, gabán, leva |
| e | levi jacket(L) | chamarra, algodón, cute, chaqueta de dril/de lona, leva (de algodón) |
| 79 a | pants | (L) calzón, calzones, pantalón, pantalones, tramos |
| b | cuff--of pants | (L) bastilla, dobladillo, doblés |
| c | fly--of pants | (L) bragueta |
| | | <i>The opening, not the zipper.</i> |
| d | socks | (L) calcetines, escarpines, medias |
| e | wallet(L) | bolsa, bolsón de dinero, cartera, cartero, huálet, maleta, monerío, paramonera, portamoneda |
| f | belt | (L) cincho, cinta, cinto, cintura, cinturón, faja |
| 80 a | suitcase | (L) baúl, bolsa, equipaje, maleta, valís, velís |
| b | watches (plural) | (L/G) relojes, reloses |
| 81 b | umbrella (with article)(L) | el/la paragua(s), el/la parágüey, el/la pariaguas, el/la pariagüe, umbrella, "umbrella" |
| * | parasol | (L) papalina, parasol, sombrilla |
| c | raincoat(L) | cute (de agua/de hule), chamarra (de lluvia), eslique, eslíquer, impermeable, leva-de hule, pelerina, pelorina, "slicker" |
| d | head scarf | (L) bandana, escarfe, pechera, paño, pañoleta, pañuelo |
| 82 a | veil--for church | (L) mantilla, manto, velo |
| b | pearl | (P: /r/) perla |

- 83 a shawl (L) chal, mantilla, mañanita, pancho, tápalo
 b winter scarf(L) bandana, bufanda, escarfe, mascada, pañuelo, sofanda
 c winter cap (L) cachucha, gorr(it)a
 d baseball cap (L) cachucha, capilla, gorr(it)a
 e apron--full, with bib (L) delantal, delantar, mandil
 f bib of apron (L) babero, pechera, pecho, peto
- 84 a iron (**noun** or **verb**) (P: /ch/) plancha
 b bedroom slipper(L) babucha, chamuz, chancla, chinela, chopo (de cama), pantuflas
 c shoe (L) calce, chinela, zapato
 * shoe polish (L) betún, bola, bole, bolo, chain, chainola
 d shoelaces (L) agujeta, cinta, cintilla, cordón, cordoncillo, mecate
 e bow--on shoelaces (L) cincha, corbata, lazo, nudo, ñudo, rosa
 f to tie shoelaces (L) abrochar, amarrar, anudar, bochar
- 85 a clothesline (L) cordel, cordón, cuenda, percha, tendedor(o)
 b clothespin (L) grampita, mordaz, palito, pinza, tenaza, trampa, trampita
 c to undress (L) desnudar, desvestir, empelotarse
 * to button up (L) abrochar, abotonar, botonar
 * to hang--a mirror, etc. (L) clavar, colgar
- 86 a pregnant(L) embarazada, empañada, encinta, enferma de beibi/niño, esperando, gorda, (está)
 pa' adelante, panzona, preñada (de beibi), le picó la araña
 * virgin (L) doncella, novicia, virgen
 b rocking chair (L) mecedora, silla de mecer, silleta mecedora/de mecer
 * to give birth--humans (L) parir, dar a luz, tener beibi/niño
 c baby (L) bebé, bebito, beibi(to), chiquito, muchacho, nene, niñ(it)o
 d hospital (L) hespital, hospital
 e nurse(L) enfermera, nodriza, nodriza, nordiza, noriza, norniza
 * midwife (L) comadrona, curandera, partera
 * to miscarry (L) abortar, esparto, perder el niño
 * spinster (L) soltera, solterona, viejona
- 87 a baby bottle (L) biberón, botella (del niño), teta, tetera
 b pacifier(L) chupera, chupete, chuple, chupón, teta (seca), tetera (seca), tetero, tetita, "pacifier"
 c walker--for baby (L) andadera, andador, andaniño, "stroller"
 d twins (L) cuates, gemelos, mellizos
 * spoiled (child)(L) acarenciado, chiflado, chifle, chiple, chiquiado, consentido, criado entre
 sedas, echado a perder, falteado, (mal) impuesto, mimado,
 nanero
 * baby of family (L) bebe, benjamín, menor, xocoyote
- 88 a doctor (P: /k/, epenthetic /e/) doctor, <médico>
 b sick (P: /n/, /f/, /r/) enfermo
 c to examine (P: /k/) examinar

- 89 dentist (L) dentista, dientista
- 90 a student, pupil (L) alumno, escuelero, estudiante
 b teacher (L) maestro, maistro, mestro, tícher
 c to teach (**verb**) (L) da escuela/instrucción, enseña, instructa, ticha, tichea
Try to get 3rd singular present (habitual) form--to be able to distinguish tichar from tichear.
 d to write (**verb**) (L) escreben, escriben
- 91 a lazy (L) flojo, holgazán, huevón, perezoso
 b poor (L) pobre, probe, prove
 * beggar(L) limosnero, mendigo, méndigo, perigüeño, pidigüeño, piregüeño, pirigüeño, pordiosero, trampe
 * stingy, tight(L) agarrado, ávaro, barato, codo, cusco, jusco, sicatero, tacaño, taite
 * freeloader(L) aprovechado, atenido, gorrón, lambe, lépero, pícaro, sinvergüenza
 * stubborn (L) cabezudo, obstinado, terco
 c devil (L) demonio, diablo, satanás
 d angel (P: /n/, /x/) ángel
 e gypsy (L) gaitano, gitana, egipcia, húngara, pelegarperas, turca, turco
 * Anglo (L) americano, anglo, blanco, bolillo, gabacho, gringo, güero
 * Spaniard (L) gachupín, español
 * Mexican immigrant (L) chicano, chicas patas, genízaro, mejicano, mojado
For these last three we are interested in both general and derogatory terms.
- 92 a sheriff (L) alguacil, charife, chérif, cherif, cherife, chota
 * mayor--of city (L) alcalde, mayor
 b policeman (L) chota, jura, polecía, policía, poliza
 c traffic ticket (L) multa, tíquete
- 93 ambulance (L) ambolanza, ambulancia, ambulanza, embolancia, embolanza
- 94 a fireman (L) bombero, lumbrero
 b car, automobile (L) auto, automóvil, automovil, carro, coche
 * to pick up, give a ride (L) dar un "ride", levantar, llevar, pepenar, recoger
 * to drive (a car) (L) arrear, conducir, manejar
 c street (P: /y/) cae, caye, calle, <avenida, camino>
 d* brakes (L) brecas, breque, frenos, manea, retranca
- 95 a accident (L) accidente, choque, reque
 b semi-truck(L) camión, camioneta, simai, troc, troca (grande/de cuarterones), trocón, troquita, troqueta
 c driver (L) arreador, chofer, conductor, manejador, trailerero, troquero
- 96 a airplane(L) aeloplano, aeroplano, aroplano, arroplano, avión, ereplano, eroplano, oroplano
 b train (L) carroferril, ferrocarril, fierrocarril, tren
 c bus(L) atobús, autobús, bas, bos, bus, "bus", camión, camioneta, carroza, coche, combi, tranvía
 d bicycle(L) ba(i)cicleta, baica, baique, be(i)cicleta, bicicleta, blecicleta
 e pickup(L) autocamión, camión, camioneta, picap, pícap, troc, troca, trocón, troquita

- 97 a gasoline (L) gas, gaselín, gaselina, gasolín, gasolina, pétrol
 b windshield (L) güin chil, güín chil, parabrisas, ventana/vidrio/virdio (de adelante/frente)
 c engine--of car (L) ingenio, máquina, motor
 d tires (**plural w/ two or las**) (**P: /s/ before /y/**) dos/las llantas
 * to push (L) arrempujar, empujar, puchar
- 98 a guitar (L) guitarra, violín
 b violin (L) violín
- 99 What time is it? (L) qué hora es, qué horas son
 a 5:45 (L) menos cuarto, cuarto para, quince para

GRAMMATICAL ELICITATION

This section will not list all the items of the questionnaire. Rather, the methodology for each segment and specific problems will be briefly noted. The grammatical section is to be done last, for reasons that quickly become obvious. This can be boring and frustrating for many consultants. There are two things you can do to make it more palatable: (1) Make a game out of it (the difference between "game" and "test" is of course nothing more than attitude). (2) Get through it as quickly and efficiently as possible.

(p. 19) **Gender assignment:** Try to get the consultant to "play the game" by giving the article in response to the noun by itself. For some, this will be possible after the example. For others, it may work after the first few cases. And for still others, you will have to provide the full article + noun alternatives all the way through. (By alternatives, we always mean the alternatives as spoken, not written.) *Notes:* (1) Ascertain that chinche is "bedbug" and not "thumbtack" (which was elicited back in (67b)). (2) Use mucho/a with hambre since the initial stressed /a/ may influence the form of the article; and be sure that the final vowel of mucho/a is clear, not merged with the vowel of hambre.

(p. 19) **Female reference for traditionally male words:** Again, try to get the consultant to quickly "fill in the blank" each time you say "... y una mujer es--". But you will often have to simply say the alternatives for the consultant to select from. A minor problem with giving the alternatives is that the consultants sometimes come up with forms not included there (e.g., tigresa). *Notes:* (1) For tigre/tíguere and zopilote/chupilote, try to use the variant that you think the consultant used. (2) Try guajolote to see what happens even if you know the consultant didn't produce this earlier in the lexical part.

(p. 19) **Gender and size:** The five pairs of words here are intended to refer to some kind of "basket" (canasto/a), "bench" (banco/a, not "bank"!), "cap" (gorro/a), "hole in the ground" (pozo/a), and "collection of water" (charco/a). Our assumption is that if the consultant knows and uses both words in a pair, they will differ in meaning with regard to size. So, your task is to find out if they do know both words, and, if so, how they differ in meaning (and specifically, do they differ in size).

(p. 20) **Plural with final stressed vowels:** Again, play the game. *Notes:* (1) People will tend to not treat café and té as count nouns and respond instead with dos tazas de café; try to get them to humor you! (2) Many people know the last word only with stress on the first syllable (or as the English word); if the consultant responds with rubis with stress on the first syllable, accept that and tell him/her you have a

made-up word (masí) and you want her/him to *guess* how to say two of them.

(p. 20) **Singular vs. plural:** In each of these seven cases, some speakers will use the plural form of the noun and other speakers will use the singular (some other singular/plural option words were elicited in the lexical section). Moreover, some individuals will vary depending on the construction, for example across the first three cases. So all we want to know is whether they use the singular or plural in each case. You might try getting the first five with sentence completion by gesture (e.g., "Juan se sopló ___[gesture]"). Translation from English may also work in these cases. The last two, however, are likely to be elicitable easily only by giving the alternatives. *Notes:* (1) In the first two cases there is dialect variation with regard to the verb, so pick one and see if you're understood. In northern New Mexico soplar "blow (nose)" and quebrar "break (nose)" seem to be the preferred forms. (2) In the third and fifth cases, de gran tamaño doesn't work for many speakers; use grande instead.

(p. 20) **Diminutive forms:** We want to get the diminutive form (with -ito, -sito, -ecito, or -secito) for each of these nouns (adjectives in the last two cases). Try to get them to play the game! You may find it useful to go through three or four simple examples besides dedo (mesa, copa, plato, etc.) to get them in the groove. The last three will be a bit tricky; if they've learned to play the game, the suggested sentence completions should work.

(p. 21) **Augmentative noun forms:** Here we want the noun with the augmentative suffix, where the reference is literally to the large size of that entity, not to some figurative characteristic of the entity (e.g., mujerota with the meaning "hard-working"). The suffixes -ote/-ota and -ón/-ona (both sometimes with an initial z) seem to be the most common around here (but note that ricacho is widespread). This is not an easy game; you are likely to have to prompt most people with some alternatives. As always when giving alternatives, be sure that the consultant actually verbalizes the form clearly; what you might expect to be just acceptance of what you said turns out in fact to be slightly (sometimes greatly) different.

(p. 21) **Augmentative adjectival forms:** Be sure to use the stimulus with muy to get the adjective kind of augmentative forms here (and use hombre in the stimulus so that the adjectives agree!).

(p. 21) **Collective-augmentatives:** In giving the example, use either pica or quema as you think appropriate to the dialect; quema is the norm in northern New Mexico.

(p. 21) **Agreement of medio.** Is medio invariant in these cases, or does it agree in gender and number with the following adjective?

(p. 22) **Agreement of poco.** Is un poco/poquito invariant in these cases, or does it agree in number with the noun in the following de-phrase. And be sure you get a reading with the de in there!

(p. 22) **Address forms:** For the first part, we want the term the person uses (or used) when *addressing* (not talking about) his/her father, mother, grandfather, and grandmother. So you want to set the scene as "Cuando habla con X/Cuando le llama/Cuando le pide algo/etc." The second part, regarding tú and usted, is easy, but respond to each response with "¿Siempre?" or the statement "Siempre" and be alert to seek commentary on any variable use of both forms.

(p. 22) **Titles of respect:** This section is a discussion of items that are more lexical than grammatical. For *each* of the seven forms, ask the person if he/she uses it and get a discussion that provides explicit

examples of use and the kind of status a person has to have to be addressed in that way.

(p. 22) **Nosotros or nosotras for reference to females.**

(p. 22) **Use of si forms with prepositions.** Try to get each case first by translation, and if that doesn't readily get the response we want, use the "Which do you say" approach, giving the consultant the two alternates to choose from.

(p. 22) **Indirect object pronoun with plural reference.**

(p. 22) **Metathesis phenomena in commands.** Elicit these commands exactly as intended. The first has to be in the plural with se (to see where the plural -n winds up). The second has to have the two clitic pronouns nos and lo (to see where the -s of nos winds up). To get this second form, have the consultant imagine telling a third party to bring the two of you a book from across the room (the specific verb and whether it's a familiar or formal command doesn't matter here).

(p. 23) **Special interrogatives and use of su possessive.** These two phenomena are grouped together only because the same methodology -- selection among alternatives -- is employed.

(p. 23) **Use of suvo.** Try first to get sentence completions, and resort to giving the two options for completions if necessary.

(p. 23) **Diphthongization in verb forms.** For the first four infinitive forms, have the consultant select from your stating of the alternatives. With the remainder, however, try to get him/her to play the sentence completion game (which is fairly easy here, with occasional prompting).

(p. 23) **Preterit forms.** This sentence completion game seems to work smoothly once you get the consultant started. Proceed briskly once you're rolling.

(p. 24) **First person present haber forms.** Try your darndest to get the consultant to independently come up with approximately the sentences in quotes. What we want to be able to hear clearly is whether she/he uses he or ha for "I've" and hemos or hemos (less likely, habemos) for "we've".

(p. 24) **Imperative forms.** What we want to know is: Does the consultant use the special apocopated imperative forms (di, haz, and pon) or not. Be sure you get affirmative tú commands -- not negative and not usted forms.

(p. 24) **Past participles.** First as adjectives and second in the present perfect. The game should work here with a little prompting.

(p. 24) **Subjunctive/Indicative.** Using Bush or King as the subject of the embedded clause works well for lots of people, but some consultants will be reticent to talk about political figures on tape! By this time you'll know a lot about this person, so pick an appropriate subject: "mi esposa", "mi nieto", "Dios", etc.

(p. 24) **More subjunctive.** Get the consultant to complete these sentences on his/her own, whether with venir or some other verb. The first two are intended to have the same subject in both the matrix and

subordinate clauses; you might need to add él to the end of the stimulus ("Juan me prometió que mañana él ___) to make things clear.

(p. 25) **Hypothetical conditionals.** Be sure you understand the mechanism here and practice it to be able to carry it out rapidly. In the first sentence, you give the condition (si-clause) and the consultant provides the conclusion. In the second, you give the conclusion *using exactly the same verb form the consultant used in her/his conclusion* and the consultant provides the condition. In this way, it is only in the first stimulus that you use the prescriptive standard form, and the semantics of the game make it unlikely that this form stimulus will influence the second occurrence of the si-clause.

(p. 25) **Several verb forms.** Strictly a selection among alternates by the consultant.

(p. 25) **Meaning of luego.** Does it mean "right now" or "later"?

(p. 25) **Meaning of hasta.** The first two items: For some speakers hasta used temporally refers to the end point of the verb action (like English until does), and for others it indicates the starting point. The third item: Furthermore, for some speakers both meanings are possible depending on the position of the hasta-phrase before or after the verb (so if there is a meaning difference between the two phrases, it is likely to be "The start paying tomorrow" vs. "They pay up to tomorrow/stop paying tomorrow").

UPON COMPLETION OF INTERVIEW

- (1) If you were using the larger Soney, make sure the switch on the microphone pre-amplifier is turned to OFF.
- (2) Fill out the **Background Information** page and the **Post-Interview Assessment** page as soon after completing the interview as possible (e.g., when you get back in your car), while the information is still freshest in your mind. Indicate on the **Background Information** page the information gained from the interview regarding the precise place that the person represents (where the person grew up, particularly as a teenager). Give the sector, county, and town or city (or description of location with regard to nearest town/city). If a city, identify the part of the city represented.
- (3) Look up and enter the coordinates for "Location by coordinates" for the **Background Information** page and include the 7.5-minute map with an "X" marking the location.
- (4) Leave the tapes (marked "M" or "master") to be copied. If the consultant has requested a personal copy of the tapes, attach to the master tapes a note to that effect, and put "Send consultant copy" at the bottom of the Background Information page in the consultant's file.
- (5) Write the interview number on the top of every page placed in the individual interview folder.
- (6) Leave the folder in the file cabinet.
- (7) Insert the appropriate information in the **Interview Log** and the **Consultant Distribution** forms.

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