

### **Research and teaching statement**

I conceive my teaching closely related to my research activities. All the courses I teach, at both graduate and undergraduate levels, deal with processes of language change. My students are always involved in analyzing real linguistic data and they have my constant guide; I try to make them discover phenomena of language change on the linguistic material they use for my classes. Key concepts related to language variation and change are always explained with examples taken from data collected by students and by myself.

My courses intend to offer the students an approach to the knowledge of basic linguistic concepts as applied to the study of live varieties of the Spanish language spoken in the United States or around the world. The courses usually consist of discussions of several linguistic and social aspects of the Spanish in the United States (or around the world) by means of lectures, instructor-students exchanges, and a fieldwork in local Spanish speaking communities. Students also conduct presentations of selected readings. I am always looking for these types of learning outcomes:

- a. Students will be able to apply basic linguistic concepts to the study of the Spanish language.
- b. Students will be able to discuss critically about the main issues that take place in a language (contact) situation.
- c. Students will familiarize themselves with the current literature on the Spanish spoken in the United States and/or around the world.
- d. Students will be able to develop a first approach to sociolinguistic fieldwork.
- e. Students will be able to develop a basic analysis of live/real discourse.

The tasks I require from students in my courses demand performance at diverse levels of the cognitive hierarchy from the basic to the most complex skills. Memorization and comprehension are necessary tools to connect the fundamental concepts to the task they need to work on, but capacity to apply at some degree the acquired knowledge and transfer it to new situations is a minimum goal in which my students should demonstrate some domain. After acquiring training in my classes about how to conduct sociolinguistic interviews, direct contact with the Spanish language spoken by local communities helps my students to collect the data and develop skills to elicit linguistic material in natural environments.

I expect to find differences in the performance of the students according to the level of the class in which they are enrolled: Senior, M.A. or Ph.D. levels. And these differences are taken into account to evaluate the work developed by the students. I expect to find the main differences, naturally, at the moment of the tasks that demand analytical and critical skills. The students conduct an analysis of the real discourse collected, considering one or a group of linguistic phenomena, to demonstrate how the linguistic variation can be explained in the speaking community under study. To do this they have to take into account both linguistic and social variables that might be affecting the linguistic production of the speakers. Analytical skills are demonstrated by my students usually starting on the second part of the semester when working with linguistic data. Critical skills are required to evaluate the different ways proposed to explain the phenomenon/a by themselves or by previous works found in the literature about the subject.

I started saying that my teaching is closely related to my research. It is true that I incorporate to my classes the research other investigators and I have conducted, but what best explains this sentence is the fact that my students and I bring into the classroom the material and the community to be investigated. My students, under my guidance, and I do the same: We try to contribute to the knowledge of the grammatical system of U.S. Spanish by studying the oral production of the members of the Hispanic community.