Diatopic variation in four B1 Spanish as a foreign language student's books

La variación diatópica en cuatro manuales de ELE de nivel B1

Sonia Almau Almau
University of Zaragoza (Spain)

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Sonia Almau Almau
University of Zaragoza (Spain)

Contacto:
sonialmau@gmail.com

Abstract:

This paper examines four Spanish as a Foreign Language (SFL) B1 level textbooks from different publishers based on the central-northern peninsular standard, with the aim of investigating the inclusion of diatopic variation in them. For this purpose, a quantitative analysis was carried out in which, based on the number of exercises in each textbook, the percentage of linguistic features from varieties other than central-northern peninsular is measured. Additionally, the percentage of these features is calculated by linguistic level (phonetic-phonological, morphosyntactic, lexical-semantic and pragmatic) and by the skills they are practiced in (reading comprehension, written expression and interaction, listening comprehension and oral expression and interaction) or by exercise type. Ultimately, this analysis allows us to determinate which linguistic features from other varieties are most present in the textbooks, in which communicative language activities they are introduced, as well as which peripheral variety predominates in each textbook.

Keywords:
Diatopic varieties of Spanish, Spanish geographic variations teaching in Spanish as a foreign language, students' books analysis.

Resumen:

En este trabajo se examinan cuatro manuales de español como lengua extranjera (ELE) de nivel B1 de norma centro-norte peninsular pertenecientes a diferentes editoriales con el objetivo de investigar la inclusión de la variación diatópica en ellos. Para esto se ha llevado a cabo un análisis cuantitativo en el que, a partir del número de ejercicios de cada manual, se mide el porcentaje de aparición de rasgos lingüísticos de variedades diferentes a la centro-norte peninsular; además, se calcula el porcentaje de estos rasgos por niveles lingüísticos (fonético-fonológico, morfosintáctico, léxico-semántico y pragmático) y por destrezas en las que se trabajan (comprensión escrita, expresión e interacción escritas, comprensión auditiva y expresión e interacción orales), o bien por tipo de ejercicio. En definitiva, este análisis nos permite determinar cuáles son los rasgos lingüísticos pertenecientes a otras variedades que tienen una mayor presencia en los manuales, en qué actividades comunicativas de la lengua se introducen, así como cuál es la variedad periférica que predomina en cada manual.

Palabras claves:
Análisis de manuales, enseñanza de las variedades diatópicas en español como lengua extranjera (ELE), variedades diatópicas del español.

1. Introduction

The bibliography on linguistic variation in the teaching of Spanish as a foreign language (hereafter ELE) has increased considerably over the past twenty-five years. The theoretical interest of scholars working in this field has driven the application of research findings to practice, which explains the progressive inclusion of linguistic variation features in ELE materials and textbooks, as well as the emergence of the Pan-Hispanic SIELE exam (International Spanish Language Assessment Service), which incorporates prestigious variants from across the Hispanic world.

The relationship between teachers and textbooks, as well as other resources, is very close. The influence that materials have on teachers, and the search they undertake for additional resources, creates a mutual need for improvement. Increasingly, teachers are concerned with presenting the linguistic reality of Spanish in the classroom. However, unfortunately, it is still common to see ELE teachers who "correct" students for using perfectly valid forms, simply because they do not belong to the teacher's own linguistic variety or the region in which they are teaching.

Another dilemma faced by ELE teachers is deciding which language model to teach and which features from other varieties to introduce into the classroom. If the textbooks they use are consistent with the issue of linguistic variation in their underlying approach, teachers have invaluable support on which they can rely and continue to build. However, the publishing market is vast, and textbooks approach the issue of variation in different ways. In this regard, we believe that the way variation is treated in materials can serve as a stimulus for teachers' curiosity. Often, this leads them to feel the need to train further in this area in order to explain what the materials present, make small adjustments, or even go beyond what the textbook offers and add more information. In fact, among the five most relevant future challenges, Andión (2023, p. 581) highlights the need to "train and update ELE teachers" regarding the varieties of Spanish.

Against this backdrop, the idea arises of attempting to objectively determine how linguistic varieties are represented in some ELE textbooks created in the Iberian Peninsula, though limited in scope to diatopic variation. This will provide a starting point for observing the evolution of the incorporation of geolectal features in subsequent editions. To examine and measure the inclusion of features from varieties other than the central-northern Peninsular Spanish in these textbooks, we conducted two analyses: a qualitative one (which, due to space constraints, we cannot include in this article) [1] and a quantitative one.

The qualitative analysis provides the data for carrying out the quantitative analysis, in which, based on the number of exercises in each textbook, we measure the percentage of occurrences of linguistic features belonging to other varieties (different from central-northern Peninsular Spanish) in each student book, the percentage of features by linguistic levels (phonetic-phonological, morphosyntactic, lexical-semantic, and pragmatic), and by the skills being practised (reading comprehension, writing, listening comprehension, and speaking and interaction) [2], or by exercise type. Finally, we determine which variety—other than central-northern Peninsular Spanish—predominates in each textbook.

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2. Theoretical Foundations

2.1. Standard Language, Norm, and Standardisation

The concept of "standard" is closely related to social issues, as opposed to "general language," which refers to all the linguistic elements common to all varieties of a given language (Moreno, 2010, p. 39) [3]. Among the characteristics that Demonte (2003, pp. 10-17) cites to define what constitutes standard Spanish are the similarity between written and spoken language, the complementarity of various—usually moderate—pronunciations, the globalisation and standardisation of Spanish vocabulary, and the strong normative tradition in the field of grammar, where syntactic variation is present in certain constructions involving Categories without lexical meaning. In short, what has been termed the "standard language" is a functional type of language—as Coseriu (1981, p. 13) referred to it—that is recorded in dictionaries, grammars, etc., by academic institutions of a linguistic community, often with a descriptive and/or prescriptive character. We use the conjunction "and/or" because, like Demonte (2003, p. 3), we believe that drawing the line between descriptive grammar and prescriptive grammar in the case of Spanish is very difficult, as is the challenging task of defining what belongs to the norm and what to variation. The author's words clearly highlight this complexity (Demonte, 2003, pp. 6-7):

> The relationship between norm and descriptive grammar, and between norm and variation, is not well established in the Hispanic world, probably because that relationship is not easily accessible, or because defining relative spaces cannot be done between entities of different ranks: a systematic object of linguistic rank: grammar; an object reflecting external (social and historical) and internal pressures on the language: dialectal variation; and a purely cultural object that reflects the power of linguistic elites: the grammatical norm

As Frago (2002) explains, Spanish norms are difficult to define because they all possess features of the common language, and the differences that exist between varieties are often gradual. Among the distinguishing features mentioned by this author are: "seseo vs. ceceo, seseo or ceceo vs. distinction, yeísmo vs. distinction of palatals, aspiration or loss of /-s/ vs. retention of this consonant, leísmo vs. distinction between lo/le, exclusive or highly preferred use of the simple past vs. the use of both the simple and compound past, etc." However, as he notes, these distinguishing features are few, and their occurrence in one variety or another is not always useful for establishing the boundaries between norms. For this reason, he concludes with something that we find crucial: *the concept of linguistic norm is useful, as long as the convention that formulates it is not abusively imposed upon the linguistic reality itself* (2002, p. 65).

On the other hand, it is essential to consider the concept of *standardisation* of a language, a process that occurs when a linguistic community *decides to codify and accept a set of norms that define correct usage, primarily through a spelling system, a grammar, and a dictionary* (Moreno, 1997, p. 10). Standardisation, as a levelling element, promotes the unity of a language but eliminates the distinctive features of different varieties. In the case of Spanish, as Moreno points out, we are dealing with a case of monocentric standardisation, with a single academic norm, based on a multinormative reality, and a polycentric prestigious norm [4]. This polycentrism, the author notes, can lead to certain conflicts, and he therefore advocates for the continuation of a standardisation that can serve as a model in language teaching (Moreno, 2007, pp. 77-78).

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In short, we agree that it is more useful and practical to use a model with clear norms to guide students in learning Spanish as a second language. We will not delve into issues related to academic prescriptivism, or whether uniformity is preferable to variation, or other such considerations.

2.2. The Need for a Language Model in the ELE Teaching-Learning Process

Teaching a second language is a complex process involving many agents and factors. The teacher is often considered the central figure in the teaching-learning process, but it is important to recognise that the teacher relies on activities, textbooks, audiovisual materials, etc., created by other people and, in many cases, follows a programme that they did not design. Therefore, the teacher must be guided by a programme that outlines objectives, determines and sequences content, and presents a specific methodology and form of assessment. This programme, in turn, is the realisation of a curriculum that reflects clear conceptions of what language is and how it is learned [5].

To achieve this, it is essential to carefully select a linguistic model that directs language teaching. In order to establish such a model, sociolinguistic and dialectal studies are necessary to define the linguistic varieties and their characteristics, the prestige of certain usages, their use within specific social groups, and so on. In other words, Sociolinguistics and Dialectology provide us with the necessary data to understand the real linguistic practices within a society.

On the other hand, comparative studies help us delineate what is common to most varieties of a language, which Corder refers to as the *common core* (1973, p. 209) [6], characterising the previously mentioned general language. From this, we can reach the concept of a *neutral language*, a version stripped of all features resulting from its use in specific contexts. This neutral language becomes an ideal linguistic model for teaching, though somewhat artificial due to its characteristics. As Corder explains, it does not make sense to simplify the teaching programme to such a neutral language because it is an abstraction unsuited to practical teaching, where it is necessary to always teach language in context (Corder, 1973, p. 209). As Moreno elaborates, Corder proposes bringing the shared domain of most language varieties into the classroom and expanding it with information linked to more specific situations (Moreno, 1997, p. 8).

Traditionally, the linguistic model followed in second language teaching has been the written language, and it is no surprise that the concept of *authority* played a significant role in linguistic considerations. However, in contemporary language teaching methods, spoken language has gained greater relevance, as learners are primarily interested in being able to communicate in a language that is as authentic as possible. Of course, paying more attention to spoken language does not mean devaluing the language or adopting colloquialisms or vulgar expressions. Therefore, it is important that the linguistic model presents examples of both written and spoken language.

Moreover, Moreno specifies that if the aim is to teach the most prestigious variety, students should be instructed in the use of the prestigious norm. This refers to the linguistic features that constitute the speech of the most educated or prestigious individuals in a community. This norm, which does not necessarily coincide with the academic norm, is acquired through higher education and is predominantly urban (1997, p. 10). Lope (2001) explains that in each Spanish-speaking country, there is a model norm, an *ideal national norm*, which is generally the prestigious norm of a major city or the

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capital. Lope extends this beyond national borders, asking whether there exists an *ideal international norm—Spanish and American, a Hispanic norm*. He answers affirmatively, believing in the concept of an *ideal Hispanic norm* that is *dependent on a collective linguistic ideal*, even though many Spanish speakers may not be aware of it.

Moreno suggests that López's (1998) prototype theory, when applied to teaching Spanish, may shed some light. According to López (1998), the Spanish language is *a prototypical mental category to which its dialectal varieties belong*, and López adds further insights (López, 1998, pp. 13-14, cited in Moreno, 2007, pp. 64-65):

• Not all varieties of a prototype exhibit the same level of exemplarity.
• The boundaries between different varieties are blurred.
• Varieties do not share common characteristics but show some resemblance (as seen in differences in address forms).
• The linguistic performance of an individual (especially if they are a foreigner) is judged in comparison with the prototype.
• This judgment is made in a general way, without distinguishing between different linguistic levels.

According to Moreno, three key ideas emerge from applying prototype theory to language teaching: *the cognitive appreciation of language*, the fact that some languages share the same attitude towards the prototype while others do not, and the features that allow one variety to be considered central or peripheral relative to the prototype. Of the three, we find it relevant to highlight Moreno's clarification on the *cognitive appreciation of language*: that linguistic performance can indeed be judged at different linguistic levels—and, in fact, this is what language teachers constantly do—so it is possible to apply this theory to each linguistic level (Moreno, 2007, pp. 65-66). However, we agree with Blanco (2005, p. 72) that while it is relatively easy to apply prototype theory to phonetic (with features like *seseo*) and morphosyntactic levels (with features like the use of *vosotros* or *ustedes*), the same does not hold true for the lexical level.

Andión also emphasizes the necessity of a practical and applicable linguistic model in the teaching and learning process of Spanish as a second language, rather than one that remains abstract (2007, p. 2). To construct this model, she proposes a formula that is both clear and coherent: EL2/LE = STANDARD SPANISH + preferred variety + peripheral varieties (Andión, 2007, p. 2). In other words, classroom instruction should use the standard language, select a preferred variety for the course, and introduce some peculiarities from peripheral varieties.

In explaining this formula, Andión clarifies key concepts like *standard*, *preferred variety*, and *peripheral varieties*. For her, standard or general language is defined as:

A linguistic model that meets certain criteria: it provides the descriptive and usage tools for producing and understanding any utterance, is stable, accessible to its speakers, and has a tradition… The linguistic elements that constitute it must be core or common to its speakers (Principle of Community) and relatively independent from specific contexts (Principle of Neutrality) (Andión, 2008a).

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The *Principle of Community* and the *Principle of Neutrality* are essential to Andión's understanding of the standard language. For example, she considers *tú*, *usted*, and *ustedes* to be part of the standard because they are both common and neutral, while *vos* and *vosotros* are not, as they are neither universally shared nor neutral (2007). She emphasizes that if a feature is not shared across all varieties, it should not be introduced into the *standard* (2008b, p. 10). Andión uses a metaphor to describe the standard as *the trunk, the core, or the heart of the language* (2008a). To complement the *trunk* of the standard, she proposes adding a *muscle*, which is the *preferred variety* (2007, p. 4).

Andión defines a *variety* as *a set of linguistic traits characteristic of a community, valid within a specific geographical area, and that mark the accent of its speakers* (2007, p. 4). Based on this, she defines the *preferred variety* as *that geolect of the standard, weighted within the curriculum of an EL2/ELE course for which we are designing a linguistic model; it is the variety we have decided to present as the primary model for learners' production* (Andión, 2007, p. 4). For instance, if the preferred variety in a course is Castilian Spanish, students should be exposed to the use of *vosotros*, whereas if the Rioplatense variety is chosen, the form *vos* will need to be addressed. Choosing the preferred variety requires consideration of factors such as the target audience, course objectives, whether the course takes place in a language immersion context, and whether it is a general or specific-purpose course.

Once the preferred variety is established, linguistic features from *peripheral varieties* must be selected for classroom introduction. Andión defines *peripheral varieties* as *geolects of the standard different from the course's central variety* (2007, p. 5). She explains that introducing students to linguistic traits from other varieties serves multiple goals, such as fostering intercultural awareness, appreciating the linguistic and cultural richness of the language, and equipping learners with tools to understand speakers from diverse geographic areas. In selecting traits from peripheral varieties, Andión suggests focusing on three criteria: that they are *sufficiently perceptible to the learner, that they provide a worthwhile active or passive acquisition*, meaning that knowing this feature is necessary for communication, and that *they have a sufficiently broad area of validity and relevance to justify their inclusion in the learner's input* (2005, p. 8).

In conclusion, the teacher must seek a model which is real and which satisfies the needs and interests of the students [7], without abandoning the teaching of social and dialectal varieties - whether in the teaching of LE or in the L1 - which will have to be carefully introduced and dealt with in class according to the level and characteristics of the students, since, as indicated in the CEFR (2002, pp. 13-106), the study of different language varieties forms part of the development of the learner's sociolinguistic competence, which, together with linguistic competence and pragmatic competence, make up communicative competence. Sociolinguistic competence encompasses all the knowledge and skills required for proficiency in the social use of language [8].

2.3. Which norm to choose as a language model

The choice of one or other cultured norm will ultimately depend on the wide range of learning situations and contexts that may be encountered. It is clear that the specific situation in which the teacher and learners find themselves must be taken into account. If, for example, the classes are being taught in a Spanish-speaking country or in a homogeneous environment, it is logical that the norm of that

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community should be applied, since, among other reasons, the pupils can go out into the street and test and put into practice what they are learning. In fact, enthusiasm and the desire to learn play a very important role here, since a student who assimilates something new and is then able to understand it or even reproduce it in a real situation is encouraged to continue learning. Thus, if the Spanish course takes place in Zaragoza (in the north of Spain), it is understandable that the central-northern peninsular norm is used. However, it may be that the students are going to move for work or study reasons to another Spanish-speaking area, where the norm is different. In this case, the teacher will have to take the interests of his or her students very much into account [9].

On the other hand, as Andión (2008a, p. 21) points out, when the teacher's variety does not coincide with the preferred variety of the course, difficulties also arise which will have to be dealt with. We agree with this author that, in this case, what is essential is that the teacher knows the variety he or she is going to use in class, and, of course, it is not necessary for him or her to modify his or her norm continuously in the classroom. Dare we say that this would be unnatural - very few people are bidialectal - and confusing for the pupil. The most appropriate thing to do in these circumstances is for the teacher to bring numerous samples of real input which exemplify this variety, as recommended by the PCIC in its section on 'Linguistic norm and varieties of Spanish':

> For the demonstration of the features of the varieties, real samples of spoken and/or written language should be used - or at least samples which are plausible in their linguistic coherence - and whose bearers are speakers of a medium and medium-educated socio-cultural level. Their presence should be in appropriate proportion to the samples of the model of the variety being described and the increase in language proficiency assumed with the level of study. Teachers are recommended to take advantage, as far as possible, of the variety of accents and backgrounds of speakers of Spanish in order also to demonstrate the validity of the model being described and taught (common and neutral)

Teachers who realise the importance of taking real input from other varieties turn to textbooks in search of material, but do not always find good samples suitable for the different levels. This is especially true of listening comprehension activities, where some textbooks even use imitators of accents and linguistic features. Gradually, publishers are becoming more professional in this area, but there is still a lot of work to be done.

2.4. The dialectal division of Spanish

A constant concern of dialectology and linguistic geography in the Hispanic world has been the establishment of a coherent dialectal division, particularly in the Americas. Some scholars, in an attempt to define geolectal areas, have made proposals for the linguistic zoning of the South American continent. These proposals have not been without controversy, not only due to the methodology used but also because of the scarcity (and sometimes unreliability) of the materials and linguistic data used for this purpose [10].

For our study, we decided to adopt the zoning proposed by Moreno (2007, p. 38), who, in accordance with sociolinguistic criteria that give preponderance to urban centres and their cultured norms [11],

distinguishes five major geolectal varieties for Hispanic America based on the linguistic uses of what he considers 'the most influential cities and territories'. These are as follows:

- A.1. A Caribbean area (represented by the uses of, for example, San Juan de Puerto Rico, Havana, or Santo Domingo).
- A.2. A Mexican and Central American area (represented by the uses of Mexico City and other significant cities and territories).
- A.3. An Andean area (represented by the uses of Bogotá, La Paz, or Lima).
- A.4. A Río de la Plata and Chaco area (represented by the uses of Buenos Aires, Montevideo, or Asunción).

To these five areas, Moreno (2007, p. 38) adds three more for the Spanish of Spain:

- E.1. A Castilian one (represented by the uses of cities like Madrid or Burgos).
- E.2. An Andalusian one (represented by the uses of Seville, Malaga, or Granada).
- E.3. A Canarian one (Las Palmas or Santa Cruz de Tenerife).

We consider this division appropriate as it is based on the cultured norms of large urban centres, which are the norms that we should introduce into the classroom and therefore include in textbooks. Furthermore, this division is more practical, as it reduces the American territory to broad areas with specific characteristics, greatly simplifying the number of linguistic features, which would otherwise lead to an endless variety of cases that would be difficult to systematise.

3. Quantitative analysis

3.1. Analysis´s methodology

As for the analysis methodology, we used a quantitative approach. We believe that defining the level is a key decision, and in this respect, we chose the intermediate level because we felt that we could already observe features across all linguistic levels, not just in the lexicon. Finally, we opted for the 'Threshold Level' (B1), as this is an intermediate stage in which learners develop their ability to *interact and be understood in a variety of situations* and their ability to *deal flexibly with everyday problems* (CEFR, 2002, p. 37). Furthermore, level B1 has significant importance in studies on second language teaching methodology. Our aim is to examine how diatopic variation is treated in B1-level textbooks and continue the research at the B2 level in the future to see if there is a coherent and appropriate progression in the inclusion of variety.

In addition, we selected textbooks created in Spain that present the north-central Peninsular variety as the preferred model. Our work, therefore, involves identifying linguistic features from American varieties in these textbooks (including Mexican and Central American, Caribbean, Andean, Río de la Plata and Chaco, and Chilean) as well as from Andalusian and Canarian varieties.

Based on the above, we selected four student textbooks. We decided to choose four textbooks to avoid the unreliability that could arise from comparing only two or three, and we believed that using books from different publishers would help demonstrate the representativeness of textbooks with a north-central Peninsular variety that are currently used in the teaching of Spanish as a Foreign Language (ELE). Another decisive factor was that the textbook must contain a complete B1 level,

without being divided into sub-levels (such as B1.1 and B1.2, for example), to avoid mixing criteria and make the comparison between textbooks more realistic.

The four textbooks chosen were:

- Corpas, J., Garmendia, A., and Soriano, C. (2014). *Aula Internacional 3*. New edition. Barcelona: Difusión (AI), *Más ejercicios* (AI+) [12].
- Equipo Nuevo Prisma (2015). *Nuevo Prisma B1*. Madrid: Edinumen (NP).
- Castro, F., Rodero, I., and Sardinero, C. (2014). *Nuevo español en marcha 3*. Madrid: SGEL (NEM).
- Cabrerizo, Mª A., Gómez, Mª L., and Ruiz, A. Mª (2015). *Nuevo Sueña 2*. Madrid: Anaya (NS) [13].

On the other hand, we chose Microsoft Excel to create the database for our work due to the versatility of this tool, as it allows us to record any information we consider relevant, which is not possible with other databases, where the parameters to be used are predefined. In this way, we could include data that we had not initially anticipated. Additionally, Excel's calculation capacity helps us achieve our objectives without the need for additional tools.

In terms of procedure, we organised the data by textbook, with the information from each textbook recorded on a separate worksheet in Excel. Thus, there is a worksheet for *Aula Internacional 3*, one for *Nuevo Prisma B1*, one for *Nuevo Español en marcha 3*, and one for *Nuevo Sueña 2*. We also decided to separate the final exercises section from *Aula Internacional 3* (which corresponds to the workbook), with its information appearing on another worksheet. Furthermore, other exercises from self-assessments or independent sections (such as videos in *Aula Internacional 3* or the recap section in *Nuevo Sueña 2*, for example) were placed on separate worksheets labelled with the textbook's name followed by the word *others*. Lastly, we created a final worksheet titled *Data Summary*, where we made the necessary calculations to meet the proposed objectives.

The worksheets for each textbook (including the *Más ejercicios* section of *Aula Internacional 3*) follow the same scheme [14] and include the following information:

- Column A: Total number of exercises in each book.
- Column B: Theme (or unit).
- Column C: Section (this column is blank for *Aula Internacional 3* and *Más ejercicios* because no such division exists in these textbooks).
- Column D: Exercise.
- Column E: Subsection.
- Column F: Skill (CE: reading comprehension; CA: listening comprehension; EE: written expression; EO: oral expression; NA: none of the above).
- Column G: Type of exercise.
- Column H: Linguistic level (F: phonetic-phonological; M: morphosyntactic; L: lexical-semantic; P: pragmatic).
- Column I: Linguistic feature (for example, verbal voseo or rehilado yeísmo).
- Column J: Linguistic variety (Río de la Plata and Chaco, Caribbean, Andean, Chilean, Mexican and Central American, Andalusian, Canarian, undetermined, or open).

- Column K: How a peripheral variety feature is introduced (through a mention, explanation, dialogue, etc.).
- Column L: Cultural references.
- Column M: Other considerations (e.g., whether the same audio from another exercise is reused).

From Column S onwards, we list all the linguistic features (23 features) [15], where we record the total number of occurrences. Next, we list whether each feature appears in each skill (in the following order: CA, CE, EE, EO, NA). After this, we gather the number of features by linguistic level (F, M, L, P, open). Finally, the worksheet concludes with a column (FX) indicating whether there is a peripheral variety in the exercise, and the adjacent columns tally each variety (Río de la Plata and Chaco, Caribbean, Andean, Chilean, Mexican and Central American, Andalusian, Canarian, undetermined, or open)[16].

Table 1. List of linguistic features extracted from the manuals

Phonetic-Phonological Level Traits [17]	Features
Intonation and cadence [18]	Vocal elongation in stressed vowels / Vocalic lengthening [19]
	Seseo
	Ceceo
	Rehilated yeísmo [20]
	Predorsal pronunciation of /s/
	Aspiration of /s/ in syllable-final position
	Pharyngeal aspiration of /x/
	Nasalization of vowels followed by nasals in syllable-final position
	Weakening of intervocalic /d/
	Apicoalveolar pronunciation of /s/
	Preservation of /s/ in syllable-final position
	Tense articulation of /x/
	Depalatalization of /ɲ/
	Weak pronunciation of intervocalic /j/

Morphosyntactic Level Traits	Features
Pronominal voseo	Verbal voseo
	Demonstratives "acá" and "allá"
	Use of the indefinite instead of the perfect tense
	Prepositional usage
	Adjectival adverbialization
	Use of "ustedes" instead of "vosotros"

Lexical-Semantic Level Traits	Features
Lexicon from other varieties (different from the Central-Northern Peninsular variety) [21]	

Source: own elaboration

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To assess the number of occurrences of each linguistic feature, we initially thought that if a linguistic feature appeared only in one part of an exercise, it would be considered as a fraction based on the number of parts it had. However, after reviewing the divisions of each textbook, we changed our approach. This was because some textbooks include sub-sections within each exercise while others do not, leading to significant variation in the number of exercises per textbook. Therefore, we decided to count the sub-sections of exercises as exercises in themselves when calculating the statistics. This way, all the textbooks have a similar total number of exercises. Each occurrence of a feature (from Table 1) or a peripheral variety is counted as one point if it appears in an exercise. It is possible for different features and/or peripheral varieties to be found in the same exercise; in such cases, one point is awarded for each feature and/or variety, despite it being a single exercise.

Based on the number of exercises in each textbook [22], we measured the percentage of occurrences of linguistic features belonging to other varieties (different from Central-Northern Peninsular Spanish) in each student book, the percentage of features by linguistic levels (phonetic-phonological, morphosyntactic, lexical-semantic, and pragmatic), and by the skills being practised (reading comprehension, writing, listening comprehension, and oral expression and interaction), or by exercise type. Finally, we determined which peripheral variety was predominant in each textbook.

3.2. Results

3.2.1. Percentage of occurrence of linguistic features in each textbook

Firstly, we examine the phonetic-phonological features (see Chart 1), which appear more prominently in AI and AI+, as these are the textbooks that present the highest percentages in a total of seven features. Regarding *intonation and cadence*, we observed that the highest percentage is found in AI (3.74%), followed by NP (3.49%), AI+ (3.32%), NEM (1.72%), and NS (0.54%). AI and AI+ lead in *lengthening of stressed vowels / vowel lengthening* with 4.55% and 4.15%, respectively, followed by NEM (2.94%), NP (2.79%), and NS (0%). In the feature *predorsal pronunciation of /s/*, AI (2.41%) and AI+ (2.07%) also show higher percentages, with much lower percentages in NP (1.16%), NEM (0.98%), and NS (0%). In *aspiration of /s/ in final syllable position*, AI+ (3.73%) and AI (3.48%) also have the highest values, while NP (2.33%), NEM (2.21%), and NS (0.73%) have lower values. Similarly, we find a higher occurrence of the feature *pharyngeal aspiration of /x/* in AI (3.48%), followed by NP (3.26%), AI+ (2.90%), NEM (1.47%), and NS (0.36%). In the feature *nasalisation of vowels followed by a nasal at the end of a syllable*, AI+ (1.24%) shows the highest value, followed by AI (1.07%), with much lower values in NEM (0.49%), NS (0.36%), and NP (0%).
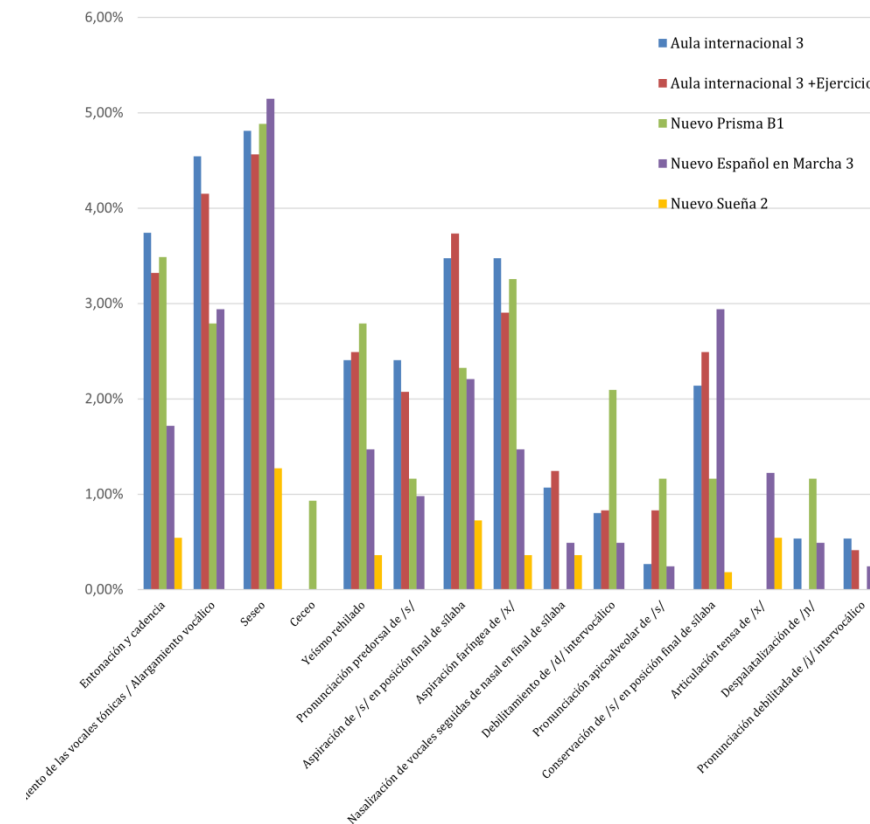
Similarly, AI (0.53%) has the highest percentage for the feature *weakened pronunciation of intervocalic /ʝ/*, followed by AI+ (0.41%), NEM (0.25%), NS (0.18%), and NP (0%). NP has a higher percentage of occurrence in five features. For *retracted /ʎ/*, it shows a percentage of 2.79%, closely followed by AI+ (2.49%) and AI (2.41%), with more disparate values in NEM (1.47%) and NS (0.36%). NP also has *a higher percentage in weakening of intervocalic /d/ (2.09%), while all the others have much lower values: AI+ (0.83%), AI (0.80%), NEM (0.49%), and NS (0%). Similarly, the percentages of occurrence of the feature apicoalveolar pronunciation of /s/ are not very significant*, with NP showing the highest percentage (1.16%), followed by AI+ (0.83%), AI (0.27%), NEM (0.25%), and NS (0%). Another feature with limited presence in the textbooks is the *depalatalisation of /ɲ/*, with NP at 1.16%, followed by AI (0.53%), NEM (0.49%), and AI+ and NS with 0%.

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Lastly, a feature that only appears in NP with a percentage of 0.93% is *ceceo*, which we opted to include given its relevance as a distinguishing feature in certain Spanish-speaking regions. NEM shows the highest percentage of occurrence in three features. Noteworthy is *seseo* (5.15%), although NP (4.88%), AI (4.81%), and AI+ (4.56%) follow closely behind, with NS showing a much lower value (1.27%). NEM also shows higher results in *preservation of /s/ in final syllable position* (2.94%), although very close values are seen in AI+ (2.49%) and AI (2.14%), with smaller percentages in NP (1.16%) and NS (0.18%). Finally, NEM also has a higher value in *tense articulation of /x/* (1.23%), followed by NS (0.54%), with the other textbooks showing a value of 0.

Figure 1. Percentage of Occurrence of Phonetic Traits in Different Spanish Textbooks

Legend	• Aula Internacional 3 • Aula Internacional 3 + Exercises • Nuevo Prisma B1 • Nuevo Español en Marcha 3 • Nuevo Sueña 2
X-axis Labels	• Intonation and cadence • Elongation of stressed vowels / Vocalic lengthening • Seseo • Ceceo • Rehilated yeísmo • Predorsal pronunciation of /s/ • Aspiration of /s/ in syllable-final position • Pharyngeal aspiration of /x/ • Nasalization of vowels followed by nasal in syllable-final position • Weakening of intervocalic /d/ • Apicoalveolar pronunciation of /s/ • Preservation of /s/ in syllable-final position • Tense articulation of /x/ • Depalatalization of /ɲ/ • Weak pronunciation of intervocalic /ʝ/
Y-axis	Percentage (%)

Figure 1. F-traits in each manual

Below, we present the percentages for the seven morphosyntactic features analysed (see Chart 2). NP shows a higher percentage of occurrence of *voseo*, both *pronominal* (1.40%) and *verbal* (1.40%). The *pronominal voseo* is only found in this textbook and in NEM (0.25%), while *verbal voseo* is somewhat more represented: AI (1.34%), NEM (0.49%), and AI+ (0.41%). NP has more occurrences of the feature *use of ustedes instead of vosotros* with only 0.47%, followed by NEM (0.25%) and NS (0.18%). However, AI shows higher percentages for the features *demonstratives acá and allá* (0.27%), followed by NEM with 0.25%, and in the *use of the preterite instead of the present perfect* (0.80%), followed by NEM with 0.74% and NP with 0.70%. Similarly, AI is the only textbook where the features *adjectival adverbialisation* and *prepositional usage* appear, although with very low representation (both with a percentage of 0.27%). Although the occurrence of these two features is minimal, we chose not to exclude them, as we believe they are representative phenomena of American varieties.

Regarding the feature, we have broadly termed *lexicon from other varieties* (see Chart 3), the following can be highlighted: NEM has the highest percentage (2.45%), closely followed by AI (2.41%), and further behind, NP (1.63%), NS (1.45%), and AI+ (0.41%).
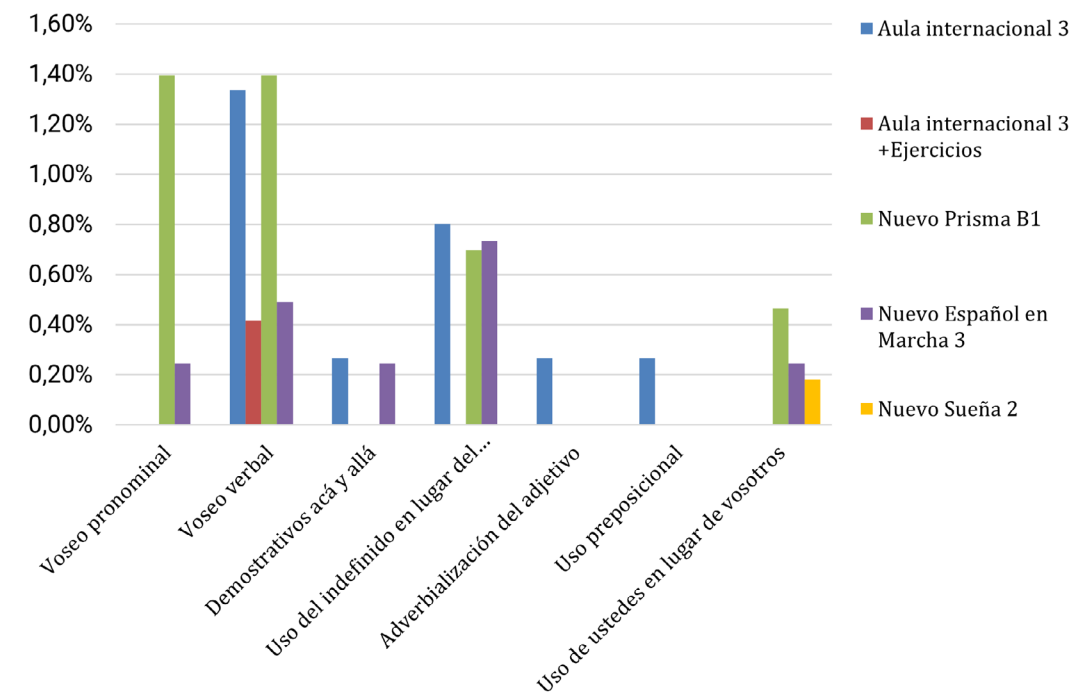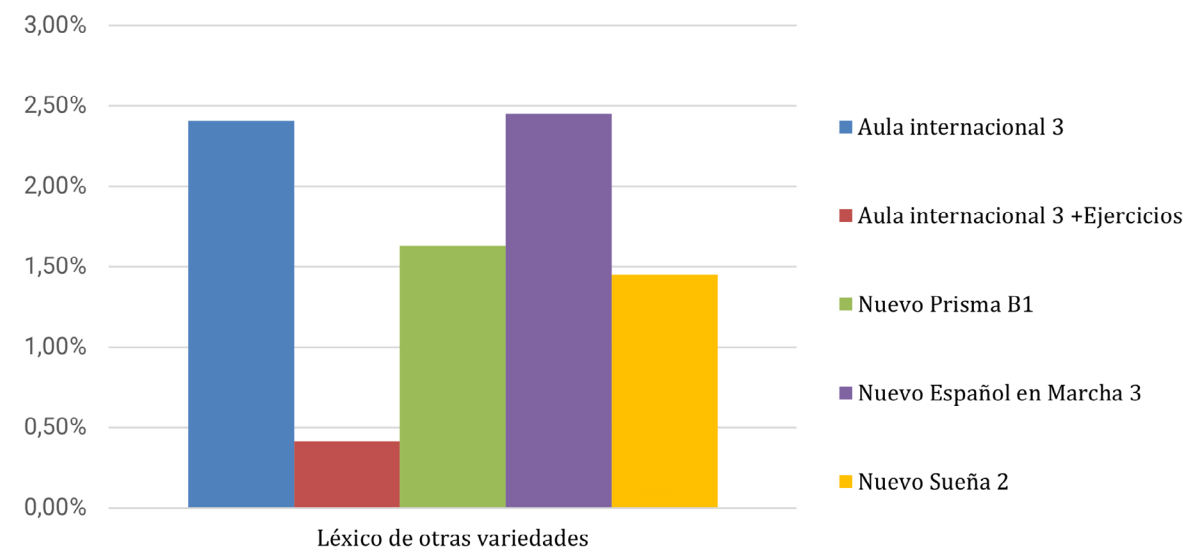
Figure 2. M-traits in each manual

Figure 2. M-traits in each manual

Figure 3. L-traits in each manual

3.2.2. Percentage of occurrence of features by linguistic levels

The data presented so far already give us a clear idea of which linguistic features are most significant in the textbooks. Indeed, it is the phonetic-phonological level features that have the greatest presence, especially through the audio exercises. However, the chart that shows the percentages by linguistic levels (see Chart 4) is even more illustrative. In AI, we identified 36 exercises where diatopic variation is introduced, and of these, 63.89% occurred at the phonetic-phonological level, 30.56% at the morphosyntactic level, and 25.00% at the lexical-semantic level (while there was no presence at the pragmatic level, and 8.33% at the so-called *open* level). Similar data were observed for AI+ (which includes variation in 18 exercises), with 61.11% at the phonetic-phonological level, although the percentages for the morphosyntactic level (11.11%) and the lexical-semantic level (5.56%) were lower, as there were more open-ended exercises (22.22%) [23].

In NP (which introduces variation in 35 exercises), we also noted a high percentage at the phonetic-phonological level (77.14%) and similar percentages at the morphosyntactic (17.14%) and lexical-semantic (20%) levels, along with 11.43% at the *open* level. The highest percentage of variation at the phonetic-phonological level was found in NEM (81.48%). NEM also shows 14.81% at the morphosyntactic level, 37.04% at the lexical-semantic level, and, notably, a 3.70% presence at the pragmatic level. While this is a small percentage, NEM is the only textbook to introduce variation at this level. Lastly, it is worth mentioning that NS (with 21 exercises that introduce variation) shows only 33.33% at the phonetic-phonological level, surpassed by 38.10% at the lexical-semantic level and 38.10% at the *open* level. This can be explained by the high number of exercises where variation is introduced through tasks like internet research, preparing oral presentations, and so on.

Figure 4. Traits according to language levels
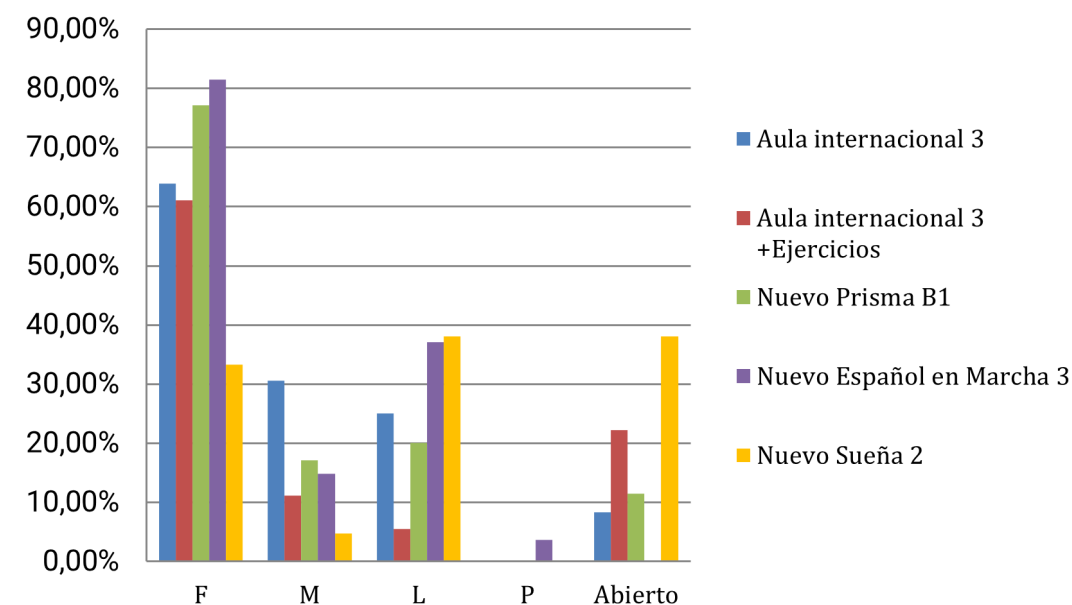
3.2.3. Percentage of features by skill/type of exercise

It is logical that phonetic-phonological features are mainly found in exercises focused on Listening Comprehension (LC), hence the percentage is often 100% in this skill. On the other hand, it is significant that morphosyntactic features also appear in LC exercises, such as the 100% occurrence of both *pronominal voseo* and *verbal voseo* in NP (also 100% for *verbal voseo* in AI+), the 100% occurrence of *demonstratives acá and allá* in AI and NEM, the 100% of "using the preterite instead of the perfect" in NP and NEM, and the 100% of *using ustedes instead of vosotros* in NP and NS. Meanwhile, the occurrence of lexical items in this skill fluctuates depending on the textbook: AI (33.33%), AI+ (100%), NP (42.86%), NEM (20%), and NS (25%).

In Reading Comprehension (RC), it is typical for phonetic-phonological features to have low percentages, which indeed happens, except in NEM. This is because NEM includes many exercises presented as LC but with the text transcribed so that the student both listens to and reads it at the same time. More significant is the 100% occurrence of *using ustedes instead of vosotros* in NEM, the 100% occurrence of *pronominal voseo* in NEM, 80% of *verbal voseo* in AI and 50% in NEM, and 33% of *using the preterite instead of the perfect* in AI. Regarding the lexical features, discrepancies arise again, although the most striking percentage is found in NEM (90%), followed by much lower percentages in NS (50%), AI (44.44%), and NP (14.29%).

It is also logical that variation is not introduced in Writing (WE) exercises. However, if any percentage is present, it is due to exercises where multiple skills are practised. The same applies to some activities where Oral Expression (OE) is practised, as seen with 40% of *verbal voseo*, 33.33% of *using the preterite instead of the perfect*, and 22.22% of *lexical items from other varieties* in AI, which features many exercises combining RC and OE skills. Nonetheless, there are isolated cases where this is due to other factors, such as the case of ceceo in NP (25%), where there was an exercise where students discussed this phenomenon and shared if they knew anyone who spoke with this feature. Lastly, we do not find significant percentages in NA (*None of the previous skills*), indicating that variation is usually introduced in exercises where basic skills are genuinely practised, and not in structural or other types of exercises (such as, for example, a NP exercise where students had to complete sentences using a colloquial word from Argentine Spanish, an exercise that would be part of the 42.86% shown by the textbook in this lexical category).

3.2.4. Predominant peripheral variety in each textbook

We have already mentioned that the textbooks under review primarily present the central-northern peninsular variety, but here we seek to examine which peripheral variety each textbook introduces and determine which one is dominant (see Chart 6). AI is the textbook with the highest number of exercises introducing diatopic variation, both in absolute terms (36) and relative terms (9.63%) (see Chart 5). Of this percentage, slightly more than half (52.78%) corresponds to the Rioplatense and Chaco varieties. In second place is the Caribbean variety with 22.22% of occurrences. The Mexican and Central American variety is slightly less present (19.44%), the same percentage as the varieties we were unable to determine. The Andalusian and Andean varieties are represented at 8.33% and 5.56%, respectively, while the Canarian and Chilean varieties have no presence. In AI+ (where the number of exercises with variation drops to 7.47%), the Rioplatense and Chaco, and Caribbean varieties remain dominant with very similar representation (50% and 22.22%), while the Andean and

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Andalusian varieties gain prominence, and the Chilean variety is introduced, each with a percentage of 11.11%. However, the Mexican and Central American variety, as well as the Canarian variety, do not appear, and the percentage of varieties we were unable to determine is higher (27.78%).

NP has a similar number of exercises introducing variation as AI (35) and a percentage of inclusion of 8.14%, with a notable predominance of the Rioplatense and Chaco (62.86%) and Andean (48.57%) varieties, while other varieties have lower inclusion (Andalusian at 8.57%, Mexican and Central American at 5.71%, and both Caribbean and Canarian at 2.86%), and the Chilean variety is absent. The percentage of varieties we could not classify is 11.43%. Lastly, the category labelled *open*, which refers to exercises where students are asked to search for information about the Hispanic world without specifying a country or variety, accounts for 5.71%.

NEM ranks third in terms of variety inclusion, with a total of 27 exercises and a percentage of 6.62%. In this case, the most represented variety is the Mexican and Central American variety, at 33.33%, followed closely by the Rioplatense and Chaco (29.63%) and Caribbean (22.22%) varieties. The Chilean variety is represented at 7.41%, while the Andean, Canarian, and Andalusian varieties are minimally included, each at 3.70%. The percentage of undetermined varieties is slightly higher, at 11.11%.

Lastly, NS is the textbook with the least variety inclusion, with a total of 21 exercises where some feature appears, accounting for a percentage of only 3.81%. In this case, the highest percentage is for those varieties we were unable to determine, at 52.38%, followed by the *open* category (28.57%), since many exercises invite the student to explore the Hispanic world. The most represented determined varieties are the Andean, Mexican and Central American, and Canarian varieties, each at 14.29%, followed by the Rioplatense and Chaco, and Andalusian varieties at 9.52%, and the Chilean variety at 4.76% [24].

Figure 5. Exercises with diatopic varieties in each manual
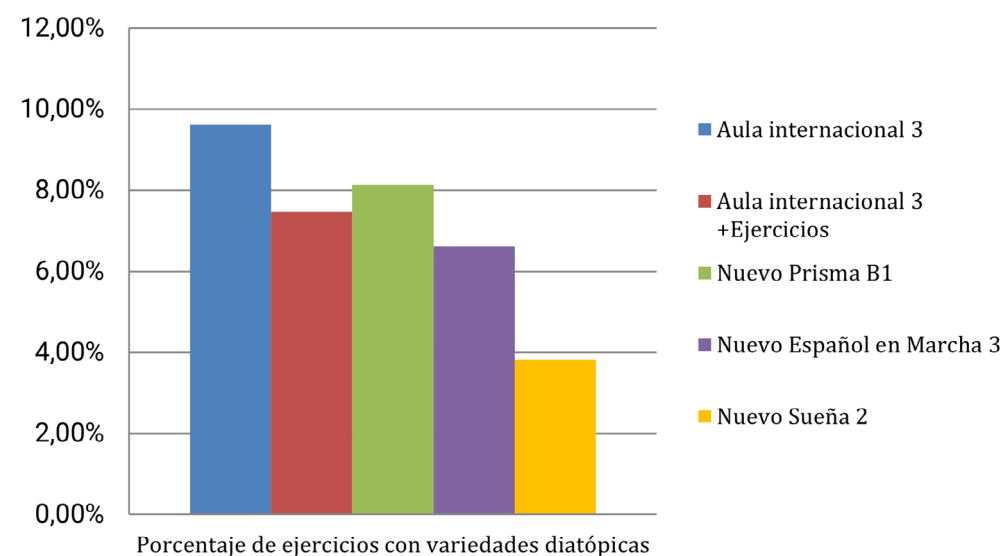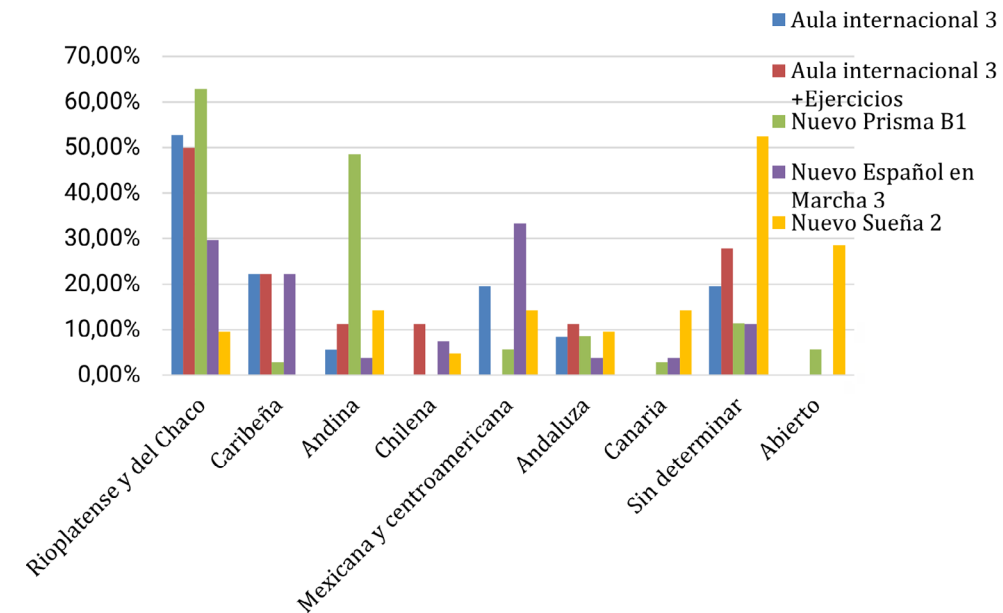
Figure 6. Percentages of occurrence of each variety in the exercises with variation

3.2.5. Interpretation of the Results

The quantitative analysis shows that AI is the textbook with the highest percentage of exercises incorporating diatopic varieties, compared to the total number of exercises, with 28.88% more than its companion, AI+, 18.26% more than NP, 45.45% more than NEM, and 152.56% more than NS. NS, in particular, introduces very few identifiable varieties and also features a considerable number of open-ended exercises where the treatment of variation will depend somewhat on the guidelines provided by the teacher for these types of activities.

Regarding the analysed features, the textbooks tend to include traits such as seseo (the lack of distinction between /s/ and /θ/), intonation and cadence, aspiration of /s/ in the final syllable position, pharyngeal aspiration of /x/, rehilated yeísmo (using a sound similar to the French *j* or English *zh* for /ʝ/), preservation of /s/ in the final syllable position, and, of course, lexicon from other varieties. It is also notable that all the textbooks —except NS— include features such as vowel lengthening (lengthening of stressed vowels), pre-dorsal articulation of /s/, weakening of intervocalic /d/, apicoalveolar articulation of /s/ (a peninsular feature), verbal voseo, depalatalisation of /ɲ/ (replacing it with /n/ or /ni/), and the use of the preterite instead of the perfect. Although the latter two features do not appear in AI+, they can be found in the main AI textbook.

Other features that appear in all textbooks —except for NP— include nasalisation of vowels followed by a nasal at the end of the syllable and weakening of intervocalic /ʝ/. However, it is striking that neither AI nor AI+ includes the use of ustedes instead of vosotros, something that is present in the other textbooks. Additionally, tense articulation of /x/ has only been introduced in NEM and NS. Pronominal voseo exercises are mainly found in NP, while demonstratives such as *acá* and *allá* appear

almost as an afterthought in AI and NEM. Other features only appear in specific textbooks, although it is worth highlighting the inclusion of ceceo in NP, which is covered in four exercises.

When comparing which skills the diatopic varieties are introduced through (see Graph 7), we observe that all textbooks primarily use audio exercises as the main resource for including geolectal variation. Secondly, though with a significant gap, AI, NEM, and NS introduce the variety more often through reading comprehension exercises, while NP incorporates it through other types of exercises (labelled as NA, or *None of the previous skills*). In AI+, the second most common skill in which varieties are introduced is oral expression (OE). As seen in the following graph, it is clear that there is no need for a more detailed analysis, as any given textbook uses only two skills to present over 90% of the diatopic varieties.
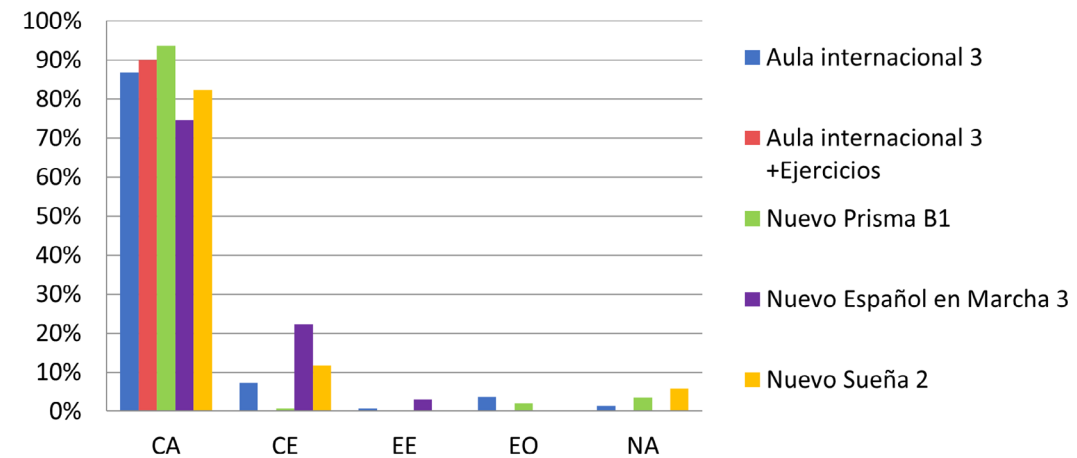
Continuing with our comparison, it is striking that all the manuals, except NS, have clearly opted for the phonological phonetic level to introduce the diatopic varieties. NS distributes more evenly among the lexical-semantic exercises, those of the open type, and somewhat less among those of the phonetic-phonological level. A striking result is that no manual has taken into consideration the pragmatic level, except for NEM. AI included more features at the morphosyntactic level in second place, while NEM and NP did so at the semantic lexical level and AI+ at the open level.

Finally, it is significant to compare the varieties that each manual has introduced. All have taken into account Rioplatense and Chaco, Mexican and Central American (except AI+), Andean and Andalusian. Curiously, all the manuals have dealt with the Caribbean variety except NS. The Chilean variety does not appear in NP or AI (although it can be found in AI+). The Canary Island variety is found in NP, in NS and in NEM, the latter being the only manual that has presented (to a greater or lesser extent) as many varieties as the rest of the manuals combined. As for open exercises that can lead

the student to find some diatopic variety, NS, NEM and AI+ are the only ones that have used them. Likewise, we have to admit that in all the manuals there have been varieties that we have not been able to determine.

Next, we present an analysis of all the manuals studied as a whole, in order to find out what the current trend is in terms of which varieties are preferred to be shown, at which linguistic level they tend to appear and which features are the most frequently shown (see Figure 8). If we count all the appearances of varieties in the manuals as a whole (184 appearances of varieties in 137 exercises), we obtain that the preferred variety would be the River Plate and Chaco varieties, with a third of all appearances. In addition, the Andean would follow with 14% and the Mexican and Central American, with 11%, the same as the Caribbean. Unidentifiable varieties accounted for 16%. On the other hand, the Andalusian (6 %), Chilean (3 %) or Canary Island (3 %) varieties are barely introduced, being relegated to occasional appearances.

Figure 8. Percentage of overall occurrence of diatopic varieties
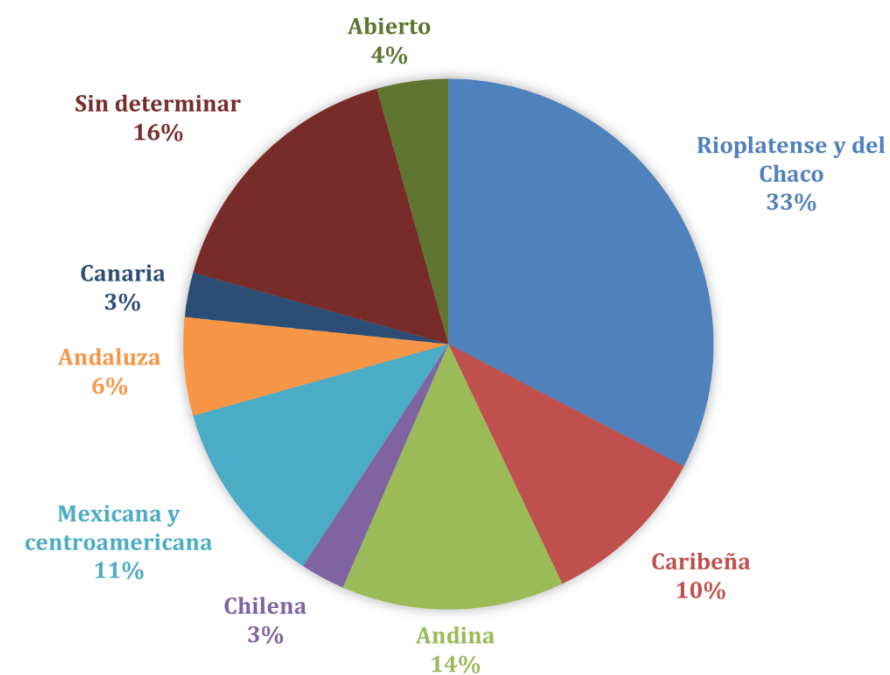
Likewise, we would like to point out that all the manuals have opted for the majority introduction of diatopic varieties at the F level, except for NS, which has tended to distribute these appearances equally at the L and F levels and in open exercises. No manual has given importance to these varieties at the P level (except occasionally NEM). If we consider all the manuals as a group, we see this trend:

Figure 9. Percentage of overall occurrence of features of each linguistic level
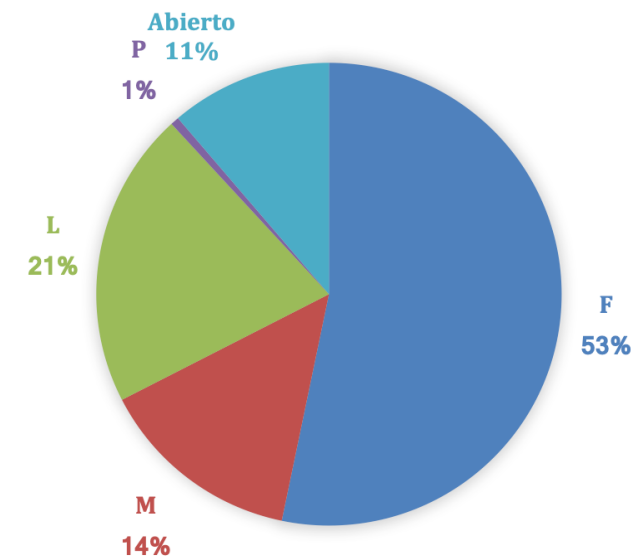

Likewise, and as Figure 10 shows, we can conclude that all the manuals analyzed together have introduced varieties in a generalized way in CA type exercises, 86% (451 appearances of traits with variety out of a total of 525 traits in 137 exercises), far behind the next skill, CE, which, although it only reflects 8% (44 appearances of traits), has been more used to make known diatopic varieties than the sum of the remaining skills together, each one with 2%.

Figure 10. Percentage of overall occurrence of traits for each skill

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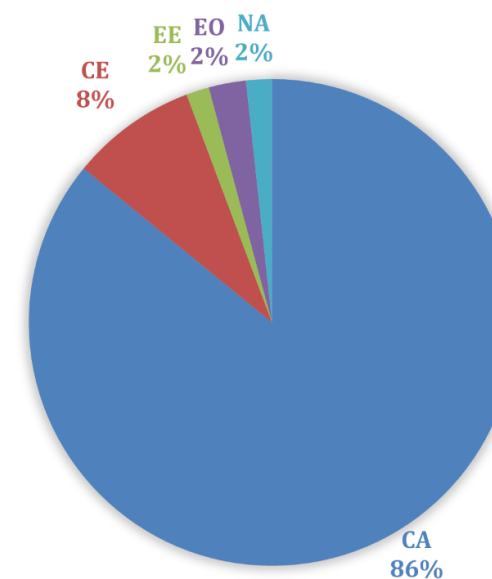
In the following graph (see graph 11) we can see that the feature that appeared most frequently in the manuals (of the 525 total appearances of features) was seseo (16%), followed by tonic vowel lengthening / vowel lengthening and intonation and cadence (10% both). Aspiration of /s/ in syllable final position and pharyngeal aspiration of /x/ (both with 9 %) were also representative features. With all the above features, the rehyphilated yeism, the preservation of /s/ in syllable-final position and the lexicon of other varieties (with 7% each), 75% of the appearances are reached. Although the predorsal pronunciation of /s/ appeared in 5 % of the occasions, the rest of the features fall below 3 %, and are not reflected in the graph for clarity.

Figure 11. Percentage of overall occurrence of each trait
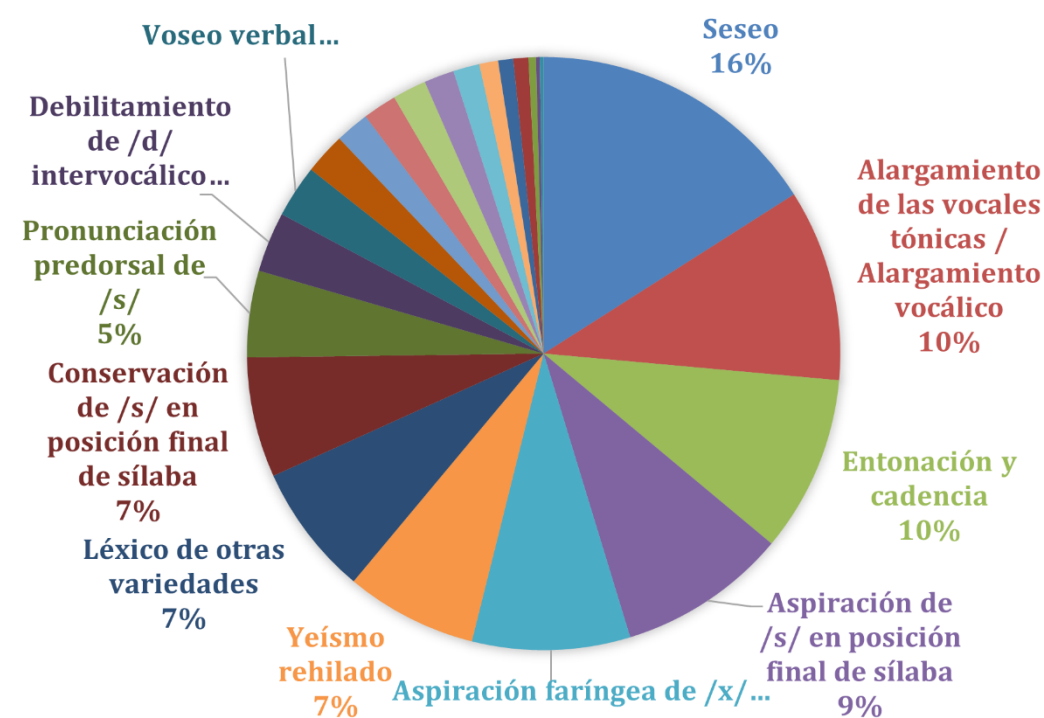
4. Conclusions and Future Lines of Study

Linguistic variation, which linguists see as a great resource they can analyse and describe, becomes a significant challenge in the field of teaching Spanish as a Foreign Language (ELE) when teachers question which linguistic manifestation or language variety is best to systematically bring into the classroom, and what criteria they should follow to make an appropriate and useful choice for their students. Additionally, they wonder which elements from other varieties they should include in their teaching practice. In this regard, the training of Spanish teachers in different varieties is essential, as well as the availability of textbooks in the publishing market that introduce variation coherently.

This study presents the main results from the empirical research we conducted with the aim of analysing the inclusion of geolectal variation in four B1-level textbooks created in the Iberian Peninsula. The quantitative analysis of these textbooks reveals that, overall, geolectal variation is introduced

primarily through phonetic-phonological features —among which *seseo*, vowel lengthening, and intonation and cadence stand out— mainly through listening comprehension activities. The analysis also shows that the most included varieties are Rioplatense and Chacoan.

The future lines of study we propose would follow three distinct paths, and two additional parallel studies could also be carried out, all continuing with the same research methodology. Firstly, it would be interesting to continue the linguistic analysis of later editions of the textbooks already studied. Furthermore, other B1 textbooks from different publishers could be examined to gain a broader perspective on how diatopic variation is incorporated into current ELE methods in Spain. A third line of research could involve studying the same textbooks already analysed, but at the B2 level, to observe which linguistic features are included and which peripheral varieties predominate. Through these three studies, we would gain a comprehensive understanding of how peripheral varieties are treated in textbooks based on the central-northern Peninsular variety, as well as determine whether any significant changes have occurred over time in later editions.

As a parallel line of research, the inclusion of the cultural component could be studied, something we have already documented in our database but have not subjected to statistical analysis, as it was outside the scope of our objectives. Finally, it would be worth exploring the possibility of analysing textbooks created in the Americas to see which variety predominates and how variation is addressed (which linguistic features are introduced and how this is implemented). All of this would provide a broad view of the current situation regarding the treatment of geolectal variation in ELE teaching, which could serve as a good starting point to raise awareness among textbook creators and teachers about the need to move beyond the "local bubbles" in which we teach, in order to expose students to the complex and rich reality of the Spanish language.

Notes

1. It is important to note that the previous list includes features that are also characteristic of the Central-Northern Peninsular variety, such as the apico-alveolar pronunciation of /s/, the retention of /s/ in syllable-final position, and the tense articulation of /x/. However, these are features that distinguish and identify certain varieties in contrast to others, which display different characteristics, which is why they have been considered in this study.

2. These prosodic features are characteristic of certain varieties such as Mexican, Rioplatense, and Chilean, for example.

3. We initially differentiated between them, but for operational reasons, we have grouped them together. The vowel lengthening found in a Cuban speaker is not the same as the lengthening of stressed vowels observed in the Rioplatense variety, to cite two clear examples.

4. We start from the idea that *yeísmo* is already dominant in most varieties and that only a few areas still maintain the distinction between /ʝ/ and /ʎ/.

5. To define the lexical variety, we consulted the geographic markings in academic works—*Diccionario de la lengua española* and *Diccionario de americanismos*—, the *Nuevo Diccionario de americanis-*

mos e indigenismos (Morínigo, 1998), as well as dictionaries, glossaries, and thesauruses from more specific geographical areas (for example, Chuchuy and Hlavacka, 1993).

6. The qualitative analysis not only allows us to explain in detail the linguistic features and cultural references that each textbook introduces, but also to comment on how they are incorporated: both the strengths and the shortcomings and inaccuracies we observe in how their inclusion has been carried out.

7. In editions of textbooks published after 2021, it will also be necessary to analyze mediation, as we believe that the authors will include mediation activities following the guidelines of the *CEFR Companion Volume* (2020).

8. Gutiérrez (2001) makes a strong statement linking the concept of *norm* to that of *standard language: The notion of standard language is generated as a sociolinguistic reality, which can and should become the reference point for all normative studies*.

9. Paredes (2023: 541-545) also addresses all these aspects.

10. In relation to all the points discussed earlier, Corder explains that teaching a language must consider three clear levels: political, linguistic and sociolinguistic, and psycholinguistic and pedagogical (1973: 11-15).

11. Moreno translates this as *shared domain* (1997: 8).

12. After all, students are the driving force guiding the teaching-learning process, and we must not lose sight of the large number of ELE (Spanish as a Foreign Language) students around the world. In 2022, nearly 24 million people studied Spanish as a foreign language (Instituto Cervantes: 5).

13. For more on sociolinguistic competence, see *CEFR* (2002: 116-119).

14. If teaching takes place outside a learning context, Andión indicates, *the needs and expectations of the students become decisive* (2008a: 20 and following). This author explains that the norm can be chosen based on the student's prior knowledge, or by considering the proximity of the country in which we are located to a Spanish-speaking country, or even thinking about economic, historical, or other types of ties (Andión, 2008a: 21).

15. The main proposals for dialectal division are collected in Moreno (1993). In any case, the general trend we observe in these proposals is to use elements from the phonetic-phonological level and/or from morphology and lexicon. These types of proposals entail intrinsic methodological problems: in the phonetic field, it is difficult to select the linguistic features according to which the division will be made, while the use of lexicon sometimes intertwines with extralinguistic issues.

16. Other authors, such as García, argue for the need to also apply a geolinguistic methodology that takes into account data collected from rural areas (García, 2001) and the importance of conducting fieldwork not only in urban areas but also in rural zones.

17. In our study, we analyze the *More Exercises* section of the *Aula Internacional* textbook. This section corresponds to the workbook of other textbooks, which we have not studied. Therefore, the data are presented separately from the main textbook.

18. From now on, we will refer to the different textbooks using the abbreviations we have indicated in parentheses in this paragraph.

19. The pages labeled *others* do not follow the same scheme, although we saw that it was unnecessary because the data obtained were scarce and insignificant.

20. The selection of linguistic features was not predetermined before analyzing the textbooks; rather, based on the data obtained, we made a count of the features. The *Catálogo de voces hispánicas* (2010) was of great help in their identification.

21. Of all the features, the phonetic-phonological ones were the most difficult to determine. This required us to repeatedly listen to the audio recordings, and we thought it would be best to contact the publishers to find out which varieties had been included in the recordings, thus ensuring the validity of our analysis. We believed that perhaps in some supplementary material to the student's textbook, or in some other accessible resource for teachers, there might be a record specifying the origin of the people who recorded the audios. However, after writing to the publishers asking about this, we only received vague replies from two of them. It is important to note that the previous list includes features that are also characteristic of the Central-Northern Peninsular variety, such as the apico-alveolar pronunciation of /s/, the retention of /s/ in syllable-final position, and the tense articulation of /x/. However, these are features that distinguish and identify certain varieties in contrast to others, which display different characteristics, which is why they have been considered in this study.

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24. We start from the idea that *yeísmo* is already dominant in most varieties and that only a few areas still maintain the distinction between /ʝ/ and /ʎ/.

25. To define the lexical variety, we consulted the geographic markings in academic works–*Diccionario de la lengua española* and *Diccionario de americanismos*–, the *Nuevo Diccionario de americanismos e indigenismos* (Morínigo, 1998), as well as dictionaries, glossaries, and thesauruses from more specific geographical areas (for example, Chuchuy and Hlavacka, 1993).

26. Notably, *Nuevo Sueña 2* (NS) is the textbook with the most exercises, with a total of 551, considering it only has 10 units, two fewer than the other textbooks. It is true that the sum of the exercises in *Aula Internacional 3* (AI) from the main textbook, which amounts to 374 (the lowest number among all the textbooks if only this part is considered), and the exercises from the final section titled "more

exercises" (AI+) (which are 241), gives a total of 615 exercises. Recall that this section corresponds to the workbook of other textbooks, which we have not analyzed. For this reason, we decided to count it separately. Finally, both *Nuevo Prisma B1* (NP) and *Nuevo Español en marcha 3* (NEM) present a similar number of exercises: the former has 430, and the latter 408, to which 57 exercises from the final Annexes could be added.

27. The sum of the percentages of the phonetic-phonological, morphosyntactic, lexical-semantic, pragmatic levels, and the *open* category exceeds one hundred percent since there are exercises that introduce features at more than one level. To give just one example, in 36 AI exercises where this textbook presents diatopic varieties, 46 indications of different levels appear. The same happens with the other textbooks.

28. The sum of the percentages of the Rioplatense, Chaco, Caribbean, Andean, Chilean, Mexican and Central American, Andalusian, and Canary Island varieties, and the *undetermined* and *open* categories may add up to more than one hundred percent since we are talking about the percentage of appearance of each of these varieties in the exercises that introduce diatopic variation, and many of these exercises introduce more than one variety at the same time.

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