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## **Hyper-standardization in Quechua: Linguistic and social implications**

Despite the wide range of studies seeking to understand the **Grammar** (i.e. linguistic systems) of speakers involved in situations of long-term language contact between indigenous and colonial languages, few discuss how **grammars** (i.e. prescriptive and pedagogical materials) are subject to analogous social, cultural and institutional pressures, often resulting in the wholesale adoption of westernized, or more appropriately *Latinized*, grammatical explanations. This talk addresses an important gap in our understanding of the continuing impact of European colonization in Latin America, particularly with respect to policies and practices that subjugate, in subtle but ultimately important ways, the linguistic diversity that characterize autochthonous languages, and specifically Quechua, the most widely spoken of the indigenous languages of South America. The objective of this project is to discuss the continued proliferation of Quechua descriptive and pedagogical materials that have the ostensible goal of promoting and celebrating Quechua as a unique cultural artifact while simultaneously adopting concepts and categories from Western languages, such as Latin, to explain language patterns. Specifically, I examine the domain of plural marking, both nominal and verbal, using data collected from various sources, including (i) linguistic/pedagogical grammars, (ii) sociolinguistic interviews (Cusco, Perú), and (iii) Quechua radio. These sources are scrutinized to determine how the descriptive—and, more importantly, prescriptive—view of plurality aligns with patterns observed by native speakers of Quechua. The claim is that there is a type of hyper-standardization in which Spanish paradigms are assumed as a model for Quechua in part, I argue, as an attempt to maintain and propagate what prescriptivists often refer to as *quechua pura*. The implications of these claims, both in terms of language contact and language attitudes, are also discussed.

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