

Linguistic attitudes based on cognitive, affective and behavioral components in respect to Andalusian linguistic variation of Moroccan university students

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The present paper aims to study cognitive, behavioral and affective components of attitudes toward Andalusian linguistic modality in learning contexts from 105 Moroccan university students of Spanish as a foreign language. The studied variables were the morphological and syntactic components of the Andalusian linguistic modality and attitudes toward usual linguistic habits according to different communicative situations. Results indicated instruments of the study have the corresponding psychometric properties according to the sample. Results showed morphological and syntactic components are related to attitudes toward different communicative situations of the Andalusian linguistic modality with a higher level of prediction upon standard and informal communicative situations. Regarding demographic variables such as gender did not show significant differences toward grammatical knowledge of Andalusian linguistic modality. However, gender variable showed significant differences toward its usage in a standard context. The study opens new paths of research about attitudes toward both Andalusian linguistic modality and Spanish language according to a dual condition of heritage and foreign language due to multilingual contexts of learning and their difficulties.

Keywords: attitudes, cognitive component, learning contexts, linguistic variation, Spanish language.

Actitudes lingüísticas basadas en componentes cognitivos, afectivos y conductuales con respecto a la modalidad lingüística andaluza por parte de estudiantes universitarios marroquíes. La presente investigación tiene como objetivo estudiar los componentes cognitivo, conductual y afectivo de las actitudes hacia la modalidad

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lingüística andaluza de una muestra de 105 estudiantes universitarios marroquíes de español como lengua extranjera. Las variables analizadas fueron los componentes morfológico y sintáctico de la modalidad lingüística andaluza y la actitud hacia diferentes usos tradicionalmente atribuidos a esta modalidad en diferentes situaciones comunicativas. Los resultados mostraron que los instrumentos utilizados poseen las propiedades psicométricas adecuadas de acuerdo a la muestra. Los resultados también mostraron que los componentes morfológico y sintáctico relacionados con la actitud hacia la modalidad lingüística andaluza según diferentes situaciones comunicativas presentan un nivel de predicción mayor en las situaciones informal y estándar pero no con respecto a la variable género. Sin embargo, la variable género mostró diferencias significativas hacia los usos propuestos en la situación estándar. Este estudio abre nuevos caminos de investigación sobre las actitudes hacia la modalidad lingüística andaluza y la lengua española de acuerdo a su doble condición de lengua heredada y lengua extranjera debido al contexto multilingüe de aprendizaje analizado y sus dificultades.

Palabras claves: actitudes, componente cognitivo, contextos de aprendizaje, variación lingüística, lengua española.

1. Introducción

Our research was based on a study of the linguistic factors of communication. As such, we analyzed morphological and syntactic components considering them as the main pillars of grammatical functioning of any language (Cavalheiro, 2013), with a focus on the Spanish language. From this point, we have taken as a reference a study of linguistic attitudes and their relationship with grammatical knowledge (Aikhenvald & Dixon, 2014; Barrios, 2012) to analyze the relationship between linguistic attitudes and knowledge of the morphological and syntactic components of the Andalusian linguistic variation across a sample of Moroccan students studying Spanish as a foreign language. We began with conclusions reached by Garret (2010) and some of the main theories of sociolinguistic analysis (Childs, Good & Mitchell, 2014; Labov, 2001).

At present, the Moroccan population has links to five languages (Daniel & Ball, 2009): Moroccan Arabic, Classical Arabic, Berber, French and Spanish. Therefore, we began with a number of studies about the situation of linguistic attitudes across the Moroccan popula-

tion, their causes and the current situation (Ayoub, 2017; Chahhou, 2014; Daniel & Ball, 2009; Errihane, 2008; García, 2014; Kachoub, 2010; Youn & Choi, 2014), focusing our study on a university population and its specific characteristics (Anderson, 2014).

Using the Spanish language as a reference, our research then focused on an analysis of the sample's linguistic attitudes toward the Andalusian linguistic modality through observation of its morphological and syntactic characteristics due to the traditional influence of this diatopic variation of the Spanish language in some areas from Morocco, where there is still some presence of that variation, as it is the case of Tangier (Sayahi, 2004; 2005).

For these analyses, we took into account the traditional tripartition in the components of the attitudes (cognitive, behavioral and affective) in the development of two measurement instruments. The first of these (Annex 1), measured knowledge of the morphological and syntactic components of the Andalusian linguistic modality, while the second instrument (Annex 2) measured the linguistic attitudes toward certain linguistic uses attributed to the Andalusian linguistic modality in relation to various communicative situations according to a given criterion of formality. In this way, we refer to previous research (Crismán-Pérez & Núñez-Vázquez, 2015; 2017) where similar tools were used to measure the linguistic attitudes of Spanish high school students toward the Andalusian linguistic modality. Following this, a questionnaire was adapted for the sample object of study, incorporating research bodies that addressed a sociolinguistic study in multilingual communities (Ravindranath, 2015) as well as studies about minorities and multilingual situations (Nagy, 2017). Likewise, we have also referenced diverse current theories of linguistic attitude measurement (Campbell-Kibler, 2012; Dollinger, 2012; Garret, 2010; Giles, & Marlow, 2011; Hernández, 2004; Oppenheim, 1982; Schoel *et al.*, 2013; Speelman, Spruyt, Impe & Geeraerts, 2013).

We have based the analysis of the cognitive factor on the study of the morphological and syntactic components of the Andalusian linguistic variation, while the affective and behavioral factors were analyzed by looking at both the relationship and the virtual frequency of production shown by the participants toward certain expressions and linguistic uses attributed to the Andalusian linguistic variation (Carbonero, 1982; 2004; Narbona, 2003; 2009; Ropero, 2001). In this way, we examined the assessment carried out by the study's participants in terms of affectivity and behaviors based on a series of expressions and linguistic uses, and the possible production of these by the study's participants in different communication scenarios, taking into account the traditional tripartition of the diaphasic

possibilities (Coseriu, 1999; Matthiessen & Kashvav, 2014; Renzi, 2013): formal, standard and informal. Thus, we proposed three situations according to the degree of formality of a given communication scenario and the participant's degree of frequency of use of these expressions in each of the scenarios. In this way, we have studied the three factors inherent to the linguistic attitudes, based on the existing correlation between the cognitive factor of the attitudes and the affective and behavioral factors (Garret, 2010).

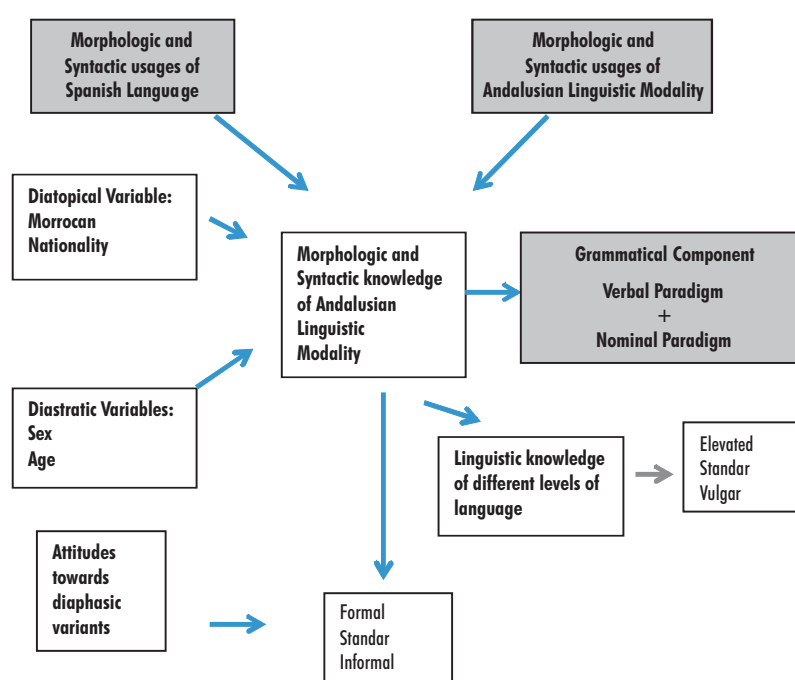


Figure 1. Model of linguistic attitudes towards Andalusian Linguistic Modality

Finally, we also considered the context of the linguistic attitudes that the Moroccan community holds today (Albirini & Chakrani, 2016; Bouzidi, 1989; Chakrani, 2017; Errihani, 2008; Marley, 2004; Tahiri, Martínez & Zavala, 2015), the result of current linguistic policies and the intervention of other cultural entities (Chakrani & Huang, 2014; Sayahi, 2005), as well as other social factors (Snell, 2014). Taking all this into account, we have addressed the following research questions:

1. Does the grading scale of grammatical knowledge about the morphological and syntactic components of the Andalusian linguistic

modality have the adequate psychometric properties for the sample of Moroccan university students of Spanish as a foreign language?

2. Does the grading scale of attitudes toward the Andalusian linguistic modality according to different communicative situations have the adequate psychometric properties for the sample of Moroccan university students of Spanish as a foreign language?

3. What knowledge do Moroccan Spanish-language university students have of morphological and syntactic components of the Andalusian linguistic variation?

4. What is the attitude of Moroccan university students of Spanish as a foreign language towards the use of Andalusian linguistic modality in different communicative situations?

5. Are the morphological and syntactic components of Andalusian linguistic variations related to the attitudes toward the Andalusian linguistic modality in different communicative situations?

6. To what extent do morphological and syntactic components of the Andalusian linguistic modality determine the attitudes toward the linguistic modality according to different communicative situations?

7. Are there differences in regard to gender knowledge of the morphological and syntactic components of the Andalusian linguistic variation in relation to gender?

8. Are there differences in attitudes toward the Andalusian linguistic variation according to different communicative situations in relation to gender?

Likewise, we analyzed the current situation of Spanish as a foreign language and the Andalusian linguistic variations as a variation factor in relation to the danger of the extinction of the Spanish language in Morocco, referencing other similar studies that have examined the variation possibilities in a language based on both its empirical and theoretical possibilities (Fernández-Ordóñez, 2012), as well as in relation to its attrition (Heller, 2006).

2. Method

2.1. Participants

The study had a sample population of 105 participants. All of these were Moroccan students enrolled in masters or in doctorate courses at Moroccan Higher Education institutions. Content structures and methodology of Spanish as a foreign language in these educational

centers were based on the Curriculum Plan of the Cervantes Institute. The respondents were enrolled in B2 level programs. The evaluation of a sample constituted by 105 participants instead of a census evaluation of the entire population offers a sampling precision of $d=0.1$, which indicates that any proportion estimated of the sample is within the range $p\pm 0.01$, assuming that the incidental sample is representative of the entire population. Although this data should be considered with some degree of reservation, given the established sampling is of an accidental nature, the fact that the sample taken maintains the proportionality of the sample strata in a consistent manner with the population means it is possible to ascertain that the sampling error is 10%.

Mean of age in years	25.44
SD	4.01
Range of years	19-54
Percent of males	39% (41)
Percent of females	61% (64)
N	105

Table 1. *Demographic data of participants*

2.2. Procedure

This study was conducted according to the Declaration of Helsinki. All participants provided written informed consent. The questionnaires were administered individually by specially trained personnel, within the grounds of the King Fahd School of Translation in Tangier at Abdelmalek Asaadi University in Tetouan, and at Hasan II University in Casablanca. The time range of this research took place during the 2016/2017 academic year.

Ethics review process is not needed for the study. The testing was carried out within normal educational requirements. This research exclusively involved anonymous information, so long as the process of data linkage or recording or dissemination of results does not generate identifiable information. The research tests had information about the goal of the tests. Ethics review is also not required for the research because it is non-intrusive, and did not involve expectation of privacy.

2.3. Measurement

For the elaboration of the instruments used to measure the morphological and syntactic components, as well as the attitudes toward the Andalusian linguistic modality, we took as basis a previous study carried out with 520 Spanish high school students ($\alpha = .88$, $\alpha = .81$ -.89, respectively; Crismán-Pérez & Núñez-Vázquez, 2015; 2017).

2.3.1. Variables and instruments

Sociodemographic variables

The control variables that were taken into account included some of the most likely possibilities of social stratification (Labov, 2001; 2015; Panichella & Triventi, 2014), so that we finally selected the variables *gender*, *age* and *Moroccan nationality* to stratify the answers regarding the *Grammatical knowledge of the Andalusian linguistic variation*, and *Attitudes toward the Andalusian linguistic variation* variables from a descriptive and inferential point of view.

Grammatical knowledge of the Andalusian linguistic variation

For the measurement of the variable *Grammatical knowledge of the Andalusian linguistic variation*, we used items related to the linguistic knowledge of morphological and syntactic components. Through these items, we measured the degree of knowledge of the grammatical plane with respect to the Andalusian linguistic variation. To do so, we referred to linguistic uses that were incorrect from a prescriptive point of view, but functional from a discursive point of view, found in the descriptive norm of the Andalusian linguistic modality (Carbonero, 1982; 2004; Heras & Carbonero, 2001; Lázaro, 1997, 2000, 2003; Narbona, 2003, 2009; Roper, 2001). In this way, our aim was to understand the participants' knowledge with respect to these uses, and their classification according to their characterization as an Andalusism or alien uses to the Andalusian language variation.

These uses, which were compiled from oral productions of native Andalusian speakers in linguistic interactions with other similar speakers, as well as from the aforementioned scientific literature, were distributed across items that addressed the nominal and verbal paradigms of the morphological and syntactic components of the Andalusian linguistic variation. The purpose was to understand the level of the par-

ticipants' grammatical knowledge in terms of correct and incorrect use as well as the relationship they established between these uses and the Andalusian linguistic modality in terms of inclusion or exclusion. The answer format was one of adhesion (*correct, but it is not an Andalusism; correct and it is an Andalusism; incorrect, but it is an Andalusism; and incorrect and it is not an Andalusism*), coded nominally. Based on this, we created a template with the description and the correct answers for the items of the questionnaire (Annex 3), and to do so, we took into account, firstly, the criterion of grammatical correctness (Lázaro, 1999; 2000; 2003), and, secondly, the criterion of classification of linguistic expressions in uses belonging to the Andalusian linguistic variation (Narbona, 2003; 2009; Ropero, 2001; Trigo, 1993).

Attitudes toward uses of the Andalusian linguistic variation in different communicative situations

This variable is defined as the set of cognitive, behavioral and affective behaviors that the participants expressed before the proposed linguistic uses linked to the different communicative situations presented (Crismán-Pérez & Núñez-Vázquez, 2017).

For the formulation of items that made up the grading scale, we used areas that corresponded with the three components of attitude (cognitive, behavioral and affective). All of these were formulated in relation to the attitudes toward the Andalusian linguistic variation. The areas considered were *teaching of the Andalusian linguistic variation; the consideration of the Andalusian linguistic variation in terms of prestige and discredit; identity; the difference between Andalusian linguistic variation and other linguistic variations of the Spanish language*.

The uses were compiled from recordings of native speakers who were part of an Andalusian-speaking community. In this way, both grammatical and grammatically incorrect uses were collected. However, all were functional uses contemplated within the descriptive norm of the various speaking communities (Garner, 2014), which constitute the Andalusian linguistic modality. Communicative situations and adherence to the responses of each item corresponded to the traditional tripartition of the diaphasic varieties according to the different degrees of formality (Coseriu, 1999; Renzi, 2013): formal, standard and informal.

The distribution of the participants according to the attitudes they showed was organized around three possibilities based on a frequency criterion, so that information was collected regarding specific use and its

association to one or another specific communication situation. This required that the items within the grading scale were grouped in line with how they corresponded with the three types of communicative situations (formal, standard, informal) on which we have based the diaphasic possibilities of our research (Coseriu, 1991; Labov, 2001; 2015; Renzi, 2013), coded as dichotomous categorical variables (YES/NO); this led us to elaborate three grading scales corresponding to the three factors mentioned above.

3. Statistical analyses

The data analysis was carried out using the SPSS 24.0 program. Then a descriptive and inferential study was conducted. Simple linear regression analysis was carried out in the processing of each communicative situation. Thus, one prediction model was employed. The predictor just included one factor, the morphological and syntactic component of Andalusian linguistic variation of Spanish language.

The results are presented in two sections. The first section includes a descriptive study of each of the variables under study, based on the mean, the standard deviation and the range of the results obtained. The grammatical knowledge grading scale offers a value that describes the knowledge that study's participants have in regard to the Andalusian linguistic variation and its morphological and syntactic components. On the other hand, the grading scale for attitudes toward different communicative situations presented a frequency pattern for each use with respect to the three communicative situations addressed: formal, standard and informal. Likewise, we carried out a study of the psychometric properties of both scales, but, on this occasion, with a sample population of Moroccan university students. Thus, the Cronbach's alpha value was verified for each of the studied instruments in the Moroccan population sample. Once the psychometric properties of each of the scales were obtained, we carried out an inferential study based on a correlation and linear regression study using the *stepwise* method, taking grammatical knowledge as a predictive variable, and attitudes toward the different communicative situations as dependent variables. This model was chosen according to the correctness of fit provided by the adjusted R^2 value. Finally, to verify the stratification of the answers according to sociodemographic variables, the Levene's test and the statistical significance of the p value were employed in cases of an equality of variances.

4. Results

4.1. Descriptive Statistics

The grading scale for the grammatical knowledge of the Andalusian linguistic variation composed of 20 elements presented a mean of 2.05 ($SD=0.31$), with a minimum value of 1.35 and a maximum value of 3.00. The mean obtained across the responses was taken as the cut-off point, and used to categorize participants according to high or low grammatical knowledge. Only 25% of the sample obtained scores above the mean.

As for the descriptive statistics of the results of each of the communicative situations analyzed in the grading scale for attitudes toward the uses attributed to the Andalusian linguistic modality in different communicative situations, the formal context showed the highest average value, 1.62 ($SD=0.14$); as for the informal situation, the mean was 1.07 ($SD=0.14$), obtaining the lowest average value of the three possibilities; the standard context presented an average of 1.11 ($SD=0.20$). This implies that the majority of the items were assigned to the informal communicative situation since the affirmative coding was nominated with the value 1, while the negative coding was nominated with the value 2.

4.2. Analysis of items and reliability

The questionnaire used for this research was based on two instruments applied in previous research (Crismán-Pérez & Núñez-Vázquez, 2015; 2017). It consisted of two initial questionnaires of 40 and 53 items respectively, for each of the dependent variables that were employed here (*grammatical knowledge of the Andalusian linguistic variation and attitudes toward uses of the Andalusian linguistic variation in different communicative situations*). Based on this, we applied both statistical and theoretical criteria in the selection of items (Abad, Olea, Ponsoda & García, 2011; Herrera, Martínez & Amengual, 2011). From a statistical point of view, the criteria that we applied was the corrected item-total correlation above 0.3 and an observation of the total Cronbach's alpha reliability coefficient if the item was eliminated from the grading scale. From a theoretical point of view, we took into account the ambiguity of the item and its redundancy, as well as the treatment given to each of the questionnaire's areas in scientific literature.

Thus, the final grading scale for the measurement of grammatical knowledge had a total of twenty items. The resulting Cronbach's alpha was 0.79. Subsequently, we carried out a data re-encoding process, from which each correct answer was recoded with the value 1, while each incorrect answer was recoded with the value 0. Finally, evaluation of the participants' grammatical knowledge was based on the interval between the maximum possible knowledge score (20- calculated from the virtual addition of each one of the answers of the twenty items that constituted the entire questionnaire) and the minimum score (0, result of the virtual sum of responses with this value).

On the other hand, we elaborated a grading scale for the measurement of attitudes with a total of forty-three final items depending on three communicative situations. The first one (formal factor) had a Cronbach's alpha of 0.85; the second (standard factor), a Cronbach's alpha of 0.97; and the third (informal factor) a Cronbach's alpha of 0.95. To collect responses for this questionnaire, we carried out a process of coding them, so we established two nominal adhesion values, based on the use of each of the expressions formulated for each communication context or situation. From there, unlike with the first questionnaire, we did not carry out a process of recoding the answers, since our objective was not to evaluate them according to correct or incorrect parameters, but we were interested in the description of the frequency in order to examine a possible response pattern that took into account the given communication context and to study the influence of this with respect to the predictor variable *grammatical knowledge of the Andalusian linguistic variation* and other demographic variables related to the stratification of the sample such as age and gender.

4.3. Relation with sociodemographical variables

The data obtained from the comparison of means according to the *gender* variable were analyzed using the t-Student test for independent samples. The results of the contrast of means depending on gender with the variable *grammatical knowledge of the Andalusian linguistic variation* indicated that males obtained a mean of 2.12 (SD= 0.34) in the respective measurement scale of this variable, while females obtained a mean of 2.01 (SD=0.29). The mean for the entire sample was 2.05 (SD = 0.31). The results showed that the Levene test, assuming equality of variances, was distributed with a Snedecor's F value of 1.092, while its p-value 0.298. Finally, the test was not statistically significant and robust (t=1.812, p=0.073).

In regard to the *age* variable, this did not show significant results derived from the comparison of means using the ANOVA test in relation to the variables under study ($p=0.371$).

On the other hand, we also carried out a comparison of means using the t-Student test according to the *gender* and *communicative situations* variables, and the standard factor was the only one that showed significant differences in the comparison of means. The results showed that the *Levene test*, if we assume equality of variances, was distributed with a Snedecor's F of 12.517, and its p-value 0.01. As such, the test was statistically significant ($t=1.971$; $p=0.05$).

There were no significant differences for the formal and informal factors by gender if we assume that the variances were equal ($p=0.418$ for the formal factor and $p=0.065$ for the informal factor).

In regard to the *age* variable, this did not show significant results in relation to communicative situations.

4.4. Relationship between the grammatical knowledge of the Andalusian linguistic variation and attitudes toward the uses of the Andalusian linguistic variation in different communicative situations

Regarding the correlational study, the standard factor or situation, together with the informal factor, showed a greater significant correlation with grammatical knowledge, which highlighted the relationship between the cognitive factor (grammatical knowledge) and the factors of an affective or evaluative and behavioral nature (association and expression of the linguistic use in a specific communicative situation).

Next, we performed a simple linear regression to verify the degree of influence of the grammatical knowledge of the Andalusian linguistic variation on each of the factors corresponding to the attitudes toward the uses of the Andalusian linguistic variation in different communicative situations. In line with this, the resulting equation for the formal situation was $Y=1.60+0.28X_1$. The coefficient of determination was $R^2=9\%$ and significance $p=0.02$. For the informal situation we got $Y=1.01+0.85X_2$. The coefficient of determination was $R^2=39\%$ and significance $p=0.00$. Finally, for the standard communicative situation we got $Y=1.03+1.30X_3$. The coefficient of determination was $R^2=46\%$ and with significance $p=0.00$.

Pearson's correlation	Grammar knowledge	Formal	Standard	Informal
Formal situation	.200**	1	.529**	.408**
Standard situation	.648**	.529**	1	.899**
Informal situation	.580**	.408**	.899**	1

**p<.01

Table 2. *Correlation between the variables Grammatical knowledge of the Andalusian linguistic variation and Attitude toward the linguistic uses attributed to the Andalusian linguistic variation in different communicative situations*

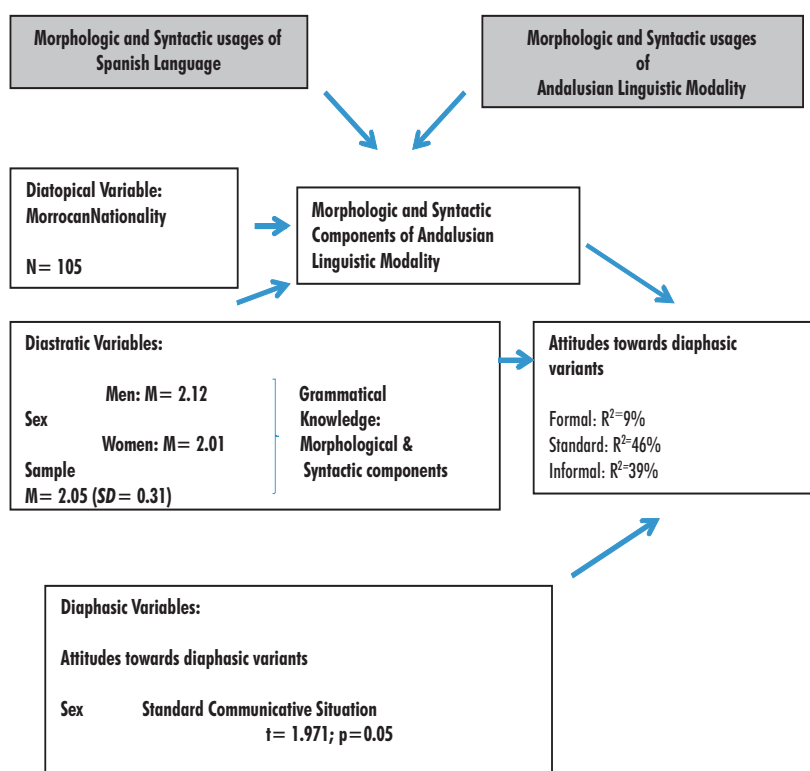


Figure 2. *Model of Linguistic Attitudes towards Andalusian Linguistic Modality (MLA-ALM)*

5. Discussion

The results of the investigation exposed the relation of the variable *Grammatical knowledge of the Andalusian linguistic variation* with the variable *Attitudes toward uses of the Andalusian linguistic variation in different communicative situations* in Moroccan students of Spanish as a foreign language. The scales showed the right psychometric properties (reliability and construct validity).

This constituted one of the first validation samples of this construct, as the three traditional components of attitude (Garret, 2010; Giles, & Marlow, 2011; Hernández, 2004; Oppenheim, 1982; Schoel *et al.*, 2013; Speelman *et al.*, 2013; Suto, 2012) proved to be significantly correlated with one another, as well as with respect to grammatical knowledge. However, this investigation showed the cognitive component, that is, the morphological and syntactic components of the Andalusian linguistic variation (grammatical knowledge) to be the predictive factor of the affective and behavioural components of the attitudes toward the Andalusian linguistic variation.

Likewise, our research highlighted that the level of grammatical knowledge of the sample was low. In addition, the variable referring to attitudes showed that most of the items were ascribed to standard and informal communicative situations, so that the proposed expressions, which were incorrect from a grammatical point of view, were not considered appropriate for formal communicative situations. This also coincides with the result of several similar investigations, in which it was evidenced that the greater the knowledge of the morphological and syntactic components demonstrated by the participants of the sample, the greater the heterogeneity of the answers with respect to the association of the proposed linguistic uses in certain communicative situations (Crismán, 2008; Crismán-Pérez & Núñez-Vázquez, 2015; 2017). Therefore, these results verify the hypothesis that a greater grammatical knowledge also implies a greater differentiation of the situation and the extralinguistic context, where the informal situation can extend the tolerance for linguistic uses that are censored in others, more formal communicative situations, even if this means a rupture of the grammatical functioning of the language, which is not considered, at least not *a priori*, a break in communication. Thus, the lower the grammatical knowledge, the less differentiation in the assignment of the proposed and virtual uses with respect to different communicative situations, and therefore, the greater the dispersion in the answers.

This shows that, although foreign language teaching methodologies based on a communication approach can provide the necessary kno-

wledge for the mastery of a foreign language (Littelwood, 1981; Nunan, 1989; Richards & Rogers, 2011), we cannot ignore the overlapping of these approaches in the grammatical component (Gu, 2014). This knowledge proved to condition the affective and behavioral component of the students of a foreign language or, at least, of students of Spanish as a foreign language, from which we must superimpose the sociocultural factor linked to the teaching-learning process of foreign languages (Van Compernelle & Williams, 2013), and its projection in different communicative situations according to different degrees of formality.

These results are also similar to those obtained in investigations with samples of students of Spanish as L1 (Crismán-Pérez & Núñez-Vázquez, 2017), where similar methods and research instruments were also employed (Rosario, Núñez, Valle, Paiva & Polydoro, 2013). Therefore, they establish one more argument for the validation of the construct of the relationship between the grammatical knowledge of the Andalusian linguistic variation and the attitudes toward uses attributed to it in different communicative situations. In this way, the grammatically incorrect use that has traditionally been attributed to this linguistic variation according to a certain stratification (Carbonero, 1982) and to certain identifying traits (Narbona, 2003; 2009), despite not corresponding with a correct characterization of the morphological and syntactic components of the Andalusian linguistic variation (Roperio, 2001), tend to be associated with standard and informal communicative situations by both L1 Spanish students and L2 Spanish students due to the fact that these varieties are not present in educational contexts of teaching-learning languages. This was also evidenced in similar research with respect to attitudes toward local Andalusian speech in both student and non-student Spanish populations (Crismán, 2008). Again, this is further evidence of the interinfluence of the affective and behavioral components in the field of linguistic attitudes and, more specifically, of linguistic attitudes toward the model of diatopic variation that constitutes the Andalusian linguistic variation, which are attitudes that are often, as highlighted by the research we referred to, associated not only with possibilities of territorial variation, but also with possibilities of diastratic variation, within which the role of L1 and L2 and their cognitive-affective possibilities should be analyzed (McGroarty, 2012).

Also, for future research, one of the issues surfaced by this paper is the analysis of the causes of the limited knowledge that the participants showed toward the morphological and syntactic components of the Andalusian linguistic variation, despite the fact that the informants were students of Spanish as a foreign language, enrolled at the highest levels of education. At this point, one of the possible lines of research offered

by this work is the condition of Spanish as a heritage language in Morocco, within which we can find a heritage of the Andalusian linguistic variation, at least in the territory of Tangier (Sayahi, 2004; 2005). Thus, the knowledge of this linguistic variation could be overshadowed by the preponderance of the standard variation, given the scarce possibilities of survival that a dialect has in multilingual contexts or contexts where there is linguistic contact with the standardized language (Nagy, 2016). On the other hand, these results point to future research into questions addressing the heritage of the Spanish language in the Moroccan linguistic-cultural community, and the possibilities of an ethnic approach in sociolinguistic research (Nagy, Chocie & Hoffman, 2014).

In addition to this, further results corroborated by the study include the virtual differentiation made by the participants interviewed regarding the informal situation, who viewed the standard and informal situations as the main differentiating factors, which has also been confirmed by other research (Hernández-Campoy & Cutillas-Espinosa, 2013). These have reflected the polyphony of the linguistic intravariation attending to the attitudes of the speakers with respect to the communicative situations in which they were inserted.

At this point, the variation is a challenge for future research, since it opens a line of research about the Moroccan linguistic-cultural community and the attitudinal aspects that determine the consideration of Spanish and the Andalusian linguistic variation according to its dual possibility of interpretation: a heritage minority language or a foreign language, according to the Moroccan linguistic idiosyncrasy (Ayoub, 2017) and the factors linked to the multilingualism of the population (Albirini & Chakrani, 2016; Daniel & Ball, 2009), where there are also numerous ethnolinguistic minorities. This poses a challenge for the adaptation of the traditional methods and concepts of sociolinguistic research (Childs *et al.*, 2014; Fernández-Ordóñez, 2012; Wei, 2013) and the consideration of the attrition in heritage languages based on studies of these types of situations in other linguistic communities, through the observation of adults and children with different linguistic heritages (Polinsky, 2011).

Another line of research opened up by this article is the role of the Andalusian linguistic variation in this type of population, inserted in a multilingual context where there are diverse linguistic minorities due to the presence of Spanish in Morocco and to the influence of the Andalusian linguistic modality in the previously mentioned (Sayahi, 2004, 2005). As a result of the bilingual condition of the majority of speakers of Moroccan nationality, the choice of one or another language has a determining projection for the construction of their identity,

which goes beyond the affective component of the process (Meskine & Jaap de Ruiter, 2015; Nagy, 2016; Wei, 2013), beyond the inclusion factors associated with the different languages and linguistic modalities (Piller & Takahashi, 2011), as well as beyond the impact of extra-linguistic factors on the language and its attrition (Schmid & Dussedorp, 2010), within which, future research should also delve into the students' sociometric status based on analyses of contextual interaction (Martín, 2011) in different languages within the same cultural community and an analysis of the frequency and identity schemes from a sociolinguistic and cognitive approach (Hollmann & Siewierska, 2011) according to the significant principle of the possibilities of variation (Blas, 2008; Caravedo, 2013).

Considering all of this, it would be convenient to plan a specific curriculum according to students' needs and interests given the results of this research despite of the main diatopic varieties of Spanish. They encompass the relationships between grammatical knowledge and attitudes towards the Andalusian linguistic modality. This reinforces a teaching-learning process focused on cognitive, behavioural and affective components as an overall structure and not just related to knowledge. This enriches the curriculum and covers all the components that attitudes towards language have.

To conclude, given that more than 60% of the students surveyed were female, one of the research paths derived from this study is the variation observation of a virtual consolidation of these attitudinal patterns, by virtue of the greater involvement of this sector of the population in the innovation of linguistic changes (Labov, 1990), as well as a lesser use of stigmatized variants (Bayley, 2013). Given that the differences in the assignment of items to the standard factor according to gender was significant ($p=0.05$) through the contrast between this demographic variable and the variable *attitude toward the uses of the Andalusian linguistic in different communicative situations*. This could translate into a greater homogenization, both attitudinally and virtually productive, of the uses of the Andalusian linguistic modality based on a consolidation of the linguistic-attitudinal patterns of this adult sample (Sankoff, 2013; Walker & Meyerhoff, 2013).

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Annex 1. Cuestionario de medición de los conocimientos morfológico y sintáctico de la modalidad linguistic andaluza

Gender:

Nationality:

Date:

Read the next items and circle the corresponding answer

PARADIGMA VERBAL

<i>Cuestiones</i>	<i>Correcto y es andalucismo</i>	<i>Incorrecto, pero es andalucismo</i>	<i>Correcto, pero no es andalucismo</i>	<i>Incorrecto y no es andalucismo</i>
1º Los sofales de mi casa están recién lavados.				
2º A mi hermano le han regalado unos robos por su cumpleaños.				
3º Le dije la verdad a mis padres				
4º Mi padre ha alquilado un chalercito en la playa.				
5º Juan vive arriba mía.				
6º Con esto va a ocurrir lo mismo como con lo anterior.				
7º Apárate, que vas muy rápido.				
8º Mi vecina, que su niño está estudiando, ha comprado un coche.				
9º Jane es media española.				
10º Los argores urbanos son un fenómeno de interés lingüístico				

PARADIGMA NOMINAL

	<i>¿Utilizaría esta expresión en una entrevista de trabajo?</i>		<i>¿Utilizaría esta expresión con sus padres?</i>		<i>¿Utilizaría esta expresión con su mejor amigo?</i>	
1º Yo no ha hecho el culpable	SÍ	NO	SÍ	NO	SÍ	NO
2º Me se ha caído el lápiz	SÍ	NO	SÍ	NO	SÍ	NO
3º El profesor me aprendió la lección ayer	SÍ	NO	SÍ	NO	SÍ	NO
4º Al llegar al instituto compremos los libros	SÍ	NO	SÍ	NO	SÍ	NO
5º Venid vosotros a verme mañana, por favor	SÍ	NO	SÍ	NO	SÍ	NO
6º Se me ha caído el lápiz	SÍ	NO	SÍ	NO	SÍ	NO
7º Si hubiese sido yo, lo diría	SÍ	NO	SÍ	NO	SÍ	NO
8º ¿Te se ha olvidado en tu casa el libro?	SÍ	NO	SÍ	NO	SÍ	NO
9º El profesor me enseñó la lección	SÍ	NO	SÍ	NO	SÍ	NO
10º No os vayáis ustedes todavía	SÍ	NO	SÍ	NO	SÍ	NO
11º Si fuera hecho yo quien lo ha hecho, lo diría	SÍ	NO	SÍ	NO	SÍ	NO
12º ¿Vosotros se vais a marchar ya?	SÍ	NO	SÍ	NO	SÍ	NO
13º Subir las sillas ustedes, por favor	SÍ	NO	SÍ	NO	SÍ	NO
14º Callaros ustedes, por favor	SÍ	NO	SÍ	NO	SÍ	NO
15º La decisión a tomar es complicada	SÍ	NO	SÍ	NO	SÍ	NO
16º Callaos ustedes, por favor	SÍ	NO	SÍ	NO	SÍ	NO
17º Me he dado cuenta que mi hermano no ha venido	SÍ	NO	SÍ	NO	SÍ	NO
18º No cantad vosotros todavía	SÍ	NO	SÍ	NO	SÍ	NO
19º No cantéis vosotros todavía	SÍ	NO	SÍ	NO	SÍ	NO

Annex 2. Cuestionario de medición de las actitudes hacia usos lingüísticos tradicionalmente atribuidos a la modalidad lingüística andaluza

Gender:

Nationality:

Date:

Read the next items and circle the corresponding answer

	<i>¿Utilizaría esta expresión en una entrevista de trabajo?</i>		<i>¿Utilizaría esta expresión con sus padres?</i>		<i>¿Utilizaría esta expresión con su mejor amigo?</i>	
1º Yo no ha hecho el culpable	SÍ	NO	SÍ	NO	SÍ	NO
2º Me se ha caído el lápiz	SÍ	NO	SÍ	NO	SÍ	NO
3º El profesor me aprendió la lección ayer	SÍ	NO	SÍ	NO	SÍ	NO
4º Al llegar al instituto compremos los libros	SÍ	NO	SÍ	NO	SÍ	NO
5º Venid vosotros a verme mañana, por favor	SÍ	NO	SÍ	NO	SÍ	NO
6º Se me ha caído el lápiz	SÍ	NO	SÍ	NO	SÍ	NO
7º Si hubiese sido yo, lo diría	SÍ	NO	SÍ	NO	SÍ	NO
8º ¿Te se ha olvidado en tu casa el libro?	SÍ	NO	SÍ	NO	SÍ	NO
9º El profesor me enseñó la lección	SÍ	NO	SÍ	NO	SÍ	NO
10º No os vayáis ustedes todavía	SÍ	NO	SÍ	NO	SÍ	NO
11º Si fuera hecho yo quien lo ha hecho, lo diría	SÍ	NO	SÍ	NO	SÍ	NO
12º ¿Vosotros se vais a marchar ya?	SÍ	NO	SÍ	NO	SÍ	NO
13º Subir las sillas ustedes, por favor	SÍ	NO	SÍ	NO	SÍ	NO
14º Callaros ustedes, por favor	SÍ	NO	SÍ	NO	SÍ	NO
15º La decisión a tomar es complicada	SÍ	NO	SÍ	NO	SÍ	NO
16º Callaos ustedes, por favor	SÍ	NO	SÍ	NO	SÍ	NO
17º Me he dado cuenta que mi hermano no ha venido	SÍ	NO	SÍ	NO	SÍ	NO
18º No cantad vosotros todavía	SÍ	NO	SÍ	NO	SÍ	NO
19º No cantéis vosotros todavía	SÍ	NO	SÍ	NO	SÍ	NO

	<i>¿Utilizaría esta expresión en una entrevista de trabajo?</i>		<i>¿Utilizaría esta expresión con sus padres?</i>		<i>¿Utilizaría esta expresión con su mejor amigo?</i>	
1º Los sofales de mi casa están recién lavados	SÍ	NO	SÍ	NO	SÍ	NO
2º A mi hermano le han regalado unos robos por su cumpleaños	SÍ	NO	SÍ	NO	SÍ	NO
3º Le dije la verdad a mis padres	SÍ	NO	SÍ	NO	SÍ	NO
4º Mi padre ha alquilado un chalercito en la playa	SÍ	NO	SÍ	NO	SÍ	NO
5º Los chalets de esa urbanización son muy grandes	SÍ	NO	SÍ	NO	SÍ	NO
6º Juan vive arriba mía	SÍ	NO	SÍ	NO	SÍ	NO
7º Les he dicho a ellos que no me molesten cuando estudio	SÍ	NO	SÍ	NO	SÍ	NO
8º Pedro viene detrás mía	SÍ	NO	SÍ	NO	SÍ	NO
9º Mi hermano se ha comprado un amoto muy potente	SÍ	NO	SÍ	NO	SÍ	NO
10º Cuando me acuesto no doy más de mí por el cansancio	SÍ	NO	SÍ	NO	SÍ	NO
11º Con esto va a ocurrir lo mismo como con lo anterior	SÍ	NO	SÍ	NO	SÍ	NO
12º Apárate, que vas muy rápido	SÍ	NO	SÍ	NO	SÍ	NO
13º Mi vecina, que su niño está estudiando, ha comprado un coche	SÍ	NO	SÍ	NO	SÍ	NO
14º Ana vive detrás de mí	SÍ	NO	SÍ	NO	SÍ	NO
15º Aquel es un barco de vela	SÍ	NO	SÍ	NO	SÍ	NO
16º Antonio quiere hacer dos másters cuando acabe sus estudios	SÍ	NO	SÍ	NO	SÍ	NO
17º Ten presente estas palabras	SÍ	NO	SÍ	NO	SÍ	NO
18º María va a por agua a casa de su madre	SÍ	NO	SÍ	NO	SÍ	NO
19º A bajarse del autobús, por favor	SÍ	NO	SÍ	NO	SÍ	NO
20º Cuanto más leo, más aprendo	SÍ	NO	SÍ	NO	SÍ	NO
21º Con esto sucede lo mismo que con el otro asunto	SÍ	NO	SÍ	NO	SÍ	NO
22º Mi amigo cuyo hijo estudia en el colegio se ha comprado un libro	SÍ	NO	SÍ	NO	SÍ	NO
23º Juan fue por el libro a la biblioteca	SÍ	NO	SÍ	NO	SÍ	NO
24º Bájate del coche, por favor	SÍ	NO	SÍ	NO	SÍ	NO

Annex 3. Caracterización cualitativa de los usos lingüísticos propuestos para la investigación

1. **En clase habíamos veinte alumnos*. Uso arcaico de verbo *haber* con valor espacial. El uso correcto sería *En clase éramos/estábamos veinte alumnos*.
2. **Me se ha caído el lápiz*. Alteración sintáctica del pronombre de 1ª persona *me* y morfema verbal intransitivo *se*. El uso correcto sería *Se me ha caído el lápiz*.
3. **El profesor me aprendió la lección ayer*. Utilización del verbo *aprender* con un valor intransitivo inergativo. El uso correcto sería *El profesor me enseñó la lección ayer*.
4. **Callaros vosotros, por favor*. Uso de infinitivo + *Os* (pronombre personal de 2ª persona) + *ustedes* (pronombre personal de 3ª persona). El uso correcto sería *Callaos vosotros, por favor*.
5. **Irse ustedes para allá, por favor*. Uso de *Ustedes* + Infinitivo + *Se* con valor imperativo. El uso correcto sería *Váyan(se) ustedes para allá, por favor*.
6. *¿*Vosotros se van a machar ya?* Uso de pronombre *Vosotros* (2ª persona) + *Se* + 3º persona del plural de una perífrasis verbal aspectual ingresiva. El uso correcto sería ¿*Vosotros os vais a marchar ya?*
7. *¿*Te se ha olvidado en tu casa el libro?* Alteración sintáctica del pronombre *te* (2ª persona) y el morfema verbal *se*. El uso correcto sería ¿*Se te ha olvidado en tu casa el libro?*
8. **Si fuera hecho yo quien lo ha hecho, lo diría*. Utilización del verbo *ser* con valor auxiliar en lugar de *haber*. El uso correcto sería *Si hubiera/hubiese sido yo quien lo ha hecho, lo diría*.
9. *¿*Vosotros se vais a marchar ya?* Uso del pronombre personal *vosotros* (2ª persona) con el pronombre personal *se* (3ª persona). El uso correcto sería ¿*Vosotros os vais a marchar ya?*
10. **Venir mañana vosotros, por favor*. Uso del infinitivo con valor imperativo. El uso correcto sería *Venid mañana vosotros, por favor*.
11. **Los sofales de mi casa están recién lavados*. Uso incorrecto del plural de sustantivo. El uso correcto sería *Los sofás de mi casa están recién lavados*.
12. **A mi hermano le han regalado unos robotes por su cumpleaños*. Uso incorrecto del plural de sustantivo. El uso correcto sería *A mi hermano le han regalado unos robots por su cumpleaños*.
13. **Le dije la verdad a mis padres*. Incongruencia gramatical de número entre el pronombre de complemento indirecto *le* (singular) y el complemento indirecto como sintagma preposicional *a mis padres* (plural). El uso correcto sería *Les dije la verdad a mis padres*.
14. **Mi padre ha alquilado un chalercito en la playa*. Construcción incorrecta de un morfema derivativo diminutivo. El uso correcto sería *Mi padre ha alquilado un chalecito en la playa*.
15. **Juan vive arriba mía*. Construcción incorrecta de un adjetivo posesivo por analogía con un sintagma nominal en lugar de un sintagma preposicional. El uso correcto sería *Juan vive arriba de mí*.
16. **Con esto va a ocurrir lo mismo como con lo anterior*. Uso incorrecto del nexos comparativo *como* en lugar de *que*. El uso correcto sería *Con esto va a ocurrir lo mismo que con lo anterior*.

17. **Apárate, que vas muy rápido.* Formación incorrecta de segunda persona de modo imperativo mediante una prótesis. El uso correcto sería *Párate, que vas muy rápido.*
18. **Mi vecina, que su niño está estudiando, ha comprado un coche.* Uso incorrecto del pronombre relativo *que* como un pronombre relativo posesivo. El uso correcto sería *Mi vecina, cuyo niño está estudiando, ha comprado un coche.*
19. **Jane es media española.* Uso incorrecto de un adverbio (invariable) como un sintagma adjetival (variable). El uso correcto sería *Jane es medio española.*
20. **Los argores urbanos son un fenómeno de interés lingüístico.* Uso incorrecto del plural de sustantivo. El uso correcto sería *Los argots urbanos son un fenómeno de interés lingüístico.*
21. **Yo no ha hecho el culpable.* Uso incorrecto del verbo *haber* como verbo auxiliar en lugar de *ser*. El uso correcto sería *Yo no he sido el culpable.*
22. **Al llegar al instituto compramos los libros.* Utilización del presente de subjuntivo en lugar del futuro simple con valor de posterioridad. El uso correcto sería *Al llegar al instituto compraremos los libros.*
23. *Venid vosotros a verme mañana, por favor.* Uso correcto
24. *Se me ha caído el lápiz.* Uso correcto
25. *Si hubiese sido yo, lo diría.* Uso correcto
26. *¿*Te se ha olvidado en tu casa el libro?* Alteración sintáctica del pronombre de 2ª persona *te* y morfema verbal intransitivo *se*. El uso correcto sería ¿*Se te ha olvidado en tu casa el libro?*
27. *El profesor me enseñó la lección.* Uso correcto
28. **No os vayáis ustedes todavía.* Uso de la forma verbal en segunda persona del plural y el uso del pronombre personal *ustedes* (3ª persona). Se considera un rasgo de la modalidad lingüística andaluza.
29. **Subir las sillas ustedes, por favor* Uso de infinitivo con valor imperativo. La respuesta correcta sería *Suban las sillas ustedes, por favor.*
30. **Callaros ustedes, por favor* Infinitivo con pronombre *os* (2ª persona gramatical) y pronombre *ustedes* (3ª persona gramatical). La respuesta correcta sería *Cállense ustedes, por favor.*
31. **La decisión a tomar es complicada.* Galicismo. El uso correcto sería *La decisión que hay tomar.*
32. **Callaos ustedes, por favor.* Uso de la forma verbal en segunda persona del plural y el uso del pronombre personal *ustedes* (3ª persona). Se considera un rasgo de la modalidad lingüística andaluza.
33. **Me he dado cuenta que mi hermano no ha venido.* Ausencia de preposición (queísmo) con un verbo preposicional. El uso correcto sería *Me he dado cuenta de que mi hermano no ha venido.*
34. **No cantad vosotros todavía.* Uso incorrecto del imperativo por analogía (debe regir el modo subjuntivo). El uso correcto sería *No cantéis vosotros todavía.*
35. *No cantéis vosotros todavía.* Uso correcto
36. **Los chaletes de esa urbanización son muy grandes.* Uso incorrecto del plural en un sustantivo. El uso correcto sería *Los chalets de esa urbanización son muy grandes.*
37. *Les he dicho a ellos que no me molesten cuando estudio.* Uso correcto.

38. **Pedro viene detrás de mí*. Construcción incorrecta de un adjetivo posesivo por analogía con un sintagma nominal en lugar de un sintagma preposicional. El uso correcto sería *Pedro viene detrás de mí*.
39. **Mi hermano se ha comprado una amoto muy potente*. Construcción incorrecta de un sustantivo mediante prótesis. El uso correcto sería *Mi hermano se ha comprado una moto muy potente*.
40. *Cuando me acuesto no doy más de mí por el cansancio*. Uso correcto.
41. *Ana vive detrás de mí*. Uso correcto.
42. *Aquel es un barco de vela*. Uso correcto
43. **Antonio quiere hacer dos másters cuando acabe sus estudios*. Construcción incorrecta de plural de un sustantivo. El uso correcto sería *Antonio quiere hacer dos másteres cuando acabe sus estudios*.
44. **Ten presente estas palabras*. Falta de concordancia entre el sintagma adjetival singular (*presente*) y el núcleo del sintagma nominal plural (*palabras*). El uso correcto sería *Ten presentes estas palabras*.
45. **María va a por agua a casa de su madre*. Uso incorrecto de dos preposiciones seguidas. El uso correcto sería *María va por agua*.
46. *A bajarse del autobús, por favor*. Uso correcto.
47. *Cuanto más leo, más aprendo*. Uso correcto.
48. *Con esto sucede lo mismo que con el otro asunto*. Uso correcto.
49. *Mi amigo cuyo hijo estudia en el colegio se ha comprado un libro*. Uso correcto.
50. *Juan fue por el libro a la biblioteca*. Uso correcto.
51. *Bájate del coche, por favor*. Uso correcto.