

Spanish-English contact in the Falkland Islands: an ethnographic approach to loanwords & place names

Rodriguez Gutiérrez, Y.V.

Citation

Rodriguez Gutiérrez, Y. V. (2022, June 14). Spanish-English contact in the Falkland Islands: an ethnographic approach to loanwords & place names. LOT dissertation series. LOT, Amsterdam. Retrieved from https://hdl.handle.net/1887/3348457

Version: Publisher's Version

License: License agreement concerning inclusion of doctoral thesis in the Institutional

Repository of the University of Leiden

Downloaded from: https://hdl.handle.net/1887/3348457

Note: To cite this publication please use the final published version (if applicable).

Spanish-English contact in the Falkland Islands

An ethnographic approach to loanwords & place names

Published by LOT Binnengasthuisstraat 9 1012 ZA Amsterdam The Netherlands

The illustration on the cover shows the author and her then 1-year-old baby doing fieldwork in Pebble Island, part of the Falkland Islands countryside. The aircraft behind them is operated by the Falkland Islands Government Air Service. It is one of the 5 Britten-Norman Islanders light utility aircrafts used to connect the archipelago's sparse population. The picture synthesises the joint venture of mother and son in travelling to the archipelago to do fieldwork together.

phone: +31 20 525 2461

http://www.lotschool.nl

e-mail: lot@uva.nl

ISBN: 978-94-6093-406-3

DOI: https://dx.medra.org/10.48273/LOT0621

NUR: 616

Copyright © 2022: Yliana V. Rodríguez. All rights reserved.

Spanish-English contact in the Falkland Islands

An ethnographic approach to loanwords & place names

Proefschrift

ter verkrijging van

de graad van Doctor aan de Universiteit Leiden, op gezag van Rector Magnificus Prof. Hester Bijl, volgens besluit van het College voor Promoties te verdedigen op dinsdag 14 juni 2022

> klokke 13:45 uur door

Yliana Virginia Rodríguez Gutiérrez

geboren op 2 juli 1983 in Montevideo, Uruguay

Promotores:

Prof. dr. Niels O. Schiller (Universiteit Leiden)

Prof. dr. Adolfo Elizaincín (Universidad de la República)

Copromotor:

Dr. Paz González (Universiteit Leiden)

Promotiecommissie:

Prof. dr. Daniel Schreier (Universität Zürich)

Prof. dr. Brenda Laca (Universidad de la República)

Prof. dr. Felix Ameka (Universiteit Leiden)

Dr. Martine Bruil (Universiteit Leiden)

This thesis results from a double doctorate under the co-tutelle of Universiteit Leiden and Universidad de la República. Yliana V. Rodríguez's work in this thesis was supported by a Ph.D. studentship sponsored by the Postgraduate Academic Commission of Universidad de la República. Fieldwork was funded by the British Embassy in Montevideo, the Falkland Islands Government, the Shackleton Fund and the Foreign Commonwealth Office.



Foreword

This academic trip started in a bar -where transcendent things often happenduring a conversation with my dear friend George Stewart, who had been to the Falklands several times. "Falkland Islanders use Spanish words", he said, and provided the exemplar case of 'camp'. I was intrigued. That chat was enough to light a Ph.D. bonfire. Some days later, still in bewilderment, I shared my revelation with my dad who clear-headedly explained that long ago Uruguayans had been there as a workforce for many decades. No surprise to him. I knew he was an exception, and that those who were not aware of the events would be just as mind blown as I was. American Spanish in contact with a British English variety in the Southern Hemisphere was quite a thing. Some years later, on the verge of starting my Ph.D., Professor Adolfo Elizaincín received me in his office. I told him about the Spanish-English contact in the Falkland Islands as a possible research topic. He did not hesitate to say it was a fascinating case to study. Even though other professors underestimated the potential and scope of the topic, I trusted my gut -especially after having received Adolfo's blessing. I went on to do a serious exploratory literature search, to find out there was almost no sociolinguistic information on the Falklands -in contrast to the rivers of ink spilt about the recent armed conflict. I must admit that I was both worried and excited about 'finding no findings'. It then became obvious that somebody had to do it first. Well, somebody with a baby. Consequently, this thesis was not written at an office desk but while breastfeeding, commuting, in coffee shops and sitting in playgrounds. Notes were taken mainly on my phone, as revelations tend to happen whenever one is *not* seated and ready to work in front of a computer. I wrote in South America, in Europe and in between them during flights. I wrote on buses, ships, aeroplanes, trains and whenever and wherever my bundle of energy and joy fell asleep. Doing fieldwork with my baby will probably remain one of my biggest life accomplishments. And it happened with the support, and zero questioning from friends, advisors, universities and funding institutions.

Variously and strangely, much as human beings live, by ranging hither and thither, by falling in love, and mating together. It is true that they are much less bound by ceremony and convention than we are. Royal words mate with commoners. English words marry French words, German words, Indian words, Negro words, if they have a fancy. Indeed, the less we enquire into the past of our dear Mother English the better it will be for that lady's reputation. For she has gone a-roving, a-roving fair maid.

Virginia Woolf, 29 April 1937 (transcript of the BBC Words Fail Me series broadcast).

Contents

Acknowledgements XVII
List of figuresXIX
List of tablesXXI
1. General introduction23
1.1 The archipelago and its language situation25
1.2 Perspectives27
1.2.1 Outline28
1.3 A Mixed-methods approach30
1.4 Relevance33
2. A socio-historical overview of Falkland Islands English in contact with Spanish35
2.1 Introduction37
2.1.1 Falkland Islands English overview39
2.2 The relevance of social history reconstruction for dialect formation41
2.3 Outcomes of the first stages of language contact42
2.4 The language contact history43
2.4.1 18th century: The many settlement attempts44
2.4.2 19th century: It all comes down to livestock45
2.4.3 20th century: Times of ups and downs51
2.4.4 21st century: Sovereignty assertion and the new Spanish wave52
2.5 Spanish-English contact footprints in FIE: place names, loanwords and semantic fields54

2.6 Final considerations	54
3. Spanish Place Names of the Falkland Islands: A Novel Classification System	57
3.1 Introduction	59
3.2 An overview of Falkland Islands history and its Spanish naming practices	60
3.3 Methodology	61
3.4 Findings	62
3.4.1 Argentinian place names	62
3.4.2 Gaucho-heritage place names	66
3.5 Summary and discussion	69
4. Competing place names: Malvinas vs. Falklands. When sovereignty conflict becomes a name conflict	
4.1 Introduction	73
4.2 The renaming of toponyms	75
4.3 Methodology	75
4.4 The beginning of the place naming competition	77
4.5 A linguistic war over the name of the archipelago	82
4.5.1 The "M word"	83
4.5.2 The capital dispute	88
4.5.3 Other conflicting place names	92
4.5.4 Malvinas, Falklands, or both? Better get it straight	
4.6 Is it about islandness, nationalism, and/or a claim instrument?	
4.7 Final remarks	97
5. An ethnolinguistic approach to contact onomastics Falkland Islanders' attitudes to gaucho place names	99

5.1 Introduction
5.1.1 Place names and contact linguistics 102 5.1.2 Socio-cultural setting: gauchos in the camp 103
5.1.3 Language attitudes and linguistic ethnography107
5.1.4 American Spanish and Falkland Islands English107
5.2 Methodology108
5.3 Results
5.3.1 Falkland Islands Spanish place names in maps109
5.3.2 Gaucho place names discussed in fieldwork 110
5.3.2.1 What fieldwork -not maps nor archives-shows111
5.3.2.2 Contemporary functioning113
5.3.2.3 Islanders' attitudes towards local Spanish place names114
5.4 Conclusions
6. The Spanish component of Falkland Islands English: A micro-corpus approach to the study of loanwords 117
6.1 Introduction119
6.1.1 Falklands English: An overview
6.3 Methodology
6.3.1 Corpus and data collection
6.3.2 Classification
6.4 Analysis and results
6.4.1 Frequent in the corpus but not in dictionaries 131

6.4.2 Most permeable semantic fields	136
6.5 Conclusions	137
7. Los Préstamos Lingüísticos como Registro de la Indigenismos en el Inglés de las Islas Malvinas/l	Falkland
. ,	
7.1 Introducción	141
7.2 La relevancia del estudio del fenómeno del para reconstruir situaciones lingüísticas	•
7.3 El contexto sociolingüístico-histórico	143
7.4 El inglés hablado en las Islas su component hispano-americano producto del contacto li	ingüístico
7.5 Objetivos y metodología	149
7.6 Resultados, análisis y discusión	151
7.6.1 Resultados	151
7.6.1.1 Guanaco	151
7.6.1.2 Mate	154
7.6.1.3 Warrah	157
7.6.1.4 Yapper	159
7.6.1.5 Otras palabras	161
7.6.2 Análisis y discusión	164
7.7 Reflexiones finales y direcciones a futuro	168
8. Final Considerations	169
8.1 Overview	169
8.2 The socio-historical contact scenarios leading Falkland Islands English Spanish componer	
8.3 Limitations of this study	171
8.4 Summary of the contributions and some methodological implications	171

8.5 Suggestions for further research directions 173
Appendix
References
Summary
Nederlandse samenvatting Dutch Translation 203
Resumen en español Spanish Translation
Curriculum vitae

Acknowledgements

I have been thinking about the acknowledgements section of my thesis since the beginning of my Ph.D. journey, as kindness has accompanied me throughout the process. Even though a doctorate is said to be a lonely trip, scientific findings are seldom the result of one person only.

This thesis required, first and foremost, the collaboration of the Falklands inhabitants. Their precious help was mandatory in order to have a solid understanding of the contact phenomenon under study. My deepest thanks go to all informants, with whom I had long conversations that guenched my thirst of curiosity. I also want to express my thanks to the Falkland Islands Museum and National Trust staff for organising my talks and facilitating relevant documents from their archive; Tansy Bishop from the Jane Cameron National Archives: Ross Chaloner, the Falkland Islands Land Surveyor; Sally Heathman for arranging the logistics of fieldwork as well as interviews with locals around the archipelago; Keith Heathman for being the best guide/driver one can imagine to do off-road expeditions in the Falklands camp, Sally Blake and Joan Spruce for diligently guiding me to useful texts; Riky Evans for sharing with me Colgate's wonderful book; James Peck, and his son Joshua, for sharing their knowledge and friendship, Gail Steen for making me aware of her daughter Kimberly's precious work on horse tack lexicon, Derek Lee for sharing the Penguin News with me at the beginning of this journey, and Malvina House Hotel's chefs for cooking improvised vegan dishes!

I am indebted to my supervisors who did not hesitate to show their trust in me from the very beginning. Thanks to Adolfo Elizaincín, I discovered that my thoughts and observations on language contact phenomena are valuable. Niels Schiller always had great advice in structuring my thoughts and aiming at the big picture and Paz González would never hesitate to share her valuable experience, views and knowledge on the nitty-gritty of the academic craft. My most sincere thanks to all three of you! I also very much appreciated the feedback of the Ph.D. committee who were both kind and rigorous in their comments. In addition, I am grateful to my boss at the Centre for Foreign Languages in Montevideo, Laura Masello, for encouraging my kangaroo-mom scientific approach; and to the administrative staff of both Universidad de la República and Universiteit Leiden for their patience in dealing with the cotutelle agreement, especially to Iris Rahusen-van Ooijen. Throughout my research, I have also been lucky to profit from the feedback and discussions with respectful experts like Federico Lorenz, Jim McAdam, Marcelo Kohen and Iman M. Nick, amongst others (mainly many anonymous reviewers). I am also thankful to Peter Siemund and his research team for an enriching meeting in Hamburg. I must also thank Carolina da Silva for seeing potential in my research and pitching my project to the British Embassy of Uruguay, the Falkland Islands Government, the Shackleton Fund and the Foreign Commonwealth Office. Without their aid, fieldwork would not have been possible. Furthermore, the three-year scholarship awarded by the Postgraduate Academic Commission of Universidad de la República was of substantial help. Moreover, the Sectorial Commission for Scientific Research of the same University also collaborated financially on this project. I am very grateful to all these institutions.

I would also like to thank my dad, Ney Rodríguez, for his extraordinary help regarding the understanding of Uruguay's country-life jargon and in the identification of rural Spanish words (for city-dwellers such as I, these varieties can sound like a different language). Special thanks also go to Fernando de Mello for his constant encouragement and pep talks; Andrea de los Santos for holding my back in hard times; Lucía López Risso for her invaluable virtual assistance; and Patrice Riemens and Vesna Manojlovic for hosting me in the Netherlands.

I am also thankful to my chosen family, my friends: George and Raquel Stewart who are to blame for my interest in the Falklands, Lucía Bovio who helped me obtain books from the U.S., Matías López Rosenfeld who scanned books for me from Buenos Aires during the COVID lockdown, Daina Green who was always happy and ready to proofread my writing, Paula Gualano who helped me with graphic design matters, Carla Custodio who would praise my efforts and achievements like no one else, and to the love and support of my best friends (they know who they are!).

Errors, omissions and infelicities are all my own. Last but not least, the most heartfelt thank you goes to my son, Dante. Mainly for his sweet company, but also for putting up with more than a dozen flights, off-road bouncy trips in Land Rover, sleeping on library desks, and having her mom stare at blue light for thousands of hours to become what he calls 'a book doctor'.

List of figures

Figure 1.1: An early map of the Falklands27	7
Figure 2.1: Gaucho workforce numbers compared to total	
population50)
Figure 3.1: Places named differently in Argentinian maps	
than in British ones63	
Figure 3.2: Bicontinental map of Argentina65	
Figure 3.3: Some examples of Gaucho-heritage place names	
in local Falkland Islands maps68	3
Figure 4.1: Map prepared by order of the Governor of	
Buenos Aires Juan Manuel de Rosas, and the ambassador	,
to the United Kingdom Don Manuel Moreno77	
Figure 4.2: The Latzina map79 Figure 4.3: The Seelstrang map80	
Figure 4.4: Map of the archipelago, displaying the	,
controversial toponymic pair, published in 182787	7
Figure 4.5: Message from the Argentinian government to the	
local population during the 1982 armed conflict91	
Figure 4.6: Local newspaper Penguin News first cover after	
the armed conflict came to an end92	<u>)</u>
Figure 4.7: Twitter post of the Chief of the Cabinet of	
Ministers of Argentina announcing the new map of the	
Nation94	ŀ
Figure 4.8: Facebook screenshots showing the discomfort	
produced by the Marks & Spencer episode95)
Figure 4.9: Photograph of airport screen taken in Punta	
Arenas airport (Chile) while boarding the last leg to Mount	
Pleasant Airport (Falkland Islands)96)
Figure 5.1: Entrance to the Horse Gear section of the museum	-
Figure 5.2: Some of the numerous bits, saddles and head	,
collars	
Figure 5.3: Picture of 'Ye Ole Galpon' taken at Goose Green	
during fieldwork112)

Figure 5.4: Picture of a street sign where the Spanish 'saladero' appears instead of the original name 'Hop	
Place'	113
Figure 6.1: Most frequent Spanish loanwords in the co	rpus
	131
Figure 6.2: Spanish loanword types and tokens in the	corpus
sorted by semantic field permeability in FIE	137
Figura 7.1: "Dos gauchos en el palenque", realizada c.	1878
por Juan Manuel Blanes	144
Figura 7.2: Conocimiento de los indigenismos por part	e de
los hablantes del inglés de las Islas Falkland	165
Figura 7.3: Uso de los indigenismos por parte de los	
hablantes del inglés de las Islas Falkland	166
Figura 7.4: Aceptación de los indigenismos por parte o	de los
hablantes del inglés de las Islas Falkland	167

List of tables

Table 3.1: Spanish place names in the Falkland Islands
classified by languages involved and location 175
Table 3.2: Examples of hybrid and Spanish Gaucho-heritage
toponyms in the Falklands67
Table 3.3: Falklands Generic and its Standard English
correspondent according to Munro (1998)68
Table 4.1: Chronology of the names for Stanley used by
Argentina90
Table 5.1: Gaucho place name usage in the nineteenth
century compared to today114
Table 6.1: Spanish loanwords found in the corpus129
·
Table 6.2: Spanish loanwords found in the corpus presented
by type and source word183
Table 6.3: Spanish loanwords found in the corpus presented
by source word and number of tokens185
Table 6.4: Spanish loanwords found in the corpus presented
by source word and semantic field187
Tabla 7.1: Entradas para la palabra <i>guanaco</i> en los
diccionarios consultados
Tabla 7.2: Entradas para la palabra <i>mate</i> en los diccionarios
consultados
Tabla 7.3: Entradas para la palabra <i>warrah</i> en los
diccionarios consultados157
Tabla 7.4: Entradas para la palabra <i>yapper</i> en los
diccionarios consultados160
Tabla 7.5: Comparación de la grafía atribuida al quechuismo
wacho en los diccionarios consultados161
Tabla 7.6: Significados del quechuismo <i>wacho</i> en los
diccionarios consultados
Tabla 7.7: Significados de la voz <i>pangaré</i> en el DA y en el
diccionario de las Islas Falkland
Tabla 7.8: Acepciones y orígenes atribuidos a la palabra <i>che</i>
en diccionarios164