Abstract

Hispanic English Speakers are characterized as having Native Spanish Phonology or L2 “sounding” accents in English, which are subjected to criticism and mockery from white Mainstream English speakers in the United States in line with the monoglot ideologies pervasive in the country. First generation immigrants, non-continental US born immigrants, commonly exist in spaces where their variety English is not accepted as correct or even valid by Mainstream English speakers. Jane Hill describes Mock Spanish as the usage of incorrect Spanish as a tool employed by the white US majority as a tool that racializes and discriminates against Latinx L1 Spanish speakers. Jonathan Rosa uses Mock Inverted Spanglish to describe a tool for reclaiming Mock Spanish by second and third generation immigrants and showing in-group solidarity among Latinx communities. These two uses of mock language are used in different contexts and they are perceived differently by Latinxs. Although presented by the media as a homogenous group, established Latinx migrant communities contest the authenticity of migrant identities and Latinidad and who gets to claim these identities. This project sought to understand how first generation Latinx L2 English speakers in United States, a context where the indexicality of Latinx identity has not been studied inter-generationally, perceive the productions of what we are calling Mock Hispanicized English, the productions of Hispanic English coming from 2nd generation Latinxs that are L1 speakers of English and how Latinx identity interacts with this mock usage. I performed four individual sociolinguistic interviews and two group interviews with six first generation Latinx immigrants. Using Bucholtz and Hall’s intersubjectivity frame and Agha’s framework of enregistered voice to analyze the discursive strategies regarding identity contestation and the indexicality involved with Mock Spanish and Mock
Hispanicized English. After analyzing these data, it was found that Mock Spanish presented the evidence of characterization of personae from an established social group to be characterized as an enregistered voice that indirectly indexes racist discourse. However Mock Hispanicized English is not established enough to present the same characteristics of enregistered voice as Mock Spanish and the indirect indexicality associated with this instance of mock language are inconsistent among participants tying it to racist discourse and authenticating Latinx in-group solidarity.