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**BILINGUALS AND BORDER: TRANFRONTERIZOS' CONFLICTING CONSTRUCTIONS OF BILINGUALISM**

Fluency in Spanish and English, the most visible cultural marker of the identity of students who have spent years living and studying in both San Diego and Tijuana (*transfronterizos)*, is both a product and facilitator of their frequent trips back and forth across the US-Mexico border. Interviews in Spanish and English with 80 *transfronterizo* college students indicate that, despite their proficient bilingualism, their bilingual and biculturalcapital may not translate into expected rewards; they struggle with conflicting constructions of language and identity that are the result of rigid national and language borders. In particular, intra-sentential code switching, or Spanglish, is frowned upon, because that way of speaking is identified with *el hablar mocho de los pochos [‘chopped up Mexican American speech’]*. Nevertheless, the obstacles *transfronterizos* encounter in ESL programs, criticisms of their Spanish by Mexican citizens, feelings of shame about their Spanish-accented English, and heightened English-only fervor in the state and nation challenge some transfronterizos’ commitment to patrolling the borders of Spanish and its central role in their identity. How can differences in class, gender, birthplace, education, etc. be analyzed and incorporated into a coherent explanation of conflicting attitudes and behaviors?