

**PROCEEDINGS OF THE 3RD SONOMA STATE UNIVERSITY
UNDERGRADUATE CONFERENCE ON HISPANIC LINGUISTICS**

JEFFREY T. REEDER, EDITOR

DECEMBER, 2013

Contents

CONTENTS	2
PREFACE	4
JEFFREY T. REEDER	4
<u>LA ADQUISICIÓN DE UNA SEGUNDA LENGUA: ANÁLISIS DE ERRORES DE LA TRANSFERENCIA DE L1 A LA L2</u>	5
KAIA L. ADAMS	5
<u>ANÁLISIS LINGÜÍSTICO DE CAMBIO DE CÓDIGO, TRADUCCIONES E INTERPRETACIONES EN LA PELÍCULA <i>INSTRUCTIONS NOT INCLUDED</i></u>	12
OLGA K. ALFARO	12
<u>EVOLUTION OF LANGUAGE IN AN IMMIGRANT FAMILY: THREE GENERATIONS.</u>	28
ANDRES G. AROCHE	28
<u>ON STUDYING ABROAD AND THE ABILITY TO DIFFERENTIATE AND UNDERSTAND UNKNOWN LANGUAGES</u>	40
ESTEFANI BARBA	40
<u>INTERGENERATIONAL LANGUAGE SHIFT: FIRST, SECOND, AND THIRD GENERATION IMMIGRANTS IN THE UNITED STATES</u>	53
JOSHUA C. CAMPBELL	53
<u>ACQUISITION OF AN AUTHENTIC ACCENT AMONG PRIMARY SCHOOL LEARNERS OF SPANISH</u>	61
GABRIELLE CORDERO	61
<u>SPANGLISH AMONG SECOND-GENERATION BILINGUALS IN THE UNITED STATES: A CASE STUDY</u>	71
LAUREN CRUZ	71
<u>CONVERSATION ANALYSIS OF THE VOCATIVES IN THE MOVIE “VOLVER” DIRECTED BY PEDRO ALMODÓVAR</u>	77
DANIELLE M. DISHMAN	77
<u>UNA COMPARACIÓN DE ARGOT Y GROSERÍAS EN EL ESPAÑOL EN MÉXICO Y ESPAÑA</u>	84
KYLE M. HARRISON	84
<u>ANÁLISIS LINGÜÍSTICO COMPARATIVO DE LA COMUNICACIÓN DEPORTIVA EN “LA LIGA” Y LA “LIGA MX”</u>	95

JOSÉ L LEON	95
<u>LANGUAGE VARIABILITY IN A BILINGUAL RADIO STATION: ENTERTAINMENT, NEWS, MUSIC AND COMMERCIALS</u>	<u>102</u>
ALEJANDRA MARTIN	102
<u>LINGUISTIC VARIATIONS IN SERVICE ENCOUNTERS ACROSS DIFFERENT SOCIAL SETTINGS: AN OBSERVATIONAL STUDY</u>	<u>117</u>
MARILOU MONTAÑEZ	117
<u>A COMPARISON OF IBERIAN AND LATIN AMERICAN SPANISH IN DUBBED EPISODES OF THE JAPANESE ANIME <i>DRAGON BALL Z</i></u>	<u>125</u>
SANDER SALGUERO	125
<u>LANGUAGE PERCEPTION AND THE ABILITY TO IDENTIFY ACCENT AMONG SPEAKERS OF ENGLISH, SPANISH/ENGLISH BILINGUALS, AND LEARNERS OF ESL</u>	<u>134</u>
MARIA SHAYNA TZOUVELEKIS	134

Preface

Jeffrey T. Reeder

Sonoma State University

Every participant in the Third SSU Undergraduate Conference on Hispanic Linguistics was an enrolled student in SPAN 490 (Seminar in Linguistics), a senior seminar course; in partial fulfillment of the course requirements, students were required to participate in the aforementioned conference which consisted of three elements: First, the preparation and delivery of a conference session presentation open to the public and held in the Jean and Charles Schulz Information Center on November 25, 2013, second, in a public poster session forum held in the Adlai Stevenson Hall Redwood Lounge on December 2, 2013, and third, by submitting a written version of their findings to the volume of conference proceedings you are now examining. All submissions herein are reproduced exactly as submitted by the respective authors.

Rohnert Park, California
December, 2013

**La adquisición de una segunda lengua: análisis de errores
de la transferencia de L1 a la L2**

Kaia L. Adams

Sonoma State University

Sinopsis

El estudio de adquisición de segunda lenguas es un campo grande y extenso. En este trabajo se estudia la adquisición del español como segunda lengua para hablantes nativos de inglés. Esto se logra mediante el análisis de los errores producidos por tres hablantes nativos de inglés estudiando al español. Unos de los estudiantes está del nivel principiante, otra del nivel intermedio, y el otro del nivel avanzado. Casi todas las categorías de errores miden cómo la primera lengua interfiere con la segunda lengua. El análisis de sus errores proporciona penetración en cuanto a cómo adquiere una segunda lengua en los diferentes niveles de habilidad de hablar. Términos usados para categorizar estos errores incluyen: el interlenguaje, la pluralización, los errores de conjugación verbal, vocabulario, la auto-corrección infructuosa, los artículos faltantes, los errores prepositivos, las convenciones de la lengua escrita y los errores del género.

Abstract

The study of second language acquisition is a large and extensive field. This work is specific to the acquisition of Spanish as a second language for native English speakers. This is accomplished by analysing the errors produced by three native English speakers currently studying Spanish. One student is at the beginner level, another is at the intermediate level, and the other is at an advanced level. Almost all of the categories of errors measure how the first language interferes with and transfers to the second language. The analysis of these errors provides insight as to how one acquires a second language at different levels of speaking ability. Terms used to categorize the errors include: interlanguage, pluralisation, verb conjugation errors, vocabulary, unsuccessful self-correction, missing articles, prepositional errors, conventions of the written language, and gender errors.

Planteamiento

Seleccioné este tema porque soy un hablante nativa aprendiendo español como mi segunda lengua y me di cuenta que uso las reglas de la lengua inglés cuando hablo y escribo en español. No comprendía lo qué era apropiado para aplicar al español de la lengua inglés y una curiosidad nació en mi para averiguar exactamente cómo influye la lengua nativa con la adquisición de una segunda lengua. No entendía lo que era adecuado aplicar a español desde de la lengua inglés y me hizo curiosa para enterarme exactamente cómo influye la lengua nativa con la adquisición de una segunda lengua. Cuando estuve en España y hablé con algunos españoles aprendiendo inglés, me di cuenta que dicen frases en inglés, pero se aplica reglas gramaticales españolas. También escuché a otras americanos hablan español y comencé a preguntarme exactamente lo que prestamos de nuestras idiomas nativos y cómo lo aplicamos a la segunda lengua.

Estudí la influencia de la L1 en la L2 específicamente con personas que hablan el inglés como su primera lengua y el español como su segunda. Es muy fácil para estudiantes del idioma usar las mismas estructuras de oraciones cuando hablan otra lengua (en general) pero no siempre se traducen exactamente todas las frases. Por el estudio de la lengua segunda producida, categoricé los errores para notar dónde, cómo, cuándo, y por qué se usan la L1 en la L2. Espero descubrir de qué forma aplica la L1 por la observación de su producción.

Aunque los resultados fueron distinto a lo que originalmente se pensaba, logré mi objetivo. El uso de los términos “L1” y “L2” se refiere a la primera lengua y la segunda lengua.

Método de investigación

Decidí utilizar a tres personas para mi estudio, uno de nivel principiante, otro de nivel intermedio, y otro de nivel avanzado. Estas tres personas estudian el español en Sonoma State University. Todos son hablantes nativos de inglés que aprenden español como su segunda lengua. Todos toman una clase que ocurre dos veces por semana, con una duración de una hora y cincuenta minutos cada clase. El sujeto 1 está al nivel principiante porque solamente ha tomado un curso de español previo a este semestre y no practica español más que dos horas cada semana. Sujeto 2 está del nivel intermedio debido al hecho que aunque ha tomado clases de español casi toda su vida, nunca practica fuera del salón. En el pasado, estuvo en una escuela de inmersión desde los cinco años hasta la escuela intermedia. Tomó tres años de español en la escuela secundaria, y un semestre más en la universidad antes de la clase que toma ahora mismo. El sujeto 3 solamente ha tomado tres clases previo a este durante sus estudios universitarios pero practica la lengua todos los días con su esposo con que vive.

En lugar de estudiar los errores comunes de estudiantes del idioma para saber lo que debe ser el punto de enfoque para el trabajo de mis sujetos, esperé para ver los errores que los hicieron. Permití que el trabajo de mis sujetos formara la dirección de mi estudio. Me encontré con cada uno individualmente para darles un cuestionario. Distribuí dos cuestionarios a mis sujetos, una cuestión hablada y otro escrita. El cuestionario hablada era de nueve preguntas sencillas y los pregunté para respondieran con oraciones lo más completo. Los grabé con una grabadora y noté los errores hablados. Directamente después, les di las preguntas escritas. Era de dos preguntas bastante sencillas de composición abierta. En otras palabras, los sujetos tenían la libertad de responder con la cantidad mas mínima o máxima, o si podían responder a las preguntas. Después que tenía todos los datos, revisé todo su trabajo hablado y escrito y empecé el análisis de error. Organicé los errores en un gráfico para ver quién hizo qué, cuánto veces, y si fue un error hablado y error escrito.

Resultados

La transferencia de lengua refiere del proceso de utilizar su conocimiento de su lengua materna u otro idioma que sabe cuándo hablar o escribir un idioma que está aprendiendo. Al intentar comunicarse en una segunda lengua, los estudiantes a menudo "transferencia" elementos de su nativa lengua sobre los patrones de expresión de la segunda lengua (Gas 2006).

En total, hay nueve categorías de errores que hicieron los sujetos. Todos excepto de la categoría del género son debajo del estudio de la interferencia de L1. El género es la excepción porque no existen los géneros en la gramática en el idioma inglés entonces no puede ser una transferencia de L1 (inglés) a español.

La primera categoría es interlenguaje. Interlenguaje está debajo del estudio la interferencia de L1 y es un sistema dinámico de lingüístico que ocurre cuando el interlocutor ya no es muy proficiente en la segunda lengua o el lenguaje extranjero, y todavía usa elementos de su primera lengua. Entonces el resultado es una combinación de las dos lenguas que creado el interlocutor. Un ejemplo viene de sujeto 1 era cuando respondió en la cuestión hablada cuando dijo "Mi padre 'n mi hermanos." En este caso, "'n" refiere a la palabra en inglés "and". Sujeto 1 usó esta interferencia en vez de la palabra "y" en español. Aquí es un ejemplo directo del interlenguaje.

Errores con pluralización es otra categoría. Esta significa que los sujetos pluralizaron unas palabras cuando no aplica o no han pluralizado palabras cuando había más que uno de algo. Todos son de la interferencia de L1, excepto la categoría de los errores de género porque los géneros no existen en el idioma inglés. Del mismo ejemplo del sujeto 1 que usamos para explicar

la parte anterior también muestra un error de la pluralización. El “mi” en “Mi padre ‘n **mi** hermanos.” debe decir “mis hermanos” porque los hermanos son plurales porque no refiere a solamente un hermano, refiere a más que uno.

Otra categoría es los errores de la conjugación de verbo. Es muy común conjuga los verbos incorrecto, no solamente en español pero también con otras lenguas. Por eso, hubo muchos errores en esta categoría en mi estudio. Un ejemplo viene de sujeto 2 dice, “**Ha** viajado a México...” En este caso, la versión correcta es “He viajado a México...” porque refiere a su mismo entonces la conjugación correcta de haber en tiempo perfecto del indicativo es “he”.

La categoría de vocabulario es donde la mayor parte de cantidad de errores se hizo. Esta categoría como se aplica a mi estudio incluye el uso de una palabra cuando no pertenece, cuando no se escriba correcto, el uso de palabras adicionales, y la sustitución de una palabra en inglés porque no sabe la palabra en español. Un ejemplo de sujeto 1 es “...Santo Domingo en Dominican Republic y Peru.” y aquí se prestó las palabras en inglés “Dominican Republic” porque no sabía lo que son en español. Otro ejemplo de sujeto 1 es “China, Pakistán, Los Estado Unidos, **en** todas partes.” En vez de “en” se debería haber utilizado el palabra “por”.

La categoría de artículos faltantes incluye frases artículos que faltan. No había muchos ejemplos de errores de artículos faltas entre mis sujetos, pero un ejemplo de sujeto 3 es la frase, “...quiero hablar con su familia, conocer [**a**] su familia.” No había el artículo “a” pero debería haber sido una “a” entre las palabras “conocer” y “su”.

También los sujetos no hicieron muchos errores en la categoría de las preposiciones pero un ejemplo de sujeto 2 es la frase, “...quiero tener la habilidad de hablar [**con**] y escuchar [**a**] otra gente...” Sujeto 2 debería haber sido las preposiciones “con” y “a” para referir a la gente con que quería interactuar.

La categoría de los errores del género también no tuvo muchos errores y, la diferencia de cualquier otro el resto de las categorías, solamente un sujeto hizo errores en esta categoría. Sujeto 3 dijo, “En este **área**...” La palabra “área” en español es femenina entonces debería usado la femenina “esta” y no “este”.

Hay categorías que diferencian entre uno del otro un poco porque hay diferentes errores que se puede hacer cuando se habla contra cuando se escribe. Para los errores hablados, hay una categoría llamado autocorrección infructuosa que no existe para los errores escritos.

Autocorrección infructuosa es cuando una persona se corrige justo después ha dicho o escrito algo, pero eran correctos la primera vez, y la “corrección” no es correcto. En el caso de mi estudio, la categoría autocorrección solo existe con los errores hablados porque nadie de los tres cambió nada de lo que escribieron.

En la sección de los errores escritos, existe la categoría de las convenciones de la lengua escrita que no está en la categoría de los errores hablados. Convenciones de la lengua escrita significa que no se puede oír el error, solo se puede verlo cuando su escrito. Por ejemplo, uno de los tres errores que hizo el sujeto 2 era que se escribió la palabra “bilingüe” como “**bilingue**” sin la letra “ü” que tiene el umlaut. En este caso, se puede ver que no se escribió correcto, pero si tuviera que decirlo, no habiéramos sido capaces de detectar el error.



Gráfico 1. Los errores hablados y la frecuencia por cada sujeto.

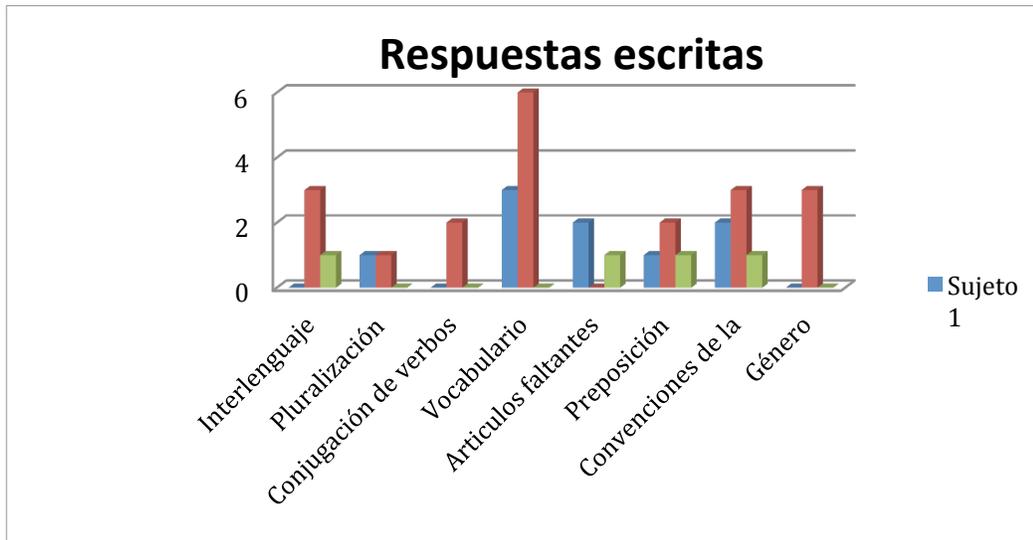


Gráfico 2. Los errores escritos y la frecuencia por cada sujeto.

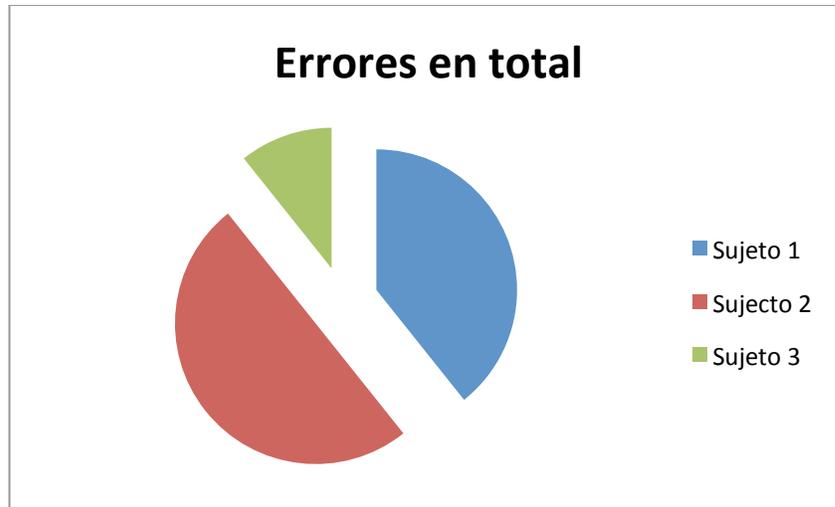


Gráfico 3. Los errores en total por cada sujeto.

Análisis

Encontré que el sujeto 2 cometió la mayor parte de los errores, sujeto 3 hizo lo más mínimo, y sujeto 1 hizo en algún lugar en el medio. Aunque el sujeto 2 está al nivel más alto que sujeto 1, se hizo más errores que sujeto 1 porque produjo más lenguaje y usó gramática más complejo. Por lo tanto, había más espacio para hacer errores porque sujeto 2 sabía más y fue más aventurero cuando habló.

Para las dos secciones de errores, hablados y escritos, la categoría más repetida en total era la del vocabulario. Inversamente, la categoría con los menos errores para los dos secciones era tanto los errores de la preposición y los artículos faltantes.

Para el sujeto 1, tuvo más dificultad con la categoría del vocabulario para la parte hablado y escrito y tuvo el tiempo más fácil con la de los preposiciones.

El sujeto 2 también tuvo más dificultad con la categoría del vocabulario y tuvo el tiempo más fácil con la de los artículos faltantes, porque nunca hizo un error en esta categoría.

El sujeto 3 tuvo más dificultad con la categoría de los artículos faltantes y tuvo el tiempo más fácil con las de los conjugación de verbos, el género, y la pluralización. Esto demuestra lo que es lo más difícil y lo más fácil para cada sujeto a los niveles diferentes.

Conclusiones

Aunque mi hipótesis era un poco distinto a los resultados, logré mi objetivo de estudio. Me sorprendió que el sujeto del nivel intermedio hizo más errores que el del nivel principiante, pero tiene lógica. Si no se sabe una segunda lengua muy bien, no se va a usar gramática ni frases muy complejo. Si se esta a un nivel bastante alto donde se puede hacer frases más avanzado pero todavía no es un experto, se va a decir más con esta lengua complejo, pero con algunos errores. Aunque el sujeto 2 hizo lo más errores, pude entenderlo completamente y fue capaz de expresarse.

No es decir que se va a hacer más errores más que estudias una segunda lengua porque es obvio que se va a mejorar cuando haya llegado a un cierto punto. Quiero animar todos que aprenden una segunda lengua para que siguen aprendiendo! Se puede comunicar y mejorar con tiempo.

Agradecimientos

Me gustaría agradecer los sujetos de muy buena gana. Son quien me han permitido hacer los descubrimientos que hice. También agradezco el Undergraduate Research Grant Program por el premio concedido a mí que me ha proporcionado los medios para llevar a cabo mi investigación.

Referencias

Gas, Susan. (2006, Oct 27). Language Transfer and Universal Grammatical Relations. *Wiley Online Library*. 137. Retrieved from <http://onlinelibrary.wiley.com/store/10.1111/j.1467-1770.1979.tb01073.x/asset/j.1467-1770.1979.tb01073.x.pdf?v=1&t=hp6f1fwz&s=2d379db952e857db4fe12fd21160bb7bee11e8a9>

Apéndice

Cuestión hablada:

1. ¿Cómo te llamas?
2. ¿De dónde eres?
3. ¿Cuántos años tienes?
4. ¿Dónde vives?
5. ¿Con quién vives?
6. ¿Qué estudias?
7. ¿Te gusta viajar?
8. ¿Dónde has viajado?
9. ¿Adónde te gustaría viajar y por qué?

Cuestión escrita:

1. ¿Por qué quieres aprender español?
2. ¿Qué quieres hacer en el futuro después de que te gradúes?

Análisis Lingüístico de Cambio de Código, Traducciones e Interpretaciones en la Película *Instructions not Included*

Olga K. Alfaro

Sonoma State University

Abstract

This Paper reports on a Study that analyzes the Linguistic Code Switching, Translation, and Interpretation in the Film *Instructions not Included*. After attempting to interview people outside the movie theaters I realized that no one wanted to be interviewed after such an emotional film; so i resorted to the social media. I used Facebook, Instagram and Twitter where I would post a picture of the film and a question asking for help on my study with a brief summary of what I was investigating. Once my participants responded I sent out e-mails to each individual with a consent form and survey attached. 100 Interviews were given to participants of whom 63 were received; Each Survey contains 14 Questions which obtain different personal inquiries on observations made on the film. The 63 participants are comprised of Bilingual, Monolingual Spanish and Monolingual English speakers.

Sinopsis

Este Papel reporta en un estudio del análisis lingüístico de Cambio de Código, Traducciones e Interpretaciones de la Película de Instructions not Included. Comencé por esperar afuera del cine para tomar encuestas pero fue muy difícil ya que la gente salía de la película bastante sentimental y no querían hablar con nadie. Entonces busque otro método para poder tomar las encuestas, acudí a las redes sociales como Facebook, instagram, y twitter, donde subía una foto de la película a mi página con una pregunta, si podrían ayudarme con mi encuesta y una corta explicación de mi estudio. Ya que los participantes me respondían les enviaba un correo electrónico a cada individual con una forma de consentimiento y la encuesta. 100 encuestas fueron repartidas de las cuales 63 fueron recibidas, cada encuesta contiene 14 preguntas personales de observaciones de la película. Las 63 encuestas recibidas se componen de hablantes Bilingües, Monolingüe Español y Monolingüe Ingles.

Introduction

The Main reason for which I chose this particular study is not only because this Film has placed its mark in history as the First Mexican film with Spanish spoken 95% of the time and English subtitles that has been accepted in the United States by both the Hispanic and American Audiences, but because it is the first film that has reached their audience without following the same stereotypes that Hollywood has used for years to characterize Latinos. It was also very surprising to see a Foreign Film that is released in the U.S. first, as most Latin American films premier outside the U.S. then arrive here a few months later.

I was one hundred percent certain that I wanted to do my study on this film after seeing the public response, in Appendix (P) you can see that in the first weekend that the film was released it grossed approximately \$7,846,426 and it was only released in 348 movie theaters in the U.S. after seeing such an amazing turn out by this foreign film shortly after it was released to 717 theaters which grew to a larger amount every week. At the end of its trajectory in the U.S. it grossed \$44,158,317 and was released in a total of 978 movie theaters for over two months. In an article in the Huffington Post it was said “‘Instructions not Included’ Makes History as Most Successful Spanish Language Film Ever in U.S.”

Before I began my study I believed that I would find that my three linguistic groups would be in Mutual agreement as to the translation and interpretation done in the film because I was under the assumption that because there are subtitles that translate the film that this would allow for all three linguistic groups to understand the drama and the humor characterizing in one way or another the Mexican Culture that is portrayed in the film correspondingly. I was expecting to find minimal discrepancies as it pertains to the subtitles and the translation done with in the film. And in my own analysis of the film I was also expecting to find a large amount of code switching done by the main characters as it was filmed for the most part in the United States.

Method

As stated above in order to have a public response analysis of the Interpretation of the film I needed to collect data by conducting surveys, I first attempted to wait outside movie theaters to interview people who had watched the movie but I soon realized that no one wanted to be interviewed after such an emotional film. With this slight hiccup I resorted to the Social media, I used Facebook, Instagram and Twitter. I would Post a picture related to the film followed by a question asking who had watched the film and a request asking for participants who would like to take a survey for a study I was conducting and a brief explanation of my study. After I received my Responses I would send out E-mails to each individual with a Consent form and the survey attached. Each Survey contains 14 Personal Questions about the film. To my surprise the responses were phenomenal, I received more than just yes and No answers they were long and thorough, I believe this was because people were both surprised and emotional about this film. I sent out 100 Surveys and received a total of 63 and counting, These 63 Participants are comprised of 47 Bilingual participants, 12 Monolingual Spanish and 4 Monolingual English. All my Surveys were conducted in the Northern Bay Area by participants between 15 and 80 years of age. In Appendix (C) you can see the participants and the Ages.

In my Analysis of the Code Switching I watched the film eight times at the movie theaters as the film was only in theaters and was not yet released on DVD. I analyzed each character in the film and would write down every time they would Code Switch, When and why it was done and to whom the conversation was directed to. Similarly I analyzed the translation through the subtitles, by writing down every discrepancy that I would see; write down the phrase that was said followed by the subtitle used in the film and the character who was speaking at the time. I later obtained a copy of the film to continue the research more in depth.

Results

My results surprised me; I have summarized the responses into charts for a group summary on all three of my linguistic groups for analyzing purposes. In my analysis of Code Switching I have found that the characters who would normally use English as their first language are those who would code switch the most See Appendix (D). The following is an example of code switching done by the character Julie

“Tengo un meeting en diez minutos...pero dime... okay...taxi....i’ll see you later... No traigo Cash... would... tienes diez dólares para pagar el taxi”

My conclusion was similar in the Translation of the Film, but I noticed that a lot of the cultural humor used was difficult to translate over so they would substitute that phrase with a different one that didn't mean the same but worked for the scene. The following is an example from the film that shows a difference in the subtitles

**Question spoken in Spanish : “Que quiere decir L.A.? pues la alberca no” (the man responds this because in the picture shown in the scene julie is next to a pool)
The subtitles in english read: “What does L.A. mean? Love America”**

When analyzing the interpretation of the public after the surveys had been taken to the different to my bilingual participants, Monolingual Spanish and Monolingual English speakers I came to the conclusion that in my Bilingual Interviews they were very open to the humor and drama in the movie and understood the cultural aspect of it, 80% of the participants in this group accepted that this film had released first in the U.S. although they were surprised to see it did well and the other 20% believed that this movie should have more English in it for it to be accepted by the public in the U.S. (Appendix N). This group noticed the discrepancies in the Subtitles and the percentage that did not notice them did not read the subtitles (Appendix H). Overall 95% of the participants in this group rated this movie a 10 (Appendix L). This group did not care about the Title Change of the Film (Appendix O/Q).

In my Monolingual Spanish Surveys, my participants were open to the humor and the drama in the film but they did find the humor a bit exaggerated on occasions and vulgar in some parts. 90% of the participants were surprised to see this film in theaters in the U.S. but were excited and happy that it was accepted by a vast majority of the audiences (Appendix N). This Group did not notice any discrepancies in the English subtitles but did notice and were a bit upset that there were no Spanish subtitles for the English spoken sections and it caused them confusion since they were not able to understand what the characters were saying (Appendix H). Overall the participants in this group rated this movie from a 7 to a 9 (Appendix L). This 90% of the participants in this group noticed the Title change and did not like it (Appendix O/Q).

And Lastly in my Monolingual English surveys, my participants were more closed to the humor in the film but open to the drama, they found that the humor was much more apparent when it was acted then within the subtitles.(Appendix H/F). About 70% of the participants in this group did not agree with the movie release in the U.S. based on the fact that the film was mostly in Spanish, and the 30% that did accept the movie had their reserves (Appendix N). This group noticed a few discrepancies in the subtitles And they especially noticed this when the audience would laugh and they were left trying to understand the joke and felt lost (Appendix H). Overall the Participants in this group rated this movie from a 2 to a 6 (Appendix L). And they did not notice or mind the title change (Appendix O/Q).

Although there were vast differences between each group all three understood the Drama in the movie and all three left the theater in a sentimental daze.

Discussion

I believe that it is not important what culture you come from words don't have to be barriers for us to be able to express our love and friendship between one another. I

strongly believe that it is time to have films that show different cultures in a positive light and that by showing more of these foreign films the audiences will be more accepting towards these changes. This is definitely a step in the right direction.

Conclusion

This Study shows that there is a significant difference in each linguistic group of Bilingual, Monolingual Spanish and Monolingual English Participants. Although my initial hypothesis was off I feel that I have been able to capture a great perspective as to the way the audience feels about foreign films and with this I hope to help those intending to expand this study or create foreign films so they can accurately address some of the issues that this project has brought to light. This study is ongoing, as times change and people change, so do results so to understand this change we must continue to take data. It is important to acknowledge the differences in order to address the issues presented and help understand the reasons behind these responses. Even though my study has come to an end I hope to continue researching this study and I hope to interview Eugenio Derbez the Actor, Writer, Producer and Director of the film *Instructions not included* to receive a greater insight to how this film was created and the thought process that went into many of the decisions that were made for this film.

Acknowledgments

Special Thanks to:

- All of my generous Participants who assisted me with my study, I greatly appreciate your responses, without you this study could have never happened.
- Sonoma State University Undergraduate Research Grant for Providing the funds necessary to realize the study

References

'instructions not included' makes history as most successful spanish-language film ever in u.s. (October, 2013 01). Retrieved from http://www.huffingtonpost.com/2013/10/01/instructions-not-included-makes-history_n_4022486.html

The numbers . Retrieved from <http://www.the-numbers.com/movie/No-se-Aceptan-Devoluciones>

Producer, P. P. (Eugenio Derbez), & Director, D. D. (Eugenio Derbez). (6 September 2013 (USA)). *Instructions not Included*. Mexico: Pantaleon Films.

Appendix

Appendix A (Consent form and Survey)

Consent Form

First and Foremost I want to thank you for allowing me to do this Survey. My name is Olga Alfaro I am a student of Sonoma state university and I am currently in a linguistics class, where my final project is to present and publish a study conducted on a subject created on my own. **All information collected is purely for academic purposes, and all names will be kept Anonymous.** You may withdraw from my study at any time if you choose.

I will briefly explain my study, I am conducting a study on the film "*Instructions not included*" for my linguistics class for which I will analyze the reactions and interpretations of this film. Because this film is about 95% in Spanish with English subtitles, my study will focus on English only, Spanish only, and bilingual speakers. With this I will see the code switching done throughout the film as well as the humor and emotional aspect brought through in translation of this film.

Feel free to ask me any questions

My e-mail is: alfaroo@seawolf.sonoma.edu

Once my study is finished and published I will be more than happy to share my result with you.

I have read and understood all that is stated above. I

_____ give permission to Olga Alfaro to use my response in her study and I consent to the following survey.

Date: _____

Survey

- *How old are you?
- *Do you speak English, Spanish, or Both?
- *Did you know the film was almost entirely in Spanish before watching it?
- *Did u find the Movie? (Funny, sad, without humor, offensive etc.) Explain?
- *on the humorous and sad scenes were you able to enjoy and reflect immediately or did it take you a moment to follow?
- *Did you understand the storyline or was it hard to follow?
- *Did you read the subtitles? If so did you feel they followed the film accurately?
- *When the language in the film goes from Spanish to English does it cause confusion?
- *How would you compare this film to other multilingual / bilingual films? Such as (*inglorious bastards, casa de mi padre, etc.*) do you find that you liked it better or worse? Did you find this film easier to follow compared to others?
- *Would you take your friends, family, etc. to watch it?
- *Overall what would you rate this film? (1 being the worst and 10 being the best)
- *What did you think of the ending of the film? What was your reaction?
- *were you surprised to see this film in theaters?
- *Is there anything else you would like to add?

Thank you for being part of this survey. –Olga Alfaro

Forma de Consentimiento

Primeramente quisiera agradecerle por tomar parte de mi encuesta. Mi nombre es Olga Alfaro y soy una estudiante de la universidad de Sonoma. Este semestre estoy tomando una clase en lingüística donde mi proyecto final es de presentar y publicar un estudio conducido y creado por mí. **Toda la Información colectada será solamente para usos académicos, y todo nombre será anónimo.** En Cualquier momento puede retirar su encuesta si desea.

Quisiera, muy brevemente explicar mi estudio, estoy conduciendo un estudio sobre la película de “*instructions not Included*” para mi clase de lingüística por lo cual estaré analizando las reacciones e interpretaciones de esta película. Por la razón de que la película es 95% en español con subtítulos en inglés, me concentrare en estudiar hispano hablantes, bilingües y habla inglés. Con esto estudiare el cambio de código lingüístico igual al humor y sentimiento en la traducción de la película.

Si tiene alguna pregunta o quiere comunicarse con migo puede localizarme en:

alfaroo@seawolf.sonoma.edu

Tan pronto mi estudio esté terminado y publicado, me dará mucho gusto compartir con usted los resultados de mi estudio.

E leído y e entendido todo lo escrito arriba. YO

_____ doy permiso a Olga Alfaro para usar mi encuesta para su estudio y estoy de acuerdo para la encuesta siguiente.

Fecha: _____

Encuesta

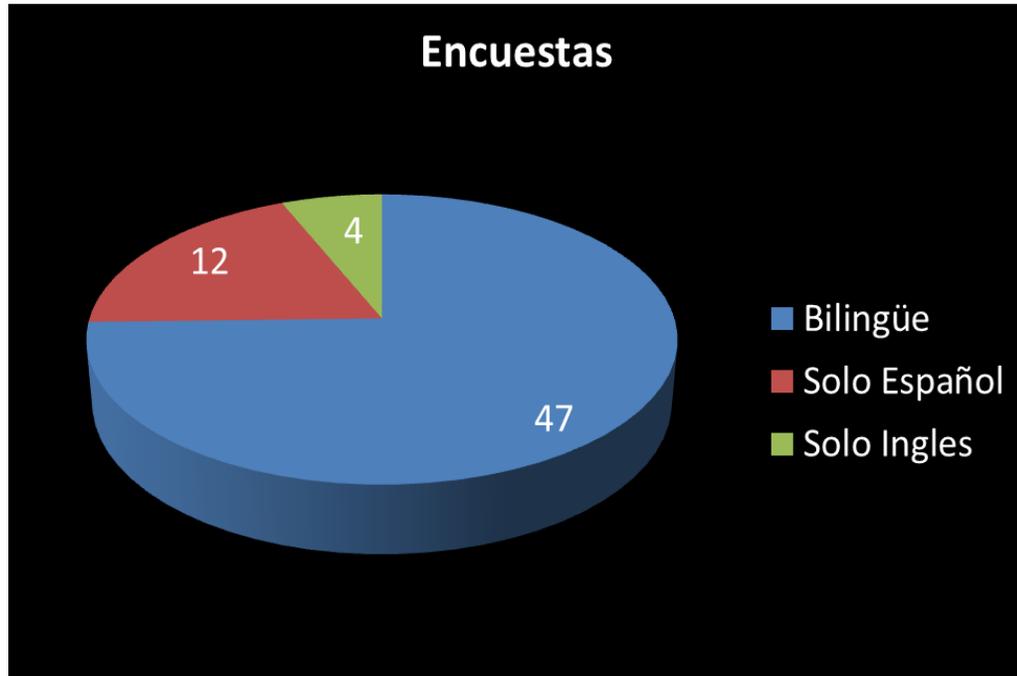
- * ¿Cuál es su edad?
- * ¿Habla inglés, español, o es bilingüe?
- * ¿Usted sabía que la película en un 95% es en español antes de verla?
- * ¿Usted encontró la película... (Chistosa, triste, ofensiva, sin chiste, etc.) Explique?
- * ¿En las escenas con humor o tristeza pudo disfrutar y reflexionar en el momento o le tomo un momento para seguir el trama?
- * ¿Pudo entender y seguir el trama o se le hizo difícil?
- * ¿Leyó los subtítulos? Y si respondió “si” usted siente que la traducción entre escenas fue exacta?
- * ¿En la película cuando el lenguaje cambia de español a ingles le causa alguna confusión?
- * ¿Cómo Compararía esta película con otras películas multilingües/ bilingües? Como (*Inglorious bastards, casa de mi padre, etc.*) ¿encontró esta película mejor o peor? ¿Encontró esta película más fácil de entender en comparación de otras?
- * ¿Usted llevaría a sus amigos, familiares, etc. A mirar esta película?
- * ¿Después de todo, que calificaría esta película (del 1 siendo lo peor al 10 siendo lo mejor)?
- * ¿Que pensó del final? Que fue su reacción?
- * ¿Estaba sorprendido(a) de ver esta película en cines?
- * ¿Quiere agregar algo más?

Muchísimas gracias por tomar parte de esta encuesta.

Appendix B

Total de Encuestas Repartidas : 100

Total Recibidas : 63



Appendix C

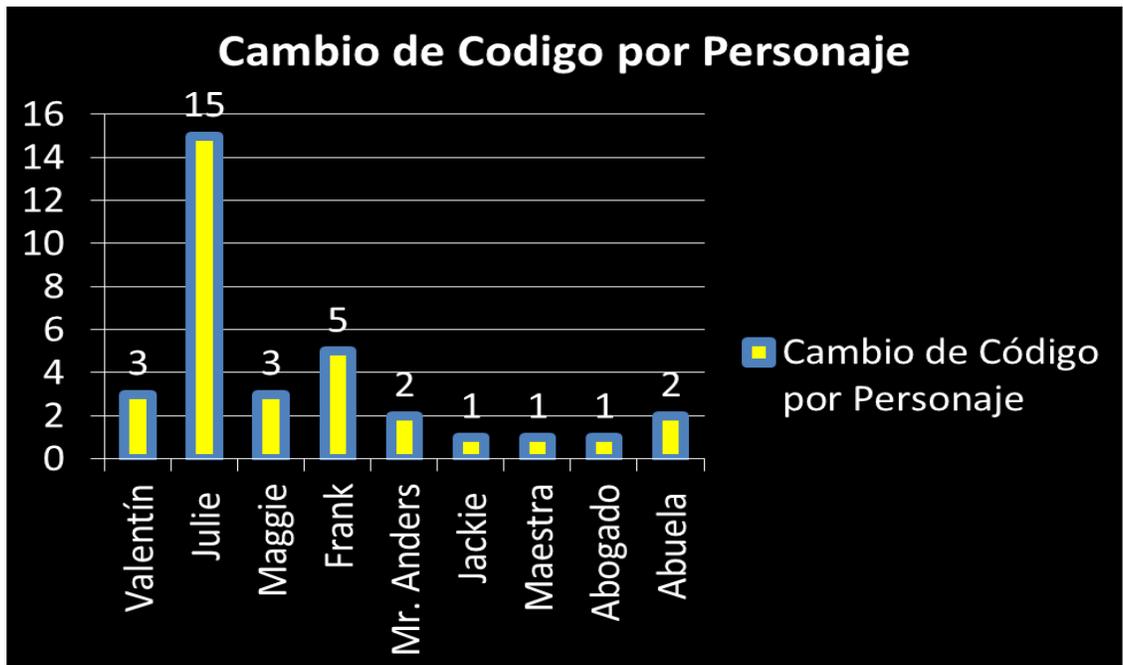
How old are you? / Cuál es su edad?

Do you Speak English, Spanish or Both? / ¿Habla Ingles, Español, o es bilingüe?

Bilingual / Bilingüe		Monolingual Spanish / Monolingüe español	Monolingual English / Monolingüe Ingles
55	43	26	24
29	18	22	19
25	21	61	62
58	35	21	21
31	25	25	
23	26	78	
18	32	18	
21	41	15	
30	29	23	
26	57	34	
60	17	48	

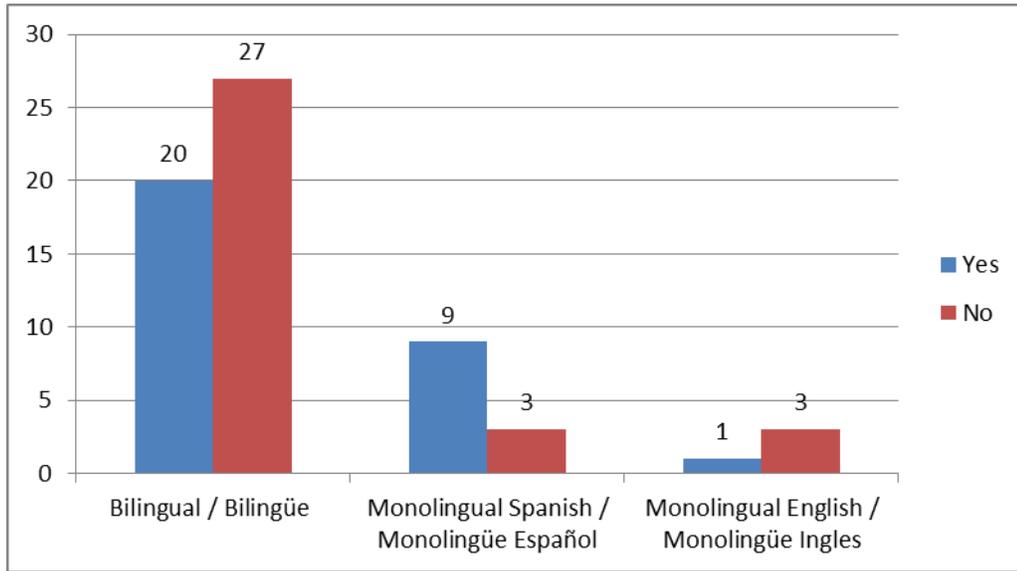
26	37	55	
61	46		
24	16		
47	24		
25	36		
26	24		
20	18		
27	55		
21	31		
25	29		
19			
27			
18			
80			
16			

Appendix D



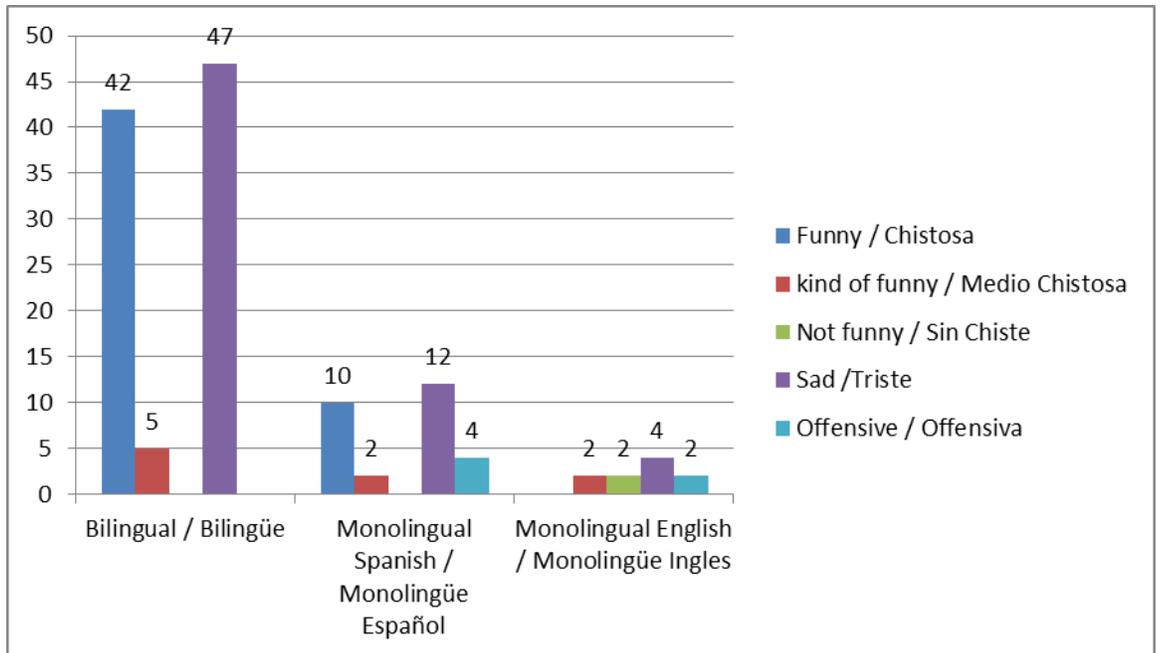
Appendix E

Did You Know the film was almost entirely in Spanish before watching it? /
 ¿Usted sabía que la película en un 95% era en español antes de verla?



Appendix F

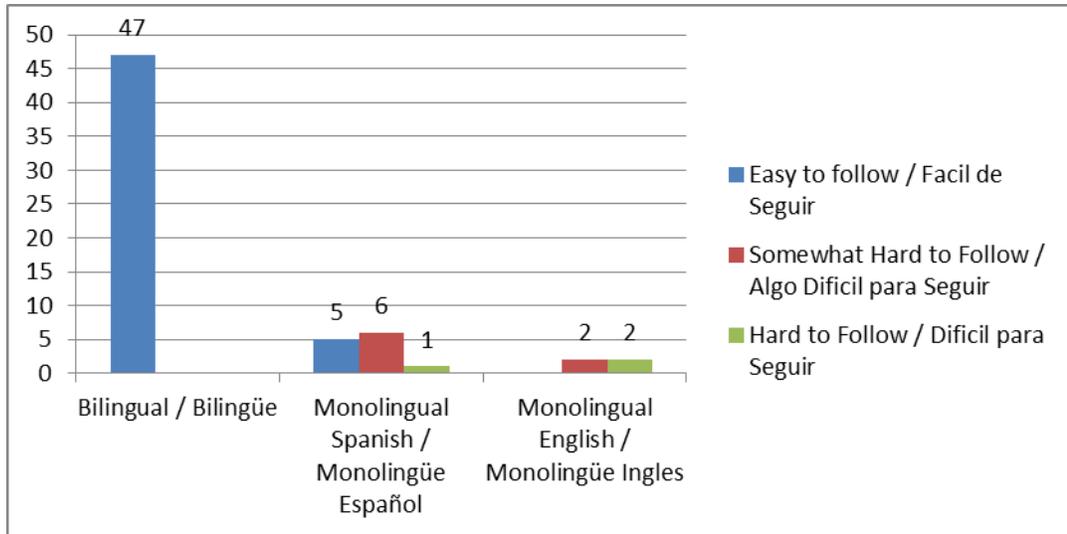
Did you find the movie (Funny, Sad, without humor, offensive etc.) explain? /
 Usted encontró la película (Chistosa, triste, ofensiva, sin chiste, etc.) Explicue?



Appendix G

On the humorous and Sad Scenes were you able to enjoy and reflect immediately or did it take you a moment to follow? Did you understand the Storyline or was it hard to follow? /

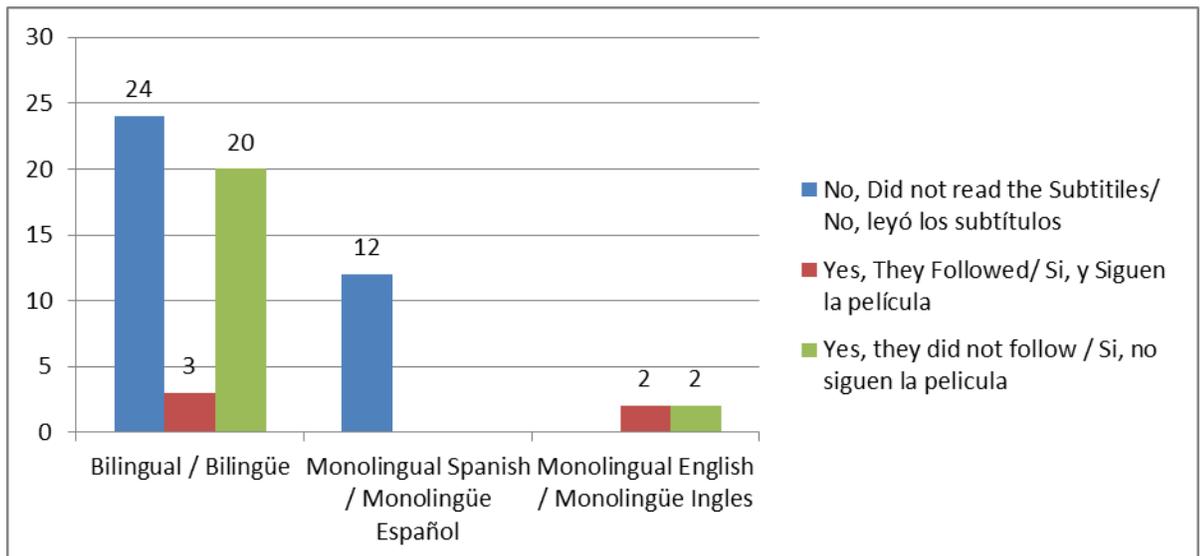
¿En las escenas con humor o tristeza pudo disfrutar y reflexionar en el momento o le tomo un momento para seguir el trama? Pudo entender y seguir el trama o se le hizo difícil?



Appendix H

Did you Read the Subtitles? If so did they follow the film accurately? /

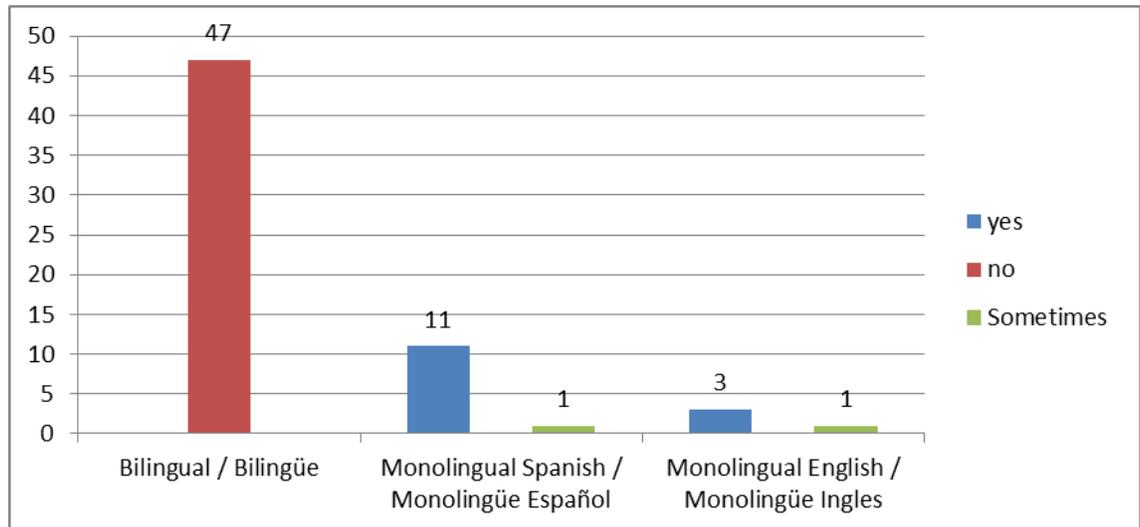
¿Leyó los subtítulos? Y si respondió “si” usted siente que la traducción entre escenas fue exacta?



Appendix I

When the language in the film goes from spanish to english does it cause any Confusion? /

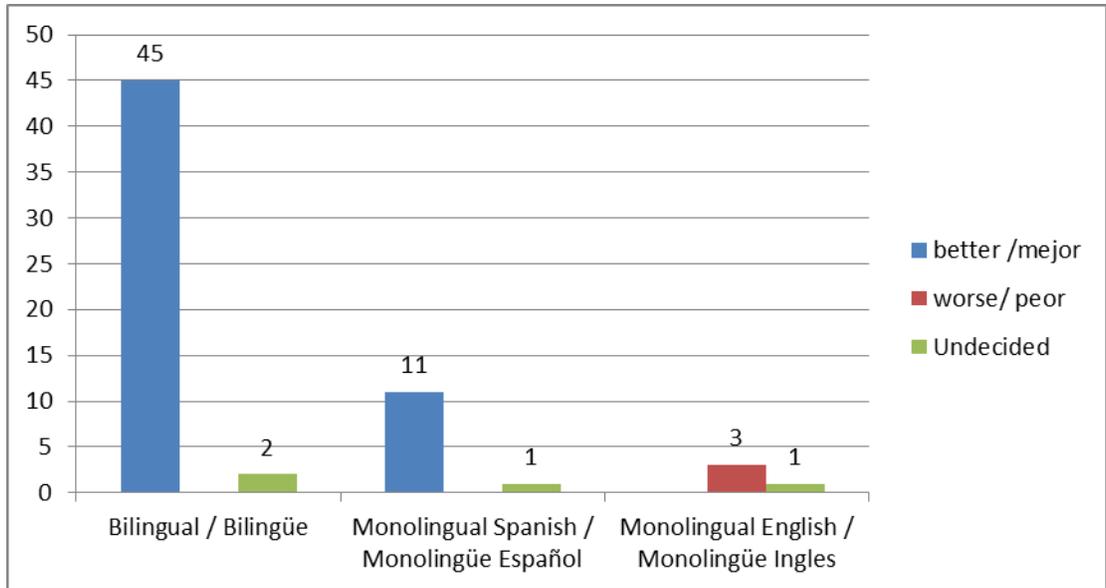
¿Cuándo el lenguaje de la película cambia de español a Ingles causa alguna confusión?



Appendix J

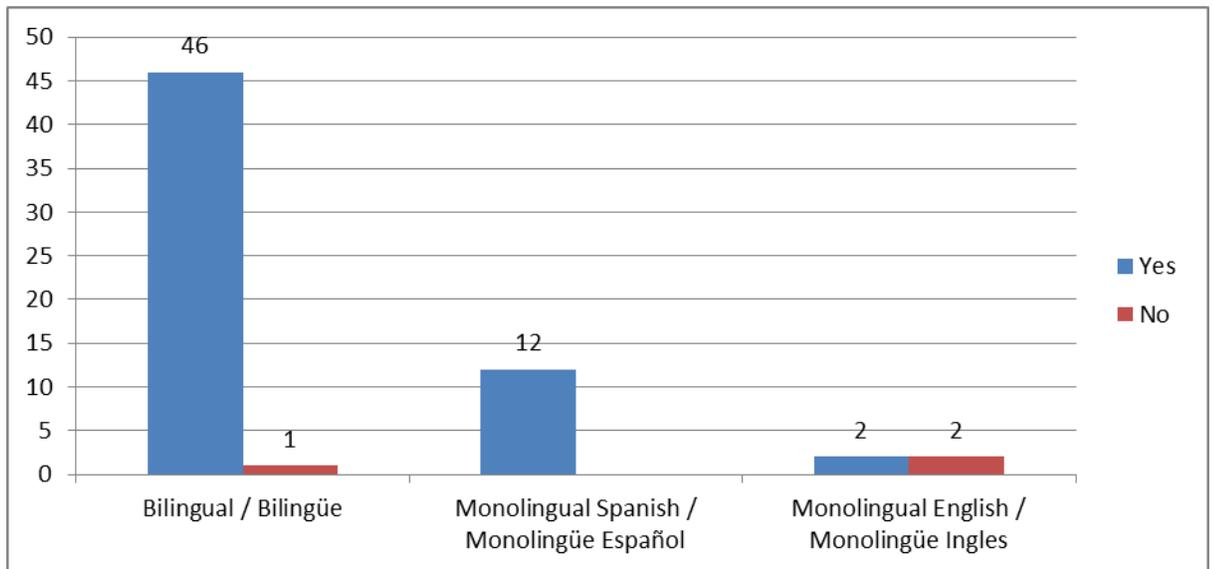
How would you compare this film with other Multilingual / bilingual films? Did you find it easier to follow compared to others or was it worse? /

¿Cómo compararía esta película con otras películas multilingües/ bilingües? ¿encontró esta película más fácil de entender o peor?



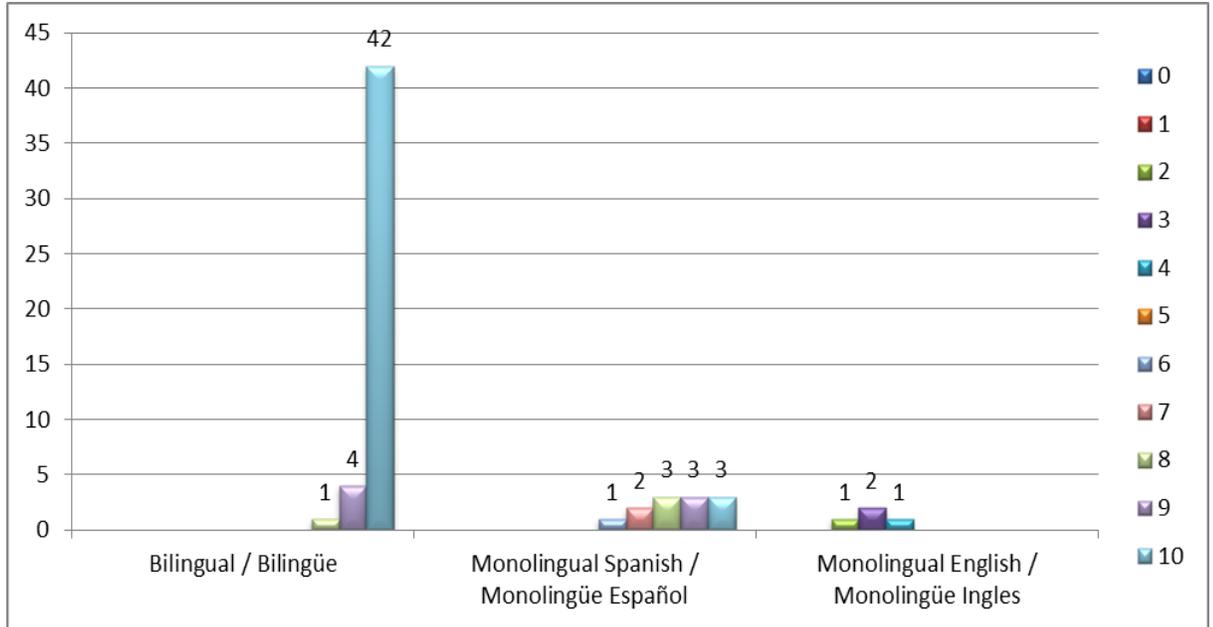
Appendix K

Would you take your friends, family, etc. to watch it?
 ¿Usted llevaría a sus amigos, familiares, etc. A mirar esta película?



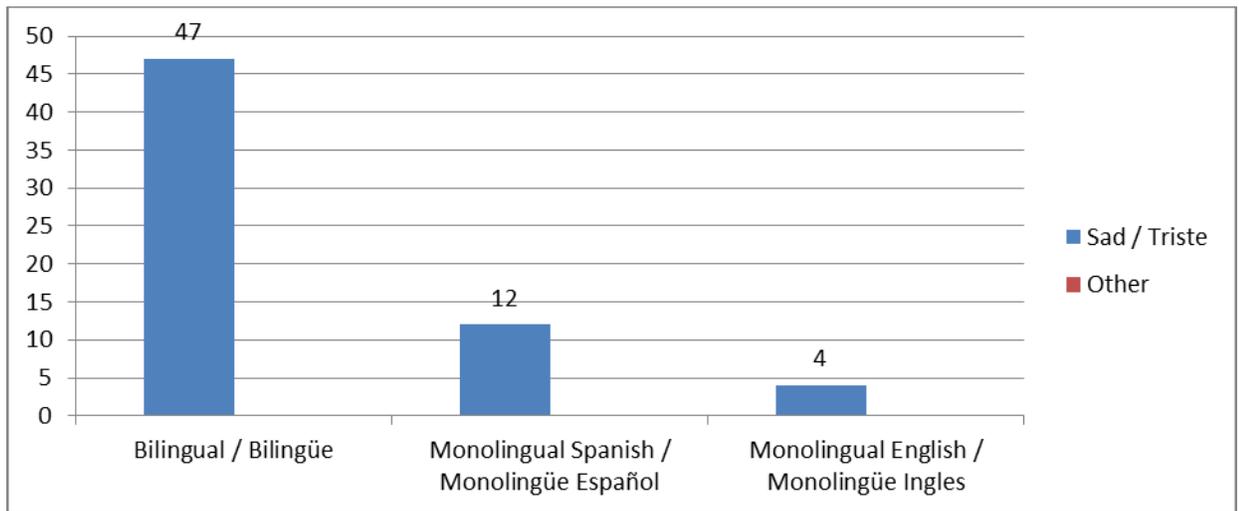
Appendix L

Overall what would you rate this film from 1 to 10? (1 being the worst and 10 being the best) /
 ¿después de todo, que calificaría esta película del 1 al 10? (1 siendo lo peor y 10 siendo lo mejor)



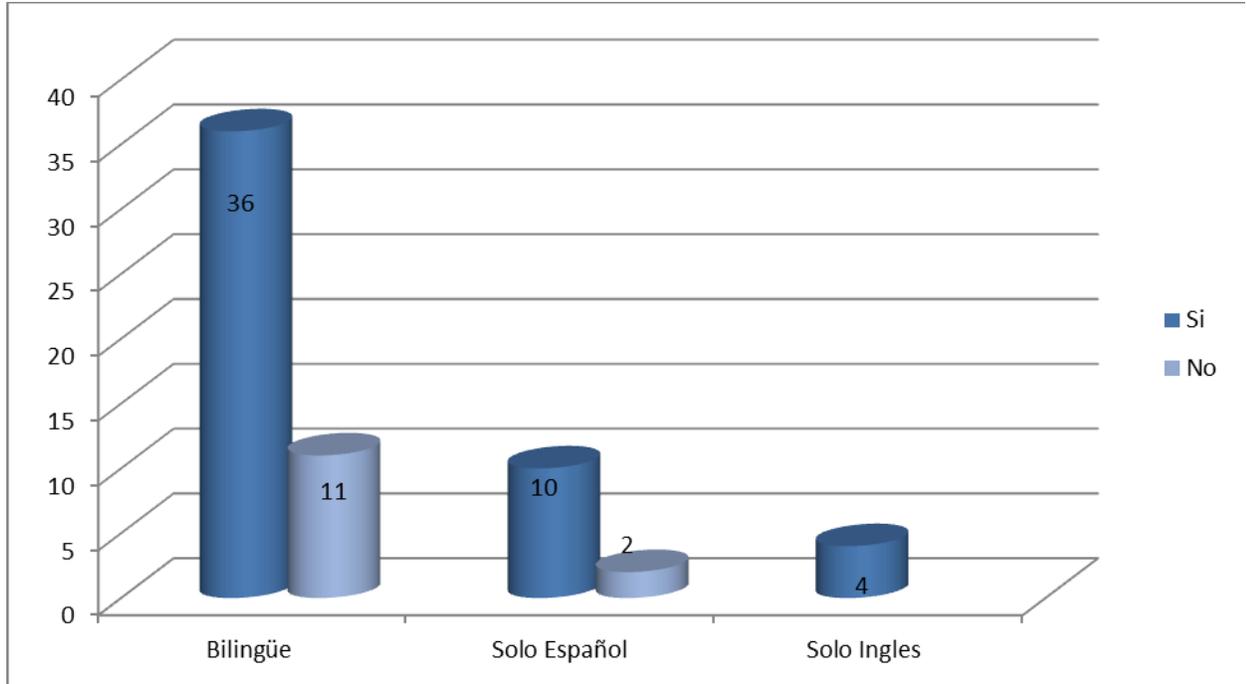
Appendix M

What did you think of the ending of the film? What was your reaction? /
 ¿Qué pensó del final? Que fue su reacción?



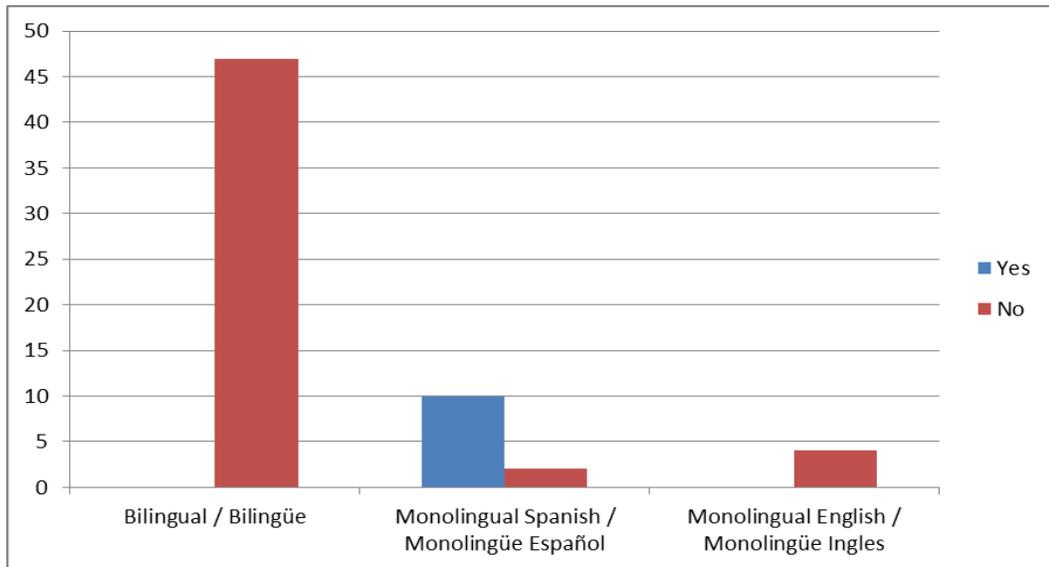
Appendix N

Were you Surprised to see this film in Theaters in the U.S. ? /
 ¿Estaba sorprendido(a) de ver esta película en cines en E.E.U.U.?



Appendix O

Do you mind the Title change? /
¿ Le importó el cambio de título?



Appendix P

2013 U.S.								
First Weekend								
Date	Rank	Weekly	Gross	% Change	Theaters / Change	Avg.	Gross-to-Date	Week#
Aug 30-Sep 1	4	\$7,846,426	-	348	-	\$22,547	\$7,846,426	1
Aug 30-Sep 5	4	\$12,211,604	-	348	-	\$35,091	\$12,211,604	1
Sep 6-12	4	\$10,119,094	-17.1%	717	+369	\$14,113	\$22,330,698	2
Sep 13-19	6	\$6,231,027	-38.4%	933	+216	\$6,678	\$28,561,725	3
Sep 20-26	4	\$6,625,763	+6.3%	978	+45	\$6,775	\$35,187,488	4
Sep 27-Oct 3	8	\$4,228,608	-36.2%	948	-30	\$4,461	\$39,416,096	5
Oct 4-10	11	\$2,258,392	-46.6%	858	-90	\$2,632	\$41,674,488	6
Oct 11-17	14	\$1,329,062	-41.2%	711	-147	\$1,869	\$43,003,550	7
Oct 18-24	19	\$669,066	-49.7%	475	-236	\$1,409	\$43,672,616	8
Oct 25-31	23	\$350,139	-47.7%	301	-174	\$1,163	\$44,022,755	9
Nov 1-7	35	\$135,562	-61.3%	136	-165	\$997	\$44,158,317	10

Appendix Q



Evolution of language in an immigrant family: Three generations.

Andres G. Aroche

Sonoma State University

Abstract

Many immigrants that transition into the United States are found to not have many opportunities due to language barriers. This article is a case study of two immigrant families in California, which aims to study in some depth factors that promote and hinder intergenerational language transmission within their community. In both of these families, language shift is seen within each generation. We take a closer look at three generations of a Guatemalan and a Japanese Irish family and how this American environment has altered the next generation. In these families we see the devolution of their native tongue and the evolution of a new one. In order to preserve the results of this study I decided to observe both families secretive. In conclusion, due to the change of environment and the factors that molds its inhabitants. We see how people learn the dominant language of their environment as a form of adaptation.

Sinopsis

Muchos inmigrantes que hacen la transición a los Estados Unidos se ha encontrado que no tienen muchas oportunidades debido a las barreras del idioma. Este artículo es un caso de estudio de dos familias inmigrantes en California, cuyo objetivo es estudiar en profundidad algunos de los factores que promueven y obstaculizan la transmisión intergeneracional del idioma dentro de la comunidad. En ambas de estas familias, el desplazamiento lingüístico se ve dentro de cada generación. Tomamos un vistazo más de cerca a tres generaciones de una familia guatemalteca y una familia irlandesa japonesa y cómo este ambiente de América ha cambiado la siguiente generación. En estas familias, vemos la devolución de su lengua materna y la evolución de una nueva. Con el fin de preservar los resultados de este estudio, decidí observar ambas familias en secreto. En conclusión, debido al cambio del medio ambiente y los factores que modelan sus habitantes. Vemos cómo las personas aprenden el idioma que predomina en su entorno como una forma de adaptación.

Introduction

This topic brings interest to a variety of individuals who have wondered about language shift. In this study we see how each generation shifts languages to accommodate their environment. From the information gathered through observation we see how both families have shifted in language. In both families, we see their native tongues devolve as the new dominant language of the land takes over. We found that three of the first generation had trouble learning the language due to it being foreign to them. In order to be productive members of society they had to learn the language enough to communicate with employers and others.

The Guatemalan family came to the United States when the first generation were only in their twenties. This couple had four children, two born in Guatemala and two here in the states. These children learned to speak English because of the situation they were in, they were part of a new environment that was foreign to their parents. The 2nd generation had made English their dominant language and only used Spanish to communicate with their parents. We did find that when using Spanish, this particular generation had accents, but this is only true in two of the children because of the lack of use of the language. Two of them speak Spanish pretty well but need some more

practice in order to sound like native speakers. The 3rd generation had also been taught to speak English and Spanish but we found that their Spanish is not as strong as the second or first generation. When we observed this generation, There was a big struggle for them to speak Spanish. This subject so far feels more comfortable using the English language to communicate with people mostly because her parents, aunts, and uncles all speak English.

In the Japanese family the 1st generation, both were born here in the states but as an infant the male subject was taken to Japan and didn't return until he was an adult. This made him learn the language and have a very thick accent. The male also had similar struggles in this country as the other family by means of communicating in a language that was foreign to him. Hoyt Bleakley and Aimee Chin (2008) in their article *What Holds Back the Second Generation? The Intergenerational Transmission of Language Human Capital Among Immigrants*, they state that, "there is indeed a strong association between immigrants' age at arrival in the United States and their English-language skills"(pg. 268). They go on to say that, "maturational changes starting just before puberty sharply reduce a child's ability to acquire second languages" (Bleakley, pg. 274). The 2nd generation learned to speak English through interactions with their mother, the school system, television programming and communication with other people. Bleakly supports that children are better at learning languages when they are younger because of physiological changes in the brain.

An individual of this generation married an Irish American, which hindered the use of Japanese once again. The 3rd generation in this family is half Caucasian and half Japanese. As I observed this family, I saw how they only spoke English and due to the people who shape them in their area they spoke some Spanish. It was of no surprise to me that they spoke Spanish, because I live with them, I have experienced their communication with the Hispanic community. Both daughters in the 3rd generation lived in an area where they had a large population of Hispanics, which pushed them to learn Spanish. In school, because of the big Hispanic community they decided to understand the language so that they can communicate without a hassle. Both of these people are dominant in the English language and can speak some Spanish without an accent.

Method

In order to keep the responses of the subjects from veering off into a single language, I decided to study them at a glance. I observed them and took notes, this made it easier for me to take count of how many times they spoke a certain language. The more time I spent with the families the easier it became to see what language they were dominant in.

Through observation there were many ways this study could have gone. When observing I can see more differences in the speech pattern of the Guatemalan family. I noticed how the two siblings from the second generation born in Guatemala had light accents but could speak the English language pretty well. The other two had no accents at all. Other ways I could have been able to go would have been with bilingualism and how Spanglish would be its own language. Being able to point out the change in language and how the native tongue was hindered and soon to be erased in both families was enough to keep me from going to a different study.

Although my method was not professional, I had my iPhone out the entire time and it seemed I had been texting the entire time as people were having their interactions. I'm not proud of the image I gave myself but it needed to be done in order to take notes.

Here is a list of what my notes consisted of:

1. Subject, name, gender, generation?
2. What language is being used?
3. When are they using the language?
4. With whom are they speaking with and in what language?
5. How many times did they switch between languages?

This set list was answered many times per subject.

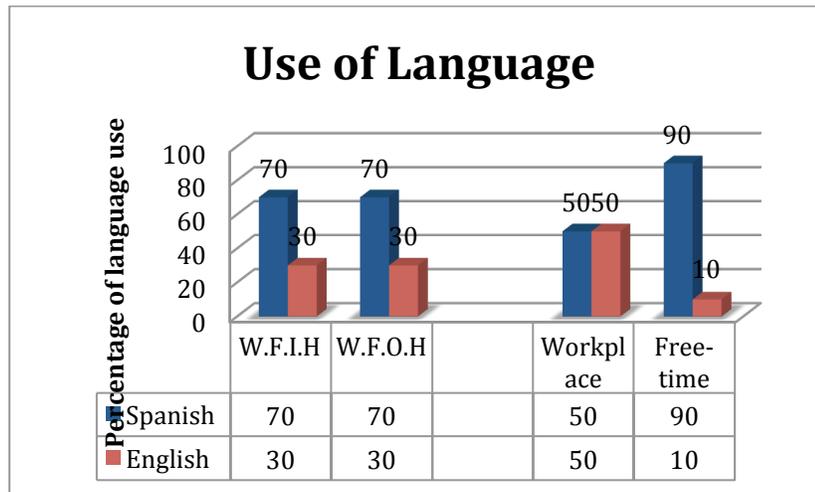
Results

In order to keep the identities of the subjects their names will not be mention but will be labeled subjects 1A to 6B. Here are the results of the study in form of graphs. In these graphs I decided to show the percentage of the language use of individuals throughout the day. Due to the data varying in different situations. I made four categories and within them it shows how much of the language was used. These categories go as follows: Within the Family Inside the Home (W.F.I.H), Within the Family Outside the Home (W.F.O.H), Workplace, and Free-time.

Guatemalan Family

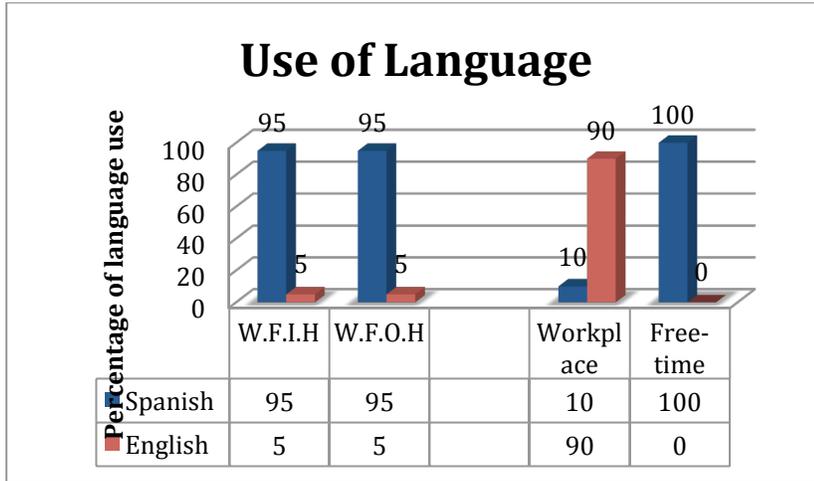
Here we see the Guatemalan family and how they use Spanish and English to communicate with others. The graphs show how the languages vary depending where the family or an individual is during the day. The study shows that the first generation is more likely to have Spanish as their dominant language because they were born and raised in a different environment that consisted of mostly Spanish. They later came to the United States illegally and over time they became legal citizens.

Subject: 1A-First Generation Male



Subject 1A seems to know the English language quite well but he has a very thick accent and it is difficult to understand. This individual has more experience with Spanish due to his everyday encounter with other construction workers whom speak English with one another constantly.

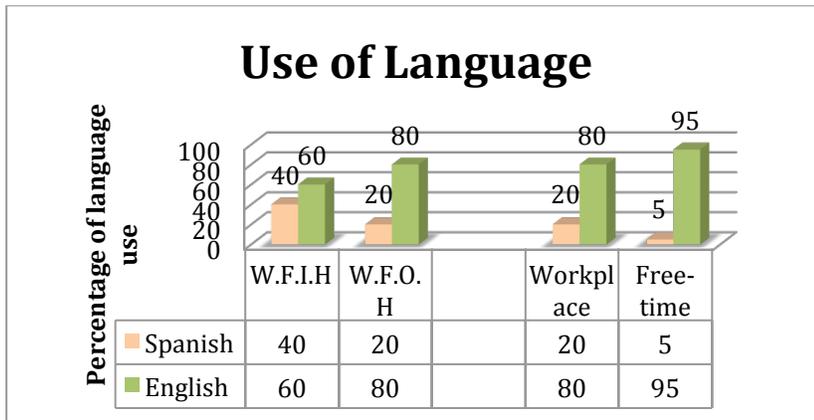
Subject: 2A-First Generation Female



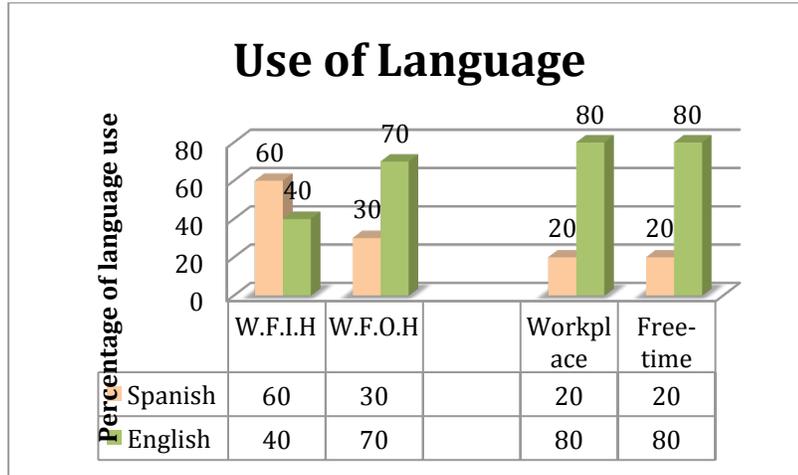
Here we begin to see that subject 2A uses no English at home with her family but we see the biggest change when she is at work. Although she has a very thick accent and it is difficult to understand her English, she uses it 90% of the time in the workplace. Something that we must keep in consideration is that this participant has a job that doesn't ask for too much communication but when spoken to she uses the common language.

The second generations are bilingual, they speak Spanish and English but there two were born in a foreign country and two were born here in the states. This section was set by age, oldest to youngest. Something that you will see is that the younger the subject the less they speak Spanish, this can have a negative outcome like permanently losing the Spanish language.

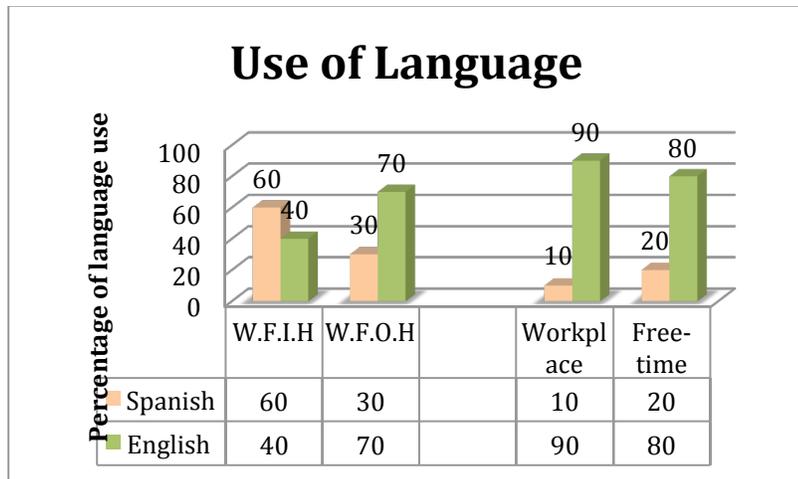
Subject: 3A-Second Generation Female



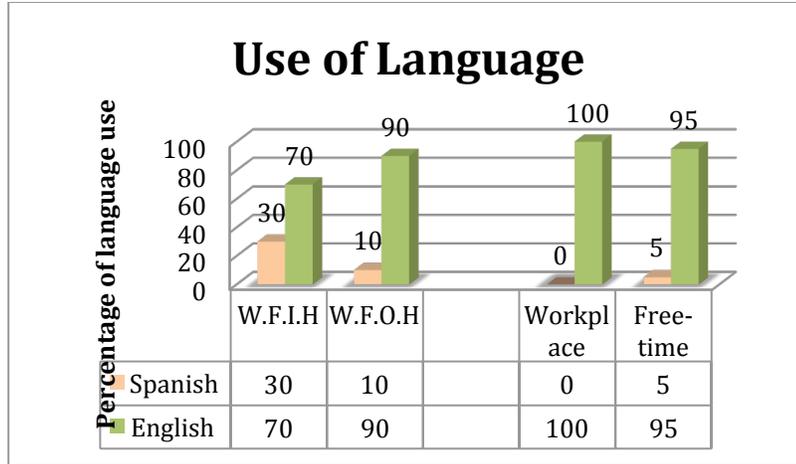
Subject: 4A-Second Generation Female



Subject: 5A-Second Generation Male

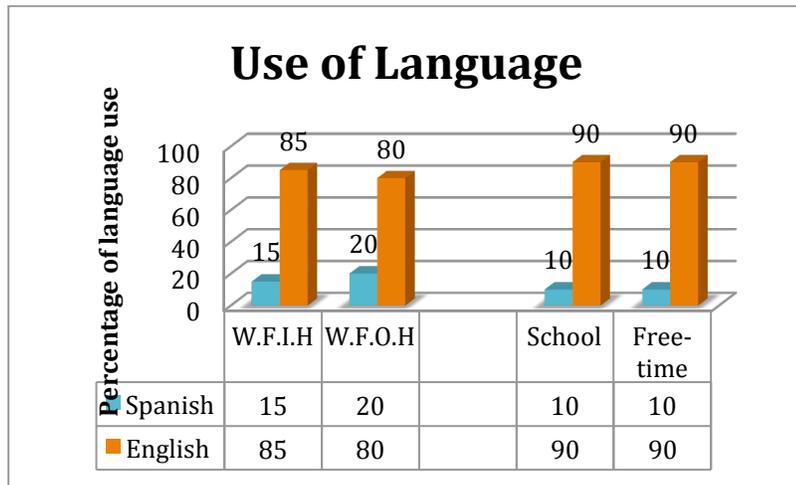


Subject: 6A-Second Generation Male



We can see similarities between subject 3A and 6A and between 4A and 5A. In subject 3A, although born in a foreign contry and having english as a second language. Subject 3A and 6A have become fully dependant of the english language and therfor refuse to use it as much as the other two subject. Subject 4A and 5A speak the spanish language more because they interact with people who also speak the language more often. Helen Borland (2006) states in her article *Intergenerational language transmission in an established Australian migrant community: what makes the difference?. International Journal Of The Sociology Of Language* that, “Language maintenance within the home and broader community by first-generation migrants can be facilitative of Intergenerational Language Transmission by providing a language-rich environment for the next generation”(pg. 24) . She goes on to say that although not all children of immigrant families learn to comprehend and speak the language, some chose to comprehend it but chose to speak to their parents in Spanish. This can relate to Bleakley’s work because he goes on to say that they chose to only speak to their parents in English so that the parents can speak the children’s dominant language.

Subject: 7A-Third Generation Female

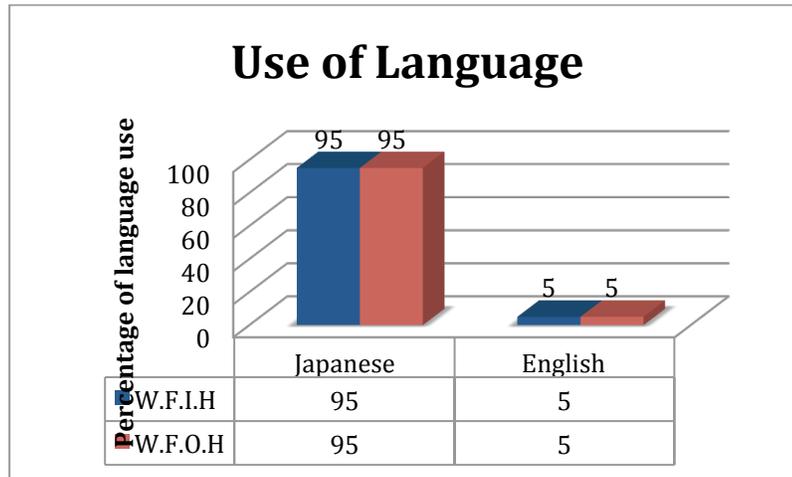


Here subject 7A has moved away from the Spanish culture and uses the Spanish language when pressured to speak the language. She clearly has claimed the English language as her dominant. We will see a similar graph in the third generation of the second family between the Spanish and English language.

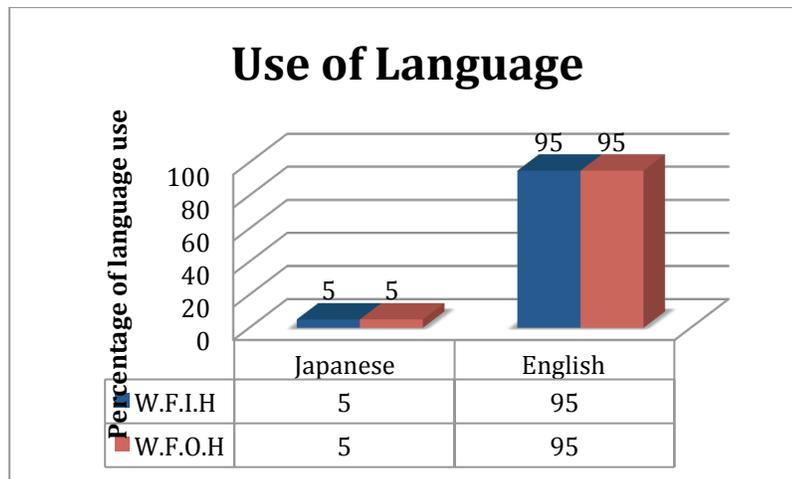
Japanese Family

In this first generation, these people were born here in the states but one left to Japan when they were an infant. They spoke both languages but the one who left to Japan came back and when he speaks English it is very thick accent. This country pushed the subject 1B to learn the English language. We do see that the difference in this family is the devolution of the Japanese language in the second and third generations. The English language then became the dominant language and soon after the Spanish language became important for these people to communicate with the people they work with and others whom they needed to interact with.

Subject: 1B-First Generation Male



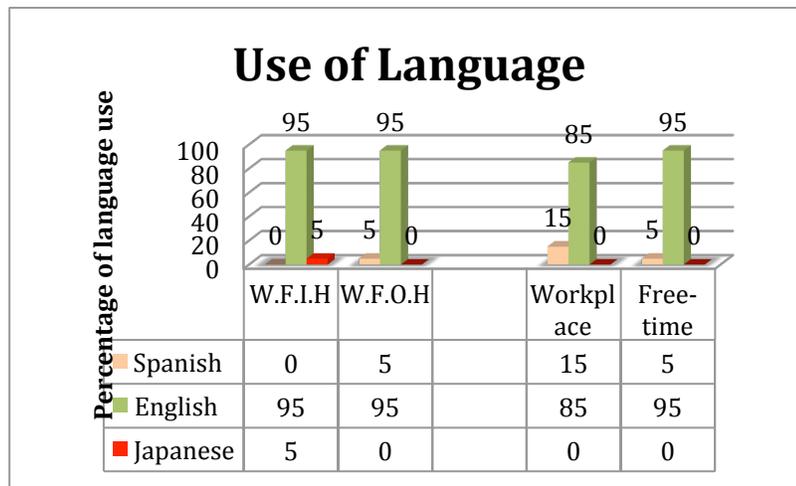
Subject: 2B-First Generation Female



Subject 1B and 2B are at the complete opposite side of the spectrum due to the male leaving to Japan as an infant and not returning until an adult he had to learn the language later in his life.

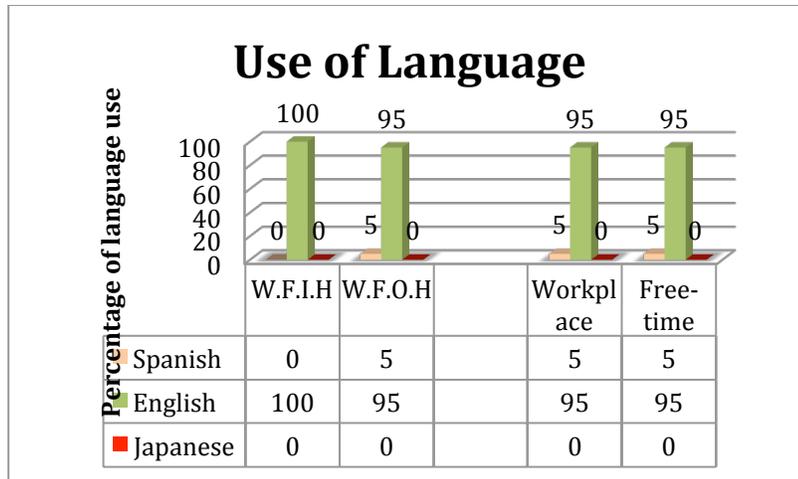
As the next generations were primarily speaking English we notice that the use of Japanese is no longer at a level of use. Besides being that it wasn't used as much it is because this person married an Irish American whom only spoke English.

Subject: 3B-Second Generation Female



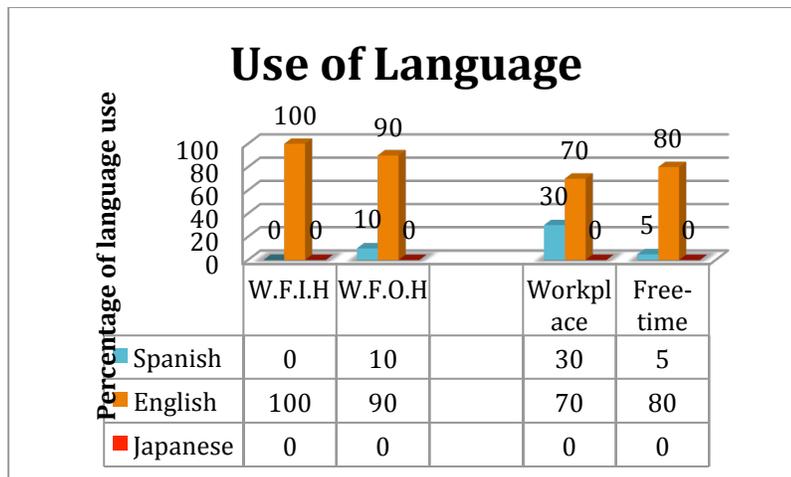
Subject: 4B-Second Generation Male

This subject is an Irish American a factor for the future generations. Here is the turning point in which Japanese was no longer going to be passed on.

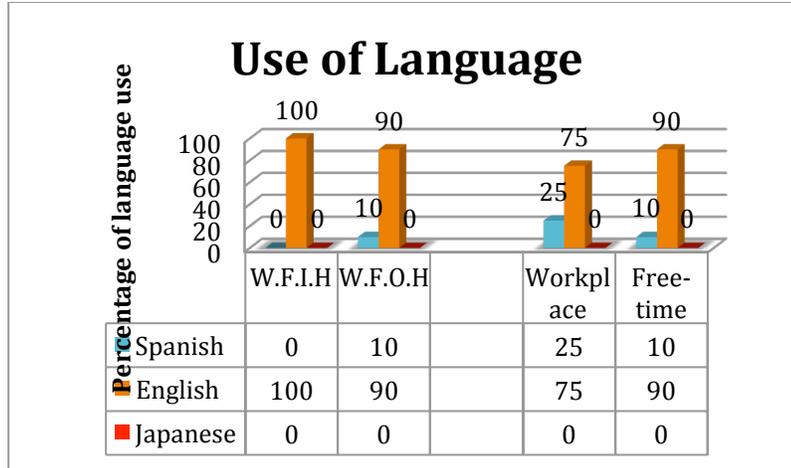


Here is where the tables turn and do to the environment mostly populated by Hispanics, the next generation began to pick up some of the Spanish and still use it today to communicate with people in the work place.

Subject: 5B-Third Generation Female



Subject: 6B-Third Generation Female



Discussion

The most significant finding in this study was the ability of the person to accommodate to the language of their new environment. Progression is the new norm of every member of the community in order to conform to the common language. It is important to see how these families push themselves to become part of the new society they live in by learning a new language. Within each generation the participants show a enormous change in their dominant language; it becomes flawless. In the other hand their parents native tongue becomes broken and when spoken they seem to be at a beginner level. Or in the case of the Japanese family, the 3rd generation can't speak the language at all.

Conclusion

Although further research is needed the study shows language shift in three generations and how it has evolved to a new dominant language that allows progression within the new environment. This study has verified that as new generations within the family come, due to factors like interracial marriage and or new environments; effect the dominant language. In the case of the Japanese family, we see that interracial marriage hindered the use of Japanese in the second generation. This influenced the third generation because the dominant language within this household is English. As this next generation experienced their lives it seemed that they needed to fit in a new community by learning a new language that pertained to that certain group of people.

The importance of this study is to show how ones native tongue is devolving and that if the person does not do something about it, it will soon disappear. Steven Chrisp (2005) in his study *Ma'ori Intergenerational Language Transmission. International Journal Of The Sociology Of Language*, "proposed four factors that influence language choice among bilinguals (exemplified here with reference to Ma'ori): language knowledge, situation, motivation, and critical awareness" (pgs.155-156). These four factors in short words mean that one must have the confidence to speak a language and be proud to pass it on to heir offspring. Depending on ones situation, one can hinder or encourage the use of ones language. Being motivated can help to teach others their native tongue, they must want it, and they should feel cultural gratification. Parents must be aware about the positive and negative outcomes about teaching their young ones their native tongue, some examples of that is hindering the

child from another language to learn another language. The importance of languages is crucial when living in a country of many races and ethnicities. We have people who are primarily Caucasian or African descendants who chose to learn a variety of languages because they see the value of education. It might be time for all of us to start picking up other languages and teach them to our children in order to make them successful and to be open about other people's native tongues.

Acknowledgments

Sonoma State University Undergraduate Research Grant for providing the funds necessary to accomplish this study.

I would like to thank the families that helped with the study.

Last but not least Professor Jeffrey T. Reeder for encouraging me along the way.

References

- Bleakley, H., & Chin, A. (2008). What Holds Back the Second Generation?. *Journal Of Human Resources*, 43(2), 267-298.
- Borland, H. (2006). Intergenerational language transmission in an established Australian migrant community: what makes the difference?. *International Journal Of The Sociology Of Language*, 2006(180), 23-41.
doi:10.1515/IJSL.2006.03
- Chrisp, S. (2005). Maori Intergenerational Language Transmission. *International Journal Of The Sociology Of Language*, 2005(172), 149-181. Chrisp, S. (2005). Maori Intergenerational Language Transmission. *International Journal Of The Sociology Of Language*, 2005(172), 149-181.

**On Studying Abroad and the Ability to Differentiate and
Understand Unknown Languages**

Estefani Barba

Sonoma State University

Abstract

In many cases, studying abroad expands horizons for students and provides for an experience with endless possibilities. This study touches upon the idea of whether students who study abroad, specifically in Europe, gain the ability to differentiate and understand European languages such as Italian, Spanish, German, French, Portuguese and Polish. The study was developed with the contribution of 8 participants, 4 whom had studied abroad and 4 of who had not. Short interviews were conducted to provide an overview of language experience, as well as the viewing of videos to see if participants were able to differentiate and understand the six European languages shown. In terms of the interview, results expressed the different lifestyles of the participants, but the common knowledge of English and Spanish as their spoken languages. Through watching the videos, it was shown that those who studied abroad scored higher when it came to identifying the languages, but scored roughly about the same as those who had not, in terms of comprehension.

Sinopsis

En muchos casos, estudiar en el extranjero expande los horizontes de los estudiantes y provee de una experiencia con un sinfín de posibilidades. Este estudio se enfoca en los estudiantes que estudiaron en el extranjero, específicamente en Europa, y su habilidad de diferenciar y entender lenguas europeas. La atención de las lenguas esta centrada en el italiano, español, alemán, francés, portugués y polaco. El estudio fue desarrollado con el aporte de ocho participantes, cuatro de los cuales habían estudiado en el extranjero y cuatro que no habían estudiado en el extranjero. Se llevaron acabo entrevistas breves para proporcionar una visión general de su experiencia con idiomas, así como la visualización de videos para ver si eran capaces de diferenciar y comprender los seis idiomas europeos. Los resultados de las entrevistas reflejan sobre los diferentes estilos de vida de los participantes, pero con el conocimiento común del inglés y español como sus lenguas habladas. También se demostró que los individuos que estudiaron en el extranjero tuvieron mayor reconocimiento de los idiomas pero anotaron lo mismo que los que no habían estudiado en el extranjero en términos de comprensión.

Introduction

According to the international education association NAFSA, in the school year of 2011-2012, 283,332 students from the United States studied abroad. Out of those students, 58% of them chose Europe as their destination (“Trends in U.S. Study Abroad,” n.d.). Overwhelmingly, studying abroad has become more popular through the years and highly recommended in the educational system, as it is known to be valuable upon the construction of a resume. A variety of other studies have shown different aspects of studying abroad. Consequently, showing the positive outcomes that may come from this experience.

Being that it is known that study abroad provides for a range of opportunities and growth, in this study I will attempt to answer the question of whether students who study abroad obtain the ability to differentiate and understand European languages. The focus is on Italian, Spanish, German, French, Portuguese and Polish. The reason as to why I have chosen these six languages is because during my year studying abroad in

Spain they were the most commonly spoken languages around me. There were many other including English but I wanted to have a variety. It is because of my experience hearing European languages around me and trying to recognize them, that makes me believe that those who study abroad are more able to differentiate and understand European languages than those who did not study abroad. It is important to do research on this topic because there is no information on the subject matter and it significant in understanding the distinct influences study abroad on students.

Literature Review

The literary research that was done was focused mainly on why should an individual study abroad, what are the possible outcomes that may come from studying abroad and the changes that occur when students return. Through this research I was able to understand more the details of studying abroad and was able to develop my study although there were no articles in my area of focus.

Many individuals argue about how many months or years a student should study abroad in order to get a grasp of the language. Dwyer (2004) holds that in the study abroad field more is better; language learning and other academic disciplines using a culture-specific pedagogy requires at least a full year of study abroad. However, some individuals worry more about the characteristics of an individual, stating that gender is also important in the outcomes of studying abroad. According a study done by Brecht, Davidson, and Ginsberg (1995), which focuses on the attainment of the Russian language when studying abroad; women gain less than men in listening and speaking skills. In addition, men are more likely than women to cross the crucial divide between intermediate-plus and advanced level.

In terms of language acquisition, studies have shown that type of contact or acquisition context has a significant effect on aspects of socio-pragmatic competence in consecutive non-native languages, but that other independent variables, such as age of onset of learning a language and frequency of use of the language, have an even stronger effect (Dewaele 2005). Aside from language acquisition, cultural gain also becomes important when studying abroad. Exposure to host-society students and other international students has a desired effect on enhancing open-mindedness. They become willing to try new things and learn about different cultures (Hadis 2005). Individuals who study abroad for more than one year are more likely to be interested in studying foreign languages and improve their facility with one or more languages by studying repeatedly. Full-year students are more likely to enroll in foreign university courses and be committed to learning the language and other languages, as studying in one culture and language has led a significant number of respondents to learn more about another culture or learn another language (Dwyer 2005).

The positive outcomes that come from studying abroad are that individuals are able to speak with great ease and confidence and tend to reformulate their speech (Freed 1998). Majority of students return with two main attributes, independence and open-mindedness. Results demonstrate that study abroad programs significantly contribute to the preparation of students to function in a multicultural world and promote international understanding for both the local and the American students (Kitsantas and Meyers 2001). Individuals who study abroad generally showed a greater increase in intercultural communication skills than the students who did not study abroad, and students who chose to study abroad had a higher level of intercultural communication

skills at the beginning and at the end than those who did not choose to study abroad. Exposure to different cultures was a better predictor of intercultural communication skills rather than location in both pre- and post test scores (Williams 2005). All in all, there have been a few studies that have focused on the topic of study abroad but more research needs to be done and that is also what led me to producing my study.

Method

The study began with the decision that eight individuals would be chosen and placed in either of two categories, those who studied abroad and those who did not. Not only were the eight individuals divided into two groups, but they also consisted of 2 girls and 2 boys to attempt to give equal representation of each gender. The participants involved were approached through mutual relationships and invited to form part of the study. It was also important that the individuals had at least three years of college experience and that they stood within a five year age range from each other.

The study involving the participants consisted of two parts, a short interview and a listening test. The participants were interviewed and recorded for 5 to 10 minutes to achieve a brief insight of their background, language experience and study abroad involvement. They were strategically interviewed first to see what they would respond to a question that asked if they were able to recognize other languages, specifically European. Then, they had to listen to 20-second video clips in Italian, Spanish, German, French, Portuguese and Polish. Videos were selected through the internet and searched for an individual who spoke clearly in the language and who was doing an interview. Therefore, majority of the videos were of famous people, mostly American, who are fluent in the language and were doing interviews. Participants were given a list of the six European languages and a questionnaire. They were then asked to write down the language that was being spoken as well as rate on a scale of 1 to 10 how much they understood, 1 meaning they did not understand anything and 10 meaning they understood completely. These methods allowed me to analyze and compare the individual's responses to provide a small statistical representation of each population and provide support for my hypothesis.

Results in regards to the listening test would be calculated by inserting a "Yes" in a designed chart if they wrote the correct language that was being spoken and "No", if they did not. Then one point would represent the "Yes" answers and they would then be added up and divided by four to get the average percentage.

Results

As stated previously the study consisted of two parts, interviews and a listening test. Results showed that the ages of the participants ranged from 20 to 24 years of age. It was also found that all were knowledgeable in both English and Spanish, however considered English to be their primary language. All but one, who had previously graduated the semester before, were enrolled in a four-year university. Four out of the eight participants were Spanish majors, some in addition to other majors.

The participants who had studied abroad all resulted to have studied in different regions of Spain during a year long term. This had not been planned but resulted to have been better as it showed a variety of different experiences with languages within the same

country. Participants felt as though their year abroad had allowed them to improve their fluency with the language and also be able to learn new words whether they may have been from the host country or surrounding countries. The four participants stated that they would travel at least once a month. All but one had acquired a third language, which was Portuguese, but still did not feel completely confident speaking it. Other participants stated that they were not given the opportunity to learn a their language through their program. In general students had been accustomed to hearing a variety of languages whether it be through their travels or casual meetings with individuals on the street. They were asked to name languages they had heard in the last couple of years, whether it was while in Spain or living in the United States. The common languages heard were Spanish, French, Italian, German, and Portuguese, from Portugal. Then there was Dutch, English, from the U.K., Ireland and U.S., Greek, Hungarian, Czech, and Catalan which are European based but were languages not all participants had heard. Those that were not European based were Portuguese, from Brazil, Filipino, Chinese, Japanese and Korean. Although participants named all these languages as having heard them around them, they acknowledgeable that they weren't able to recognize them all. Majority stated that they would be able to recognize at least Italian, German, Portuguese and other common languages through accents.

Although the other four participants had not studied abroad they still demonstrated to be knowledgeable of other languages. It was interesting to find that they had been introduced to other languages through their job, romantic relationships, family members or even neighbors. The majority of the participants shared that they knew English, Spanish, French, and Portuguese. The languages that not all had been around were Italian and German in terms of European based languages and those that were not, were Japanese, Chinese, and some type of Indian language (from India), as stated by a participant. When it came down to questions dealing with the opportunity of studying abroad, all participants agreed that if they had studied abroad they would have been able to acquire a third language as well as been able to understand and differentiate European languages with a greater capacity.

Table 1.1

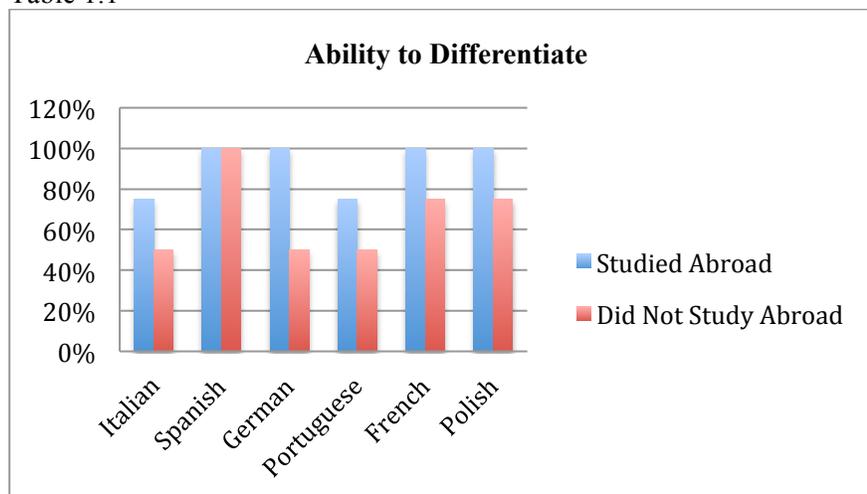
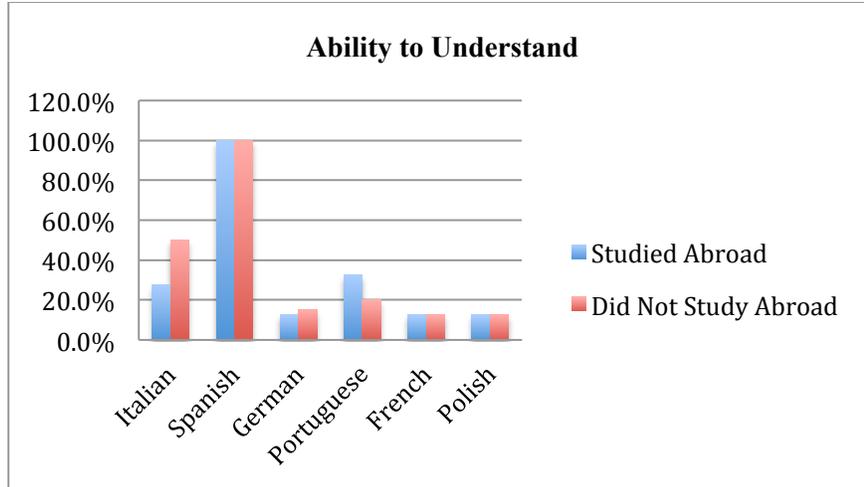


Table 1.2



The listening part of the study provided a more enjoyable outlook on the ability to differentiate and understand European languages. As noted, all participants in both groups understood the Spanish video completely, but proved to have different results in regards to the other languages. Each reflected their own knowledge and experience with the languages.

The group of individuals who studied abroad demonstrated a high level in having the ability to differentiate the languages. All but one participant, guessed the languages that were being spoken correctly. When it came to understanding, the participants in this group scored significantly low. They were only able to fully understand the Spanish videos rating it 10 out of 10 and getting an average of 100%. The next language that was understood a bit more out of the remaining five was Portuguese, providing an average of 32.5%. The lowest average for the understanding section was 12.5%, with German, French and Polish not being understood greatly by the participants.

Tables 1.1 and 1.2 reflect the overall results and comparisons between the groups. The group of individuals who did not study abroad were not as successful as the ones who did in terms of being able to differentiate the six languages. At least half of the participants did not answer correctly when asked to write the name of the language that was being spoken. The averages for the understanding part were roughly about the same as the group who studied abroad, all having 50% or lower except for the Spanish section. In the Spanish section the average percentage was 100% and the lowest in the study was 12.5%, which was in French and Polish. They were definitely equivalent in this area with the individuals from the study abroad group.

Discussion

Overall the results gave a small insight as to what students or individuals are able to differentiate and understand. In terms of the information obtained from the interviews, I found it to be rather interesting that the type of job and individual had or the relationships they maintained could influence the type of languages they hear around themselves. It was shocking to find that the participants who had not studied abroad had heard a few European and Asian languages around them. It was also surprising but nice to have had all participants be fluent in both Spanish and English and that the students who studied abroad had all studied in Spain, because it allowed to my study to develop

itself a bit more for its amount of participants. It turned out to be a study that focused on the ability of students who study abroad and their ability to differentiate and understand European languages with a focus on individuals who have studied in Spain and are fluent in two languages. It just made the study that more unique.

As far as the video listening/understanding section, I found it to be interesting that although individuals who had studied abroad were quick to write the name of the language, they would have been quick to also understand or score higher on the rating scale. I expected much less from the group who did not study abroad but found that they were quick knowledgeable. One of the things that stood out to me while producing the study is that some participants easily confused Italian and Portuguese or German, French and Polish. It was something I could not wrap around my head, but it was possibly because I had already heard the videos plenty of times and knew the answer. Other than those observations, I enjoyed the enthusiasm in the participants and their eagerness to find out their results, although some were shocked to see how they did.

Conclusion

Studying abroad gives you an immense amount of opportunities, not only to grow in an educational manner but also in being able to attain personal growth. Through the development of my study I was able to accomplish finding out whether students who studied abroad were effective in being able to differentiate and understand European languages such as Italian, Spanish, German, Portuguese, French, and Polish. Although the results did not give a full overview, they still provided for a small look into a possibly outcome of study abroad. Students who studied abroad demonstrated to be able to differentiate the languages more than the group of participants who had not studied abroad. The two groups however scored about the same average in the section that focused on understanding the discussion or what was being said. I truly enjoyed doing this study, which provided me with a prompt answer to a question I had produced in my head. It was interesting to find the quickness from participants in answering a question and how they would get excited when they knew the language that was being spoken. However, one of the more interesting things I found is that individuals who had stated in the interview that they were able to differentiate or understand a certain language did not get the answer correct when it came to the listening section. Overall, I believe this study opens up a new section for research that falls under the outcomes of studying abroad, and it would be fascinating to see the results from a larger sample of participants as it would provide a broader outlook.

References

- Brecht, R., Davidson, D., & Ginsberg, R. (1995). Predictors of foreign language gain during study abroad. *Second language acquisition in a study abroad context*, 37-66.
- Dewaele, J. M. (2005). The effect of type of acquisition context on perception and self-reported use of swearwords in the L2, L3, L4 and L5. *Investigations in instructed second language acquisition*, 531-559.
- Dwyer, M. M. (2004). More Is Better: The Impact of Study Abroad Program Duration. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 10, 151-163.

- Freed, B. F. (1998). An overview of issues and research in language learning in a study abroad setting. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 4(2), 31-60.
- Hadis, B. F. (2005). Why Are They Better Students when They Come Back? Determinants of Academic Focusing Gains in the Study Abroad Experience. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 11, 57-70.
- Kitsantas, A., & Meyers, J. (2001). Studying Abroad: Does It Enhance College Student Cross-Cultural Awareness?
- “Trends in U.S. Study Abroad.” Retrieved from https://www.nafsa.org/Explore_International_Education/Advocacy_And_Public_Policy/Study_Abroad/Trends_in_U_S__Study_Abroad/
- Williams, T. R. (2005). Exploring the impact of study abroad on students’ intercultural communication skills: Adaptability and sensitivity. *Journal of Studies in International Education*, 9(4), 356-371.

Appendix A.

Informed Consent Form

The Effectiveness of Study Abroad and the Ability to Differentiate and Understand European Languages

I hereby authorize Estefani Barba to include me in the study of *The Effectiveness of Study Abroad and the Ability to Differentiate and Understand European Languages*. I understand that the purpose of this study is to provide information about my experience with language and the ability to differentiate and understand European languages. All the data gathered from the interview will be for the sole purpose of satisfying the research project methods requirement.

I understand that I was chosen for this study because I meet the criteria of being a college student with experience in two or more possible languages. I have been advised that the interview will last around ten to fifteen minutes.

I understand that I have the right to refuse to participate in, or to withdraw from this study at any time, as well as to refuse any questions that I may not wish to answer. I understand that no information that identifies me will be released without my consent.

I understand that if I have any questions concerning details of this study I can contact Dr. Jeffrey Reeder, the Professor who is over-seeing the research project. Address all correspondence to Dr. Reeder at: Sonoma State University, 1801 East Cotati Avenue, Rohnert Park, CA 94928 or contact at (707) 664 4268. I understand I can also contact Estefani Barba via email at barbaes@seawolf.sonoma.edu or call at (925) 523-1173. I understand that if I have further questions, comments, or concerns about this study or the informed consent procedures, I may write or call the Institutional Review Board, Sonoma State University, 1801 East Cotati Avenue, Rohnert Park, CA 94928 or (707) 664-2448 or email at irb@sonoma.edu.

Respondent's Signature Date _____

Interviewer's Signature Date _____

Appendix B.

The Effectiveness of Study Abroad and the Ability to Differentiate and Understand European Languages

Pseudonym: _____

Date: _____

Background

1. What is your age?
2. What is your ethnicity?
3. Are you currently enrolled in school?
 - a. If in college, what is your major?

Language Experience

4. How many languages do you speak?
 - a. Which?
 - b. If more than one, how many years have you practiced each language?
 - c. How would you rate your understanding and use of each language?
5. Which do you consider to be your primary language?
6. In the past years what languages have you heard around you?
 - a. If any, which languages?
 - b. How often?
7. Are you able to recognize other languages?

Students who studied abroad:

8. What country did you study in?
9. What language was spoken?
10. Do you think you perfected the language?
11. How was your experience culturally?
 - a. How was your experience overall?
12. Were you able to acquire a third language?
13. How often did you travel?
14. Were you able to learn new words in different languages?
Different ways of saying things?

Students who didn't study abroad:

8. Do you think if you studied abroad you could expand your ability to differentiate European languages?
9. Do you think you could acquire a language other than a second language (L2)?

Video Language Test

Video 1:

1. What is the language being spoken?

-
2. On a scale of 1-10, how much do you understand?

1 2 3 4 5 6 7 8 9 10

Video 2:

1. What is the language being spoken?

2. On a scale of 1-10, how much do you understand?

1 2 3 4 5 6 7 8 9 10

Video 3:

1. What is the language being spoken?

2. On a scale of 1-10, how much do you understand?

1 2 3 4 5 6 7 8 9 10

Video 4:

1. What is the language being spoken?

On a scale of 1-10, how much do you understand?

1 2 3 4 5 6 7 8 9 10

Video 5:

1. What is the language being spoken?

2. On a scale of 1-10, how much do you understand?

1 2 3 4 5 6 7 8 9 10

Video 6:

1. What is the language being spoken?

2. On a scale of 1-10, how much do you understand?

1 2 3 4 5 6 7 8 9 10

Appendix C

Ability to Differentiate: Students Who Studied Abroad

	Italian	Spanish	German	Portuguese	French	Polish
Maria Luisa	No	Yes	Yes	No	Yes	Yes
Mimi	Yes	Yes	Yes	Yes	Yes	Yes
John	Yes	Yes	Yes	Yes	Yes	Yes
Rafael	Yes	Yes	Yes	Yes	Yes	Yes
Accuracy Avg.	75%	100%	100%	75%	100%	100%

Ability to Understand: Students Who Studied Abroad

	Italian	Spanish	German	Portuguese	French	Polish
Maria Luisa	4	10	1	5	1	2
Mimi	3	10	1	1	2	1
John	1	10	1	1	1	1
Rafael	3	10	2	6	1	1
Accuracy Avg.	27.50%	100%	12.50%	32.50%	12.50%	12.50%

Appendix D

Ability to Differentiate: Students Who Did Not Study Abroad

	Italian	Spanish	German	Portuguese	French	Polish
Panfila	No	Yes	No	No	Yes	Yes
Veronica	No	Yes	No	No	No	No
Mark	Yes	Yes	Yes	Yes	Yes	Yes
Rolex	Yes	Yes	Yes	Yes	Yes	Yes
Accuracy Avg.	50%	100%	50%	50%	75%	75%

Ability to Understand: Students Who Did Not Study Abroad

	Italian	Spanish	German	Portuguese	French	Polish
Panfila	5	10	1	3	1	2
Veronica	6	10	3	1	1	1
Mark	7	10	1	2	2	1
Rolex	2	10	1	2	1	1
Accuracy Avg.	50%	100%	15%	20%	12.50%	12.50%

Appendix E

Ability to Differentiate

	Italian	Spanish	German	Portuguese	French	Polish
Participants who Studied Abroad	75%	100%	100%	75%	100%	100%
Participants who Did Not Study Abroad	50%	100%	50%	50%	75%	75%

Ability to Understand

	Italian	Spanish	German	Portuguese	French	Polish
Participants who Studied Abroad	27.50%	100%	12.50%	32.50%	12.50%	12.50%
Participants who Did Not Study Abroad	50%	100%	15%	20%	12.50%	12.50%

**Intergenerational language shift: first, second, and third
generation immigrants in the United States**

Joshua C. Campbell

Sonoma State University

Abstract

I want to find out why my little niece does not use her Spanish a lot and choose to use her English more with others even when they ask her question in her native tongue she respond in English.

This study to find out why languages shift between first, second, and third generation immigrants and why do the third generation do not choose their native language as much. I made three graphs one for each person in different generation of immigrants and finding out how much Spanish and English they used and compare the data and I found out there is a difference between them. I also found out were and when the changes started and the causes of it and the impact it had. In the investigation I found out who else has the same issue with their generation and the problems they faced as well.

Sinopsis

Yo quiero encontrar la información porque mi pequeña sobrina no usa español pero usa mas el Inglés. Ella usa Ingles con otra personas pero cuando le hacen una pregunta en su nativa lengua Español ella responde en Ingles. Esta investigación encontrar como los idiomas cambio en primera y segunda y trasera generación inmigrante y por que la trasera generación no elige su nativa lenguaje. Yo Hizo tres gráficos una para cada persona en diferente generaciones de inmigrantes y encontrar cuanto español o inglés usan yo compare los datos y encontré la diferencia entre ellos. También encontrar donde y cuando los cambio de idiomas empieza y la causas, además ahí muchos impactos que tenía y muchos problema que la generación tiene. Ahí muchos estudio que tiene este mismo problema.

Introduction

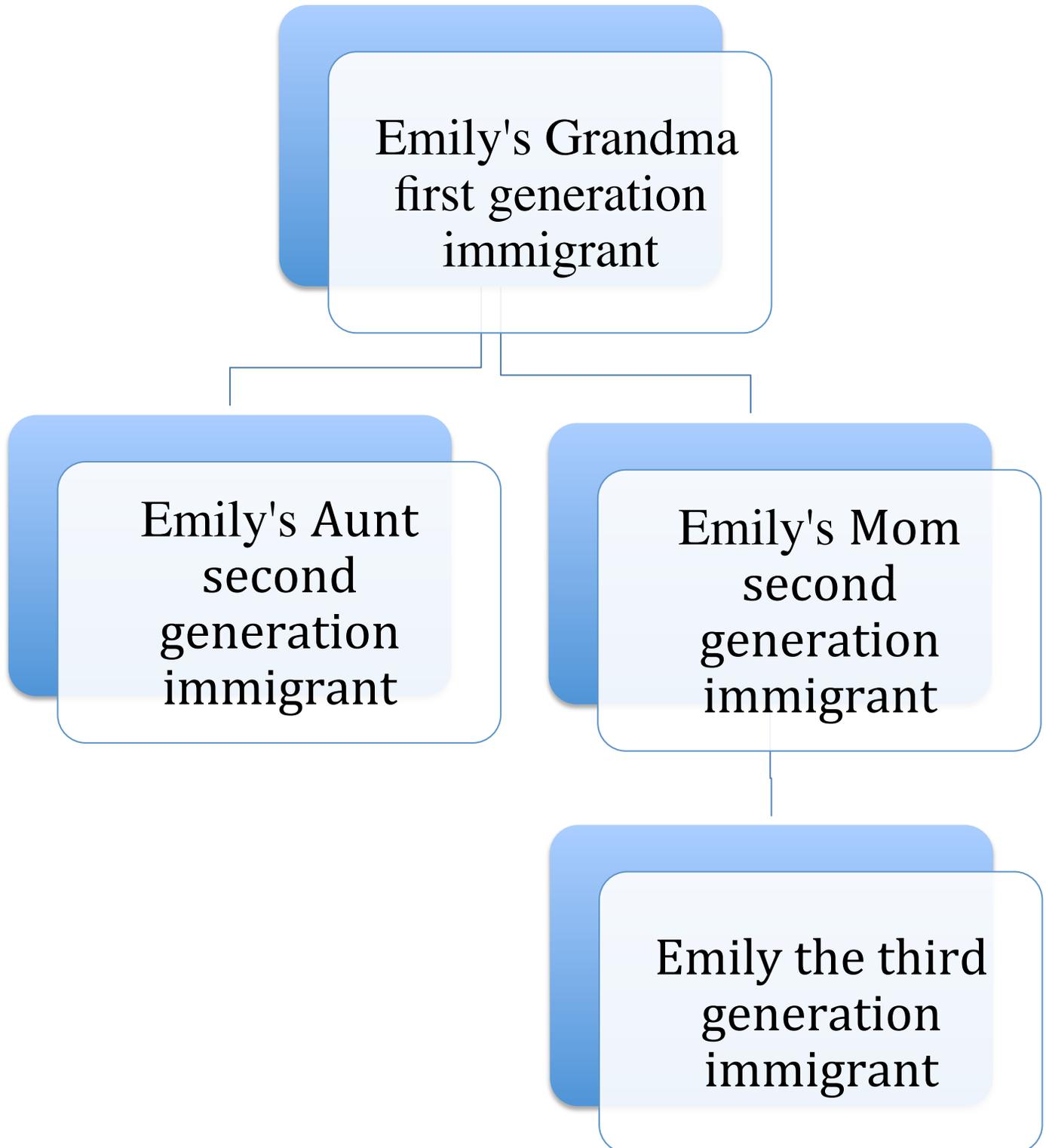
I want to know why little niece speaks more English then she does in Spanish I want to see the language shift compare to the first and second and third generation. I also want to learn why third generation immigrants choose another language beside their own native language. I want to understand why and what causes theses and to find other study similar to this one.

Method / Método de investigación

I made three graphs to study three people in the same family but different generation. I record Emily's grandma that is the first generation immigrant from Mexico and Emily's mom that is the second-generation immigrant from Mexico and Emily who is the third generation immigrant from Mexico. I would ask them question in Spanish and English and then I would listen to them talk to each other. Every time they talk in Spanish and English I would mark it down in my graphs which language they chooses and who they talk to in each language. I did this investigation in a long car ride so we where all stuck

in the same car traveling so I had plenty of time to find out what language each person like to use and with who.

This is a family tree of Emilys showing the different generatinartions of immgrantes that I record. But I never record the Aunt of Emily's.



I found a lot of my data in this investigation that explain about the second generation and why the language shift start with the second. It shows and explains how the first generation migrate knowing little to no English, they may understand a few words or maybe come to know it because it's the language in their environment it but their English is very limited. (What Holds Back the Second Generation? The Intergenerational Transmission of Language Human Capital Among Immigrants.) Explain how students of second generation are behind and have a disadvantage in school. Understand limited amounts of English can affect their academic environment. In the year 2000 there was an investigation immigrants to find out which language do immigrants speak the most and how many children affect by this. (section II.B and in section III.B) The parents that used English around their kids had a huge impact on the children ability to speak English. Parents that didn't use English have the opposite affect on children. They tend to use very little English or none.

Its very important for the parents to use English because children can learn it twice as fast they can feel supported to see their parents using it. (the Hispanic Trends project) says that first generation immigrants of Hispanics in the united states talk proficient in Spanish but not proficient in English and the second generation immigrants speak Spanish and English but their English is normally limit because of the first generation. Second generation has a low rate for education. The third generation immigrants talk more English and less Spanish, school, music, and television have a huge impact on the third generation. There was investigation with parents and their children and eighty-six percent say that it very important for their children to learn English and eighty five percent say it's important that their children also know Spanish as well.

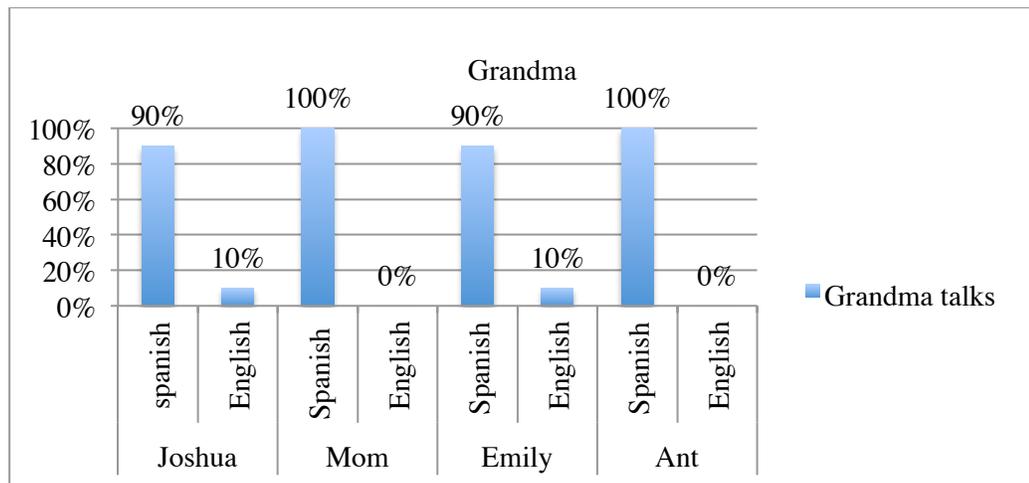
If the parents want to find answers why their child are having problems speaking language (multilingual living) says there is ten reasons why your kids aren't speak your language. 1 Not enough exposure: Kids need to have first had exposer to their language all and it needs to be all week long around 50 percent of the time. 2 Why should your child use the minority language if he can get everything they needs by using the language in his environment and some ideas were that the minority language should be spoken in your home and traveling were language is spoken so they might have better understanding why its important to speak it. 3 Consistency: does your child know who speaks that language and when they use it? 4. Enjoyment: using their minority language fun for your child and not boring. 5 Parents don't become teachers as if it was school: live the language and not teach. 6 Not setting an example: Language should be used as much as possible so that children hear it and use it more often. 7 Encourage: books and videos make a good resource for minority language. 8 Age: having difficulties in school can cause the rejection for the minority language. 9 comfort: feeling comfortable using his minority language its important so that wont prevent not using the minority language 10 Patience: be patience the child will use his minority language in time cant rush it just give positive feed back and over time he will start to use it more and more. All of this thing could be reason why your child is not speaking your language.

(Bilingualism and language loss in the second generation) it describes it as a three-generation process. That the first generation use their mother tongue language at home but try's to learn as much as English as they can, the second generation uses they mother tongue at home but switches over for school, and the third generation knows their mother tongue but does not use it as much and uses English as their primary language in the home and every where and the mother tongue is soon forgotten and by the next generation will only know how to speak English and English only.

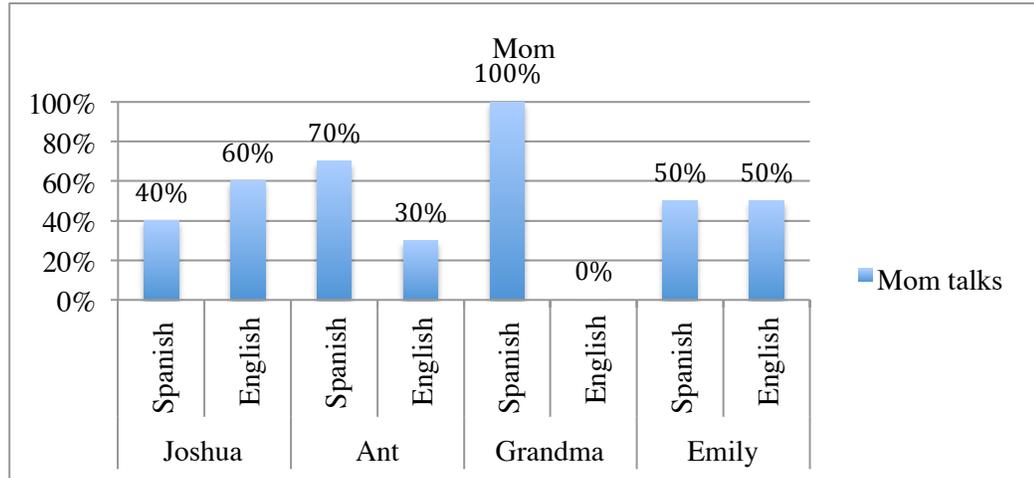
Some people think learning another language is bad because they stop using their native tongue. (When learning second language means losing the first) explains that when they first generation start learning English in schools they start not using their native language. There is a huge impact their native language ability. Schools have problem to, because they only emphasis on learning English and not the use of their native language.

Results

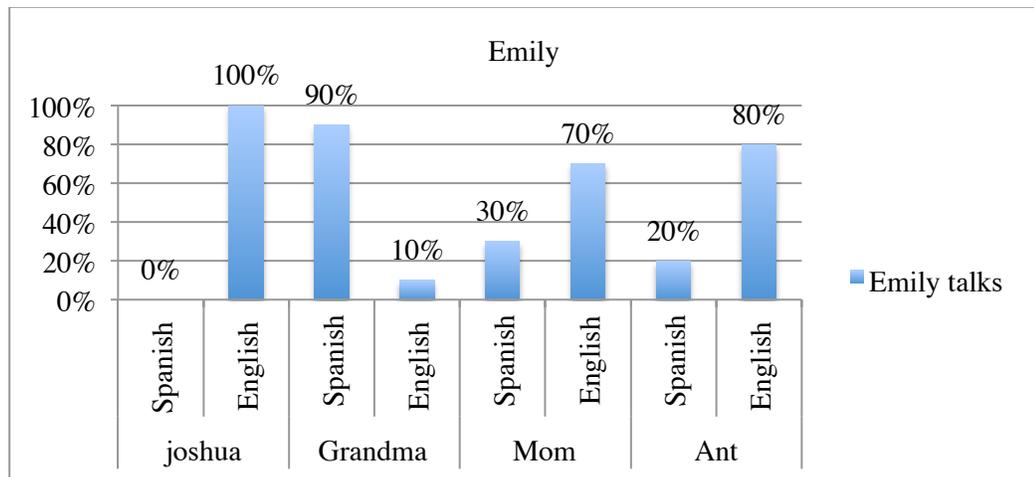
Each of these graphs shows how much Spanish and English used by certain people. Each question is ten percent when the person responds back in whatever language they choose. This graphs are from Emily and her Grandmother and it shows how much Spanish she uses then English and on the bottom it show the four people she talk to and witch language she talk to them in. with me the grandma uses ninety percent Spanish, ten percent English because she like to practice her English with me she knows basic words like hello, bye, head, feet, and hands. The grandma talk to Emily mom one hundred percent in Spanish, cero percent in English, grandma talk to Emily ninety percent in Spanish, ten percent in English because the grandma practice with Emily too, grandma talk to the ant of Emily one hundred percent in Spanish, and cero percent in English.



This is the Emily mom's graph this is where the language shift starts because she knows Spanish and English and it's very interesting because she still used more Spanish than she did English. Mom uses forty percent in Spanish, sixty percent in English with me, mom talk to Emily and seventy percent in Spanish, thirty percent in English, mom talk to Emily grandma hundred percent in Spanish, zero percent in English, mom talk to Emily fifty percent in Spanish, fifty percent in English.



This is Emily graph this one shows how much impact English has on her and she uses very little Spanish mostly English and it shows she speak to me with zero percent in Spanish, one hundred percent in English, ninety percent in Spanish with her grandma and ten percent in English with her grandma because she practices her English with her, Emily speak with her mom thirty percent in Spanish, seventy percent in English, with Emily ant she speak twenty percent in Spanish, and eighty percent in English. When Emily normally wants something she goes to her grandma and says "Grandmita yo quero panda" and meaning in English that she wants panda that is chines food.



Discussion

I found out that lot of the research of different investigations match my data from the graphs. Emily's grandma speaks mostly Spanish and knows very little English and then the Emily's mom speaks Spanish and English but speak more Spanish and Emily uses mostly English and very little Spanish. Over time language will shift because of education, music, and television. Language in their environment has a huge impact and over the years. This does not mean Emily can't speak Spanish she can perfectly speak Spanish and she can use it any time she wants to. Emily can control the conversation she knows and who she speaks too in what kind of language. She knows when to use it for her benefit. I found that third generation does not lose their native language but control the conversation.

Conclusion

Yes I completed everything I was hopping for I understand now why my niece speaks more English then she does Spanish and I got to see first hand the language shift in each generation and the causes of it and I found a lot of different study as well for this issue. But also there needs to me more research done on it.

References

Bleakley, H., Chin, A., & California, S. D. (2004). *What holds back the second generation ? the intergenerational transmission of language human capital among immigrants*. La Jolla, CA: Center for Comparative Immigration Studies, University of California, San Diego.

Taylor, P., Lopez, M. H., Martínez, J., & Velasco, G. (n.d.). When Labels Don't Fit: Hispanics and Their Views of Identity. *Pew Hispanic Center RSS*. Retrieved December 12, 2013, from <http://www.pewhispanic.org/2012/04/04/iv-language-use-among-latinos/>

Fillmore, L. W. (2005). When learning a second language means losing the first. *The new immigration: An interdisciplinary reader*, 289-308.

Heller, C. (n.d.). Top 10 Reasons Your Children Aren't Speaking Your Language. *Multilingual Living RSS*. Retrieved December 12, 2013, from <http://www.multilingualliving.com/2010/05/18/top-10-reasons-your-children-not-speaking-your-language/>

Portes, A., & Hao, L. (1998). *E pluribus unum: bilingualism and language loss in the second generation*. Annandale-On-Hudson, N.Y.: Jerome Levy Economics Institute, Bard College.

**Acquisition of an authentic accent among primary school
learners of Spanish**

Gabrielle Cordero

Sonoma State University

Abstract

Generally, accents can be a helpful indicator in determining if a person is fluent in a particular language. As the Spanish language continues to evolve as one of the highest spoken languages in the world, many non-native Spanish speakers have begun to learn the language. In studying the Spanish language, the curiosity behind this study examines the differences in accents between non-native speakers and native speakers. The research began by comparing individuals who grew up in predominantly Spanish spoken households and individuals that do not speak Spanish in the home. The study sought out to discover the ways individuals develop accents in a natural form. To maintain the central objective, the study observed the possibilities in the Spanish language when concentrating on accents. The research went on to reveal that it is possible for anyone of any background to gain a natural accent; however, there are important factors that play an important role in attaining the accent.

Sinopsis

Generalmente, los acentos pueden ser un indicador útil para determinar si una persona habla con fluidez en un idioma determinado. A medida que el idioma español continúa evolucionando como uno de los idiomas más hablados en el mundo, muchos hablantes no nativos de español han comenzado a aprender el idioma. En el estudio de la lengua española, la curiosidad detrás de este estudio examina las diferencias de acentos entre los hablantes no nativos y hablantes nativos. La investigación se inició mediante la comparación de las personas que crecieron en hogares que se hablan predominantemente español e individuos que no hablan español en el hogar. La investigación buscó para descubrir las formas en que los individuos desarrollan acentos en una forma natural. Para mantener el objetivo central, el estudio observó las posibilidades en el idioma español cuando se concentra en los acentos. La investigación llegó a revelar que es posible para cualquier persona de cualquier fondo para ganar un acento natural, sin embargo, hay factores importantes que juegan un papel importante en la consecución del acento.

Introduction

Stemming from natural curiosity in understanding linguistics, the research project focused primarily on analyzing accents in the Spanish language. The study explored the spoken accents of non-native speakers while comparing those of native speakers. Due to the increasing number of multilingual language learners, the study set out to see if it is possible for anyone learning the language to attain the accent. The research was then followed by a determination of how an individual can acquire the natural accent. Linguistically, this was the core concept explored in the research. The goal was to discover if at first it was possible for anyone to attain a natural accent in Spanish and secondly if there were factors that constituted the reasoning and evidence behind it.

When discussing the term “accent” in this project, accent refers to the pronunciation of the Spanish language. What it means to have a “natural” or “authentic” accent is to speak with fluency and with a natural pronunciation of the words or letters.

Most importantly, how non-native speaking students pronounce the more difficult words and letters in Spanish.

Many studies have been conducted in determining why age is an important factor in a learning second language to prove the benefits of starting at a young age (Tagliere 2013). To analyze the objective behind the project, I chose elementary school students as my subjects. The subjects were all participants of a “two-way” bilingual immersion program at Bachrodt Charter Academy in San Jose, California. These elementary school students are part of the “two-way” bilingual immersion program where the curriculum in the classroom is taught in two languages. “Two-way” immersion education is defined as the curriculum being taught in another language other than English, a majority of the time. At Bachrodt Charter Academy, the two-way immersion program has a curriculum taught 90 percent in Spanish and 10 percent in English. There has been an increased growth of language immersion in the United States as reported by the Center for Applied Linguistics (2011).

The purpose of using bilingual immersion students is to see if it is possible for a non-native student to acquire an accent and speak as naturally as their peers who are native speakers. The objective is to discover if there is a difference between an individual that comes from a Latin American or a Spanish background in comparison to an individual who does not. With prior studies and articles on bilingual education that have shown the benefits of learning the second language at a young age including listening ability, memory, creativity and critical thinking (Walker 2004).

Non-native speakers in this particular study are students who do not come from a Latin American or Spanish background. The study also focused on students who do not speak Spanish in the home as the primary language. My objective was to see if there was a difference between non-native speaking students along with students who come from predominantly English speaking households and students who were native speakers or those who predominantly spoke Spanish in their households.

Method

For the investigation, I was able to acquire information through formal and informal interviews as well as with audio and visual recordings. There were two methods in the investigation. One method was interviews as investigation and the second method was audio and visual recording. I conducted three types of interviews: professors, students and the parents of the students. The first interviews I conducted were with professors. These professors are highly involved in education and are currently employed teachers at the bilingual immersion school, Bachrodt Charter Academy. I interviewed (4) professors total: (2) second grade teachers, (1) third grade teacher, and (1) fifth grade teacher. The interviews were formal sit down interviews where I prepared questions ahead of time relating to the subjects and subject matter (Appendix A). From these interviews, I was able to attain further information on the experiences the teacher’s had with students of all backgrounds in the classroom and their expertise on the matter.

The second type of interview was a formal investigation with the parents of the subjects. The interviews were conducted in the same manner as the professors. I had prepared a set list of questions to the parents inquiring about their individual backgrounds and about the student’s as well (Appendix B). Questions include inquiries of what language was predominantly spoken in the household of the student as well as

the parent's household as a child. These questions were to gain more information on the subjects to observe if this had any influence on their acquisition of the accent in Spanish.

The third type of interviews included the actual subjects of the study who were the students. Nine (9) students total were interviewed, who are all labeled by "E" followed by a number (Table 1.0): (4) native speaking students and (5) non-native speaking students. The native speakers included: (E1), (E2), (E4) and (E8). Only (2) of the (4) native speakers predominantly spoke English in their households. These investigations were conducted in a slightly different manner in order to gain evidence for the study. The interviews were conducted individually and organized in two parts. The first part of the interview was an informal conversation. Students were aware of a camera presence therefore, I had to commence an informal conversation in order for the subjects to feel comfortable speaking Spanish naturally. The second part of the interview was a reading segment. Students were allowed to pick from a list of books I suggested or read from a song called "Un Raton" (Appendix C). The students had the option of reading two minutes worth of books selected that were all in Spanish or recite the song in Spanish.

It is important to take into account the type of non-native speakers that were used as subjects. Five (5) non-native speaking students were participants of the study. The non-native students included: (E3), (E5), (E6), (E7) and (E9). Student (E3) provided a unique perspective to the study. The student has been a participant of the immersion program since Kindergarten. Currently the student is in third grade, which equates to her enrollment in the program being four years. She is trilingual and speaks three fluent languages: English, Spanish, and Vietnamese. The student is from Mexican descent on her father's side and Vietnamese descent from her mother's side. Despite the fact that her father coming from a Mexican ancestry, there is no Spanish spoken in the household, as reported by her parents in the formal interview. The primary dominant language spoken in the household is Vietnamese, which her mother recorded as 90 percent of the time. The second dominant language spoken in the household is English, which is spoken 10 percent of the time. Student (E5) is currently in third grade and has been a participant since Kindergarten. She is bilingual and speaks Spanish as well as English. Her mother and father were both born in England. There is no Spanish spoken in the home, with English being the only language spoken in the household. Student (E6) is also a third grade student who has been a participant since Kindergarten. He is bilingual and speaks Spanish as well as English. English is the only language spoken in the household with the family. He comes from a German and Italian descent. Student (E7) is a bilingual student who speaks Spanish and English. She is also a third grade student and a participant since Kindergarten. Her father is of Chinese descent and her mother is of Irish descent. Student (E9) is a second grade student and has also been a participant of the program since Kindergarten.

In order to determine if these students could speak with an authentic accent, the criteria that I looked at was pronunciation. I looked to see if they were able to pronounce the most difficult letters in Spanish: (1), Vowels (2), "p" (3), "t" (4), "k" and "r." The books I had let the students chose from all contained the most difficult letters to pronounce. I recorded the students through audio and video recordings to record how the subjects pronounced the words and letters.

Table 1.0

	E1: Ileana Meráz • Habladora Nativa		E6: Devin Floriani • Hablador No Nativo
	E2: Carina Meráz • Habladora Nativa		E7: Alana Choy • Habladora No Nativa
	E3: Dekyedawa Rodríguez • Habladora ½ Nativa		E8: Isabel • Habladora Nativa
	E4: Alexandra Cordero • Habladora Nativa		E9: Benjamin • Hablador No Nativo
	E5: Lucy May Wagner • Habladora No Nativa		

Results

The results of the study proved to be very intriguing and insightful. Prior to receiving the results to the project, I had an assumption that the accents of non-native speakers were dramatically different than those of native speakers. However, after analyzing the data I had collected and after carefully detecting the pronunciations of the most difficult letters and words in Spanish, I was able to determine that the non-native students were able to attain a natural accent and speak similarly to those of their peers. Learning more information about the subjects through the parent interviews helped when analyzing if this influenced the level of accents the students had as well.

Table 2.1

The table (Table 2.1) was a recording of the students who were native speakers. As shown below in the Key (Table 2.0), the pronunciations were scaled from “very easy” to “very difficult” with varying degrees in between. The table was formulated so that when the student recited words from the books, the pronunciations were measured how difficult it was for the student to pronounce the words. The results of the native speakers portrayed that all four students were recorded as the “very easy” for the level of difficulty when pronouncing the vowels and the letter, “r.” Student 1 was able to also pronounce “p” and “k” very easily and “t” was easy. For the most part, the students were able to pronounce words and letters “very easily” to “easy” levels. There were no students who were recorded as reciting any letters with any level less than “easy.”

(Table 2.0) Key:

- MF – *Muy Facil* (Very Easy)
- F – *Fácil* (Easy)

M – *Medio* (Medium)
 D – *Difícil* (Difficult)
 MD – *Muy difícil* (Very difficult)

Table 2.1 – Subject Pronunciations: Native Speakers

	E1: <i>Libro</i>	E2: <i>Libro</i>	E4: <i>Libro</i>	E8: <i>Canción</i>
Vocales (a, e, i, o, u)	MF	MF	MF	MF
“R”	MF	MF	MF	MF
“P”	MF	MF	F	F
“T”	F	F	F	F
“K”	MF	F	F	F

Table 2.2

The table (Table 2.2) examined the pronunciations of non-native speakers. This table proved to be very interesting as well while observing the level of difficulty the subjects had. Overall, the non-native speaking students proved to have the same level of difficulty as the native speaking students. The only difference is that the native speakers have more “MF” ratings overall. However considering that all responses ranked in the “MF” or “F” categories, it proves that these students can speak with fluency and with an authentic type accent. We can see that all students were able to pronounce the vowels “very easily.” For the most part, all students except for Student 5 were able to pronounce “very easy” the letter “r.” When looking into the table as a whole, none of the students received a score lower than “easy.” Each student was able to pronounce the words with a natural sounding accent.

Table 2.2 – Subject Pronunciations: Non-native Speakers

	E3: <i>Libro</i>	E5: <i>Canción</i>	E6: <i>Canción y libro</i>	E7: <i>Canción</i>	E8: <i>Canción</i>
Vocales (a, e, i, o, u)	MF	MF	MF	MF	MF
“R”	MF	F	MF	MF	MF
“P”	F	F	F	F	F
“T”	F	F	F	F	F
“K”	F	F	F	F	F

Discussion

Drawing from the conclusions of the results, it was intriguing to discover how similar the non-native speaking students compared to the native speaking students. Although the native speaking students did have more of a natural accent, the differences between the non-native speakers were not far off. When recording the students and reviewing their audio samples, it was difficult to determine which students were native speakers and which students were non-native speakers. This helped to draw the conclusion that non-native speakers can acquire the native accent. Reviewing over the content of the audio and video samples, I had other people listen to samples and determine if they thought the students came from a native background or non-native background. A majority of the people could not determine which student was native or non-native. There was a slight difference between how much more natural the native speakers accent sounded compared to the non-native. However, this does not mean that the non-native speaking students did not sound as if they did not speak with a native accent. The levels of difficulty in pronouncing the vowels and the letters were relatively the same for the non-native speakers as for the native speakers.

Conclusion

The results of the study concluded that it is possible for non-native Spanish speakers to acquire a natural or “authentic” accent. However, there are three very important factors that play a vital role in the acquisition of the native accent (Appendix D). One factor is age. It is fundamental that the individual begin to learn the language at an early age, as discovered with the two-way bilingual immersion students of Bachrodt Charter Academy. From the birth of a child to the age of 12, these are the most critical years for children when learning a new language and developing the native accent. The second

factor is immersion. There are different forms of an individual becoming immersed in the language. One example includes immersion in the form of education to children at a young age, as referenced to the subjects who are participants of the bilingual immersion program. Another example is immersion in the form of travel and lifestyle. If an individual was to travel to a country where Spanish is predominantly spoken or live in an area where Spanish is the primary language, this can be a valuable technique in acquiring an authentic accent. The last criterion that plays a factor in attaining the accent is prior knowledge of a second language or more. If an individual is already a bilingual speaker or multilingual speaker of languages other than Spanish, it is easier for that person to acquire the accent when studying the language. Learning languages at a young age has many cognitive and linguistic benefits including easier acquisition of accents in different languages.

Acknowledgments

This project would not have been completed to the best of its ability without the help of those who made the study successful. I would like to personally thank the many people who contributed such richness and support to this project. Thank you to the Undergraduate Research Grant Program for the IRA Undergraduate Research Project Grant, as well as David Hartranft for assisting with the details of the project's funding. A sincere thank you to Professor Jeffrey Reeder who contributed his vast knowledge to the subject and insightful input to help the project excel. Thank you to the professors at Bachrodt Charter Academy, Maestro César Gaetan, Maestra Leticia Recio, Maestra Celestina Olivas, Maestra Maribel Valerio and Maestro José Meráz, whose contribution to the subject matter heightened my interest into further exploring bilingual immersion education. A special thank you to the Bachrodt Charter Academy students who were participants of the study including fifth grade student, Ileana Meráz, third grade students Carina Meráz, Dekyedawa Rodriguez, Alexandra Cordero, Lucy May Wagner, Devin Floriani, Alana Choy and second graders Isabel and Benjamin. I would also like to thank the parents of all the students for their time and support to help complete this project.

References

- Directory of Foreign Language Immersion Programs in U.S. Schools.* (2011). Washington, DC: Center for Applied Linguistics. Available: www.cal.org/twi/direcotry
- Tagliere, J. (2013). Foreign Language Study – Is Elementary School the Right Time to Start? *Buzzle*. Retrieved from <http://www.buzzle.com/articles/foreign-language-study-is-elementary-school-right-time-to-start.html>
- Walker, C. (2004). Foreign language study important in elementary school. *Wake Forest University*. Retrieved from <http://www.wfu.edu/wfunews/2004/062404r.html>

Appendix

Appendix A

Questions for the Professors

Gabrielle Cordero
Sonoma State University- Dept. of Modern and Foreign Languages: Spanish

SPAN 490 Research Project
Emphasis: Accent Authenticity

1. How many years have you been teaching?
2. Teaching Immersion?
3. What grades? Immersion? How many years in each grade?
4. How does the professor know Spanish? Primary language?
5. Do the students pick up on the American Accent? From Non-Hispanic teachers? Do the students pick up the American Accent?
6. How many students come from Spanish-speaking backgrounds? English? Bilingual? Other languages? Spanish-speaking backgrounds.
7. Percentage taught in your grade. English/Spanish?
8. Do you see a difference between these students?
9. Does that Spanish influence make a difference in their work, grammar, and pronunciation?
10. What is their opinion why students switch from speaking Spanish to professors then to English to their peers?
11. Is there a trend of students developing accents when or maintains a Spanish accent when they speak English?

Date Interviewed:

Appendix B

Questions for the Parents of Students

Gabrielle Cordero
Sonoma State University- Dept. of Modern and Foreign Languages: Spanish
SPAN 490 Research Project
Emphasis: Accent Authenticity

1. What was the child's first language?
2. At what age did the student begin learning a second language?
3. At what age did the student begin learning Spanish? With instruction?
4. What is the primary language spoken in the household?
5. With all three (family)?
6. English Parent to child dialogue? English
7. Is any Spanish spoken at home?
8. What is the parent's influence on the language, Spanish?
9. How many languages does the student speak fluently?
10. How many languages do the parents speak? Each parent?
11. What is the parent's primary language spoken? To student? To family members? To spouse?
12. What is the student's mother's first language? Primary language spoken in childhood.
13. What is the student's father's first language?
14. Why did you choose to put your child in immersion education?
15. What is your ethnicity? What is your spouse's ethnicity?
16. Why immersion?

Date interviewed:

Appendix C

Un ratón canción

Un ratón

Un ratón revoltoso me rompió mi reloj
Lo rete, se rió y el ratón lo regresó
Un ratón, me recuerdo una radio me robó,
Lo enchufó, reventó y al ratón risa le dio

Un ratón

Un ratón revoltoso me rompió mi reloj
Lo rete, se rió y el ratón lo regresó
Un ratón, me recuerdo una radio me robó,
Lo enchufó, reventó y al ratón risa le dio

Appendix D

Three factors that play a role in the acquisition of an “authentic” or native accent

Edad	<ul style="list-style-type: none">• Es fundamental que la persona aprende el segundo idioma a una edad temprana• Desde el nacimiento hasta los 12 años son los años críticos
Inmersión	<ul style="list-style-type: none">• Escuelas primarias y programas de inmersión de bilingüe• Viajar y vivir a países que hablan predominantemente español (Sumergirse)
Conocimiento Previo	<ul style="list-style-type: none">• Es más fácil alcanzar el acento nativo cuando una persona ya es fluido en más de un idioma• Si la persona ya es bilingüe o habla más de un idioma, esto es una ventaja para alguien que está aprendiendo el idioma y el acento

**Spanglish Among Second-generation Bilinguals in the
United States: A Case Study**

Lauren Cruz

Sonoma State University

Abstract

While Spanglish in the past has been looked down on as a language used only for uneducated bilinguals, it has proven to be a commonly used language in today's society. This paper follows two individuals who demonstrate the use of Spanglish on a daily basis and how it is utilized. The previous ideology that Spanglish is inferior has been challenged in this study to prove that Spanglish is not merely a random language. In fact, there is a structure to the language and even trigger words that cue the speaker to switch from one language to another. This study demonstrates sentences said by the two subjects and records how many times they used each language over a thirty-minute recorded conversation. Results of this study prove that Spanglish is becoming its own language and that it has been nearly impossible to explain the structure since the so-called rules of Spanglish are not written

Sinopsis

Mientras el espanglish ha tenido un sentido negativo en el pasado, hoy en día ha crecido de ser una lengua propia. Este informe sigue dos sujetos que demuestran el uso del espanglish cada día y cómo se usa. La idea previa que el espanglish es una forma de hablar mala o negativa no existe tanto hoy en día porque no es una manera de hablar al azar, sino que ahora es su propia lengua. De hecho, hay una estructura a este lenguaje y hay ciertas palabras que indican cuando se debe cambiar de una lengua a la otra. Este informe demuestra frases dichas por los dos sujetos y graba cuántas veces usaron cada idioma durante una conversación de 30 minutos. Los resultados demuestran que el espanglish se convierte a una lengua actual y que ha sido casi imposible para explicar la estructura puesto que las reglas de este lenguaje no están escritas.

Introduction

The mix of Spanish and English found in predominantly hispanic communities is referred to as Spanglish. Though there are several variations of Spanglish, it is important to note that they are all forms of Spanglish, and may be identified by their use. While English is the dominant language in the United States, Spanish is becoming an exponentially increasingly used language in several regions. With the release of the census figures in 2000, Latino America was anointed the future driving force of American culture.¹ In addition, the census also shed light that California has the most densely populated Latino community as a result of Mexican migration.² After hearing two predominant people in my life constantly speaking in Spanglish, I began to wonder what Spanglish truly was, and whether or not it was merely a random transition from Spanish to English (or vice versa), or if it followed a pattern.

The focal point of my research study was to use two subjects who are part of the second generation living in the U.S. My first subject was born in Watsonville, CA, but her parents are originally from Michoacán, Mexico. My second subject was born in

¹ Stavans, I. (2003). *Spanglish: The making of a new american language*. (1 ed., Vol. 1). New York, NY: HarperCollins Publishers Inc.

² Rell, A. (2004). An exploration of mexican-american spanglish as a source of identity.

Coachella, CA, but her parents are originally from Chihuahua, Mexico. Being part of the second generation living in the United States, my two subjects explained that they used Spanglish as a medium to communicate with their parents who speak only Spanish, and their friends who speak both languages.

This hybrid of two languages has become a phenomenon, especially here in the United States, and has multiple forms of use. For example, Spanglish can be utilized in the form of speaking half of a sentence in one language, then the rest of the sentence in the other language. Additionally, Spanglish can be used by speaking the entire phrase in one language, substituting only one word of the opposite language throughout the sentence. Lastly, Spanglish can also be used in the form of “Americanizing” a word, such as the verb used to describe parking a car. Whereas the verb *to park* in Spanish is *estacionar* or *aparcar*, the “Americanized” form of this verb is simply *parquear*. While there are several different forms of Spanglish, it is important to note and recognize all of them as the hybrid of English and Spanish. Furthermore, using prepositions in a position that is unacceptable in Spanish and adding words that would typically be added in English is often found in Spanglish.³ Throughout the study, I noted many times of Spanglish used by both subjects, and though they are both part of the second generation in the United States, I found age to also be a key factor in the differences of Spanglish.

In regards to the different types of Spanglish that exist, they also have sub-categorical names to label them. For example, code-switching is a highly used key term when discussing Spanglish and its use. Code-switching refers to the form of Spanglish in which means that a particular sentence is spoken in one language, then once it has been changed to the other language, it is strictly in that language. On the other hand, a second term often used is code-mixing, which is another form of Spanglish. With code-mixing, the speaker constantly transitions in and out of languages, almost every two or three words they will change the language from English to Spanish.

Method

In order to conduct this study, I met with both subjects, separately, in their own environments and recorded a conversation with them for 30 minutes each. After listening to the recordings on replay, I documented how many minutes each subject spoke in English, Spanish, or Spanglish. Additionally, I recorded several phrases spoken in Spanglish that stuck out to me and noted any indications or “trigger-words” that would cause the subjects to switch from one language to the other.

Furthermore, I decided to add one additional aspect to my study involving the structure and “rules” of Spanglish. As only having the recordings of my two subjects proved to not be enough evidence for me to make a strong enough claim, this additional piece of research was crucial in intensifying my study. Since I am not a formal Spanglish user, I came up with several sentences which utilize my perceived thought of what Spanglish was, and read them to both subjects. They were then asked to identify which sentences were deemed “correct” and which were deemed “incorrect.”

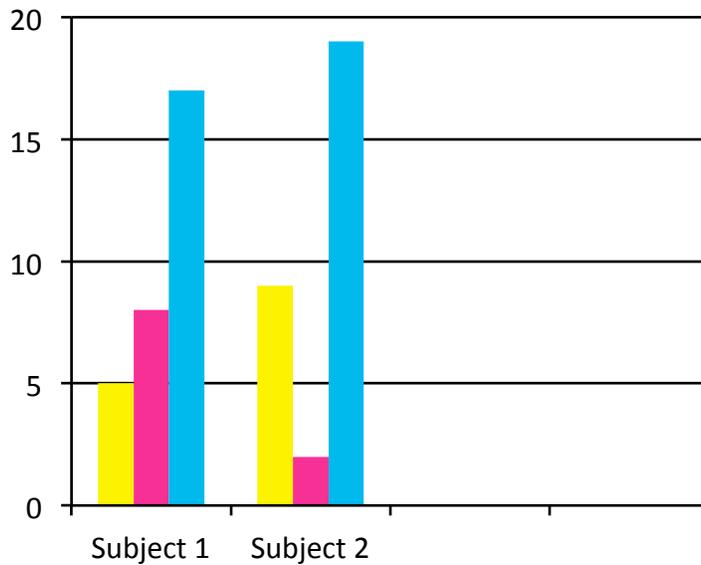
I created a bar graph to depict the number of minutes each subject spoke each of the three languages: English, Spanish, and Spanglish. Additionally, I included the example sentences that were shown to both subjects which, to my surprise, had matching responses between the two subjects.

³ Ardila, A. (2005). Spanglish: An anglicized spanish dialect. *Hispanic Journal of Behavioral Sciences*, 27(1), 60-81. doi: 10.1177/0739986304272358

Results

The results of my study indicated that it *is* true that Spanglish has become its own language in today's society. It is used in multiple forms to assist communication between bilingual speakers, and does in fact have a structure and certain rules or guidelines that must be followed. It is noted how many minutes each subject spoke each of the three languages over the course of a thirty-minute conversation.

While the structure and rules of Spanglish cannot be pin-pointed, it is clear that the speaker, who must be bilingual, can make the judgment of whether a phrase in Spanglish is correct or incorrect based off of where the transition of one language to the other takes place. The guidelines of Spanglish are not easily recorded or documented because everything has been passed down orally, so there is no specific written rules of the language or its use.



In the above chart, the blue bar indicates the number of minutes spoken in Spanish, the red bar indicates the number of minutes spoken in English, and the green bar indicates the number of minutes spoken in Spanglish. Subject 1 spoke 5 minutes of Spanish, 8 minutes of English, and 17 minutes of Spanglish. On the other hand, subject 2 spoke 9 minutes of Spanish, 2 minutes of English, and 19 minutes of Spanglish. This study shows that both subjects spoke predominantly in Spanglish, but that not all Spanglish-speakers follow a similar pattern, because subject 1 spoke more English than Spanish, and subject 2 spoke significantly more Spanish than English.

Of the several sentences proposed to the two subjects, the following sentences and words were deemed “correct” Spanglish:

- *Ya son las 4:30 (cuatro y media)*, I’m hungry.
- ... *Porque* I had to take her to her doctor’s appointment.
- On my weekends I don’t do much... Eat... Sleep... *mirar la tele*.
- *Lonche* (lunch)
- *Surfear* (to surf)

- Parquear* (to park)
- Rentar* (to rent)

Furthermore, I documented a sentence spoken by each subject to depict their use of Spanglish. The following sentences demonstrate how Spanglish can be used in several variations of frequency.

Subject 1: (speaking of her next-door neighbor) *I think she just graduated from high school, Graciela..Gracie. I call her Gracie, that's what it is in English, but she [Gracie's mom] always calls her her name in Spanish. Like, tiene otra hija mayor que se llama Bernice. Yo le digo Bernice porque es en inglés pero ella le dice Berdenice.*
Subject 2: *Mi madre me dijo que she needs a ride to the store, y después to the Doctor's office.*

On the other hand, the following sentences were deemed “incorrect” use of Spanglish by the two subjects:

- Pues*, she didn't want to go shopping *porque no tiene* no idea how much money she has in her account.
- A ella no le gusta chocolate porque siempre le* gives her a headache.

Discussion

In this particular study, it became evident that Spanglish is used daily among bilinguals here in the United States, particularly by the second generation. I found it interesting in my research prior to conducting the study that there were so many different forms of Spanglish, including the difference between code-switching and code-mixing. There is so much thought that goes into speaking Spanglish that is done subconsciously, and therefore it is extremely difficult to note the several guidelines and the structure of the language.

In the sample sentences I gave the two subjects that they both deemed “incorrect,” it is evident the reasoning for their claims. The first of the two sentences is not grammatically correct, because the Spanish use of “*no tiene ninguna idea*” translates in English to “she has no idea.” The grammatical question of double-negatives varies, but the double negative exists in Spanish, but in our form of “correct English,” it does not. Therefore, to switch languages at the break in between the double negative, as seen in “*no tiene no idea*,” the sentence becomes grammatically incorrect.

The second sentence also does not function because the reflexive verb *darse* means that something is providing the action of giving to either a person or an object. In this case, the chocolate gives the girl a headache, and for this reason, she doesn't like to eat chocolate. To say that the reason for her not liking chocolate is because “*siempre le* gives her a headache” is grammatically incorrect, because the Spanish form of saying that it gives her a headache would be “*porque siempre le da* a headache,” making this version the correct form of Spanglish.

Conclusion

When the study was initiated, I had planned to find and prove that Spanglish has become such a phenomenon because the previous ideology that it was a random mix of English and Spanish has converted to the concept that it has grown to become its own language, with a structure and guidelines. While I was able to prove some cases of Spanglish indeed having its own “rules” constituting it as its own language, I found it very difficult to pinpoint what exactly the rules are and how it is structured. It is no surprise that a hybrid language of the two predominant languages, especially in California, has formed over recent years.

The decision to focus my study on the second generation living in the United States helped me understand their need for the use of Spanglish. Having parents who migrated from Mexico, both subjects spoke Spanish natively as their first language and then continued to learn English throughout their academic careers. In turn, they were able to use Spanglish to communicate with other bilinguals, as well as help their parents learn English. Their parents rarely ever used Spanglish to communicate, so I noticed the pattern only following the second generation and onwards.

While my study did not conclude the way I had predicted, with a clear explanation of the structure of Spanglish and its rules, I have come to the conclusion that it is nearly impossible to dictate the rules of Spanglish, because this emerging new language has only oral rules to follow. This is to say that the structure of Spanglish language is based merely off of habit and instinct; the rules of Spanglish are not written down as the grammatical rules of English or Spanish are in a textbook for anyone to learn. For this reason, it proved to be very difficult to find the results of my study that I had anticipated.

However, throughout my study I was able to learn much more about Spanglish as its own newfound language. I think Spanglish is fascinating because it is a transitional tool that connects the two languages together in a unique mix. Additionally, I learned about the difference between code-switching and code-mixing, which I had previously assumed were synonyms.

References

- Ardila, A. (2005). Spanglish: An anglicized spanish dialect. *Hispanic Journal of Behavioral Sciences*, 27(1), 60-81. doi: 10.1177/0739986304272358
- Fairclough, M. (2003, October). El (denominado) spanglish en los estados unidos: polémicas y realidades. *Revista Internacional de Lingüística Iberoamericana*, 1(2), 185-204. Retrieved from <http://www.jstor.org/discover/10.2307/41678177?uid=3739560&uid=2&uid=4&uid=3739256&sid=21103118614397>
- Otheguy, R., & Stern, N. (2010). On so-called spanglish. *The International Journal of Bilingualism*, 15(1), 85-100. doi: 10.1177/1367006910379298
- Rell, A. (2004). An exploration of mexican-american spanglish as a source of identity. *Mester*, 33(1), 1-15.
- Stavans, I. (2003). *Spanglish: The making of a new american language*. (1 ed., Vol. 1). New York, NY: HarperCollins Publishers Inc. Retrieved from <http://books.google.com/bookshl=en&lr=&id=eRK3GtQfln8C&oi=fnd&pg=PA1&dq=spanglish&ots=i0pFIWUkcF&sig=KsjqFY7ccATHIRJROILe-qgA4y8>

**Conversation Analysis of the Vocatives in the Movie
“Volver” Directed by Pedro Almodóvar**

Danielle M. Dishman

Sonoma State University

Abstract

This paper looks at the different vocatives used in the movie “Volver” directed by Pedro Almodóvar and looks at the conversation analysis of those vocatives used between the main female characters. Three different generations of women are in this movie so the vocatives used vary in respect from younger generation to older generation, as well as older to younger, and those of the same generation. The conversation analysis is depicted in the mood of the characters and when certain vocatives were used based on emotion and context. The results of this study indicates that there is a difference in vocatives used from generation to generation and even the relationship between each character, whether it be a familiar person, family member, or an acquaintance. In short, the vocatives used for each character depended on the mood and the relationship of the characters.

Sinopsis

Este trabajo mira a los vocativos diferentes usado en la película “Volver” dirigida por Pedro Almodóvar y mira a la análisis de conversación de los vocativos usado entre las personajes femeninos. Tres generaciones diferentes de mujeres en esta película permitieron los vocativos variar en respeto de la generación joven a la generación mayor, y también de la generación mayor a la generación joven, y estos de lo mismo generación. La análisis de conversación es representado en el humor de las personajes y cuando que los vocativos hubieron usado porque de el emoción y el contexto. Los resultados de este estudio indicado que hay una diferencia en el uso de los vocativos de generación a generación y también la relación entre las personajes, si que una persona fue familiar, un miembro de la familia, o un conocido. En conclusión, los vocativos usado para cada personaje dependido en el humor y la relación de las personajes.

Introduction

Vocatives are used in every language. These are the words or names used to grab one’s attention to either catch another’s attention, to direct a conversation towards a single person or a group, or to express either compassion, anger, or any emotion in between. This is used when using a person’s name, a variation of their name or a choice name that is not their own to express how that person means to you at that moment. A more simpler meaning of what is a vocative case is “names that are being addressed directly...When somebody is being spoken to directly, his/her name must be separated from the rest of the sentence with a comma (or commas).” (Grammar Monster) If we look at an example of a vocative case from the movie “Volver” from the very beginning of the movie when Raimunda, Sole, and Paula are cleaning the tombstones of their parents, a common Spanish custom. The vocative sentence being “Raimunda, no digas eso!” “Raimunda” is the vocative in this sentence, because it is the command being directed at her from her sister Sole. “Raimunda” being the attention grabber so Raimunda will know that this sentence is directed towards her.

Conversation analysis is the mood and context to which these vocatives can be used in. A more concise definition of conversation analysis is “the social interaction, embracing both verbal and non-verbal conduct, in situations of everyday life.”

(Wikipedia) This study, of course, will focus on the verbal conversation analysis between the three different generations of women that are the main characters in the movie. The main characters that I have focused on for my study for the conversation analysis of the vocative case are given here and their relation to one another in the movie: a mother, sister and daughter “Raimunda”, a sister and daughter “Sole/Soledad”, daughter and granddaughter “Paula”, an elderly aunt “Tía Paula”, family friend “Augustina”, and a grandmother and mother “Irene.” I also took note to the non-main characters and the vocatives they used to these main characters and even some vocatives used from main character to a less frequent character, these characters names in the movie are: Regina and Inés. I found it important to look at these characters’ vocatives and conversation analysis since they usually had a less personal relationship with the main characters than the main characters had with each other. So it created a more diverse accumulation of vocatives. The vocatives that were used to address these characters in the movie, by either other main characters or by other characters in the movie, are each character’s names, a variation of their name combined with a title, or a name that was not their own but was used to describe either a relationship to that character, directing a conversation at them, was used to describe them in the moment, or a term of endearment or frustration.

The different uses of these vocative terms for these women are based on the mood of the sentence and for what reason the first person has for addressing the character. Another factor that went into what names were used was the relationship of the characters conversing. The relationships that occurred during the movie where vocatives were exchanged were: Raimunda-Sole, Raimunda-Paula, Raimunda-tía Paula, Raimunda-Augustina, Raimunda-Regina, Raimunda-Inés, Raimunda-Irene, Paula-Raimunda, Paula-Sole, Paula-Irene, Sole-Raimunda, Sole-Paula, Sole-tía Paula, Sole-Augustina, Sole-Irene, tía Paula-Raimunda, Augustina-Raimunda, Augustina-Sole, Augustina-Irene, Regina-Raimunda, Inés-Raimunda, Irene-Sole, Irene-Paula, Irene-Raimunda.

The purpose of this study was to see if there is a difference in vocatives and conversation analysis between women of different generations in a cinema production. The reason I chose “Volver” was because of the variation in age between the characters and the different relations between the main and other characters. I also wanted to see if there was a pattern in how characters of certain relations used vocatives with one another and what vocatives are used typically between female characters of different generations, as well as, when respectful vocatives and disrespectful vocative are used and the conversation analysis associated with that context.

Method

I collected my data for this study by watching the movie “Volver” with subtitles in English, because I could not find a DVD with Spanish subtitles, as to not miss any of the vocative terms used between characters. I took careful notes and paused the movie frequently to record the vocative term used by a character every time it occurred. I also paid attention to which characters from each generation spoke to another character of a different generation or the same generation and wrote down the vocative term and put a brief description of the context and conversation analysis used along with the vocative to see if there is a pattern between vocative terms used by certain characters. This depended on the relationship between the characters, age, and mood. So as a whole I made sure to document which character said what vocative to another, the conversation analysis on that vocative meaning the mood and context on that vocative, and I documented the conversation analysis of attention grabbing words that characters used

to announce that they were about to speak before using a vocative to direct the conversation at a character. I also was able to find a list of Spanish subtitles so I could look through the conversation and be sure of the vocatives that I had taken notes on. (Alreves)

Results

Here is a list of all the names that I recorded while watching the movie. Looking at this list we see the three different categories that I was able to put the vocatives in that were used in “Volver.” The first column of vocatives are the names that I gathered from the movie that has each of the main characters’ names that are used by either another main character or another character. The second column is a variation of a name with a title. The third column is a name that was not their own but was used to describe them in the moment, as a term of endearment or out of frustration.

<i>Own Name</i>	<i>Own Name With A Title</i>	<i>A Name That Is Not Their Own</i>
Raimunda	Señorita Raiumunda	mamá
Sole	Tía Paula	tía
Augustina		abuela
Paula		hermosa
Irene		mujer
		muchacha
		cariño
		bonita
		amor
		mi hija
		hija
		hija mia
		mi niña
		perezosa

<i>Own Name</i>	<i>Own Name With A Title</i>	<i>A Name That Is Not Their Own</i>
		coño
		coño vieja
		pesao

Table 1. Vocatives used through out entire movie

Discussion

This study focused on the use of vocatives within the movie “Volver,” and the different uses of these vocatives for the main female characters. To determine how to collect my data I focused on the relationship between the characters, the mood of the vocative, and for what reason the first person was addressing the character. After watching the movie I realized that certain characters used certain vocatives with one another depending on the previously mentioned three aspects. I realized Sole and Raimunda, their relationship being sisters, only used each others’ names to address the other if they were upset, frustrated, or exasperated with one another. Any time these negative feelings would arise between the two of them they would grab the other’s attention by saying their name as to make sure their frustration was directed solely on that specific person. Other general terms that were used typically had a lighter mood that went with them and were often spoken softer, rather than if a specific person’s name was being used. For other characters there was a variation of tones and conversation analysis whenever a specific person’s name was used to grab their attention. These moods ranging from anger, attention, nostalgia, asking for forgiveness, shock, respect, understanding, appreciation, and endearment. But specifically the familiar relationship between Sole and Raimunda they only used the other’s name out of being upset.

Terms like tía, abuela, and máma were always in a form of respect. These names were never used negatively, and were used to grab the attention of the respected senior. Especially when the term was a title for a respected elder like tía Paula. Raimunda, Sole, Paula and Augustina always spoke of tía Paula in respect and never used her name as a vocative for any negative feelings. This is due to her seniority over the other characters. Hija was used respectively but because it is a younger person it was also used for scolding and to grab the person’s attention of whom is being addressed positively and negatively. This is not the same for terms with possession such as mi hija, mi niña, and hija mia. These were always used positively and had a sense of endearment to them. I believe this to be because anything that is claiming it as their own, or showing possession, did not want a negative light on the vocative. If it were to be a negative term and possessive at the same time then I believe it would show that one is claiming something undesirable. By only using vocatives with a possession on it in a positive context then it shows that you own best. These vocatives were used between Raimunda-Paula, Irene-Raimunda, Irene-Sole. Other terms of endearment were used frequently through out the movie by various characters. Their relationship being Raimunda-Paula, Raimunda-Irene, Raimunda-Regina, Raimunda-Inés, Inés-Raimunda, Regina-Raimunda, Sole-Raimunda. These terms were used as a greeting or a

farewell vocative to keep the conversation light and friendly between the characters, such as hermosa, mujer, muchacha, cariño, bonita and amor. I have also realized that these vocatives were only used from older to younger or those of the same generation, no one used these vocatives from a younger to an older. I believe because these terms are belittling that to keep the respect the vocatives used from younger to older were names, titles, and the respected name of relation.

Then there were few words that were used for only negative expression to call a character. These words did not have a lot of strength in how they were said and were not meant to instigate anything further, but simply to express the characters feelings of how the other was behaving. These words being coño, coño vieja, peresoza, and pesao. These were often dismissal vocatives. Something to say in passing from one character to another to end a conversation quickly but to still make their point. These vocatives were only used between those of the same generation. A younger to an older would be completely unacceptable to use this vocative, while an older to younger could use these vocatives but I only recorded one episode of this occurring between Raimunda to Paula where she used peresoza. Not as common from older to younger as it is of those of the same generation.

Conclusion

From this study I have concluded that the names used to address the characters depended on the relationship of the characters to one another, the age of which the characters are speaking, and the mood of the characters. The kind of relationship one character had with another was an indicator to what kind of vocative they would use as well. The varieties of vocatives used in this movie were a great way to see the different vocatives that can be used between women of different generations to express their relationship, feelings, and culture in the choice of names to one another. There was definitely a difference in which vocatives were used depending on the generation of the character and the relation of whom they were speaking to. There also was a pattern on what vocatives were used between each character. I believe some of the choice vocatives are a personality choice such as cariño, amor, hermosa, muchacha, and bonita because they are more pet names, familiarity and sensual. While actual names are used no matter the relationship, but the conversation analysis of some of the names such as between Raimunda and Sole were mainly negative attention grabbing, but other characters used the other's name with a different conversation analysis depending on the situation. The respectful vocatives that contained a name with a title or describing a relationship: máma, tía, abuela were used from younger to older generation only. And finally possession was very important in vocatives such as hija mia, mi hija, mi niña and they were only used in a positive light, versus hija being interchangeable between positive and negative. Although some vocatives were only used in one kind of conversation analysis speech, others were able to be used in multiple types of conversation, as well as, depending on the relationship between characters.

Acknowledgments

I would like to thank Jeffrey T. Reeder for guiding me in my study and giving me the opportunity to carry out this study and present it.

References

Almodóvar, P. (Director) (2006). *Volver* [DVD].

Alreves. (n.d.). *Subscene*. Retrieved from
<http://subscene.com/subtitles/volver/spanish/303045>

Grammar Monster. (n.d.). *What is the vocative case?*. Retrieved from
http://www.grammar-monster.com/lessons/vocative_case_commas.htm

Wikipedia. (n.d.). Retrieved from http://en.wikipedia.org/wiki/Conversation_analysis

Una Comparación de Argot y Groserías en el Español en México y España

Kyle M. Harrison

Sonoma State University

Sinopsis

¿Alguna vez has hecho uso de una palabra o frase en un entorno social en el que la palabra no tenía cavidad de pertenencia? ¿Has dicho jerga o groserías delante de alguien sin darte cuenta de que estabas hablando? Este tema me ha fascinado, como yo aprendí español de españoles y mexicanos, traté de aprender que palabras eran apropiadas para utilizar en cada contexto entre los dialectos. Decidí estudiar y ver qué palabras de la jerga y palabras soeces eran más ofensivas que otras, y en qué contexto social se podrían utilizar. También tenía curiosidad acerca de la jerga común entre España y México, sus similitudes de palabras y si tenían el mismo nivel de carácter ofensivo. El propósito de este estudio de investigación fue para armar a la gente que aprende español con un conocimiento de que palabras son más ofensivas que otras, así como que jerga y groserías son más comunes en cada país. Administré encuestas a un puñado de españoles y mexicanos para comprender mejor la jerga y palabras soeces. Los resultados fueron de alguna manera predecibles y en otras formas eran sorprendentes de creer.

Abstract

Have you ever caught yourself using a word or phrase in a social setting where that word has no place belonging? Have you said slang or a curse word in front of someone not realizing who you were talking to? This topic fascinated me as I learned Spanish from Spaniards and Mexicans and I tried to learn which words were appropriate to use in each context between the dialects. I decided to study and see what slang words and profanity were more offensive than others, and in what social setting they could be used. I also was curious about the common slang between Spain and Mexico and how similar the words were used and whether they had the same level of offensiveness. The purpose of this research study was to arm people learning Spanish with a knowledge of what words are more offensive than others, as well as what slang and curse words are more common in each country. I administered surveys to a handful of Spaniards and Mexicans to better understand slang and profanity. The results were in some ways predictable and in other ways they were surprising to see.

Planteamiento

Después de mi experiencia de estudio en el extranjero en España, me di cuenta del verdadero lenguaje hablado en las calles de Madrid no se enseña en las aulas. Ya que el lenguaje común que la mayoría de los españoles estaban usando eran argot y palabrotas. Tomé 6 años de clases de español en la escuela secundaria y en la universidad y en el momento en que tuve que usar el español que aprendí en la clase, no podía hablar o entender el lenguaje hablado. Incluso los hablantes de español mexicano que vienen de California tenían graves problemas para comunicarse con los españoles debido a la diferente argot entre los dos dialectos. Yo quería enfocar mi proyecto de investigación sobre esta idea muy extraña y fascinante que uno tiene que comprender la jerga y la profanidad antes de comprender completamente ese idioma. Vivir con los mexicanos en Madrid fue interesante también porque yo aprendía la jerga y la profanidad de las dos

"lenguas" o dialectos, sin embargo algunas groserías eran más ofensivas dependiendo de quien hablé con. Este proyecto fue inspirado por mi vida cotidiana de hablar español, pisando suavemente, en un esfuerzo para no ofender a los nativos porque yo quiero que suene auténtico como un hablante nativo sin embargo, yo no quiero usar una palabra que pudiera ofender a nadie.

Me encantó aprender español con mis compañeros mexicanos, y el aprendizaje de castellano con mis amigos del equipo de baloncesto. Mi día normal estaría llena de cambio de código, desde que me levanto y hablo con mis compañeros mexicanos, decirle adiós a mi compañera de piso de Inglaterra, ir a clase y hablar en mi roto español con profesores, hablar inglés de California durante el descanso entre clases, hablar castellano con mis compañeros de equipo en la cancha de baloncesto y luego volver a casa para hablar un dialecto diferente del español con mis compañeros de nuevo. Estudiar en el extranjero era una olla a presión de cambio de código y inmersión en las diferentes lenguas. En cierto modo, me siento agradecido que tuve esta experiencia y de otras maneras, ojalá me hubiera sólo enfocado en un dialecto argot de españoles para perfeccionarlo en lugar de ser capaz de hablar de manera adecuada en múltiples dialectos españoles. Pero estoy contento con el nivel de español mexicano que me influyó, porque cuando nuestro grupo volvió a los estados que yo era uno de los pocos hablantes no nativos que podían entender la jerga mexicana. Tuve la oportunidad de mejorar la comunicación con las personas que hablaban español mexicano debido a mi experiencia de vivir con los mexicanos. Mientras que muchos de mis compañeros de estudios en el extranjero no sabía qué "güey" significaba o no teníamos ni idea de lo que significaba que si alguien decía algo era "chingón." En comparación con muchos de mis amigos, yo estaba con fluidez en la jerga del español mexicano cuando ellos sólo fueron influenciados por el español de España.

Hay estudios de investigación anteriores sobre la jerga y las palabrotas en Inglés y estudio español, pero no cualquier estudio específica entre argot de españoles y mexicanos, que eran los dos dialectos que había aprendido en el extranjero. Decidí enfocar mi proyecto específicamente entre España y México, porque estos eran los dos dialectos del español con los que estaba más familiarizado y la mayoría de mis amigos bilingües también. Otra razón por la que tenía que aprender más acerca de este tema es porque a menudo voy a encontrarme a mí mismo hablando en español con amigos, ya sea aquí en California con un dialecto mexicano o en línea a mis amigos españoles con un dialecto argot de españoles, pero estoy a menudo cauteloso sobre el uso de jerga o las palabrotas con mis amigos porque no quiero sonar como un extranjero pero también no quiero ofender a nadie. Decidí enviar una encuesta a mis amigos españoles y mexicanos, para ver qué palabras serían aceptables o adecuados en diferentes contextos. Espero ver varias palabras de la jerga en común entre los dos países y de esas palabras, espero que haya una gran diferencia entre el nivel de vulgaridad entre España y México.

Método de investigación

Para entender completamente el lenguaje de argot y groserías en el español, decidí estudiar adultos de entre 18 y 30 años de edad provenientes de México y España para comprender mejor el nivel de vulgaridad, y qué palabras son más socialmente aceptables en algunos contextos pero no en otros. Con la ayuda de una de mis compañeras mexicanas de Madrid, he compilado una lista de la jerga y las malas palabras que se utilizan en España y México. Estas son las palabras que se incluyeron en la versión final de la encuesta, ya que fueron comunes en los sujetos: pocamadre, no

manches, no mames, chale, órale, cabrón, güey, chido, que/esta padre, carajo, ¿qué pedo?, verga, putamadre, joto, maricón, chingón, vale madre, fresa, naco, como chingas, hijo de puta, mola, hostia, gillipollas, guiri, tío, coño, joder, chulo, brutal, jodido, choni, pijo, curro, cachas, chorizo, dale caña, cotilla, coñazo, flipa, y que chungo. Luego pedí al sujeto que agrupara las palabras o frases en cada contexto social en que utilizarían las palabras. Los contextos sociales se clasificaban en el uso de las palabras en las siguientes situaciones : con los niños, con amigos, en el trabajo, con los abuelos o si ellos nunca usarían las palabras. También le pedí a cada encuestado responder qué edad tenían, y donde crecieron. En la última sección de la encuesta pedí a los encuestados que llenaran una sección en la que les pedí que calificaran la vulgaridad de cada palabra que usan desde una escala de 1 a 3, siendo 1 nada vulgar , 3 muy vulgar.

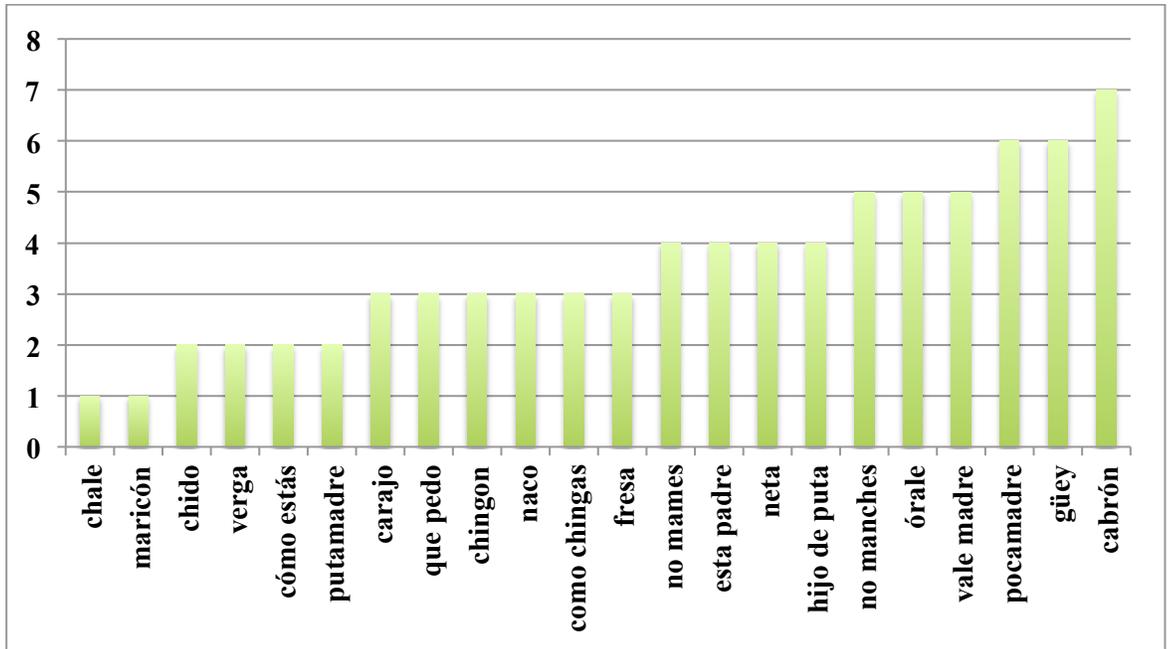
La encuesta fue enviada a mi compañera de cuarto que estudia en una universidad en Madrid, donde administró la encuesta a sus amigos mexicanos y a sus amigos españoles de la universidad. Debido a que en mi investigación participaron sujetos humanos, he recibido la aprobación de la Institutional Review Board para administrar mi encuesta y es por esto que mi compañera de piso leyó una declaración antes de la administración de las encuestas aplicadas a todos los sujetos ocho españoles y ocho mexicanos. La declaración fue la siguiente:

Se le invita a participar en un estudio de investigación , la investigación de las diferencias entre las palabras que son socialmente aceptadas en ciertos contextos entre los países de habla hispana. En particular, estamos mirando que las palabras pueden ser utilizadas en el contexto de un país, pero no se utilizan en el mismo contexto en el otro . La aplicación de esta encuesta voluntaria le llevará de 5 a 10 minutos de su tiempo para completarla. No hay riesgos previstos o molestias relacionadas con esta investigación. Si desea contactar con la persona encargada de la investigación , la persona que administra la encuesta puede suministrarle un correo electrónico para contactar con ellos . Al participar en esta investigación , también puede beneficiar a los demás , ayudando a la gente a entender mejor lo que las palabras o frases son más socialmente aceptadas en un contexto u otro entre los países. Su participación en esta investigación es completamente voluntaria y con esto acepta que está dando su consentimiento para este estudio. Sin embargo, puede retirarse del estudio en cualquier momento y por cualquier razón.

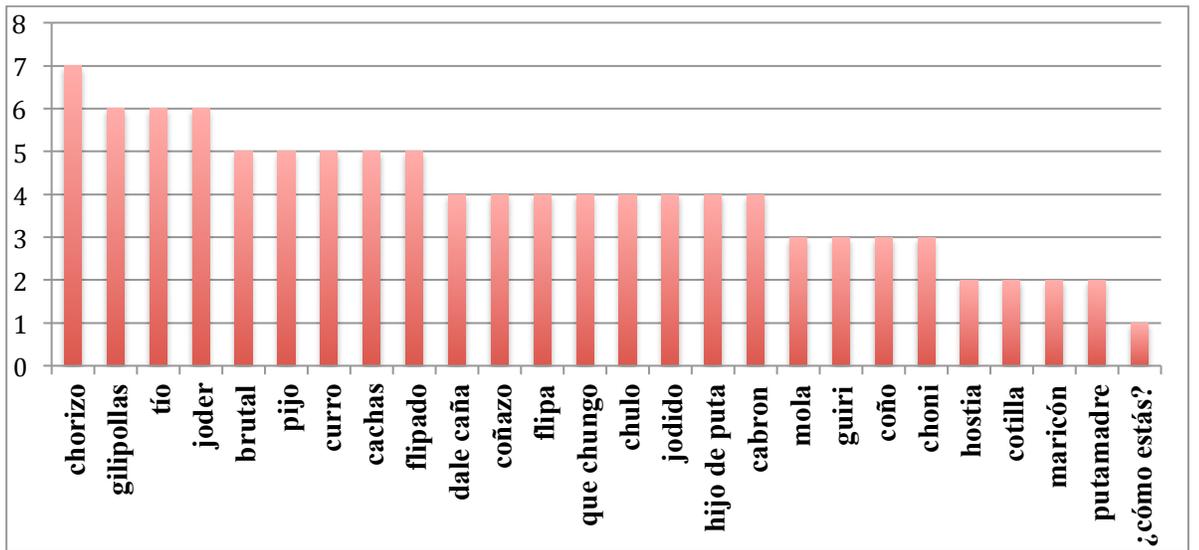
Resultados

Los resultados de mi proyecto de investigación eran de alguna manera predecible y en otras formas choques completas para mí. He incluido varias gráficas para mostrar los resultados de mi investigación. Los primeros gráficos son la frecuencia de uso entre las palabras de la lista de México y España.

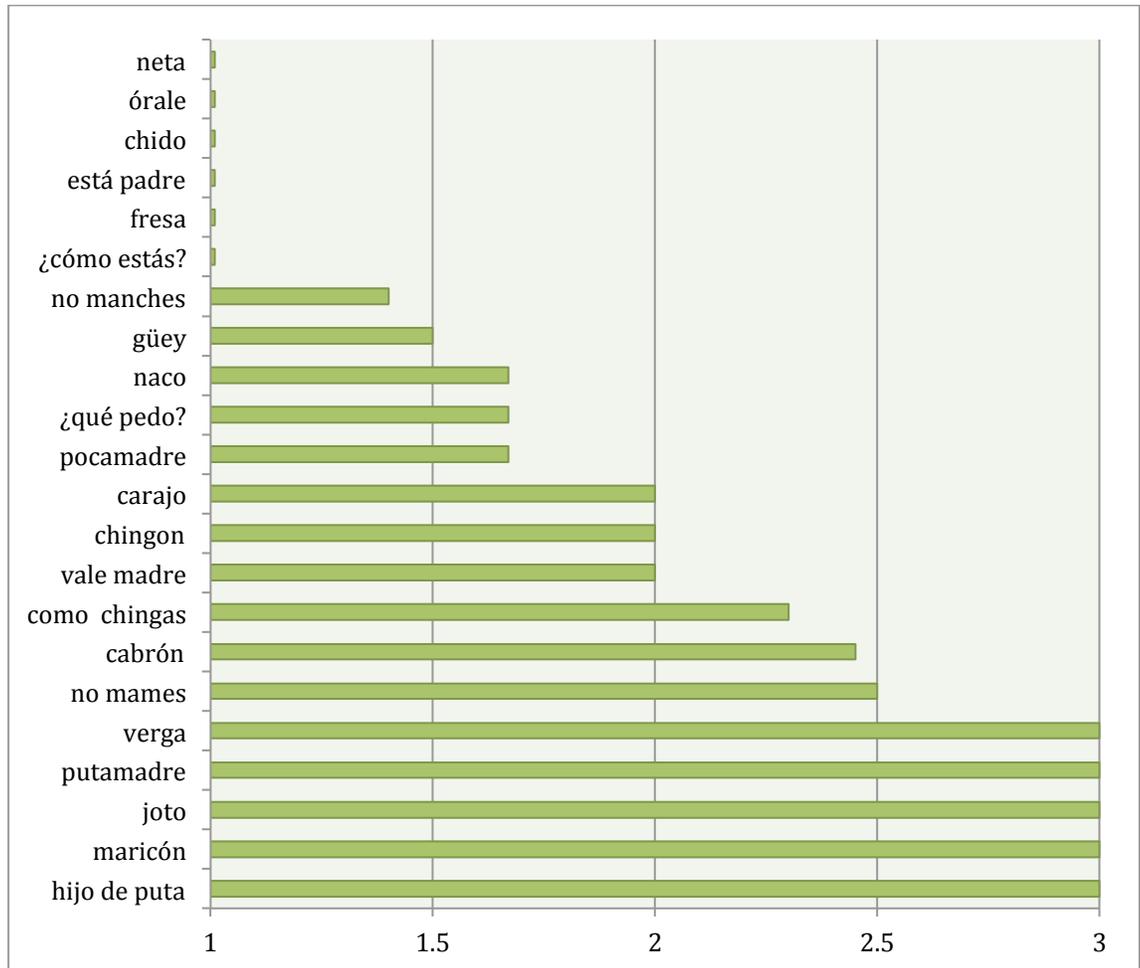
Frecuencia - México



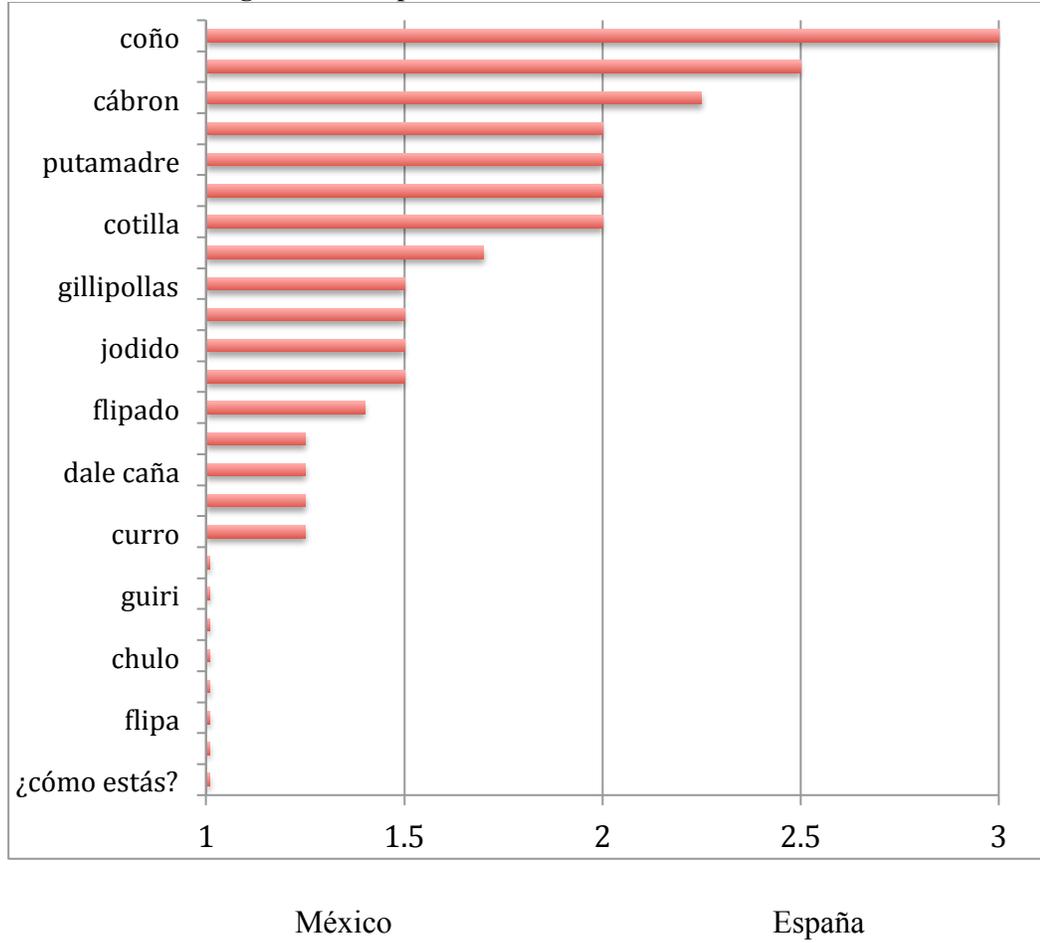
Frecuencia – España

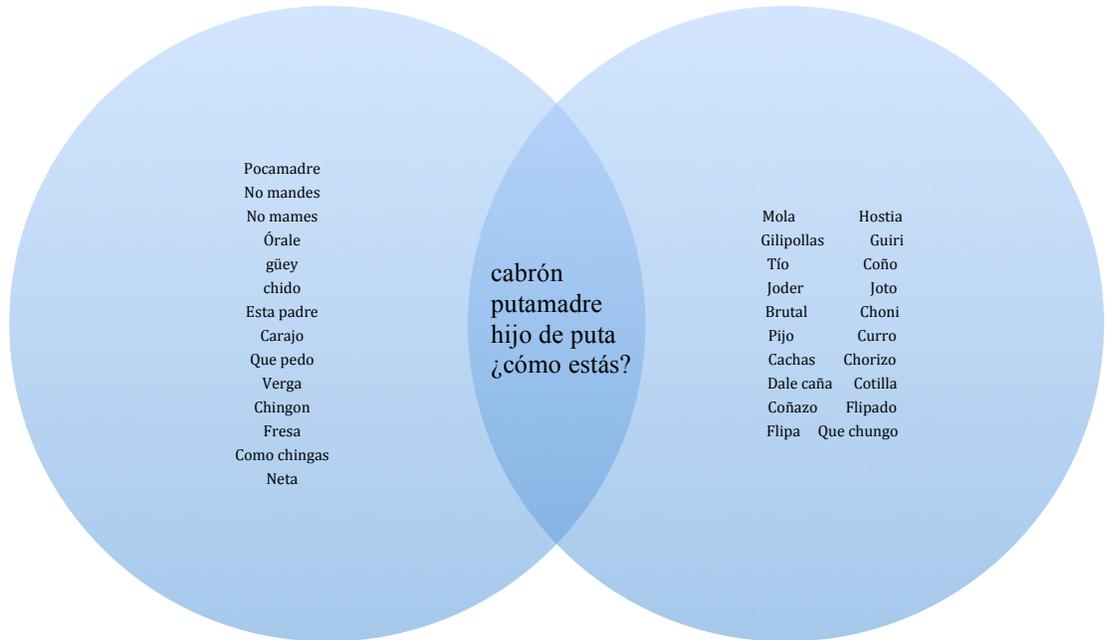


Los Niveles de Vulgaridad - México



Los Niveles de Vulgaridad – España





Análisis

Este estudio se enfoca en el uso de cierta jerga o groserías para ver qué palabras se utilizan sobre todo en un país u otro y también para comprender mejor el nivel de ofensa en un país frente a otro con la misma palabra. La frecuencia de las palabras usadas en México era interesante porque esperaba que 'chido' fuera más comúnmente utilizada por los mexicanos. Esta fue probablemente asumida por mí mismo porque 'chido' es una palabra que mi compañero mexicano usaba comúnmente. Las frases comunes 'no mames' y 'está padre' fueron datos marcados de manera similar por muchos de los sujetos. 'Güey' y 'cabrón' llevaron la lista de las palabras de la jerga más frecuentemente habladas, lo que fue una conclusión predecible porque 'güey' es una palabra que es difícil no escuchar cuando se habla con los mexicanos. No todos los dialectos del español de México usan la palabra 'güey', en algunas partes de México no es tan común. Pero fuera de los temas mexicanos que fueron encuestados, todos ellos crecieron en México D.F.

Los niveles de vulgaridad calificados por los sujetos mexicanos fueron altamente predecible, porque son consistentes con mi conocimiento previo de las experiencias de aprendizaje de mis compañeros mexicanos de lo que las palabras son peores que otros. Como se esperaba el argot como 'chido' o 'está padre' se calificaron los menos ofensivos. Estas palabras pueden ser traducidas a decir 'cool' o 'dope' si dicho en Inglés. Frases como '¿qué pedo?', 'valemadre' o 'carajo' la vuelta a la mitad de la curva. Aunque palabras como 'putamadre', 'verga' y 'joto' se calificaron los más vulgares que también se esperaba. Otro resultado interesante que no me sorprendió fue que 'no mames' calificaron más fuerte que 'no manches'. Estas son dos frases que son muy similares, pero 'no mames' tiene una insinuación sexual más detrás de él que 'no manches'.

Los resultados de la frecuencia de los sujetos españoles eran un poco menos predecible que los resultados mexicanos. Argot como *'putamadre'* y *'hostia'* fueron dos de las palabras que se usan con menos frecuencia, y esto fue un shock para mí, porque se trataba de palabras que escuché constantemente en Madrid. Argot y groserías como *'coño'*, *'mola'* y *'hijo de puta'* se encontraban en la parte media de la gráfica. Mientras que *'joder'*, *'tío'*, *'gilipollas'* y *'chorizo'* fueron los más utilizados. El último de los cuatro, *'chorizo'* fue la más frecuente, pero esto fue una sorpresa porque nunca había oído la palabra de la jerga, *chorizo*, sólo la versión de la comida de la palabra con ese nombre.

Los niveles de vulgaridad valorados por los españoles estaban mucho más cerca de lo que se preveía inicialmente. Argot como *'tío'*, *'mola'* y *'brutal'*, fueron algunos de los menos ofensivos nominal. Mientras que *'joder'*, *'putamadre'*, *'hostia'* y *'gilipollas'* están en el medio, e *'hijo de puta'* y *'coño'* fueron las dos más altamente ofensivas groserías para los españoles. De las palabras que se comparten en común entre los dos países, se utilizaron sólo cuatro palabras en ambos países: *'putamadre'*, *'hijo de puta'*, *'cabrón'* y *'¿cómo estás?'*. Estos fueron los resultados previsibles, *'putamadre'* se utiliza en ambos países, y sin embargo, en México se tiene un significado diferente que el significado en España.

Conclusiones

Los resultados del estudio proporcionan una serie de conclusiones interesantes que pueden ayudar a los hispanohablantes a entender la gravedad de la jerga antes de usarla en cada país. Mi hipótesis original de que España y México tendrían una buena cantidad de palabras en común era, en última instancia falsa. Sólo 4 palabras que salieron de todo el estudio eran de uso común en cada país. El nivel de carácter ofensivo, se concluyó que las palabras que se refieren a los genitales o declaraciones homofóbicas o la sexualidad son irrefutablemente las groserías más ofensivas que decir. Este estudio ha contribuido a arrojar a la luz el hecho de que la jerga es un tema delicado y es importante estar al tanto de ciertas palabras y no utilizarlas en los contextos sociales equivocados. Los resultados ayudan a la gente que no está segura acerca de si es seguro de usar una palabra o no, comprender que las palabras son seguras para el uso, que tienen niveles bajos de carácter ofensivo y es seguro de usar en casi cualquier entorno, y posteriormente que palabras son duras y sólo deben utilizarse con moderación.

Agradecimientos

Me gustaría agradecer a todos los estudiantes mexicanos y españoles que participaron en mi estudio y dieron su opinión personal acerca del uso de la jerga. También quiero dar las gracias al Undergraduate Research Grant Program por honrarme con una donación para ayudar a ayudar con la carga financiera de la investigación. Por último y lo más importante de todo quiero dar las gracias sinceramente a mi vieja compañera de cuarto y amiga increíble Noemi Cruz, sinceramente, no podría haber completado este estudio con cabo su trabajo duro y la cooperación.

Referencias

Jeong Jeong, H. (2012). Groserías en clases de ELE, ¿un dilema?*. *Universidad Hankik de Estudios Extranjeros, Corea del Sur*. Retrieved from http://cvc.cervantes.es/ensenanza/biblioteca_ele/publicaciones_centros/pdf/manila_2011/31_aplicaciones_11.pdf

Apéndice

¿Cuántos años tienes?

¿Dónde creció?

Por favor, agrupar las palabras o frases con el entorno social adecuado en donde haría uso de ellas.

*Pocamadre no manches no mames chale órale cabrón güey
Chido hijo de puta mola hóstia que/esta padre carajo ¿qué pedo?*

*Gillipollas guiri tío ¿cómo estas? Coño verga putamadre joder
joto maricón chingon vale madre chingon chulo brutal jodido
naco choni pijo fresa curro cachas chorizo dale caña cotilla coñazo
como chingas! flipado flipa que chungo*

Calificaría cada palabra

Muy fuerte

3

Mas o menos fuerte

2

Menos fuerte

1

Dónde lo usaría la palabra?

Con amigos:

Trabajando en una oficina:

Con niños:

Nunca uso estas palabras:

**Análisis Lingüístico Comparativo de la Comunicación
Deportiva en “La Liga” y La “Liga MX”**

José L Leon

Sonoma State University

Abstract

This research paper reports on a linguistic study done on sports broadcasting speech in Spanish, comparing the narration speech from the Spanish league “La Liga” and the narration speech from the Mexican league “Liga MX”. As an original study, much research was conducted online and by source of television media, where I was able to obtain data by comparing linguistically both leagues and their narration speech. Comparable samples were taken from both leagues, using Bein Sports and Univision Deportes to obtain my data, where I was able to analyze and conduct my research by watching and hearing soccer games from both leagues. I was able to compare and contrast the narration done by the sports broadcasters in their respected leagues using Spanish from Spain and the Spanish from Mexico. During this research, I will be analyzing the difference in speech, dead time, how long a chant of goal last, word difference, words per minute, and number of advertisement done in a soccer match. This research is very interesting to me, because I have always loved to watch sports and never thought about the difference in speech and dialect between the same sports from one country to another.

Sinopsis

Este documento de investigación nos da la información sobre el discurso lingüístico comparando la narración deportiva, en la transmisión hecha en Español, comparando la narración de discurso entre la liga de España “La Liga” y la liga de México “Liga MX”. Como un estudio original, se llevó a cabo mucha investigación sobre las vías del internet y fuentes de medios de televisión, donde yo pude obtener mis datos comparando lingüísticamente las dos ligas de fútbol sobre el discurso de la narración deportiva. Se tomaron muestras comparable de ambas ligas, usando Bein Sport y Univisión Deportes para obtener mis datos donde yo después pude analizar y después conducir mi investigación escuchando y mirando juegos de fútbol de ambas ligas. Yo tuve la oportunidad de comparar y contrastar la narración hecha por los comentaristas de sus respetadas ligas usando el Español de España y el español de México. Esta investigación es muy interesante para mí porque yo siempre he mirado deportes y nunca he pensado que había una deferencia lingüísticamente entre el mismo deporte jugado en diferentes países.

Planteamiento

Poca investigación se ha llevado a cabo sobre este tema. Para mi proyecto de investigación yo voy a estar analizando las diferencias lingüísticas entre los narradores de la liga de España “La Liga” y la liga Mexicana “Liga MX”. Durante mi investigación yo voy a estar investigando y analizando cinco juegos de fútbol de la liga de España y cinco juegos de la liga de México, con un total de diez juegos. Yo voy a obtener un total de quince horas de juegos de fútbol grabado donde después yo analizaré las diferencias lingüísticas de los narradores entre ambas ligas. Yo voy a estar analizando los narradores que transmiten los juegos de fútbol, por el lado de la liga de España voy a analizar los narradores de la cadena Bein Sport y por el lado de los juegos de México voy a estar analizando los narradores de la cadena de Univisión Deportes. Durante esta investigación, yo voy a estar investigando la diferencia de narrar

los juegos, el tiempo muerto, el canto de gol, diferencia de palabras, numero de veces de anuncios públicos, y de palabras por minuto.

Hoy en día los deportes tienen un mercado económico muy fuerte donde cadenas deportivas transmiten los juegos de los deportes. En los EEUU 200 millones de Americanos se consideran fanáticos de los deportes, donde en el año 2005-06 aficionados de los deportes en los EEUU gastaron 15 miles de millones en los eventos deportivos en los EEUU. Con el negocio de los deportes alto, viene el trabajo de los narradores quien transmiten los juegos a los televidentes quien somos nosotros el publico. Hoy se mira hombres y mujeres en los eventos deportivos transmitiendo los juegos a los televidentes. No solamente miramos a hombre y mujeres, pero últimamente estamos mirando a los ex jugadores de los deportes transmitiendo el deporte que ellos jugaron. Muchos equipos hoy en día buscan a un comentarista quien pueda ser la voz del equipo durante las transmisiones de los juegos. Usando Bein Sport y Univisión Deportes yo pude analizar la diferencias entre los narradores, donde estas las cadenas usaban diferentes narradores dependiendo en los juegos. Yo creo que este método fue mas ayudante envés de escuchar las voces de sus respetivos equipos.

Método de investigación

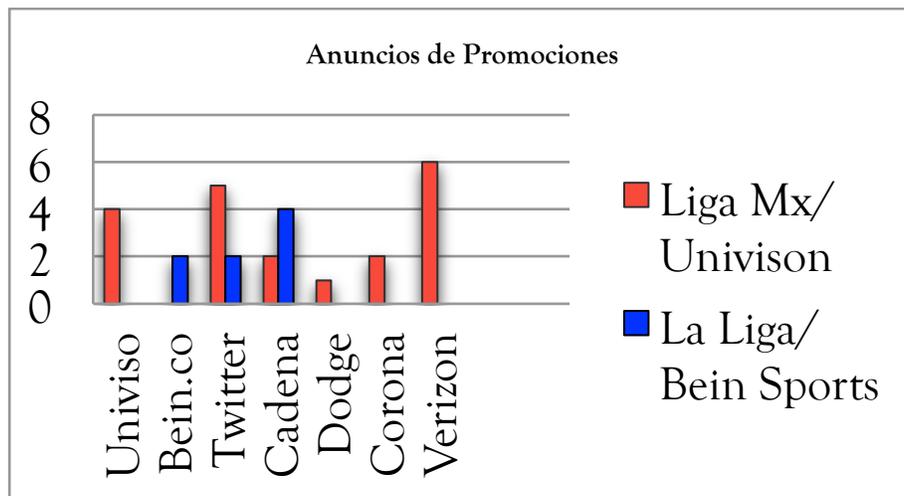
Durante mi investigación yo estaré analizando diez juegos de futbol sobre ambas ligas y quince horas en total. Yo escuchare los narradores y tomare datos sobre lo que están hablando ellos. Ha terminar los juegos yo volver a releer mis datos donde yo puedo contar el numero de veces, como cuantos apodos ellos le llaman a cada jugador, cuanto tiempo muerto hay, promedio de palabras por minuto, numero de veces que los narradores hacen un anuncio de publicación, y las diferencias de palabras que ellos usan entre ambas ligas. Yo voy a registrar el tiempo como cuando un jugador anota un gol, y cuanto tiempo el narrador grita el y el tiempo de canto en gol, gritado golazo. Después yo voy a comparar los segundos entre ambas ligas de cuanto tiempo dura los narradores con el canto de un golazo. También yo estaré grabando el tiempo muerto como cuando los comentaristas no hablen en el juego y hay total silencio en el partido de futbol. Durante todo esto yo voy a estar grabando datos de cada juego donde al final yo voy a releer mis datos y poder realizar mí proyectó de investigación.

Para realizar mí investigación yo ha grabado los juegos de futbol, donde por los fines de semana yo ha podido mirar y escuchar los juegos. Durante mí tiempo de analizar mis juegos grabados, yo hice un método donde yo miraba dos juegos de La Liga y después yo miraba dos juegos de la Liga MX. Yo empecé ha cambiar de ligas cada dos juegos para que yo pueda notar las diferencias de los narradores en sus discursos mas fácil. Yo sentí que este método me ayudo mas, envés de analizar cinco juegos de una liga y después los otros cinco juegos de la otra liga, el cambio de las ligas me ayudo para analizar ambas ligas. Otro método que yo hice que me ayudó mucho era ver la primera mita de juego, mirando el juego y analizando tomando datos. Para la segunda mita de los juegos yo me di la vuelta, y le di mi espalda a la pantalla donde yo solamente escuche los juego. Yo note que yo apuntaba mas datos cuando le daba la espalda a la pantalla y solamente escuchaba el juego sin mirar la pantalla. Yo creo que porque no estaba mirando la pantalla yo prestaba mas atención cuando le daba mi espalda a la pantalla.

Resultados

Durante los últimos meses yo ha estado grabando datos comparando la liga de España “La Liga” y la liga de México “Liga MX”. Durante estos meses yo ha sumado todo lo que grabe y empecé a comparar mis datos ente ambas ligas. Durante mi investigación yo note que había diferencias y similitudes entre ambas ligas. Mis diferencias entre las ligas eran; cuando había un canto de gol en España había un promedio de 11.00 segundos. Después en la liga de México el promedio de canto en un gol era 15.02 segundos por cantos, que eran un poco mas largos que la liga Española. Se me hizo muy interesante que en ambas ligas a los 11 segundos y a los 15.02 segundos los narradores parraban el canto, era un poco como si ellos tenían un cronometro para saber cuando parar el canto. Después yo grababa el tiempo muerto de los juegos de futbol, donde hablas ligas tenían una grande diferencia te tiempo muerto, por el lado de La Liga que era 10.16 segundos por juego en la liga Española y al contrario la liga de México era un total de 3.42 segundos por juego. Yo notaba que los narradores de México no tomaban tantas pausas en sus retransmisiones, y al contrario los narradores españoles si tomaban pausas durante los juego y se notaba el silencio durante el juego. Fue algo muy interesante para mi notar el tiempo de silencio, porque tuve que escuchar muy de muy cerca para poder obtener esos datos.

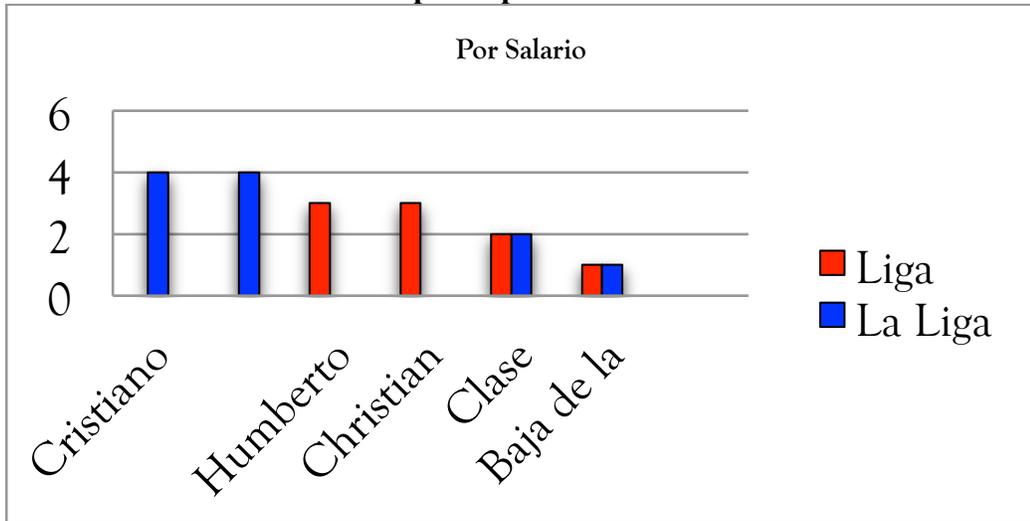
También encontré que hay 91 palabras por minuto en La Liga Española y 94 segundos en la liga MX de México. Se me hice muy interesante que los narradores de México suelen hablar un poco mas que los de España. Yo creo que esto esta conectado con el tiempo muerto, porque los de España suelen tomar mas pausas en los juegos y al opuesto los de México no toman tantas pausas y yo creo que va porque ellos hablan un poco mas. La ultima diferencia era que la liga mexicana hace mas anuncios públicos sobre empresas al aire y la liga de España solamente hace anuncios sobre su cadena y no sobre empresas. No se si la cadena de Bien Sport tenga un restricción sobre los anuncios que ellos pueden transmitir. Como la cadena originalmente esta localizada en Francia yo creo que el gobierno les pone un tipo de restricciones a la cadena. Porque la cadena de Univisión Deportes anuncia de todos tipos de anuncios de publicación durante los juegos de futbol que ellos transmiten. Durante el fin de mi investigación yo encontré que ambas ligas los narradores usaban palabras en común como remate a puerta, infracción, tiro de esquina, y saque de banda. Yo creo que durante mi investigación yo pude encontrar casi lo mismo de cosas en común como diferencias.



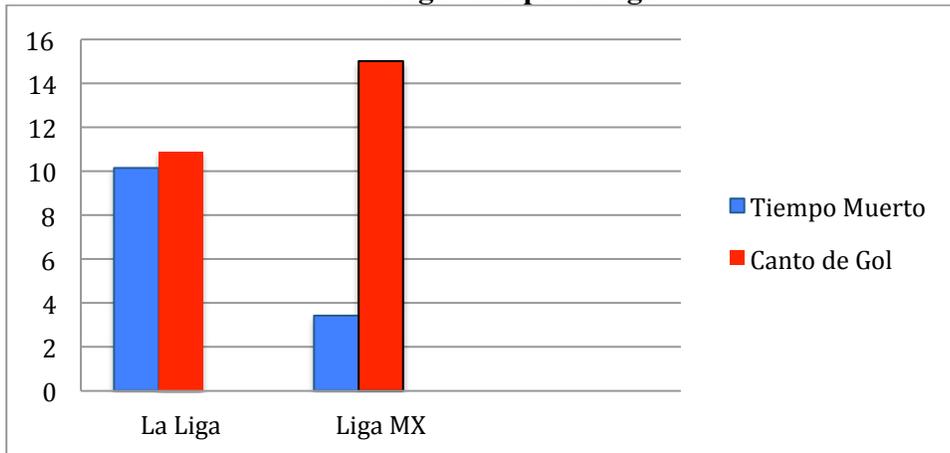
Palabras por Minuto



Apodos por Salario



Segundos por Juego



Análisis

Durante los últimos años la popular del deporte de futbol ha inmediato se convirtió en un instrumento para reclutar a narradores que puedan reclutar a los televidentes para que miren sus transmisiones de las cadenas. Con el aumento de la competencia sobre las cadenas para tener los mejores narradores, esta carrera se ha convirtiendo en un negocio muy competitivo. Durante mi investigación se me hizo muy interesante como los narradores suelen de saber mucho sobre los jugadores y la historia

de los equipos. Antes de los juegos de comenzar los narradores hacen un estudio sobre cada jugador y equipo para cuando ellos estén transmitiendo los juegos ellos ya saben sobre la historia de cada jugador y equipo. Esto se me hace muy interesante como los narradores hacen su trabajo.

Durante mi investigación se me hizo muy interesante como los cantos de gol, los narradores de cada liga paraban en los segundos iguales. Como los narradores de La Liga paraban en once segundos cada vez, y a lo opuesto los de la Liga MX duraban quince segundos y luego paraban. También se hizo muy interesante que los anuncios de La Liga solamente duraban treinta segundos, y los de la Liga MX los narradores hablaban por treinta segundos y después dejaban un anuncio al lado del tiempo por cinco minutos sobre el anuncio que ellos acaban de hablar sobre. Sobre todo mi investigación fue muy interesante para mí en como yo pude obtener todos mis datos y como pude comparar mi estudio.

Conclusiones

Durante mi proyecto de investigación yo pude analizar los narradores de ambas ligas consiguiendo mi objetivo. Mi objetivo durante este proyecto era conseguir las diferencias entre ambas ligas y sus narradores. Yo pude conseguir las palabras que ambos narradores de las ligas tenían en común. No solamente pude conseguir eso, pero pude encontrar el tiempo muerto de ambas ligas y comparar los. Algo más que fue muy interesante fue el tipo de anuncios públicos que ambas ligas tramiten con sus narradores haciendo los anuncios. Se me hizo muy interesante como La Liga de España solamente hacen anuncios públicos sobre su cadena de televisión y no como la Liga MX que los narradores hacen anuncios sobre Verizon, Dodge, Corona, y también hacen anuncios públicos sobre su cadena de televisión. Durante mi proyecto de investigación, analizando los narradores de las dos ligas fue algo muy interesante para mí, y me encantó mucho analizando y haciendo este proyecto.

Referencias

(2013). 3321 [Television series episode]. *FC Barcelona vs. Real Madrid FC*. France: Bein Sport.

(2013). 3324 [Television series episode]. *Real Madrid FC vs. Sevilla FC*. France: Bein Sport.

(2013). 3279 [Television series episode]. *FC Barcelona vs. Real Valladolid*. France: Bein Sport.

(2013). 3296 [Television series episode]. *UD Almería vs. FC Barcelona*. France: Bein Sport.

(2013). 3300 [Television series episode]. *Real Madrid vs. Club Atlético de Madrid*. France: Bein Sport.

(2013). 428 [Television series episode]. In *CD Tiburones Rojos de Veracruz vs. Club América*. New York City, NY: Univision Deportes.

(2013). 492 [Television series episode]. *Toluca FC vs. Cruz Azul*. New York City, NY: Univision Deportes.

(2013). 465 [Television series episode]. *Pumas de la U.N.A.M vs. CD Tiburones Rojos de Veracruz*. New York City, NY: Univision Deportes.

(2013). 437 [Television series episode]. *Club America vs. Chivas de Guadalajara*. New York City, NY: Univision Deportes.

(2013). 453 [Television series episode]. *CD Tiburones Rojos de Veracruz vs. Monarcas Morelia*. New York City, NY: Univision Deportes.

Apéndice

Promedio de veces en que dicen el nombre del jugador por juego.

Cristiano Ronaldo: 50

Leo Messi; 57

Ángel DiMaria: 18

Sergio Ramos: 15

Andrés Iniesta: 22

Raúl Jiménez: 13

Rafa Márquez: 11

Humberto Suazo: 23

Christian Giménez: 25

Marco Fabián; 14

Francisco Maza: 7

Carlos Fierro: 9

Rubén Sambueza: 9

Numero de veces de anuncios públicos por juego:

Dodge: 1

Corona: 2

Verizon: 6

Cadena de Univisión: 2

Univisión.com: 4

Twitter de Univisión: 5

Cadena de Bein Sport: 4

Twitter de Bein Sport: 2

Bein.com: 2

Promedio de tiempo muerto:

Univisión: 3.42

Bein Sport: 10.16

Palabras por minuto:

Liga MX: 94

La Liga: 91

**Language Variability in a Bilingual Radio Station:
Entertainment, News, Music and Commercials**

Alejandra Martin

Sonoma State University

Abstract

This study analyzes the language variability used at a Bay Area bilingual (English/Spanish) radio station. The focus is the language choice during entertainment/news, music and commercials. Because the language varies in different times during the day, I decided to analyze two power hours, one in the morning and one in the afternoon. A digital recorder was used to collect data. This research demonstrated noticeable differences in language choice during those two hours. Code switching⁴ was very pronounced in the morning show and a less frequent during the afternoon show. There is evidence showing that music has the same acceptance and popularity in both English and Spanish. Furthermore, evidence reveals that Spanish is a preferred language choice during advertisement as well as news.

Sinopsis

Este estudio analiza la variabilidad de lenguaje usado en una estación de radio bilingüe (Inglés/Español) del Área de la Bahía. El enfoque es el lenguaje preferido durante el entretenimiento/noticias, la música y los comerciales. El idioma es muy variado durante el día y por eso decidí analizar dos horas populares, una en la mañana y una en la tarde. Se utilizó una grabadora digital para recolectar datos. Esta investigación demostró una diferencia tremenda entre el lenguaje preferido durante esas dos horas. El cambio de código fue muy pronunciado en el show de la mañana y menos frecuente por la tarde. Hay evidencia que demuestra que la música es aceptada y claramente popular en las dos lenguas. También existe evidencia que la lengua preferida durante las noticias y los comerciales es el español.

Introduction

Language in the media has been an important outlet when reaching out to the population. Spanish media in fact plays a huge role on first and second generation immigrants to the United States. Wilkinson (2009) reports that first and second generation immigrants from Latin America and Iberia identifies with the language as a way stay connected with their culture and roots. The solid growth of Hispanic/Latino populations in the United States has played an important role politically, socially, economically, and a noticeable role in Spanish language media (Wilkinson 2009). Radio stations in the past have typically been monolingual broadcasting. Still most radio stations in the U.S. do not mix language and keep broadcasting using only one language. "In 2003 Univision Radio purchased Hispanic Broadcasting Corp. for nearly \$3 billion acquiring sixty-eight stations (eighteen AM and fifty FM)" reports Wilkinson (2009). Latino Mix, a local radio station and the radio station I decided to analyze, is a part of Univision Radio.

During the course of this semester I started to pay closer attention to language in the media, specifically Spanish radio. What I have been listening lately is fascinating.

⁴ "Code-switching is the practice of moving between variations of languages in different contexts" (Coffey)

Radio stations broadcasting in Spanish have DJ's that are mostly first or second generation immigrants to the United States. Their speech is clear and noticeably educated. Many times during their conversations I hear a word or two in English. Sometimes this indicates that the word used in English was replacing a word that was never acquired in their primary language. However, there is evidence that indicates that the use of a word in English is simply a way of reaching out to a younger bilingual audience. This is a very common phenomenon among bilingual populations. What was so interesting, and was a major factor in deciding to look closer at this phenomenon, was the language variability in the radio station Latino Mix. I decided to analyze only three categories⁵: news/talk, music and commercials.

Method

In order to gather data for this study I used a digital voice recorder that was placed near my computer speaker. I tuned into the radio station and let it run live for one hour. Two hours of live radio were recorded, one in the morning and one in the afternoon. The morning show was recorded between 8 and 9 AM and the afternoon show was recorded between 4 and 5 PM. Because radio is public, no authorization to record was needed.

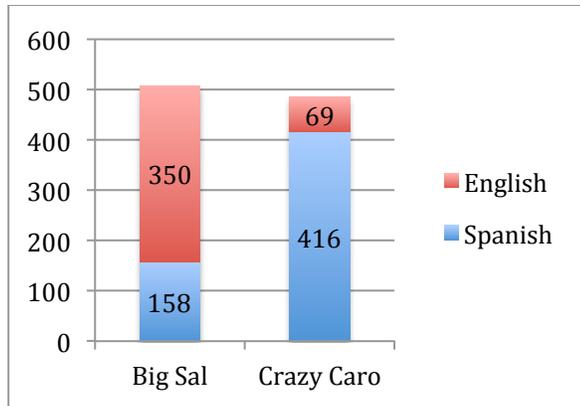
After completing the recordings I played back each recording and stopped constantly in order to carefully type all the conversations between DJ's. Each conversation was transferred into a Word document that then allowed me to highlight each time the language changed. I was able to use the word count on Word and counted how many words were used in English and how many words were used in Spanish. It was difficult to count just using the word count because the language constantly switched from Spanish to English and vice versa. At this time a calculator was used in order to keep track and add the words. I also had to use a few sheets of paper to keep word numbers accurately. The results were transferred to an Excel sheet that allowed me to create graphs. I played the recordings again and using a sheet of paper I tallied how many songs were played each hour using three categories: English, Spanish and Bilingual. Using the same method, I counted the commercials aired for each hour and divided them into the same three categories. Using Excel once again, I transferred this raw data and made charts that were easy to read.

Results

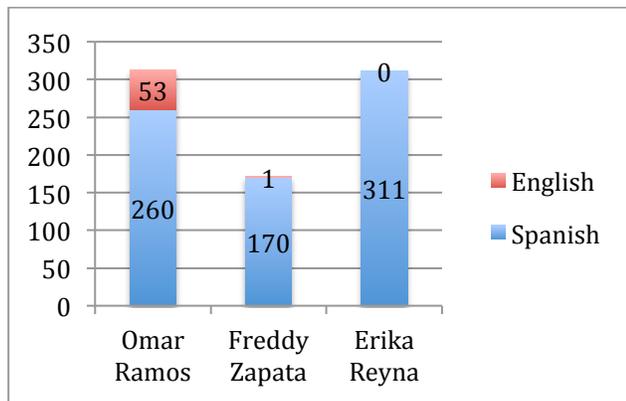
The first step in conducting this study was to record two hours of live radio using a digital voice recorder. I first transferred all data into Excel sheets that allowed me to create graphs.

The following graph demonstrates the language choice by DJ's during one hour:
AM

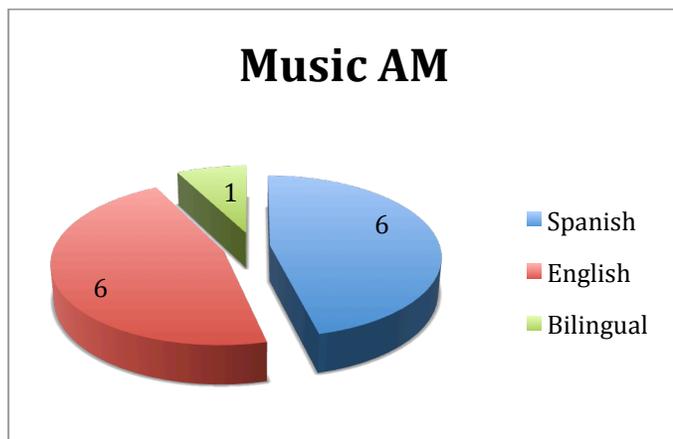
⁵ I looked at the Latino Mix website and all their information is in Spanish. They have information about DJ's, television, sports, and news to name a few.

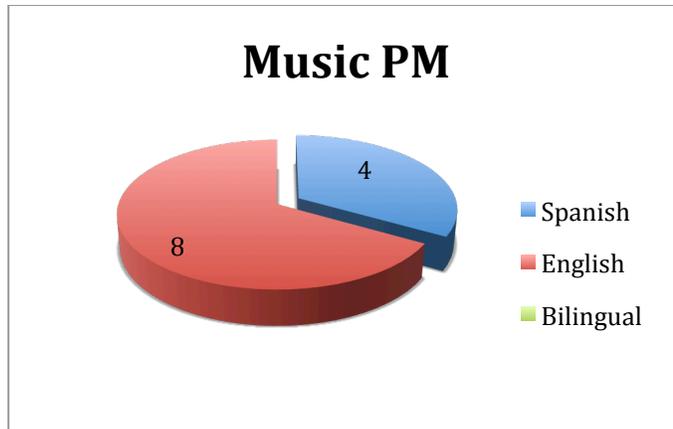


The following graph demonstrates the language choice by DJ's during one hour:
PM

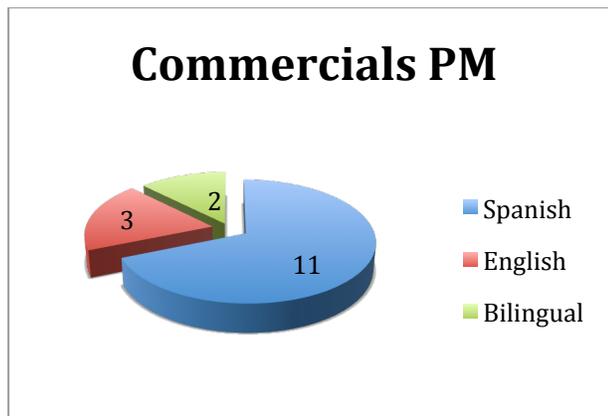
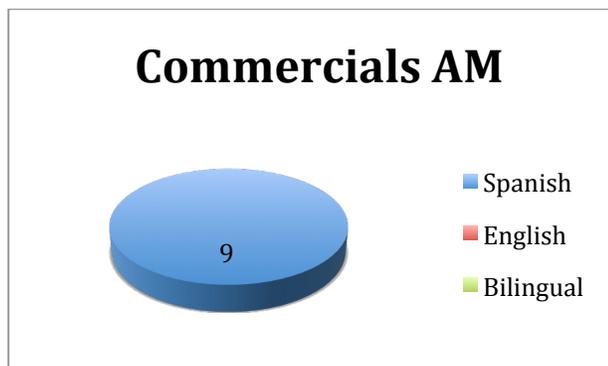


The following charts demonstrate the language choice in music:





The following charts demonstrate the language choice in commercials:



Discussion

As demonstrated above the language choice varies from DJ to DJ and from morning to afternoon. During the morning show two DJ's were present: Salvador Molina (Big Sal) and Crazy Caro. The following sequence demonstrates active code switching between two DJ's:

“Code Switching”

(1) Big Sal (B)

Crazy Caro (C)

01 B: *Buenos días Buenos días feliz viernes* to everybody in the Bay it’s your boy here Sal Pachino whoa whoa...

02 C: and your girl Crazy Caro whoa whoa whoa... *aquí en Latino Mix ciento cinco punto siete y cien punto siete. Hey no nomas tu puedes hacerlo yo también puedo*

03 B: Do your own thing man, don’t do what I do

04 C: Pero tu pones la muestra

05 B: Anyways that’s going down. It’s tonight actually *aaa... la tarde* five thirty this afternoon Golden State Warriors dub city baby going on against San Antonio Spurs both of them 4 and 1

06 B: Good luck to the Warriors, revenge man from last year, the Spurs *hmhmm a ver a ver* good luck to the Warriors today.

Y este domingo the night is going on against the Carolina Panthers *aqui* at the Candlestick Park *a la una y cinco de al tarde* good luck to mine Niners.

Tambien your official Oakland Radio Station is going down *este domingo* against the New York Giants (C. oh boy) it’s a morning game *a las diez de la mananita* (C. oh boy) so you catch all the action right here in Latino Mix, one o five seven and *cien punto siete*.

This sequence begins with a greeting by Big Sal. In turn 1, Big Sal begins to say hello in Spanish and switches to English to continue his greeting. He ends his greeting with the expression “Whoa” several times. In turn 2, Crazy Caro interferes in continuation of the English choice by Big Sal and imitates the “whoa” but immediately switches to Spanish to clarify why she is imitating Big Sal. In turn 3, Big Sal continues in English and disapproves of Crazy Caro’s imitation. In turn 4, Crazy Caro justifies the imitation by stating that Big Sal is the one who started; she states this in Spanish. In turn 5, Big Sal disregards her comment and carries on in English. During turn 5, Big Sal pauses in the middle of his speech and self corrects a statement in Spanish and immediately repeats it in English. Both turns 1 and 2 demonstrate a code switching pattern. Both statements have a good set of words in each language allowing a nice flow in the speech. In turn 5 however, it is not considered code switching when there is no flow or only one word in the middle of a speech is used. Big Sal’s statement in turn 5 is an example of a phenomenon among bilingual younger generations. Is very common among bilingual young adults to use a word in the middle of a sentence in a different language. Turn 5 demonstrates the intention of Big Sal to keep the flow going but fails to accomplish a well-executed structure.

During the afternoon show three DJ’s were present: Omar Ramos, Freddy Zapata and Erika Reyna.

(2) Omar Ramos (O)

Listener Sandra (S)

01 O: *One O Five Seven* y 100.7 Latino Mix. Sandra de San Jose tu porque escuchas Latino Mix?

- 02 S: *Oh my God! Because of the music, you guys have awesome music! And it's a fun station.*
- 03 O: *Órale! thanks for the love, here's your song.*

This sequence demonstrates the difference in language choice between DJ Omar Ramos and a listener. In turn 1, Ramos greets the listener by naming the radio station. This is very interesting because he states the first numbers in English and then switches to Spanish. In my opinion somewhere, somehow DJ Ramos notice a good flow with the mixture of language in this sentence (DJ Big Sal always uses the same phrase). Ramos asks the listener why she listens to Latino Mix in Spanish. In turn 2, Sandra disregards Ramos choice of language and states in English why she likes Latino Mix. In turn 3, Ramos says an exclamation word in Spanish, like an approval of Sandra's answer, but switches back to English and gives thanks to Sandra for her support.

My analysis in the category of news was to listen to traffic reports. The two hours recorded did not have any news other than traffic. I have listened to news however; they were from the TV chain Univision, and were entirely in Spanish. Traffic reports were entirely in Spanish as well. I only recorded two hours but have listened enough to conclude this is true at all times. Stating the sponsors who made the report available always follows traffic reports. Les Schwab and 99c Only Stores sponsored the morning traffic report. Les Schwab and Allstate sponsored the afternoon traffic report. During the traffic report English is used to state names of streets and highways, this it is not considered code switching.

Sample of language during the traffic report:

(3) Erika Reyna (E)

- 01 E: muchas gracias muchachos y este reporte de trafico es cortesía de Allstate. En estos momentos continúan los problemas de congestionamiento debido a un accidente que siguen despejando las autoridades. Eso es en San Francisco sobre carretera 280 dirección sur a la altura de John Dally on ramp. Ahí demoras desde Alabany Boulevard este accidente esta bloqueando los dos carriles del costado izquierdo. Otro accidente continúan despejando en Sunnyvale, afectando carretera 101 dirección sur llegando a la conexión con el Highway 237. Trafico lento también en el are de Oakland, afectando carretera 24 dirección Este entre Telegraph Ave y el Caldecott Tunnel. Deja que un agente de Allstate te facilite la vida al combinar tus pólizas. Ellos te ayudaran a cambiarte y se encargaran del papeleo. Además te ofrecen muchos descuentos encuentra un agente de Allstate en miallstate.com. Para Latino Mix te informa Erika Reyna.

During my music analysis, I notice there is not a huge difference between the morning and the afternoon. During the morning show, the music was equally divided between Spanish and English and one bilingual song was played. During the afternoon show, 8 songs were English and 4 Spanish. This is very interesting because during the afternoon DJ's choice of language was mainly Spanish. I also looked at the type of music played during these two hours. English music was mainly Pop, Hip Hop, and R&B. Among the English singers were Justin Timberlake, Nicki Minaj and Chris Brown. These are all popular singers among young adults. Spanish music however, was

mainly Reggaeton⁶ with a few exceptions of Latin Pop. Some of the singers during these two hours were Daddy Yankee, Wisin and Kent Y Tony. All these singers are very well known among Reggaeton followers.

Data on commercials demonstrates several interesting phenomena. During the morning hour, commercials were entirely in Spanish. This is interesting because I have reported that DJ's speech and music were almost equally divided between English and Spanish. During the afternoon there was a mixture between bilingual and English but Spanish was definitely dominant.

I did a quick overview of commercials. I wanted to find out whether they were local, state or national advertisement and see what they were trying to promote. During the morning hour a commercial advertising Motel 6 was aired twice. This commercial can be classified as nationwide because it is a hotel chain that operates throughout the United States. Goodwill was aired twice. At the end of this commercial they mentioned that some of their proceeds go back to the community as employment placement and job trainings. Goodwill is not only nationwide but also international. Health insurance aired twice; one was a local insurance in Santa Clara but did mention the initiative of Covered California and the other statewide, advertising Covered California. The last three were advertising local dances in San Jose using Latino Mix as their primary promoter.

During the afternoon they advertised 5 times the local dance in San Jose. The movie *Delivery Man* was advertised two times; this is a nationwide commercial in both English and Spanish. Two commercials advertising Buffalo Wild Wings were aired in English. This sports restaurant is all over the U.S. Covered California was advertised twice and Santa Clara Health Insurance once. Looks like California, and the Health Care Initiative, are really pushing their message. Cost Auto insurance was advertised once in Spanish and I was not able to find any information about this insurance company. One Comcast commercial was aired in English. Comcast is national and international. One commercial promoting health in California (amishijosno.net) was in Spanish. Lastly, one commercial promoting a Rock festival in San Jose was in Spanish.

Conclusion

The language variability throughout this study was carefully examined. Two hours of live radio were digitally recorded and used to collect data. It can be concluded that there is definitely a noticeable amount of language choices between news/entertainment, music and commercials. I strongly believe that further investigation is needed.

References

- Coffey, H. (n.d.). *Code-Switching*. Retrieved from <http://www.learnnc.org/lp/pages/4558>
- Latino mix [Radio series episode]. (2013). In Rodriguez, R. (Executive Producer), *Latino Mix*. San Francisco, CA: Univision Communications Inc. Retrieved from <http://latinomixsf.univision.com/blogs/article/2009-10-15/quienes-somos-lakalle-sf>

⁶ Reggaeton is a music genre that initiated with Spanish reggae from Panama with roots from Jamaica and Spanish Rap and Hip Hop from Puerto Rico. (Marshall 2010)

- Marshall, W. (2010, June 27). *The Rise of Reggaeton*. Retrieved from <http://norient.com/en/stories/reggaeton/>
- Wilkinson, K. (2009). *The handbook of Spanish Language Media*. (p. 3, 8). New York, NY & Abingdon, Oxon: Routledge. Retrieved from http://shr.receptidocs.ru/docs/7/6969/conv_1/file1.pdf#page=23

Appendix

Day one AM

Big Sal Pachino RL1 = S

Crazy Caro RL2 = C

S. **Buenos dias Buenos dias feliz viernes** to everybody in the Bay it's your **pelon** Big Sal alpachino along with Crazy Caro right here on Latino Mix Don't you go no where we got your latest traffic updated report and cast conditions **Tambien**, sports man Niners/Raiders going down **este domingo** who's going to win? We got more **detalles** who's going up against **tambien** Golden State, they're going to be playing tonight, I'll let you know what time and where **ahi quedate**, Kent y Tony 'otra noche' let's ride.

Music/Commercial Break

S. **Buenos dias Buenos dias feliz viernes** to everybody in the Bay it's your boy here Sal pachino wow wow

C. and your girl Crazy Caro wow wow wow wow **aqui en Latino Mix cientocinco punto siete y cien punto siete**. Hey **no nomas tu puedes hacerlo yo tambien puedo**

S. Do your own man don't do what I do

C. **Pero tu pones la muestra**

S. Anyways that's going down. It's tonight actually **aaa... la tarde** five thirty this afternoon Golden State Warriors dub city baby going on against San Antonio Spurs both of them 4 and 1

S. Good luck to the Warriors, revenge man from last year, the Spurs **hmhmm a ver a ver** good luck to the Warriors today.

Y este domingo the night is going on against the Carolina Panthers **aqui** at the Candlestick Park **a la una y cinco de al tarde** good luck to mine Niners.

Tambien your official Oakland Radio Station is going down **este domingo** against the New York Giants (C. oh boy) it's a morning game **a las diez de la mananita** (C. oh boy) so you catch all the action right here in Latino Mix, one o five seven and **cien punto siete**.

C. that's right

S. you know what I mean?

S. u think the raiders're going to do it?

C. man, I don't even know what I think anymore

S. But Raders are

C. I'm a fan, I'm still a Raider no matter what, **pero** man

S. you guys need to win this one Giants are

C. we need to win

S. Giants are only 2 in 6 you guys are 3 in 5 alright so good luck to the Raiders

C. man step it up Raiders

S. tell you to step it up right now cast conditions and what's the traffic looking like?

C. Traffic is completely stopped, completamente detenido si estas manejando por la carretera 80 al Puente de la Bahia el trafico esta detenido ahi. Tambien se estan reportando demoras si vienes de la carretera 580, 880 carretera 80 llegando al Puente de la Bahia. Y si estas manejando por la ciudad de San Jose trafico lento 280 hacia el norte entre la Meridian Southwest Expressway al la altura de la Wolf rd

Este reporte de traffic es traído a ti por 99c Only Stores, (no don't do that) 99c Only Stores tiene juegos de vajillas Creative Homede lujo por menos de un dollar por piesa, si, combina platos de ensalada, sopa y tazas en lindos entornos de otono, apresurate a la 99c Only Sotres para lindas ofertas de esta temporada.

S. Thank you, thank you regresamos con musica de Chido y Nacho F U N Fun, Drake is goin to kick it all off y tambien detalles on como tu puedes ganar boletos to check out El Tri yeah

C. huh huh huh

S. Whats wrong with you?

C. huh huh huh

S. you sound like a

C. nomas te la pasas reganandome

S. well I don't sound like that

C. yes you do, en mis ohidos haci suena

S. you sound like an angry bird

C. and you look like a angry bird todo peludo ahi.

S. you see Bay Area, you see como esta vieja, even on a Friday, even on a Friday

C. esta vieja es buenisima onda tu no puedes, osea tu no sabes lo que tiene esta superarchirequeterrecontrarica chica, aaaaaaaa

Ya llegamos al Friday it's Crazy caro show, Buenos dias estamos aqui con el pelon haciendotle burla porque parece un...coco jajajaja. It's Crazy Caro Show, tututitutu

Music/ Commercial Break

S. Yeah buddy, flashback classic track right there. Buenos dias feliz viernes to everybody in the Bay it's your boy Sal Pachino along with Crazy Caro right here in Latino Mix cast conditions whats the carreteras looking like homegirl?

C. El Puente de la Bahia aun reporta que el trafico esta completamente detenido por la carretera 80 al llegar a las casetas de cobro. Si tu estas manejando por el area de Milpitas un accidente que esta bloqueando el carril derecho carretera 680 hacia el sur ahi antes de 220 entre las carreteras 237 y Calaberas Bulebard. Sunnyvale tambien reporta trafico lento, 101 ahi a la altura del 237 por la Oregon Expressway al llegar ala Embarcadero Rd.

Este reporte de trafico es traído a ti por Les Schwab. Ni el clima de invierno te puede retrasar pero Les Schwab tiene las llantas que necesitas y con su promesa de mayor valor en llantas. Cada llanta tiene proteccion y mantenimiento de por vida Les Schwab hacienda las cosas bien desde el 1952.

Por sierto que handan ahi manejando llevando los ninos a la escuela un saludito rapido rapido a Selene y Alexis y a...Christpher, perdon, que dicen que estoy bien loca.

S. that's right, kids, when mom's driving the kids to school they think vieja is crazy.

C dicen mamy esa senora esta bien loca

S. Ninos, ninos vieja is crazy.

S. very crazy

C. no es cierto, no es cierto.

- S. Told u ur goin to end up in an old folks home, homegirl.
C. **vas a ver tu eh. Ahi tu con migo a un lao.**
S. Schizophrenic, not uh
C. **Schizophrenic, estas loco. Oye saves que? ya te estas pasando**
S. **no me estoy pasando** I catch you talking to yourself all the time and then laughing at of nowhere.
C. **ajajaja**
S. Kids, kids don't grow up to be like that.
C. **no no al contrario, sean como yo que puedan reirse de la vida y sin importar de quien te esta viendo.**
S. It's because she's crazy
C. no
S. but its all good anyways okay bye whatever, **regresamos con mas musica de** Capital City, Yesica Sanchez, Romeo Santos, Shakira, Alexis y Fido, Bruno Mars it's goin to kick it all off **y tambien** your **boletos para ir a ver El Tri mucho mas** okay,
Stop it, please, baby it's kind of creepy
C. Stop, I'm not Creepy, hmhs, ajaja

Day one PM

Omar Ramos RL1 = O
Freddy Zapata RL2 = F
Erika Reyna RI = E

- O. Hola hola con quien hablo?
Radio Escucha. Margarito
O. Margarito te voy a regular un par de entradas para que nos acompañes a la gran apertura de Evolution Night Club
Radio Escucha. Oh timbirichito viene señores
O. **Brother** va a ser una noche totalmente de Rock en español, música Pop y lo mejor del momento además mezclando en vivo va a estar mi estimado DJ Wakim, así es que va a ser una noche súper bien eh. Apunta la dirección **brother** donde queda Evolution Night Club esta en el 1131 N. Lawrence Expressway en la ciudad de Sunnyvale. Y si quieren mas información llámanos al (408)623-5911 sale vale?
Radio escucha. 5911 Sale
O. Oye nomas dime ahora que estación te lleva a la gran apertura de Evolution Night Club?
Radio Escucha. Latino Mix

Música / Comerciales

- O. YO **Bay Area!** **Give us a follow @Instagram** bajo Latino Mix **One o five seven.**

Música / Comerciales

- O. Latino Mix **One O Five Seven** y 100.7, y toca ya mañana descubrir de que lado masca la iguana, el repechaje del Futbol internacional en vivo desde el Estadio Azteca por Unimas o sino Univisión Deportes. México recibe a Nueva Zelanda. México se la va a jugar de todas, todas. Tiene que ganar en este partido de vida y por supuesto denle vuelta para conseguir el ultimo boleto para el Mundial, Como la vez?

F. Oye, también les quiero decir algo eh, una nueva generación de televisores le abre las puertas del mundo a la comodidad de su hogar, por ese mismo televisor también podría dejarle puerta abierta a los criminales, conozca porque esta noche a las once en Noticias Univisión 14. Así que checa esto, esto me parece muy interesante. **Wow** tu televisores también eh. Oye rápidamente nos lanzamos con Erika Reyna, adelante.

E. Muchas gracias y este reporte de tráfico es cortesía de Les Schwab Tires. Se registra tráfico lento todavía en el área de Walnut Creek. Las autoridades siguen en la zona despejando un accidente en la Autopista 680 dirección norte antes de llegar a Trade Boulevard. Si andas conduciendo en el área de Concord vas a encontrar un accidente que esta provocando demoras en Highway 4 dirección este a la altura de Pacheco Boulevard, el divisor central lo vas a encontrar bloqueado. También se reporta otro accidente afectando carretera 101 dirección norte a la altura de Amphitheater Parkway para que tome sus precauciones. Y en el área de Sunnivale hay un accidente también bloqueando dos carriles en carretera 101 dirección sur llegando a Highway 237. El clima de invierno te puede retrasar pero Les Schwab tiene las llantas que necesitas y con su promesa de mejor valor en llantas. Cada llanta tiene protección y mantenimiento de por vida. Para Latino Mix te informa Erika Reyna.

Música / Comerciales

O. **One O Five Seven** y 100.7 Latino Mix. Sandra de San Jose tu porque escuchas Latino Mix? Radio escucha. **Oh my God! Because of the music, you guys have awesome music! And it's a fun station.**
O. Órale! **thanks for the love, here's your song.**

Música / Comerciales

O. **One O Five Seven** y 100.7 Latino Mix. Se siente ya las cinco de la tarde. **This is not a big deal**, no es la gran cosa pero nos enteramos que el viernes pasado la actriz de cuarenta y un años de edad Cameron Díaz se apuntó o se agregó a Twitter y a estas alturas de hoy martes lleva más de doscientos cinco mil **followers**. Ya, **I guess when you have a latino last name it might captivate somebody's attention.**

F. Oye por cierto a las cinco de la tarde mi estimado Omarcillo, vamos a tocar un set de buena música de rock en español, música pop, todo lo que te gustaba lo vamos a tocar así es que Frisco Eddie ponte las pilas y a las cinco de la tarde si te gusta toda esa música vamos a tener un set especial para ti. Y si quieres escuchar algo pues agrégame en el Facebook como Freddy Zapata ponme ahí algo o al Frisco Eddy dínos esta es la rola que yo quiero escuchar. Sale vale? Nos vamos rápidamente con Erika Reyna, adelante.

E. muchas gracias muchachos y este reporte de tráfico es cortesía de Allstate. En estos momentos continúan los problemas de congestión debido a un accidente que siguen despejando las autoridades. Eso es en San Francisco sobre carretera 280 dirección sur a la altura de John Dally on ramp. Ahí demoras desde Albany Boulevard este accidente esta bloqueando los dos carriles del costado izquierdo. Otro accidente continúan despejando en Sunnyvale, afectando carretera 101 dirección sur llegando a la conexión con el Highway 237. Tráfico lento también en el área de Oakland, afectando

carretera 24 dirección Este entre Telegraph Ave y el Caldecott Tunnel. Deja que un agente de Allstate te facilite la vida al combinar tus pólizas. Ellos te ayudaran a cambiarte y se encargaran del papeleo. Además te ofrecen muchos descuentos encuentra un agente de Allstate en California en miallstate.com. Para Latino Mix te informa Erika Reyna.

Day two PM

O. Kick it off it's four o'clock hour y ya las cuatro de la tarde aquí en la Bahía y en Latino Mix one o five seven y cien punto siete te tengo el dato deportivo este pasado fin de semana derrotaron a los equipos de la Bahía los Raiders y los cuarenta y nueve feo. Además termino el torneo apertura dos mil trece del futbol mexicano a...ya tienen los horarios para la fiesta grande, es decir Los Mexican Playoffs El Toluca Cruz Azul abrirán la liguilla el sábado veintitrés Nemesio Diez a las quince horas del día, y alas diez y siete horas del día el mismo día, es decir el sábado veinte y tres, Morelia recibirá a León en el estadio Morelos. Después, el domingo veinticuatro, Tigres recibe mis Aguilas del América a las dieciséis horas del día en el estadio Universitario. Y finalmente en la Corregidora el Gallo Blanco de Querétaro recibe al Santos a las diez y ocho horas del día. Como vez?

F. Oye prepárate que en esta hora tengo mas música para ti, por supuesto muchos premios, si quieres saber que vamos a regalar durante el día metete a mi Facebook búscame como Fredy Zapata y regálame un Like y vas a saber primero que nadie que vamos a regular sale vale.

Regreso con mas música aquí la que te gusta. Por cierto viene algo que me pidieron la de, ah esa me encanta, la de Daddy Yankee la noche de los dos y la Buena música aquí en Latino Mix adelante Erika Reina

E. Muchas gracias muchachos, este reporte de tráfico es cortesía de A eMe Pe eMe. Se registra trafico lento debido a un accidente en el área de Livermore, afectando autopista quinientos ochenta dirección oeste antes de llegar a Basque Rd. También se reporta trafico lento debido a un vehículo que esta descompuesto bloqueando el carril central. En autopista ochenta dirección a Este antes de llegar a Treasure Island ahí vas a encontrar demoras desde la conexión con autopista ciento uno. Y trafico lento también sobre autopista ochenta dirección Este entre The Maze y Ashby Ave. Este reporte de trafico es cortesía de Aeme Peme, y sus deliciosos Hot Dogs por solo noventa y nueve centavos. No dejes que el tráfico te detenga ven y llévate uno hoy mismo para Latino Mix te informa Erika Reyna

Música/ Comerciales

O. Buenas tardes y chido lunes para ti estas en Latino Mix one o five seven y cien punto siete por aquí me dejaron encargado. Un mensaje para la señorita Jiménez, le manda decir, este, 'cuando pienso en ti me gusta pensar en lo felices que hubiéramos sido' ¡jórale! Algún saludo que tengas pendiente, márcanos a la cabina al uno triple ocho seis ochenta sesenta y cuarto noventa y nueve Latino Mix

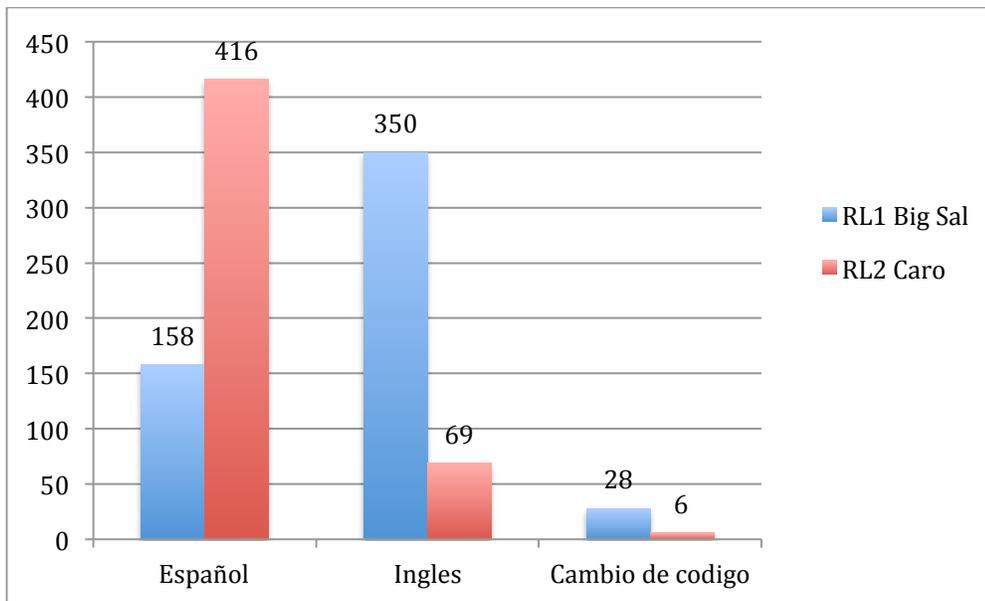
Música/ Comerciales

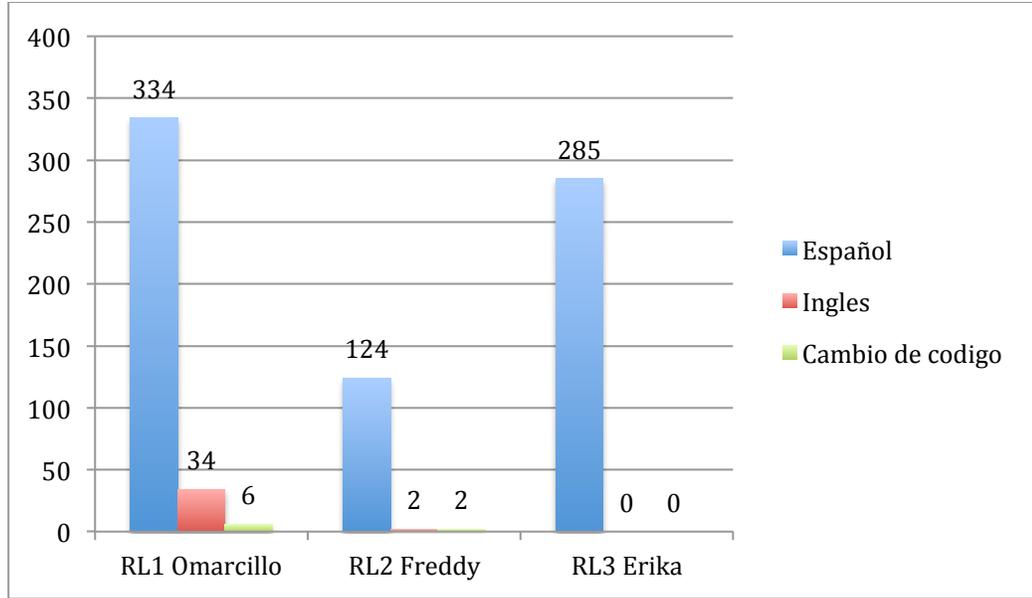
O. Yeah one o five seven y cien punto siete Latino Mix. Ni modo ya nos callo la temporada de fiestas y con ello comenzamos a escuchar historias, no, de personas que

viven en condiciones bastante humildes y la neta yo cada oportunidad que tengo ayudo a esas personas por eso quiero tomar este momento para agradecerle a cada quien de ustedes **Each and everyone of yous that helped out the dad and his ten year old daughter** que los encontraron durmiendo precisamente en un autobús del sistema de transporte publico de Santa Clara. Eh, esta familia de dos tenia ya varias semanas durmiendo dentro de los autobuses hasta que se les hizo un reportaje y algunas personas llegaron a su rescate. **Thank you very much** por tocarte ese corazón bondadoso

F. Exacto y hora mas en esta temporada de frio **brother** por favor si ven por ahí que necesita alguien un **sweater** o algo por favor ay que donarlos. Rápidamente nos vamos con Erika Reina.

E. Muchas gracias y este reporte de trafico llevado a ti por cortesía de las 99c Only Stores. Se reporta trafico lento sobre autopista ciento uno dirección sur pasando Sierra Poin Parkway debido a un accidente que las autoridades continúan investigando en el area. También en Livermore siguen despejando un accidente en la autopista quinientos ochenta dirección Oeste antes de llegar a Basque Rd. el carril derecho se encuentra bloqueado. También se reporta tráfico lento en el área de Fremont esto se debe a un vehículo que esta afectando y bloqueando la rampa sobre autopista ochocientos ochenta dirección sur en la rampa que te lleva hacia Fremont Bulevard esta bloqueada. Visita alas 99c Only Stores y encuentra todo lo que necesitas para rostizar tu pavo el día de acción de gracias, bolsas para rostizar Popout Timers asaderas y gravy por solo 99 centavos cada uno. Para Latino Mix te informa Erika Reyna





- **Salvador Molina (Big Sal):** Nació en San Francisco y sus padres son nicaragüenses. Big Sal se desenvuelve exitosamente en la radio de habla hispana y anglosajona. *“Sus programas bilingües son un éxito en ambos medios radiales, combinando el humor, la sátira social y los comentarios y chismes en el mundo del entretenimiento, para ayudar a cerrar la brecha cultural y generacional en una audiencia diversa y cosmopolita”.*
- **Crazy Caro:** Nació en Guadalajara y criada aquí en el área de la Bahía. Se siente muy orgullosa de su herencia. Habla varios idiomas incluyendo Spanglish. Es fanática del futbol soccer y del football. *“Barcelona es mi equipo y le voy al América de México. Soy 100% Raider Nation & fan of the Oakland Athletics”*
- **Omar Ramos (el Omarillo):** Es uno de tres hijos y nació el 5 de julio. Le gusta mucho todos los medios de comunicaciones. Disfruta ir al cine, comer sushi, ir de fiesta y los deportes. *“Me considero una persona orgullosa de sus raíces latinas, luchona, transparente, sensible, considerado, dormilón y mega adicto a los juegos de videos”*
- **Freddy Zapata (el Virus):** Es originario de Perú. Comenzó su carrera en Univisión en el 2001. Freddy es muy trabajador y le encanta la radio. *“El cree que a través de la música y la radio puede alegrar y motivar a la gente”*
- **Erika Reyna:** Es de León, Guanajuato pero creció en Tijuana, Baja California. Estudio locución y periodismo en la ciudad de San Diego. Le gusta mucho viajar, la moda y sobretodo disfrutar con su familia, su esposo y dos hijas.

**Linguistic variations in service encounters across different
social settings: An observational study**

Marilou Montañez

Sonoma State University

Abstract

Our daily lives consist of infinite social interactions with those surrounding us or across nations. These communication exchanges can include but are not limited to a peculiar look, a gesture, sign language, written or most commonly, verbal communication. Because language exchange is essential to our lives I decided to look closer at what factors impact service encounter verbal exchanges. This research was conducted through an observational study in 25 different social locations where communication between clients and staff was necessary to offer/receive a good or service. Upon analyzing the social interactions that occurred at these locations, specific linguistic patterns in everyday language stood out. These patterns of language vary from, pragmatics, politeness, and decision-making depending on whether one is monolingual or bilingual.

Sinopsis

Nuestra vida consiste de infinitas interacciones sociales con personas que nos rodean o están al otro lado del mundo. Estos intercambios de comunicación incluyen pero no limiten los intercambios sea con una simple mirada, un gesto, lenguaje de signos, o escrito pero más común es la comunicación oral. Esta investigación se realizó por medio de observaciones en 25 diferente locales sociales donde hubo comunicación entre clientes y un personal quien le atiende por un bien o servicio. Al analizar las interacciones sociales que se produjeron en estos lugares se destacaron ciertos patrones lingüísticos en el lenguaje cotidiano. Estos patrones de lenguaje varían entre la pragmática, la cortesía, y las decisiones lingüísticas que toma uno cuando es monolingüe o bilingüe.

Introduction

A branch of linguistics that interested me from the beginning was sociolinguistics. I have always had an interest to learn how people communicate verbally or in writing. I believe that these interactions with others are particularly interesting because everyone needs to learn how to communicate with others in order to accomplish things in life. From infancy you have to know what is going to capture the attention of the primary caregiver or when as an adult you need something, communication is also necessary. Sociolinguistics is a scientific discipline that studies the relationship between society and language that helps maintain social structures, for this reason, I took in consideration various social factors. These factors are the location of the social setting I observed, the main language spoken, estimated age, and also the person's ethnicity. Studies have found that there are particular attitudes toward social groups that speak in different ways. People are judged more or less as reliable, capable, or smart (Walters & Brody, 2005).

The things I wanted to focus on during my observations were upon the types of factors that can change people's speech while they are in different types of social situations or locations. What can be the reasons that some people are more polite than others? Some people make code switches, why? When do people change their form of register?

During my study I hoped to find reasons behind these questions through the form of observations done at various locations where service encounters are preformed.

All conversations emerge from people taking part in mutual activities. “The participants take particular roles, such as doctor and patient, teacher and student, or friend calling and friend called” (Heritage, J. *Conversation: Linguistic Aspects*). These different kinds of roles constrain what the people say and what they do. It can be the reason why they may even change their form of register. Register is “a variety of a language that is appropriate to specific situations or addressees. An example would be how the simple question, “Where did you go last night?” would elicit very different responses depending on whether you were answering your roommate, your mother, or a police officer...all natural languages have multiple registers, and all adult speakers of a language consciously or unconsciously select the register most appropriate to the situation” (Walters & Brody, 2005, p. 562). Another form of spoken interaction is phatic communication. “Phatic communication exchanges of conversation intended to maintain a pleasant connection among participants rather than to convey information; comments about the weather between two people at a bus stop or an elevator or the ritual we preform (“Hi, how are you?”; “Hey what’s up?”; “Du-uu-ude”) are examples of phatic communication (Walters & Brody, 2005). Compliments are also ways to start conversation between two or more people.

Compliments are practical uses of language and most importantly they provide insight to reactions of appraisals that can reflect personal and cultural values. According to Anita Pomerantz, a conversation analyst, (1978) people who receive compliments find themselves caught in a dilemma of compliments; they have to choose whether to accept the compliment, or to brush it off to avoid self-praise. The study of compliments can relate to that of Brown and Levinson’s Politeness Theory where it is proposed that two kinds of “face” are conserved in the conversations. One “face” is Positive Face in which represents our need to be accepted, feel valued, or feel approved. The second “face” is Negative Face. Negative face represents the freedom to act with no obligations and go about our business without any worries. Speech acts that impose on our negative face are: reminding, advice, offers and promises, orders, and requests. When one accepts an offer, commits oneself to something, or accepts an apology, one “gives in” to the speaker.

In 2012 Hiroko Katsuta conducted a study on the role of 686 compliments through analyzing occurring speech situations between Japanese and American college students. Katsuta’s results implied that the compliments were very systematic; virtually no originality in both terms of what is complimented and the words that are used. Only five adjectives were used with frequency. Those words were, nice, good, beautiful, pretty, and great. Results showed that Americans do an excessive amount of complimenting and people from other cultures were quite embarrassed by this (Katsuta, 2012). Another compliment study done by Herbert indicated that men had a higher tendency to question the compliment or fail to acknowledge it.

In the book, “what’s language got to do with it?” there is an opinion piece by Myriam Marquez called, *Why and When We Speak Spanish in Public*. Myriam Marques is a Cuban American writer for the Orlando Sentinel. In the column she explains why she and her family speak to each other in Spanish publically. Marquez states the following:

“When I’m shopping with my mother or standing in line with my stepdad to order fast foo or anywhere else we might be together, we’re going to speak to one another in Spanish. That may appear rude to those who don’t understand Spanish and overhear us in public places. Those around us may get the impression that we’re talking about them...Let me explain why we haven’t adopted English as our official family language. For me and most of the bilingual people I know, it’s a matter of respect for our parents and comfort in our cultural roots”, (Walters & Brody, 2005, p. 207).

Myriam Marquez notes that for her and many Americans, public space is not an English-only environment though; she does acknowledge that there are limits to what is polite or inappropriate (Walters & Brody, 2005). I find this very interesting because some people are “ashamed” of their native language and in order to fit in with the rest, many people assimilate to speaking only English in public and sometimes even at home. It is important to acknowledge and cherish one’s mother tongue. To teach each generation the family’s language and continue speaking in whichever language the family speaks inside the home. This brings up the current problem of language extinction and along with loosing the language of one’s family; one may loose the chance to communicate with someone as close as a grandparent. Being bilingual is not a constraint or anything to be ashamed of. What is shameful is failing to continue one’s native language to the next generation.

Method

The research method that I used for this project was a qualitative design that follows the ethnographic cultural phenomenon. Observations were made at different locations where there were social interactions between clients and service workers. The different social settings visited were places such as restaurants, cafés, different offices, and stores. I also visited places like a general hospital reception, banks, and ice-cream shop. Ten of the social settings I visited were in Southern California in San Diego County and fifteen were in Northern California split between Sonoma County and Lake County. For each observation I took notes on several things including the location of the business, the setting’s main spoken language, an estimated the age range of the worker and of the client between the age ranges of 20 or less, 20-30, 30-50, or 50 + . In my notes I jotted what the ethnic background seemed to be taken from the customer attendant and the client.

Once I had the data I began to see what kind of language patterns there was from the different locations I observed in. I saw that location and language were very important findings to the project. I notice that my study would be better off as qualitative instead of quantitative because of the fact that for many people language is something personal to them. There were also some constraints towards gathering my information word for word. Either the background noise or other people around would be talking pretty loudly. I would have liked to use a video recorder for my study. It would have helped to record not only the people’s conversations but also their gestures and posture while they spoke. There have been studies done on interpreting people’s body language to help detect if they are lying, bored, or nervous. When studying social interactions it is also important to look at other things including they way one presents themselves in their way of dressing. An example can be people dressing formally or casually when they go to certain places.

Results

Figure 1. The graph below illustrates the predominate language spoken inside the different locations. Out of the twenty-five observed locations two were 100% Spanish speaking, three locations spoke almost all Spanish, seven were half and half, eight locations were almost all English speaking locations, and five were fully English speaking work places.

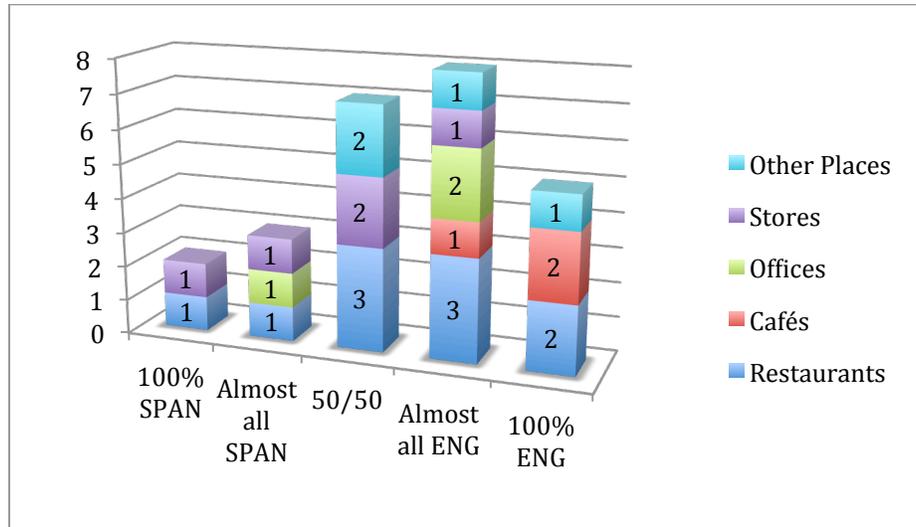


Figure 2. The columns below show the estimated age span of the service clerk representatives as well as the age span of the customers that exchanged verbal communication.

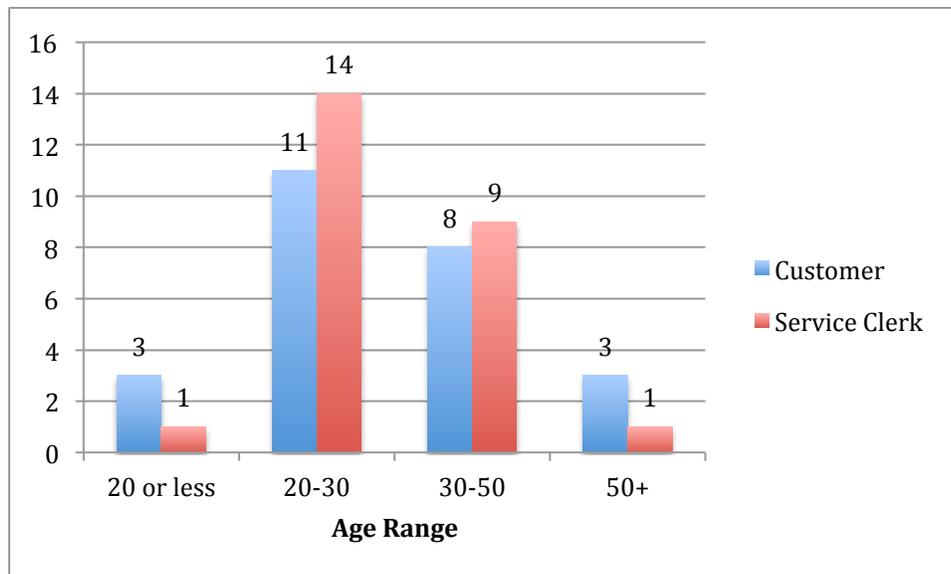
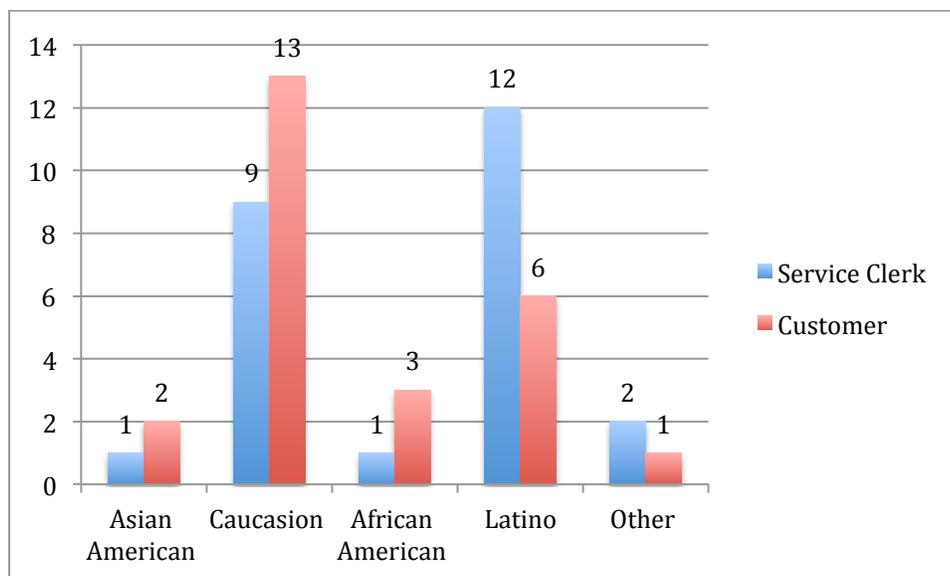


Figure 3. This graph demonstrates the different ethnicities of the people observed for the study. One can tell that the Caucasian and the Latino ethnicities are highly represented compared to other groups of people.



Discussion

Drawing upon the results there were locations where the language spoken in the place had to change from Spanish to English and visa versa because of some costumers being monolingual. The majority of the locations comprised of English being the dominant language spoken. Language variety depended external factors such as situational context, different social groups and geographical area, creating variations in language even if it was the same spoken language. In 2007 five graduates from University of California, Santa Barbara conducted a study on perceptual dialectology within California. This study has been the first account with any single state. The study illustrates the linguistic boundary within California.

The noticeable linguistic variation lies between the northern and the southern regions of the state. Factors that contribute to the language variation are the use of English and Spanish language, slang use, and the different social groups. Language attitudes as well as ideologies were documented as perceptual dialectology emerged as a sociolinguistic subfield in 1989 by Preston (Bucholtz, Bermudez, Fung, Edwards & Vargas, 2007). California developed new cultural trends and youth styles involving language creating Californian recognizable speech. Such “Valley girls” use the word “like” as a discourse marker. They also use “be like” as a quotative marker. Their male counterparts are known as “surfer dudes” and quite often use the words “dude” and “bro” when communicating with others (Bucholtz, Bermudez, Fung, Edwards & Vargas, 2007).

In my study I was able to write two occasions where these linguistics variations were heard in Southern California during my trip to San Diego for a conference I had to attend. Being that the conference was only two days, I chose to change my flight and be in San Diego for four days so that I could get a feel for “SoCal” as far as its culture and

so-called Southern California speech. On Saturday, November 1st I was taken to an area in San Diego named Ocean Beach by one of my friends. She took me to a restaurant called *Shades Oceanfront Bistro*. This place seemed pretty friendly and had chill music playing in the background. As I observed I noticed how casual the waitress was dressed and when she took down the order and was asked “Can you leave the sour cream off?” she replied by saying “Totally, no problem”. Being from NorCal, I think that “No problem” would have been enough to reply with but because this was SoCal the “Totally” was added as a Southern California language style.

Conclusion

THE FINDINGS FROM MY INVESTIGATIVE RESEARCH PROJECT SUGGEST THAT THERE ARE FACTORS THAT CAN CHANGE THE SPEECH OF PEOPLE WHEN THEY FIND THEMSELVES IN DIFFERENT SOCIAL SITUATIONS. WITH THE VARIETY WITH IN COMMUNICATIVE SITUATIONS, EXTERNAL FACTORS SUCH AS SITUATIONAL CONTEXT, DIFFERENT SOCIAL GROUPS AND DISTINCTIVE GEOGRAPHICAL AREA ONE CAN NOTICE CHANGES IN LANGUAGE. THIS EXPLAINS THE REASON WHY THERE ARE DIFFERENCES BETWEEN DIALECTS OR ACCENTS NOT ONLY IN CALIFORNIA BUT ALSO AROUND THE WORLD. ETHNIC BACKGROUND AS WELL AS, AGE, SOCIAL GROUP, GEOGRAPHICAL AREA, AND UNUSUAL OR USUAL SITUATIONAL CONTEXT ALL HELP CHANGE LANGUAGE AND COMMUNICATION TECHNIQUES.

Acknowledgments

I want to thank Professor Reeder for inspiring me to do this research. Without him I would have not had a slight idea on what I wanted to study. I would also like to thank Student California Teacher’s Association (SCTA) for sponsoring me and inviting me to the Fall Leadership Conference that took place November 2nd through the 3rd in San Diego California. I gained many things from this lovely opportunity of visiting Southern California for the first time in my life.

References

- Bucholtz, Bermudez, Fung, Edwards, & Vargas. *Hella Nor Cal or Totally So Cal?: The Perceptual Dialectology of California*. Journal of English Linguistics. December, 2007 < <http://eng.sagepub.com/content/35/4/325.full.pdf+html>>
- Heritage, J. Conversation: Linguistic Aspects. <psych.stanford.edu>
- Katsuta, H. (2012). *The role of compliment topics in compliment response*. (Order No. 1529750, Portland State University). *ProQuest Dissertations and Theses*, , 97. Retrieved from <http://0-iii.sonoma.edu/docview/1221533119?accountid=13949>. (1221533119).
- Pomerantz, A. (1978). Compliment responses: Notes on the co-operation of multiple constraints. In J. Schenkein (Ed.), *Studies in the Organization of Conversational Interaction*. New York: Academic Press, 79-112.
- Walters, K., & Brody, M. (2005). *What's language got to do with it?*. New York: W.W. Norton.

**A Comparison of Iberian and Latin American Spanish in
Dubbed Episodes of the Japanese Anime *Dragon Ball Z***

Sander Salguero

Sonoma State University

Abstract

This study compares Iberian and Latin American Spanish through a popular children's TV show *Dragon Ball Z*. The show originated in Japan and is based off the popular manga *Dragon Ball*. To compare the different versions of Spanish these categories were used: Grammar, syllables per word, word count, word count by character, word rate, pitch, and insults used. One episode was analyzed for this study titled: *Lesson Number One*. With this episode we find that the Iberian version used more sophisticated words, had higher word count, and had a higher rate of speech. The tones were different by character but the Latin American version had a general higher tone. These noted differences can give insight on the general comparison of the different versions of Spanish while the process dubbing should also be taken into account.

Sinopsis

El estudio compara español latinoamericano y el español ibérico por una programa popular, Dragon Ball Z. La programa es de Japón y está basada del manga, Dragon Ball. La gramita, silabas por palabra, palabras por capitulo, palabras por carácter, palabras por minuto, tono, e insultos fueron usado para comparar los españoles. El capítulo, Lección Numero Uno fue analizado para este estudio. Las resultas incluyen que la versión ibérico tiene mas palabras sofisticados, mas palabras por capitulo, y más palabras por minuto. Los tonos estaban diferente pero en general los tonos estaban más altos en del español latinoamericano. La comparación da más entendimiento entre las diferente españoles pero se tiene que dar cuenta en la cualidad de la traducción y el proceso también.

Introduction

Here you introduce the paper. Briefly state what you hope to accomplish. Dragon Ball Z is a Japanese Anime TV show which began to air in Japan in 1988 (CITE). It is based on the popular Japanese manga Dragon Ball. The series focuses on Goku, an alien who has powers and able to fight with extraordinary speed and strength. His race, Saiyans, are violent and grow with power after each fight. His adventures include seeking the dragon balls, which grants one wish after all 7 are brought together, and fighting against foes, including those of his own kind to protect the planet earth. In the United States, the new version, Dragon Ball Kai, was the biggest premiere for boys 9-14 on Nicktoons at its time (Nielsen ratings). This demonstrates the shows impact on today's culture and how it remains relevant long after its release. The episodes used in this study were not all translated by the same format The English and Latin American Spanish versions, were both translated from the original Japanese version, while the Iberian Spanish version, was translated from a French version (vandal.net). Episodes last about 24 minutes in length with a standard air time of 30 minutes on television, including commercials.

With this study, it will also share insight on how the two versions of Spanish share traits and how they might differ as well.

Method

For the following study I analyzed an episode of Dragon Ball Z titled : *Lesson Number One*. I chose this episode because it had several revealing character traits, as well as a death, which could display cultural aspects. The episode was viewed in English, to able to use as a basis, Iberian Spanish (Spanish from Iberian Peninsula, ie. Spain), and Latin-American Spanish. A segment of the episode, was completely transcribed, a length of 3 minutes, to compare the word rate, syllables per word, word count, and grammar. The word count of each character and thus the entire episode, was also taken. A scale of 1-5 was used to describe the pitches of characters to compare with others as flat, falling, neutral, rising, and sharp. Insults were also analyzed in the episodes to note cultural differences.

Results / Resultados

Figure 1

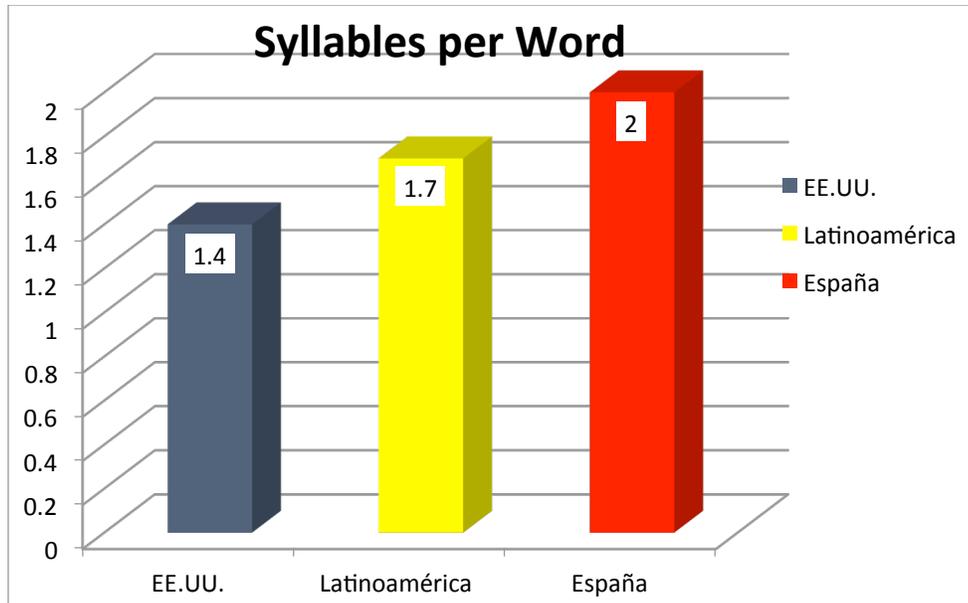


Figure 1 demonstrates the syllables per word in each version. The English version averaged 1.4 syllables per word, the Latin American version averaged 1.7 per word and the Iberian Spanish averaged 2 syllables per word. These were taken from the transcript of 3 minutes where the words were counted then averaged by word.

Figure 2

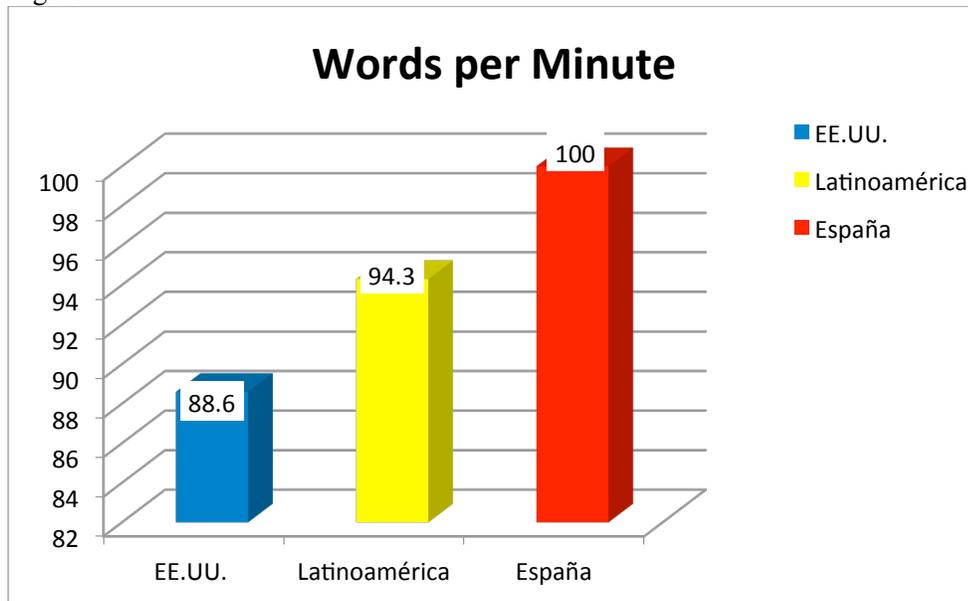


Figure 2 shows words per minute by version. Both Spanish version were relatively more than the English version with the Latin American version at about 94 word per minute and the Iberian version at 100 words per minute. The transcripts were also used for this segment.

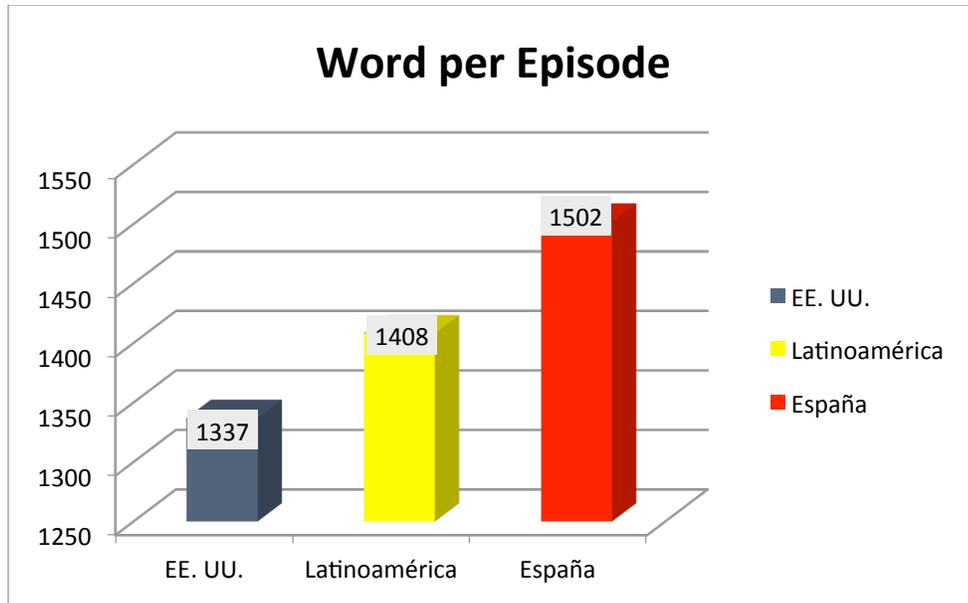


Figure 3 portrays the words per episode by version. Once again the Spanish versions reach a higher count and the Iberian version has more than the Latin American version with 1502 words per episode over 1408 words per episode respectively.

Figure 4

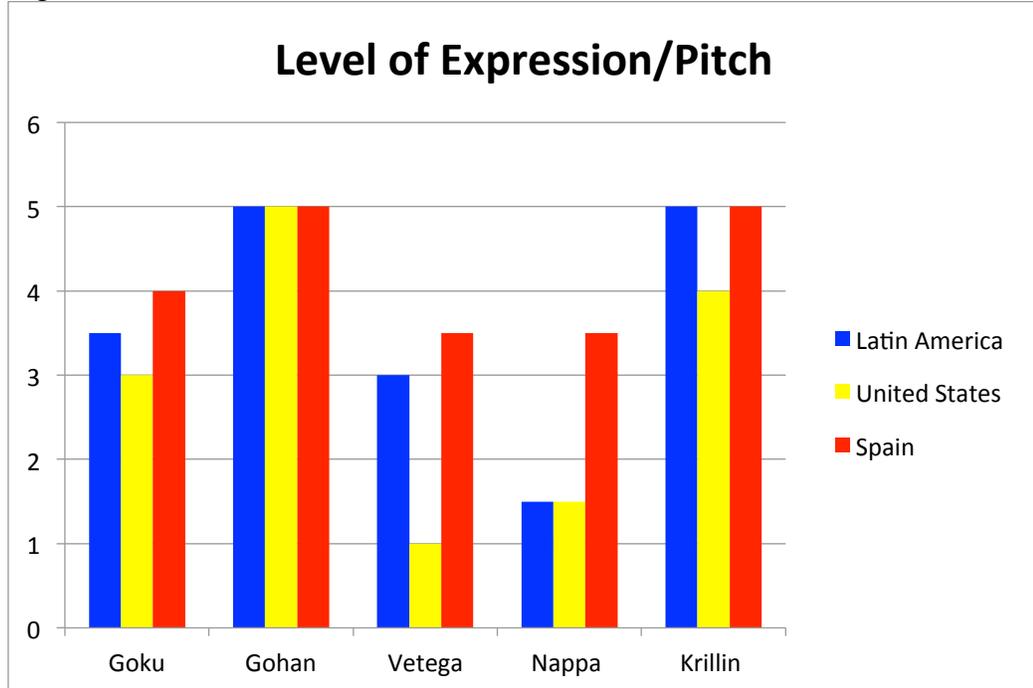


Figure 4 illustrates the pitches by character. There are considerable differences by character which may be defined by cultural. Since in the translation, pitches may be based off of different aspects, companies may choose different ways to portray

characters than the original which may be targeted to their country and its norms. In general, the Latin American version were very expressive, even compared to the United States version. They were generally rising with excitement and emotion. The United States version had stable or plain pitches with characters with the exception of antagonists. The villains were portrayed with deep, menacing voices, perhaps to illicit fear. The Iberian version were also plain but the villains in particular less emotion and were somewhat more neutral than falling. These portrayals may be used to demonstrate that the villains showed no emotions and were quite cold.

For the grammar aspect of comparison, the Latin American Spanish tended to use the preterit while the Iberian Spanish used the perfect present tense. These differences have been noted, and are seen to be reinforced through programming. With word count per character, they were generally the same. Characters had around the same amount of words considering the amount of words per episode. Regarding insults, the translations were quite different which also might be an effect of culture. These 3 were translated/transcribed from the episodes:

English: You're finished! Don't look at me like that, so far you haven't managed to land a single punch, I think you've embarrassed long enough.

Latin American: You poor devil, I cannot believe I will have to intervene, this should have been easy.

Iberian: Traitor! Why are you doing this!?

The insults in English generally attacked the masculinity of the character as well as his competence in fighting. The insults in the Latin American version also attacked similarly but also with religious imagery such as lightening and devils. The Iberian version had insults of not holding up to a group standard or failing to live up to expectations.

Discussion

Here is where you get to discuss what you think is significant.

Syllables per word can demonstrate the sophistication of the words used in the programming. Both Spanish versions were relatively the same with the Iberian version having more syllables per word. This shows that they may use a higher standard of vocabulary or expect children to understand harder words at their age. With words per minute, the Iberian version spoke at a quicker rate than the Latin American version. This could say that people who speak Spanish from Spain could speak faster than those who speak Spanish from Latin America. The words per episode demonstrates that the Iberian Spanish elaborated more in general than the Latin American version which could explain the higher word count, syllables per words, and word rate per minute. The pitches gave insight on the tone of speakers geographically or how they choose to represent characters. The insults could be more flexible to translate from the original. The English version attacked the character's masculinity, meaning it is important for a man to be masculine in that culture. The Latin American version was generally the same but also used religious imagery like devil. This shows how religion has an overall impact on that region and its reinforcement through the media. The insults in the Iberian version were more group oriented. Meaning they may have a group mentality and not being able to keep up with your own expectations in that group, could be unacceptable.

Conclusion

This study gave more insight on the differences of Iberian and Latin American Spanish. It is important to note though, that the translations may be of different quality. It depends on the resources the companies were able to obtain while dubbing this show. With more money, they could spend more on actors and production. This study was also only conducted on a single episode and could perhaps, not be consistent with the entire show. With further research, more conclusions could be made on the differences regarding this show or perhaps in the media as well. It was interesting to see how a show could mean and translate into many different versions off of one original.

References:

<http://www.pep.ph/guide/guide/11830/agb-nielsen-mega-manila-household-ratings-april-26-to-28-aljur-abrenica39s-magpakailanman-episode-tops-saturday-ratings>

<http://blogs.vandal.net/77698/vm/2112563122007>

Appendix:

Transcriptions:

English:

King Kai: You have mastered the kaio ken attack, well done Goku. But you must remember, energy and matter are always interchangeable. One eventually replaces the other. The awesome speed and strength you gain in the kaio ken attack come at a price. The attack can only be used for shorts bursts. If you use it for too long or if you are in a weakened state, the energy will take over your material body to the point of its complete obliteration. Do you understand what I am telling you Goku?

Goku: Mhm I understand.

Krillin: It could kill you?

Goku: Yes

Nappa: Vegeta give me a hand, I can't get up. Thank you

Vegeta: Sure, it's the least I could do Nappa. Maybe you won't be such a disappointment... when you're dead!

Goku: Wow this is intense.

Gohan: Dad, what's happening?

Krillin: Whoa that guy is powering up, hold on

Vegeta: Goodbye

Nappa: No, no Vegeta!

Krillin: I can't believe it. He completely obliterated his own teammate.

Word Count:

English:

Goku: 324
Vegeta: 209
Nappa: 218
Gohan: 50
Krillin: 277
Oolaf: 23
Bulma: 75
Witch: 37
Roshi: 35

King Kai: 77 (89)
Insults: 13
Women Scene: 1 minute and 25 seconds
Total: 1337

Latin American Spanish:
Goku: 371
Vegeta: 240
Nappa: 250
Krillin: 275
Gohan: 43
Bulma: 63
Witch: 41
Roshi: 23
Oolaf: 10
Kai: 92
Insults: 10
Total: 1408

Iberian Spanish
Goku: 389
Vegeta: 251
Nappa: 262
Krillin: 305
Gohan: 60
Bulma: 68
Witch: 33
Master Roshi: 29
Oolaf: 13
Kai: 92
Insults: 12

Total: 1502

**Language Perception and the Ability to Identify Accent
Among Speakers of English, Spanish/English Bilinguals,
and Learners of ESL**

Maria Shayna Tzouvelekis

Sonoma State University

Abstract

This study was conducted in order to determine whether various groups of multilingual and monolingual speakers could perceive an accent in the anonymous recorded voices of individuals who despite having different levels of understanding and use of Spanish are all bilingual in both Spanish and English. Knowing that whether consciously or subconsciously we often judge one another based on appearances, I wanted to eliminate the physical image and test whether an accent was detectable in first, second and third generation Mexican students, solely based on their recorded voices. The volunteer speakers read two excerpts from the descriptions of two popular books: *The Sisterhood of the Traveling Pants* and *Holes*. After I recorded them reading I had them fill out a questionnaire asking them about the difficulty of the readings and personal demographic questions, in order to see if there was a connection between an accent perceived in only certain speakers over others and why that may be.

Of the volunteer listeners, there were both bilingual Spanish and English speakers as well as monolingual English speakers. The volunteers were also given a questionnaire to fill out upon listening to the recorded voices with a variety of questions based on their understanding and perception of the voice.

Sinopsis

*Este estudio se realizó para determinar si varios grupos de hablantes monolingües y multilingües pudieran percibir un acento en las voces grabadas. Todas las grabaciones eran anónimas de personas que tienen niveles diferentes de comprensión y uso del español e inglés. Aun si sea consciente o inconscientemente, como personas juzgamos a los demás por las apariencias, juzgando la etnicidad o identidad de una persona en un instante y a veces sin preguntar ni siquiera escuchar a la persona, ya hemos identificado o categorizado a la persona. El propósito de este estudio era de eliminar la imagen física y comprobar si el acento era perceptible en primera, segunda y tercera generación de estudiantes mexicanos, basado únicamente en el sonido de sus voces grabadas. Los voluntarios grabados leyeron dos fragmentos de las descripciones de dos libros populares: *The Sisterhood of the Traveling Pants* y *Holes*. Les pedí que rellenaran un cuestionario con preguntas acerca de la dificultad de las lecturas y preguntas demográficas personales, para ver si había una conexión entre un acento percibido en sólo algunos voluntarios grabados sobre otros y si hubiera una conexión las posibilidades de por qué.*

De los oyentes voluntarios, habían tanto bilingües hispanohablantes e angloparlantes como monolingües angloparlantes. Los voluntarios también recibieron un cuestionario que rellenaron a escuchar las voces grabadas con una variedad de preguntas basadas en su comprensión y percepción de la voz escuchada.

Introduction

After being asked by a Mexican-American friend of mine, who has now lived in California for half of his life, whether I could perceive a foreign accent in his voice if I closed my eyes and solely listened, I became inspired to study language perception and accent identification. As I have known him for many years and relate his face and his background to his voice, I knew that I was not only biased but also nearly incapable of separating the two: his voice from his physical features and ethnic background. I also imagined that as I am bilingual, I may be more capable or apt to identify an accent in other bilingual or English as a Second Language speakers. In an effort to discover whether other bilingual or monolingual speakers could identify an accent in ESL⁷ students, I conducted a study. I was to record the voices of different groups of people that all identify as being bilingual. The primary intention was to record volunteers whilst having normal conversation, in order to test their normal speech patterns and sounds in order to impersonate what someone might hear from them on any given day. The thought was that, however they were perceived with their natural voice sounds during regular conversation would be the most accurate to how they would be perceived by any given person. However, in an effort to eliminate bias, I thought it only fair to give all speakers the same content to read.

Method

I chose to use two descriptions of popular easy reader books: *The Sisterhood of the Traveling Pants* by Ann Brashares and *Holes* by Louis Sachar. (Brashares, 2001) (Sachar, 2000) I found these two descriptions on Amazon while looking for popular easy reader books. I knew immediately that I would have to find volunteer speakers and listeners. I asked speakers that had the following traits: Bilingual, Student, 1st or 2nd generation Latino. There were 6 volunteer speakers between the ages of 11 and 21 years of age. Of the speakers, 3 were female and 3 were male, 2 of which were minors under the age of 18. I was curious to see if there was a connection between the perception of an accent of a bilingual and/or ESL student that was of elementary school age vs. a student of college age. The volunteer speakers fit into multiple categories in terms of age, gender, birth city, and parent's country of birth as well as a range of the primary language spoken. I asked that each speaker read both paragraphs clearly but without providing them with any time to pre-read or rehearse. Upon hearing how nervous they sounded, I gave most of them a chance to read the paragraphs for a second time and included both the first recordings and the second in the study. Upon finishing the speaking portion, each volunteer filled out a questionnaire and signed a release waiver.

After the listeners listened to one out of the two recordings, as I split up the *Holes* and *Sisterhood of the Traveling Pants* recordings and had some people listen to one recording of *Holes* from 1 voice and of that same voice another would listen to their recording of *Sisterhood of the Traveling Pants*, in order to provide more variety in the words spoken. I also provided each volunteer listener with a questionnaire in order to be able to document his or her perception of the voice spoken.

Results

⁷ ESL is an acronym for 'English as a Second Language' and refers to English speakers who have learned English as their secondary or any position other than their primary language learned.

Prior to conducting the study, I hypothesized that the bilingual volunteer listeners would be more capable of identifying an accent in the bilingual volunteer speakers than the monolingual English speakers. The thought was that they would be more capable of perceiving an accent because they had been exposed to accents of bilingual speakers for the majority of their lives and that the constant exposure would make them more apt to identify an accent. In predicting the monolingual speakers perception of foreign qualities in the volunteer speakers, I believed that it would be more difficult for them to identify an accent in the two minor participant's voices. I did not believe that the monolingual speakers would be able to identify the different levels of foreign/less foreign, according to where the speakers were from nor accent/ or native/less native, in other words, I believed that monolingual speakers would be more likely to mark all of the bilingual volunteer speaker's voices very similarly. According to the study, my hypothesis was not realized except for that of the monolingual speakers not being able to identify the minor children as foreign or non-native very accurately. However, it is apparent that even though this was a voice study, the visual aspect still had everything to do with it.

Volunteer Speaker's Demographics

Speaker	Difficulty of Readings Scale 1-10	Prior Knowledge Of Content	Birth Country	Parent's Birth Country	1st Language Learned	Primary L. Spoken
S. 1	1	1 of 2	U.S.A	U.S.A	BOTH	ENGLISH
S.2	1	2 of 2	U.S.A	MX	SPANISH	SPANISH
S.3	5	2 of 2	MX	MX	SPANISH	ENGLISH/SP
S.4		2 of 2	U.S.A	U.S.A	SPANISH	ENGLISH
S.5	6	1 of 2	MX	MX	SPANISH	ENGLISH/SP
S.6	3	1 of 2	U.S.A	U.S.A/MX	SPANISH	ENGLISH

Bilingual Volunteer Listeners and their Perception and Identification of Accents

Listener	Birth Country	Parent's B. Country	Primary L Spoken	Scale of 1-10	Speaker Heard	1=less native 10>1	1=less foreign 10=foreign	Yes or No Imagined Traits?	Yes or No Related to Someone Known
L.1	MX	MX	Both						
S.1				7	Clear	7	6	2 Y, Black	N
S.3				9	Understood	9	9	2 Y, Native Sp.	Y, MX
L.2	MX	MX	Both		Comfortable				
S.4				10		8	8	3 Y,	Y, MX

Language Perception and Accent Identification

							Brunette	
S.2		10	9	8	7	8	Y, Brown skin	Y, MX
L.3	U.S.A		El Salvador	Span, now Eng.				
S.2		7	8	7	7	2	Y, 18-24 y.o	N
S.6		7	6	6	7	2	Y, 13	N
L.4 (Trilingual)	U.S.A		MX	Engl, now Spa.				
S.2		9	10	6	8	3	Y, 13-17	Y, MX
S.5		8	9	7	7	5	Y, 12-15	Y, MX or W

Monolingual Volunteer Listeners and their Perception and Identification of Accents

L.5

Scale of 1-10	10>1	10>1	10>1	1=less native 10=ative	1=less foreign 10=foreign	Yes or No Imagined	Yes or No Related to Someone Known
Speaker Heard	Clear	Understood	Comfortable	Native	Foreign	Traits? Y, Hispanic or W Y, Hispanic	
S.2	10	9	6	10	4		Y, Hispanic
S.6	9	9	8	9	2		N

L.6

S.6		10	9	7.5	9	Y, Latino, Beard Y, 8 y.o,	Y, MX Y, Shirley Temple
S. 5	9	10	8	10	1	Blonde	

L. 7

S.5	10	10	8	8	3	Y, Black Hair, Glasses	N
S.2	10	10	9	9	6	Y	Y, Hispanic
S.6	10	10	6	7	6	N	Y, Latina

Discussion

One of the greatest connections that I discovered from the results of the listening volunteers didn't have to do with whether the listener was multilingual or monolingual and their ability to perceive or identify an accent but that nearly all volunteer listener who envisioned Hispanic traits in the

person's voice who they were listening to were more likely to mark them as foreign or non-native. It is obvious that there are a wide range of answers for the two questions of how native the speaker sounded and whether they perceived the speaker to be foreign or not and I believe that some listeners defined both native/non-native and foreign/not foreign differently. I believe the most common definitions of the two that my volunteer listeners perceived are of native meaning understandable English and foreign to be a detection of an accent or a grammatical error that sets them apart from being an English only or English as a first language student. In other words, I believe foreign had to do with where the listeners assumed them or their ancestors to be born, in all of their cases, Mexico and native to be only about their English pronunciation. In retrospect I would have liked to ask the volunteer listeners more specific questions about the voices that they listened to and provide a sound clip of 1 minute instead of 30 seconds. I also believe that the speaker's environments greatly influenced the way that they speak and in turn the way that their voices are perceived. For instance, one speaker, although Mexican, was imagined as black and this could possibly because he has black friends and uses a tone that some might associate as more African-American sounding.

Conclusion

In conclusion, the visual ultimately continued to play a large role in the volunteer listener's perception of the speaker's voice, more in them being perceived as foreign than native. Despite only being asked to listen to their voices, if the listeners related the person's voice to someone that they knew, and generally the person's race of the person that they related to the voice was Hispanic or Mexican, then they were more likely to mark them as more foreign than not. Further research is necessary in order to collect more relevant data and to hopefully discover more correlations between the traits of the listeners and their perception and identification of accents in what they believe to be a mix of anonymous speakers.

Acknowledgments

I would like to thank the Undergraduate Research Grant Program at Sonoma State University for awarding me with a grant in order to conduct a high quality study and be able to fully utilize the resources I needed in order to conduct my study.

References

Brashares, A. (2001). *Sisterhood of the traveling pants*. (1 ed.). United States of America: Alloy. Retrieved from <http://www.amazon.com/Sisterhood-Traveling-Pants-Book-1/dp/0385730586>

Sachar, L. (2000). *Holes*. New York : Random House. Retrieved from <http://www.louissachar.com/HolesBook.htm>

Appendix

Recorded Volunteer Questionnaire

On a scale of 1-10, how easy did you find the readings to be?
1 being easy and 10 being difficult.

Have you read either of these excerpts prior to today?

Have you read either *The Sisterhood of the Traveling Pants* or *Holes*? If so, which?

Have you heard of either of these books? If so, which?

How do you identify?

Gender:

Age:

Where were you born, city and country?

Birth Countries of your parents

Mother:

Father:

How many years have you spoken English?

How many years have you spoken Spanish?

Primary Language Spoken at Home:

Do you feel more comfortable using one language more than the other? If so, which, feel free to explain.

Do you use one language more than the other or equally? If so, which do you use more frequently?

Highest Level of Education (Circle all that apply)

High School Diploma

Some College

(If so, which year are you in or how many years completed?)

College Degree

Here are two excerpts from the descriptions of two popular books: *The Sisterhood of the Traveling Pants* and *Holes*.

Carmen got the jeans at a thrift shop. They didn't look all that great: they were worn, dirty, and speckled with bleach. On the night before she and her friend's part for the summer, Carmen decides to toss them. But Tibby says they're great. She'd love to have them. Lena and Bridget also think they're fabulous. Lena decides that they should all try them on. Whoever they fit best will get them. Nobody knows why, but the pants fit everyone perfectly.

At Camp Green Lake, the warden makes the boys "build character" by spending all day, every day, digging holes: five feet wide and five feet deep. It doesn't take long for Stanley to realize there's more than character improvement going on at Camp Green Lake. The boys are digging holes because the treacherous warden is searching for something, and before long Stanley begins his own search—for the truth.

