

AN INVESTIGATION OF ANGLICIZED SPANISH AS A COMMUNICATION  
STRATEGY IN THE BEGINNING SPANISH CLASSROOM

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## ABSTRACT

Considering the recent increase in Spanish use in the United States, particularly as reflected in the media, beginning Spanish students are entering their classrooms with knowledge of phrases such as “hasta la vista” and “numero uno,” regardless of their amount of previous formal Spanish study. The present research focuses on beginning Spanish students’ use of such phrases, which have been termed ‘Anglicized Spanish’ since they are words or phrases which have been foreignized in order to be perceived as Spanish-like and are popularly used by monolingual English speakers in a variety of contexts. This research study therefore investigates how these phrases, as well as other Anglicized Spanish forms, are used or considered acceptable for use by beginning Spanish students. Specifically, this study examines the lexical, morphological, syntactic, and orthographic strategies students are using in order to form Anglicized Spanish. After establishing some of the possible strategies used to create Anglicized Spanish, the investigation turns to examining how students’ levels of motivation and attitudes toward Spanish and its speakers correspond to their acceptance of Anglicized Spanish forms. Two courses from each of the three introductory level Spanish courses, or SP 101, 102, and 103, participated in the research and were given questionnaires in order to assess their motivations, attitudes, and acceptance of Anglicized Spanish forms. One course from SP 101, 102, and 103 formed the experimental group and participated in four lessons that focused on Anglicized Spanish forms while the remaining three courses formed the control group and continued their formal Spanish study without receiving treatment. It was found that those students who utilized Anglicized Spanish when writing were generally more motivated than their peers who chose to

switch to English when writing. Finally, the study additionally proposed a possible method of addressing Anglicized Spanish forms in the beginning Spanish classroom by having students focus on Anglicized Spanish forms. A one-way ANOVA was used in order to compare the control and experimental groups' acceptance of Anglicized Spanish forms. The findings suggest that only those students at more advanced levels of beginning Spanish study benefit from a focus on Anglicized Spanish forms.

## LIST OF ABBREVIATIONS AND SYMBOLS

En.	English
$F$	degrees of freedom
L1	first language
L2	second language
M	mean
N	number of participants
$p$	level of statistical significance
SD	standard deviation
Sp.	Spanish

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## CHAPTER 1

### INTRODUCTION

Students at the beginning level of language study frequently use a variety of strategies when attempting to communicate with both their instructor and peers within the classroom. These strategies are commonly used whenever students lack the appropriate target language form. Anyone who has studied another language quickly understands the necessity of adapting such strategies in order to successfully communicate with others in the target language. Furthermore, instructors of beginning foreign language courses have likely noticed a wide variety of communication strategies being employed by beginning level language students in an effort to adequately communicate with others in the target language.

Even though many types of communication strategies exist, students at the beginning levels of language study frequently utilize their native languages as a type of strategy when trying to communicate in the target language. Policies such as those used in the beginning Spanish classes at the University of Alabama, which mandate the use of only the target language in the classroom, may further influence some students' decision to use their native language as a communication strategy. This type of communication strategy, or language transfer, is a conscious decision utilized at the individual level when one's level of education or competence in a language is low. As a result of having little knowledge of the language being studied, a student may use aspects of his or her native language along with the target language in order to communicate with classmates, instructors, or even speakers of the target language. Some instances of language transfer students may use can often be classified as literal translation

(Omaggio Hadley, 2001). An example of literal translation frequently encountered in the beginning Spanish classroom is “tener divertido” (*Sp. divertirse*; En. to have fun).<sup>1</sup> In this example, the student’s intended message in Spanish is to convey a sense of enjoyment, which is expressed through literally translating the English verb phrase “to have fun.” However, the phrase when literally translated from English to Spanish deviates from its standardized Spanish counterpart, *divertirse*.

Another type of language transfer, or language switch, can occur when words from a different language are included in the target language (Bialystok, 1990). A language switch may be observed in the beginning Spanish classroom if a student switches from the target language, Spanish, to his or her native language as a result of not knowing the standardized Spanish form he or she wishes to express. For example, a beginning student might switch between Spanish and English by saying “estudio biology” (*Sp. estudio biología*; En. I study biology) if he or she does not know the appropriate target language form.

In addition to communication strategies such as language switch and language transfer, foreignizing is another communication strategy involving the students’ first languages which occurs when words in one’s native language are foreignized in order to make them appear to be derived from the target language. Students then use the new, foreignized word in an attempt to relay a message in the target language (Varadi, 1980). Beginning Spanish students commonly foreignize English words by adding the suffix “-o” or “-a” to them, producing erroneous forms such as “doneo” (*Sp. terminado*; En. done) and “scarfa” (*Sp. bufanda*; En. scarf). Selinker

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<sup>1</sup> The lack of orthographic accents and standardized Spanish punctuation included in the examples provided throughout this dissertation represents either how the phrases are commonly expressed in English or how participants in the present research wrote the expressions. For all examples provided in this dissertation, examples provided by the media or the participants will be written in quotation marks. The parentheses which follow will then give the standardized Spanish counterpart in italics followed by the English translation in standard font.

(1972) notes that the use of communication strategies such as these in order to communicate with others in the target language frequently produces errors in students' interlanguage, or the language produced by those who are learning another language.

While communication strategies such as literal translation, language switch, and foreignizing are often observed in the beginning Spanish classroom, it seems that recently many of these same strategies have also been reflected in many facets of the mass media. An example of a language switch can be observed in the phrase popularized by a Taco Bell advertising campaign, "Live más." The phrase is begun in English but concludes in Spanish in order to convey the idea of "live more" or "get more out of life." Additionally, one can observe foreignized English words in the country song "Toes" by the Zac Brown Band. The singer proclaims, "The señoritas don't care-o when there's no dinero" when narrating a trip of a Georgia man to Mexico (Brown, Durette, Hopkins, & Mullins, 2008). In this excerpt, one can observe the foreignization of the English word "care" since it has had the suffix "-o" added to it in order to make it appear to be a Spanish word, given that the Spanish words "señoritas" and "dinero" are included in the same line of the song.

Many examples of foreignized words or phrases such as "care-o" have recently been observed in the mass media. Another common example of a foreignized phrase used in the media is "no problemo" (*Sp. no hay problema*; *En. no problem*). Because of the frequent occurrence of these phrases in the media, Hill (2008) has proposed that the use of such foreignized phrases has undergone a great boom in the United States since the 1980s because of an amplified use of Spanish and foreignized words intended to be perceived as Spanish in the mass media. Such forms are classified as Mock Spanish, or "a set of tactics that speakers of American English use to appropriate symbolic resources from Spanish" (Hill, 2008, p. 128).

Consequently, Mock Spanish encompasses occurrences of Spanish or Spanish-like forms which speakers of English in the United States have adapted in order to fulfill their own communicative purposes. In addition to the previous examples, Hill's examples of Mock Spanish include "hasta la vista" (*Sp. hasta luego*; En. good-bye), "numero uno" (*Sp. número uno*; En. number one), "el cheapo" (*Sp. barato*; En. cheap), and "cojones" (*Sp. cojones*; En. balls) (2008). Hill further states that many people who use Mock Spanish are monolingual English speakers who would otherwise have no access to Spanish if they did not use Mock Spanish. As a result of the increased use of Mock Spanish forms by monolingual speakers of English in both public and private spheres, studies conducted in the foreign language classroom regarding the use of those forms termed here as "Anglicized Spanish" which derive from Hill's idea of Mock Spanish are becoming more relevant to the field of Applied Linguistics since many students are exposed to Anglicized Spanish words before they even enter the beginning Spanish classroom. Mock Spanish words such as "hasta la vista" (*Sp. hasta luego*; En. good-bye) are "Anglicized" in the sense that the phrase is perceived to be a standardized Spanish lexical item by many English speakers even though it is less commonly used in Spanish. Furthermore, "no problemo" is "Anglicized" given that the English lexical item "problem" has been combined with the standardized Spanish suffix "-o;" subsequently, many native English speakers with little or no knowledge of Spanish perceive "problemo" to be a standardized Spanish word.

Given the increased possibility that students are observing Spanish and Mock Spanish forms outside of the classroom, research which considers if students are noticing these forms used in the media and consequently using them in the classroom is becoming even more relevant and beneficial to instructors of Spanish in the United States. Some recent examples of Mock Spanish, which students might have been exposed to outside of the classroom, include the

previously mentioned lyrics to a popular country song and the Taco Bell “Live más” advertising campaign. The use of Mock Spanish is not limited to being used at the national level, however. Various advertisements local to the University of Alabama’s campus also incorporate Mock Spanish forms. For example, an advertisement promoting a new taco truck at the University of Alabama during the Fall 2012 semester included the slogan “Mucho Mondays,” which combines both English and Spanish forms in order to convey the idea of Mondays being the day you can buy a lot of tacos for a cheap price. Yet another eating establishment in Tuscaloosa, an Asian fusion restaurant, used Mock Spanish in their promotional phrase “OMG EATZ SO DELICÍOSO,” which erroneously includes an orthographic accent on “delicísimo” (*Sp. delicioso*; *En. delicious*). This advertisement can be seen in Figure 1.

Figure 1

*Tuscaloosa Restaurant Advertisement*



Considering the previous media-generated examples of Mock Spanish to which students are exposed outside of the classroom, it was observed that many students in beginning Spanish courses at the University of Alabama are using some of these same forms in the beginning Spanish classroom. Students frequently mention the phrase “hasta la vista” (*Sp. hasta luego*; *En. good-bye*) as a phrase used for taking leave, even though it was not mentioned in the textbook

used in the Elementary Spanish courses, *Tú Dirás* (Martínez-Lage, Gutiérrez, & Rosser, 2009). Other examples noted by the researcher in courses she taught at the University of Alabama include the production of foreignized words such as “scarfa” (*Sp. bufanda*; En. scarf) and “dinnero” (*Sp. cena*; En. dinner) in which the suffixes “-a” and “-o” were added to English words in order to foreignize them and thus make them appear to be Spanish. Students frequently use these strategies whenever they want to continue communicating in the Spanish language but do not know the appropriate standardized Spanish word. Instead, students appear to commonly rely on Spanish that they observe outside of the classroom, as well as on aspects of their native language, English, whenever they face difficulties communicating in the target language.

Since it is possible that students are entering the beginning Spanish classroom with some knowledge of Spanish words or phrases observed in the media and since some examples of foreignized Spanish forms have been noted within the beginning Spanish classroom, it is becoming even more relevant to explore how students perceive these forms as they are used inside the classroom. In particular, we may ask the following: Do students find these forms to be acceptable for use in the Spanish classroom? Likewise, how do students view the use of foreignized Spanish forms with native speakers of Spanish?; and, How and why do beginning Spanish students use these forms when attempting to communicate with their peers or instructors in the classroom?

In order to address the previously outlined issues related to the increased exposure of students to Spanish and Mock Spanish forms outside of the classroom, the present research will be using the term “Anglicized Spanish” in order to refer to the foreignized words or phrases which students use when attempting to communicate, in particular *in the beginning Spanish classroom*. These words or phrases are often rooted in English but have been modified slightly

in order to make them appear to be Spanish words. An example of this type of Anglicized Spanish word provided by a beginning Spanish student would be “los lyricos” (*Sp. la letra*; En. lyrics). The English word “lyrics” has had both the Spanish definite, masculine and plural article “los” and the plural suffix “-os” added to it. The simple addition of the Spanish article along with the plural suffix gives the English word “lyrics” the appearance of being a standardized Spanish word and thus can be considered an Anglicized Spanish word.

Another example of an Anglicized Spanish word deriving from an English word, which a beginning Spanish student has used in the researcher’s class, occurs with the term “aguamelon” (*Sp. sandía*; En. watermelon), which consists of the Spanish word “*agua*” (En. water) and the English word “melon.” Since the correct standardized Spanish word *sandía* is unknown to the learner, the student literally translates the term from English by pronouncing the English word (melon) after including one Spanish term (*agua*) in an effort to continue communicating even though the correct standardized Spanish word is unknown. Nonetheless, Anglicized Spanish words are not always created through combining either English and Spanish words or morphemes since Anglicized Spanish can also include standardized Spanish words or phrases frequently used by monolingual English speakers. The Anglicized Spanish words, however, often have different meanings than their standardized Spanish equivalents. For example, one Anglicized Spanish term often encountered in the beginning Spanish classroom when students are learning greetings and phrases for taking leave is “hasta la vista” (*Sp. hasta luego*; En. good-bye). While students in the beginning Spanish classroom may use this phrase, it is generally not included in textbooks since the phrase is not commonly heard among native speakers of Spanish. Students, however, more than likely have heard the phrase used in various prominent contexts,

such as in the *Terminator* movies (Cameron, 1991). Consequently, they may begin to use the Anglicized Spanish phrase when communicating with others in the Spanish language.

Now that a rationale for the study has been provided, the following sections will explore the purpose of the study as well as the research questions that the study strives to answer. Then, the significance of the study and possible implications it will have in various linguistic fields will be provided. The chapter will conclude with an overview of the dissertation.

### **Purpose of the Study**

As a result of the recent boom in the use of Anglicized Spanish in the United States, this study has the dual purpose of both focusing on how the existence of Anglicized Spanish affects the acquisition of Spanish by students at the introductory levels (101, 102, and 103) of Spanish language instruction at the University of Alabama and how teachers can respond to the effects which Anglicized Spanish may have on students. Not only will teachers be able to review possible reactions to Anglicized Spanish being used in the beginning classroom, but the study will also provide a glimpse of some communication strategies beginning students may use when acquiring the language. Specifically, the research focuses on the effects of Anglicized Spanish in four linguistic areas: lexicon, morphology, syntax, and orthography. In order to do so, students in Spanish 101, 102, and 103 courses at the University of Alabama were given surveys, questionnaires, and acceptability judgment tasks in which they were asked to give, consider, and comment on examples of Anglicized Spanish. The questions used in these materials incorporated examples of Anglicized Spanish, which have been acknowledged as Mock Spanish by Hill (1993, 1995, 1998, 1999, 2005, 2008) and Breidenbach (2006). Since the questions focused on lexical, morphological, syntactic, and orthographic differences between Anglicized Spanish and standardized Spanish, the results contribute to an emerging picture of how

beginning-level Spanish students are being affected by Anglicized Spanish in these four linguistic areas. The questions also incorporated a section intended to evaluate both the students' motivations for studying Spanish and their attitudes toward the Spanish language. An assessment of the students' motivations and attitudes was conducted in order to determine if levels of motivation and student attitudes correlate in any way with the use of Anglicized Spanish as a communication strategy in the beginning language classroom.

Once the participants responded to the pre-test which contained the survey, questionnaire, and acceptability judgment sections, the six participating sections were divided into an experimental and a control group in order to undergo treatment. The experimental group, which consisted of three sections, was presented with lessons that incorporated examples of Anglicized Spanish and was asked to focus on the Anglicized Spanish forms used in the lessons, making corrections when needed. In addition, some of the lessons asked for the participants to provide brief writing samples for the purpose of possibly eliciting Anglicized Spanish forms or other communication strategies used by beginning Spanish students. While the experimental group was undergoing treatment, the remaining three sections formed the control group and continued their Spanish instruction without focusing on Anglicized Spanish forms. At the end of treatment, both groups completed a post-test in which they reconsidered examples of Anglicized Spanish. The results of the post-test were then utilized in order to investigate whether or not focus on Anglicized Spanish forms in the beginning Spanish classroom served to expose any misconceptions concerning the Spanish language, which result from using Anglicized Spanish forms such as “el cheapo” (*Sp. barato*; En. cheap), “no problemo” (*Sp. no hay problema*; En. no problem), or “hasta la vista” (*Sp. hasta luego*; En. good-bye).

## **Research Questions**

The present study addresses the following research questions related to Anglicized

Spanish:

Research Question 1:

What examples of Anglicized Spanish are students at the University of Alabama already aware of and what are they presently being exposed to?

Research Question 2:

What types of Anglicized Spanish lexical items are students in Spanish 101, 102, and 103 likely to use and/or consider acceptable for use in the target language (Spanish)?

Research Question 3:

What types of morphological strategies are students in Spanish 101, 102, and 103 likely to use and/or consider acceptable for use in the target language (Spanish)?

Research Question 4:

What types of syntactic strategies are students in Spanish 101, 102, and 103 likely to use and/or consider acceptable for use in the target language (Spanish)?

Research Question 5:

What types of orthographic strategies are students in Spanish 101, 102, and 103 likely to use and/or consider acceptable for use in the target language (Spanish)?

Research Question 6:

How do the students' attitudes toward Spanish correspond with their acceptance of Anglicized Spanish as a strategy for forming the target language?

Research Question 7:

How do the students' levels of motivation correspond with their acceptance of Anglicized Spanish as a strategy for forming the target language?

Research Question 8:

How does focusing on Anglicized Spanish forms in the classroom change students' previously held ideas concerning the Spanish lexicon, morphology, syntax, and orthography?

### **Significance of the Study**

The present study contributes to both the fields of second language acquisition and applied linguistics by providing a portrait of the beginning language learner. Specifically, it highlights various communication strategies that the beginning language learner is likely to use in the foreign language classroom. Furthermore, it also demonstrates how students' motivations and attitudes toward the target language affect the types of communication strategies students use. Through an analysis of the self-reported prior knowledge of Spanish forms and the acceptability judgments regarding selected Anglicized Spanish forms, we are provided with an overview of the Anglicized Spanish lexicon that students bring to the beginning classroom. The study simultaneously depicts the types of Spanish, which may influence Spanish students' use of Anglicized Spanish through the participants' reports of Spanish they have observed in the media. This knowledge will help teachers of beginning Spanish classes to be better equipped to meet the needs of their students because instructors will be familiar with the perceptions of the target language the students bring to the beginning Spanish classroom.

### **Brief Overview of Dissertation**

An overview of the remainder of the dissertation is as follows: First, a brief review of previous research in areas related to Anglicized Spanish, motivation, attitudes, and focus on form will be presented in the next chapter. Chapter 3 will then address the methods and procedures

used to carry out the present research while also outlining basic information regarding those who participated in the study. Chapters 4 and 5 will explore the data gathered during this study. Specifically, Chapter 4 will address the present study's first five research questions, exploring the various lexical, morphological, syntactic, and orthographic strategies used by participants in the study and how these may correspond with Anglicized Spanish forms. Chapter 5 will subsequently deal with the final three research questions of the study by exploring the possible correlation of motivation and attitudes to students' likelihood to use Anglicized Spanish forms. Additionally, Chapter 5 will address the viability of incorporating focus on Anglicized Spanish forms as a means of successfully addressing the use of Anglicized Spanish in the classroom. The dissertation will conclude by outlining the conclusions of the study, possible directions for future research, and any limitations noted during the present study.

## CHAPTER 2

### LITERATURE REVIEW

Before presenting details concerning the present research and an analysis of the data collected, an overview of the literature that influenced and informed the design of the study will be given. The literature review will begin with a section providing an outline of established characteristics of students who are at the beginning levels of foreign language study since the present study concerns itself with beginning language learners. Next, the concepts of stereotypes and communication strategies as they are used in second language acquisition will be defined as both are crucial to the definition of Anglicized Spanish. The literature review will subsequently continue with a definition of Anglicized Spanish and a review of the previous studies conducted regarding Anglicized Spanish. Additionally, previous studies on the use of the first language in the second language classroom will be explored because students' first language heavily influences Anglicized Spanish. Next, definitions of and previous research related to lexicon, attitudes, motivations, and focus on form will be presented. The chapter will conclude by reviewing how the present study enhances existing studies in the field of Second Language Acquisition.

#### **Characteristics of Beginning Foreign Language Students**

Since the present research is concerned with students who are beginning their studies of the Spanish language, it is necessary to understand some common features which students, especially those who are adults, possess when entering the foreign language classroom. First, students bring with them implicit knowledge of their first language(s) since students have

already acquired those language(s) as children. Students then may transfer the previous knowledge concerning their native language(s) to the foreign language they are studying. This idea of language transfer originates from the assumption that students' native language plays an important role in their acquisition of another language (Gass & Selinker, 2001). Simply put, transfer encompasses the degree to which "learners carry over structures from their first language into their version of the second language" (Thomason, 2001, p. 52). When exploring the concept of transfer, Gass and Selinker (2001) also propose that "one can view transfer as much a creative process as any other part of acquisition" (p. 118). Thus, students may choose to transfer aspects of their native language to the target language based on perceived or existing similarities between the two systems (Gass & Selinker, 2001).

When defining transfer, it is also necessary to consider what types of transfer exist, along with which aspects of the native language transfer to the target language. First, transfer can be considered as either positive or negative. Positive transfer occurs when the transfer of the native language to the target language facilitates the acquisition of the target language. In other words, the two linguistic systems are enough alike that the transfer is helpful. Negative transfer, on the other hand, impedes communication in the target language and causes errors since this type of transfer involves the carrying over of a pattern from the first language that is different from the pattern in the second language. Negative transfer is also known as interference (Gass & Selinker, 2001).

Positive or negative transfer can occur at many levels of a language. Specifically, it has been noted that transfer occurs at the phonetic, morphological, syntactic, and lexical levels (Omaggio Hadley, 2001). In addition to these types of transfer, Clyne (2003) adds that transfer can also occur at the prosodic, tonemic, and graphemic levels (p. 76). Davies (2004) extended

the existing research on transfer to include pragmatic transfer, demonstrating that cultural norms such as small talk and joking transfer when learners are developing a new language.

Consequently, Davies (2004) asserts that pragmatics should be addressed from the beginning of foreign language study (p. 227).

When considering a definition of transfer, it is also beneficial to briefly review the historical background of transfer in order to explore the predictions and hypotheses, which may be made in regards to transfer and learning another language. Historically, the role that transfer has been given within second language acquisition has depended upon which views have dominated second language research. For example, when behaviorism was accepted as influencing the manner in which languages are acquired, transfer was also widely accepted since the prior learning of the native language would influence the new learning of the target language (Gass & Selinker, 2001).

As studies on language transfer broadened, transfer became the foundation of the contrastive analysis hypothesis. Contrastive analysis is a method of “comparing languages in order to determine potential errors for the ultimate purpose of isolating what needs to be learned and what does not need to be learned in a second language learning situation” (Gass & Selinker, 2001, p. 72). Accordingly, one has to learn the differences between the languages, so universally marked structures in the target language will be the last concepts to be acquired by learners who do not have those structures in their native language. Following contrastive analysis, it is predicted that learners of different first language backgrounds should commit different errors (Thomason, 2001). Additionally, the Contrastive Analysis Hypothesis supports a belief that the difficulty or ease which one will have when learning another language depends on the degree of

similarity or difference between the native language and the target language (Gass & Selinker, 2001).

While the Contrastive Analysis Hypothesis attempted to make predictions regarding what students should be studying based on the similarities or differences between their native language and the target language, several issues arose with this idea. For example, the idea that students who spoke the same native language would make similar mistakes when studying the same target language became problematic since it was found that students from different language backgrounds made similar mistakes when studying the same target language (Thomason, 2001). Therefore, it was found that it was not enough to merely study the differences between languages in order to predict problems that students may have with acquisition.

As a result of the aforementioned critique, the Contrastive Analysis Hypothesis was countered with Error Analysis. Error Analysis examines the errors which students make, comparing the students' production of the target language to the target language form in order to not only find what errors students make but also to provide an explanation for them. Consequently, Error Analysis posits that learners from a variety of language backgrounds go through similar stages when learning the same target language. Accordingly, those who are studying the target language will make similar mistakes, regardless of their first language. Additionally, according to Error Analysis, universals of L2 acquisition exist that define stages and errors of acquisition (Gass & Selinker, 2001; Thomason, 2001).

Finally, in addition to the influence of the native language(s) of students being characteristic to beginning language students, a variety of individual variables contribute to how these students can be profiled. Omaggio Hadley (2001) states, "Many also believe that learner

factors, such as age, aptitude, attitude, motivation, personality, cognitive style, and preferred learning strategies, need to be considered in any comprehensive theory of second-language acquisition” (p. 75). De Bot, Lowie, and Verspoor (2005) confirm the importance of these factors by stating:

There are enormous differences between learners. Second-language learners may have learned additional languages, may have started learning their second language at different ages, may be more or less motivated, may be more or less intelligent, and may have more or less aptitude. (p. 65)

Since each person is an individual with diverse experiences, every student acquires a second language differently based upon the aforementioned factors that affect language learning.

### **Defining L2 Communication Strategies**

In the same way that all students possess multiple characteristics that affect the ways in which they acquire a second language, students also utilize varying strategies in order to communicate with both classmates and the instructor in the beginning Spanish classroom. In addition to utilizing reading, writing, and listening strategies when acquiring another language, students also use communication strategies when studying a new language. Students frequently turn to communication strategies when they encounter a gap between what they know in the target language and what they want to express. As a result of this gap, students often become creative and use different methods, or communication strategies, in order to express a desired message in the target language. Beginning language students may utilize several types of communication strategies, including avoidance, paraphrase, language transfer, appeal for assistance, and mime (Bialystok, 1990).

Of particular importance to the present study is the idea of language transfer being used as a communication strategy. Since instances of language transfer occur whenever two or more languages are in contact with one another, students in foreign language classrooms may begin to use transfer as a strategy when communicating in the target language. Strategies, such as transfer, are conscious decisions utilized at the individual level when one's level of education or competence in one of the languages is low. In other words, instances of transfer arise when students lack the appropriate target language form when attempting to communicate in the target language. As a result, they may combine aspects of their native language with with the target language in order to communicate. This causes a learning problem for the students in which they need to acquire the standardized form in order to communicate fluently with native speakers of the target language (Bialystok, 1990).

Since language transfer can be used as a communication strategy, it is essential to explore classifications of language transfer as it is used as a communication strategy. For example, instances of language transfer can be classified as either literal translation or as a language switch in which words from a different language are included in the target language (Bialystok, 1990). An example of literal translation frequently encountered in the beginning Spanish classroom is “tener divertido” (*Sp. divertirse*) which is formed when students literally translate the English verb phrase “to have fun” using the standardized Spanish verb *tener* (En. to have) and *divertido* (En. fun). In contrast, an example of a language switch would be the phrase “Me gusta el dog” (*Sp. Me gusta el perro*; En. I like the dog) since a switch between the target language, Spanish, and the native language, English, has taken place in the same utterance.

Another communication strategy based on a student's first language(s) that a second language learner might use is foreignizing words. The process of foreignizing occurs when a

word from the native language is changed in order to make it appear to conform to target language standards. It is then used in order to attempt to relay a message in the target language (Varadi, 1980). An example of a communication strategy used to foreignize words frequently observed in the Spanish classroom involves the addition of the suffix “-o” or “-a” to Spanish words. Foreignized words, such as “lambo” (*Sp. cordero*; En. sheep) or “scarfa” (*Sp. bufanda*; En. scarf), have been offered by the researcher’s students as Spanish words.

### **Defining Stereotypes**

In addition to bringing knowledge of a native language, communication strategies, and other characteristics to the foreign language classroom, students of other languages also often bring stereotypes concerning speakers of the target language or the target language itself to the classroom. When defining stereotypes, many people will immediately think of the negative functions or negative effects of stereotypes, since stereotypes prevent many from viewing others as distinct individuals (Dyer, 2002; Rosello, 1998). While this assumption may prove true at times, stereotypes can also be completely neutral in that they are a natural cognitive strategy human beings use to make sense of a complicated world. By using stereotypes, individuals are able to simply classify information in their minds. Consequently, people are able to interpret the world around them through utilizing stereotypes as a means of categorizing information about their surroundings. Furthermore, stereotypes are a way in which we can predict what will happen in our environment; therefore, we are able to appropriately respond to those around us. Thus, stereotypes can be viewed as a necessary aspect of any society since all cultures hold various stereotypes about others who are either members or nonmembers of their group (Brown, 1994; Dyer, 2002; Macrae, Stangor, & Hewstone, 1996; Rosello, 1998).

Since stereotypes are common to all cultures, it is necessary to establish the origin of stereotypes when considering a definition of stereotypes. One theory concerning the foundations of stereotypes is social learning theory. According to social learning theory, there are no motives behind the creation of stereotypes. Instead, stereotypes are based upon observations of differences between groups of people. Also, social learning theory proposes that stereotypes are influenced by various sources in society, such as the mass media, parents, peers, and schools (Bar-Tal, Graumann, Kruglanski, & Stroebe, 1989). Thus, the portrayals of various social groups in the mass media can contribute to how the groups are viewed by society.

### **Defining Anglicized Spanish**

When applying the idea of stereotypes to the beginning Spanish classroom, one stereotype often encountered within this context is the use of Anglicized Spanish, which appears in place of standardized Spanish forms since many Anglicized Spanish forms are produced as a result of a stereotypical view of the Spanish language. For the purpose of the present study, the term Anglicized Spanish is used to refer to Spanish words and phrases such as “hasta la vista” (*Sp. hasta luego*; En. good-bye) or “no problema” (*Sp. no hay problema*; En. no problem), which are commonly employed by monolingual English speakers in the United States. Furthermore, English words can be converted into Anglicized Spanish forms by making the English word seem to be more “Spanish-like.” An English word might be foreignized and thus become Anglicized Spanish through the addition of accents as in “dificúlt” (*Sp. difícil*; En. difficult) or through the inclusion of suffixes that are perceived to be Spanish-like. Examples of suffixes added to Spanish words include “-o,” “-a,” or “-ion” as in “subjecto” (*Sp. tema*; En. theme), “scarfa” (*Sp. bufanda*; En. scarf); and “directiones” (*Sp. dirección*; En. direction).

One common manifestation of Anglicized Spanish terms is found in the mass media in the United States. Movies such as those in the *Terminator* series showcase the phrase “hasta la vista” (Cameron, 1991). Other examples of Anglicized Spanish can be observed in popular music, advertisements, and even in headlines: “Univision is Numero Uno in Prime Time in Key Demos for July” and “Mano a mano over Dell: Ichan vows to fight on” are both examples of recent headlines which incorporate the Anglicized Spanish phrases “numero uno” (*Sp. número uno*; En. number one) and “mano a mano” (*Sp. mano a mano*; En. man to man) (“Mano a mano,” 2013; Mullins, 2013). While “mano a mano” is a standardized Spanish term, its Anglicized Spanish meaning is different given that it often indicates a confrontation as in “man to man” instead of the meaning conveyed by the standardized Spanish “hand to hand.”

Anglicized Spanish is not exclusive to use in the mass media since it can often be heard in conversations among peers and even acquaintances. Phrases such as “Hey, chica!” (*Sp. ¡Hola, chica!*; En. Hey, girl!) or “no bueno” (*Sp. no es bueno*; En. no good) can frequently be heard in conversations among friends or even colleagues in the workplace, which demonstrates that Anglicized Spanish can be observed in both formal and informal settings. Another formal setting in which Anglicized Spanish can often be heard is the beginning Spanish classroom. Within the classroom context, Anglicized Spanish is frequently used as a communication strategy that students employ in order to adequately express their ideas in the target language to both their peers and the teacher.

In addition to Anglicized Spanish being viewed as a type of communication strategy used by beginning Spanish students, Anglicized Spanish can involve the interlanguage of foreign language students. In other words, students draw upon both their knowledge of the target language and the knowledge of their native language whenever creating Anglicized Spanish

forms in the same way that students use both of these sources in order to form an interlanguage (Ellis, 1997; Gass & Selinker, 2001). However, Anglicized Spanish and one's interlanguage are distinct since Anglicized Spanish may also be influenced by outside influences such as Spanish used in the mass media.

In order to further define the idea of Anglicized Spanish, it is necessary to explore the prior studies informing its definition. Primarily, the concept of Anglicized Spanish is derived from the theory of Mock Spanish, which is one of several "mock languages." Before considering what linguistic aspects contribute to Mock Spanish, it is necessary to understand what a mock language is and the types of mock languages that exist in the United States. In order to define and understand mock languages, it is first useful to understand their purpose. Mock languages are used in order to both imitate and derogate other languages and their speakers. Riebold (2009) expounds on this idea by defining mock languages as "a variety of language which is altered in specific ways in order to imitate (and most often derogate) another language or dialect" (p. 138). Thus, mock languages form a stereotype of a language since they "exaggerate and parody the characteristics of the variety that are the most salient, often incorporating attitudes toward the culture itself" (Riebold, 2009, p. 138). Accordingly, while mock languages often may seem quite simple or innocent, they are, in reality, more complex than they appear since they incorporate stereotypes and the attitudes of those who utilize the mock language. Consequently, mock languages go beyond being mere parodies of speakers of other languages since the mock language is meant to stereotype native speakers of the language being mocked. Riebold (2009) subsequently concludes that mock languages are "used as tools for the reproduction of stereotypes and idealized portrayals of languages and cultures" (p. 140).

Since mock languages are used by speakers of one language in order to represent a stereotype of another language and its speakers, it is obvious that mock languages are found in contexts such as the United States where one language comes into contact with another language or dialect. In addition to Mock Spanish being used in the United States, Mock Ebonics, Mock Asian, and Mock Native American can also be observed among speakers of English in the United States. Even though the mock languages that are used in the United States are based upon many different cultural and linguistic groups, they all have a similar function in society – racializing those who are native speakers of the languages or dialects which are being mocked (Chun, 2004; Hill, 2008; Riebold, 2009; Ronkin & Karn, 1999). Concerning Mock Spanish, Hill (2008) exposes its racializing nature by stating that the discourse “assigns Spanish and its speakers to a zone of foreignness and disorder, richly fleshed out with denigrating stereotypes” (p. 129). Ronkin and Karn (1999) extend the racializing nature of mock languages to Mock Ebonics since their study of the use of Mock Ebonics by Whites on the Internet found that Mock Ebonics creates “a racialized language stereotype of a subordinate group” (p. 373). Finally, Chun’s (2004) study of Mock Asian in the comedy of Margaret Cho emphasizes a similar sentiment that Mock Asian “is a discourse that indexes a stereotypical Asian identity” (p. 263).

After establishing the function of any mock language, it is essential to review the mock language from which the idea of Anglicized Spanish is derived, Mock Spanish. Mock Spanish is a concept proposed by Hill as a result of her studies on the use of Spanish in the Southwestern United States (1993, 1995, 1998, 1999, 2005, 2008). As a part of Hill’s investigation, she has been concerned with exploring uses of Spanish in everyday life in the United States and why Anglos employ Spanish in order to express certain ideas. Consequently, she has suggested that many ways in which Spanish is frequently used in the United States actually constitute Mock

Spanish. In other words, Mock Spanish encompasses many occurrences of Spanish in the United States that speakers of English utilize in order to fulfill specific linguistic purposes. Speakers who use Mock Spanish give new meanings, pronunciations, and cultural value to words that originated in Spanish (Hill, 2008).

When considering a definition of Mock Spanish, it is also important to establish who the users of this discourse are and where it is found. According to Hill (2008), “Mock Spanish is used primarily by monolingual speakers of English, who are not able to draw freely on Spanish vocabulary for useful new words” (p. 134). Furthermore, she argues that these speakers are not only monolinguals, but they are also primarily Anglos (Hill, 1993, 1998, 1999, 2005, 2008). Moreover, it is important to highlight that “people with a slight knowledge of Spanish are important agents in this project, which means that college students are heavily involved” (Hill, 2005, p. 115). Hill’s observations demonstrate that many who use Mock Spanish are college-educated and have most likely had at least a beginning course in Spanish.

While Hill has focused primarily on the use of Mock Spanish by Anglos, Breidenbach (2006) extends the use of Mock Spanish to other speakers, saying that Mock Spanish “is not just a White Anglo phenomenon” (p. 8). She notes that examples of Mock Spanish can be found in movies such as *White Chicks*, which have been created by Black comedians. Additionally, the Black comedian Chris Rock and Hispanic comedians George López, Carlos Mencia, and Cheech Marín use Mock Spanish in their comedy routines (Breidenbach, 2006). These examples illustrate that Mock Spanish has moved from being simply an Anglo phenomenon to something that is used by a wide variety of speakers in the United States.

Considering the previous examples of *White Chicks* and the various entertainers who use Mock Spanish, it is obvious that many examples of Mock Spanish are found in the mass media.

This primarily occurs because many perceive these uses of Spanish as innocent or promoting a more culturally aware lifestyle. Hill (1999) explains, “Speakers often note that they find Mock Spanish humorous and enjoyable...Mock Spanish is clearly very colloquial, since it often appears in conversation along with other expressions marked as colloquial by being slightly rude or vulgar” (p. 551). Since these forms of Mock Spanish are often thought to be innocent and humorous, Hill (1993) notes that they are often “recruited by liberal media, who cannot use the boldest ethnic jokes and epithets, but must market into a national mood of increased racism driven by economic insecurity in the world context” (p. 166). Consequently, many of the occurrences of Spanish in the mass media may be classified as Mock Spanish. Hill includes a collection of Mock Spanish words and phrases found in the mass media; she explains that these examples can be found in television programs, in movies, in music, in advertising, on t-shirts, on greeting cards, on mugs, and on the internet (Hill, 1993, 1998, 1999, 2005, 2008). A few examples of the phenomenon include a coffee cup reading “Caca de Toro” and a restroom sign displaying “Casa de Pee Pee” (Hill, 1999). Breidenbach (2006) also adds that Mock Spanish has been used on popular radio programs such as WARQ 93.5 in South Carolina as well as at a South Carolina travel center named “South of the Border,” which displays signs such as “Chile today – Hot tamale!” (p. 7-8). By reviewing these examples, we can see that Mock Spanish is found in many sectors of popular culture. Consequently, a large number of people who live in the United States are frequently exposed to examples of Mock Spanish.

Given this exposure to Mock Spanish in the United States, much of the existing research on Mock Spanish has focused not only on defining it but also on determining the reasons for using it. Hill (2008) explains the function of Mock Spanish:

Mock Spanish works to create a particular kind of “American” identity, a desirable colloquial person that is informal and easy going, with an all-important sense of humor and a hint – not too much, but just the right non-threatening amount – of cosmopolitanism, acquaintance with another language and culture. At the same time that Mock Spanish helps to constitute this identity, it assigns Spanish and its speakers to a zone of foreignness and disorder, richly fleshed out with denigrating stereotypes. (p. 128-129)

After considering the previous quote, it can be observed that Mock Spanish appears, at least on the surface, to be a semi-innocent usage of a language that is not native to many of the English speakers who use it. However, even though it may seem to present the speaker in a more culturally aware light, the reality, according to Hill (2008), is that employing Mock Spanish also acknowledges very negative stereotypes of native speakers of Spanish (p. 129).

Through analyzing the different occurrences of Mock Spanish in the United States, Hill (1998) has described some of the stereotypes that Mock Spanish speakers refer to, explaining the necessity of Mock Spanish speakers having “access to very negative racializing representations of Chicanos and Latinos as stupid, politically corrupt, sexually loose, lazy, dirty, and disorderly. It is impossible to ‘get’ Mock Spanish...unless one has access to these negative images” (p. 683). One example of an instance of Mock Spanish provided by Hill (1995) involves a greeting card captioned “Adios” (*Sp. adiós*; En. good-bye) featuring someone assumed to be Mexican wearing a giant sombrero while sleeping under a cactus (p. 204). Following Hill’s previous statement, one would not be able to adequately interpret the card without previous knowledge of the stereotype that Mexicans are lazy. Consequently, we observe that Mock Spanish, like other mock languages, is being used to convey certain, primarily negative, stereotypes concerning

Spanish-speaking cultures. As a result of the negative stereotypes concerning Spanish speakers produced by Mock Spanish, Hill concludes that Mock Spanish can be viewed as a “racializing discourse” used in many aspects of everyday life in the United States (Hill, 1993, 1998, 1999, 2008).

Because of the racializing nature of Mock Spanish, Mock Spanish can be perceived as conveying a negative view of those who speak Spanish. Furthermore, Mock Spanish’s racializing nature can influence harmful opinions of Spanish speakers. The present research’s idea of Anglicized Spanish differentiates itself from Mock Spanish in this respect. In other words, Anglicized Spanish is a neutral term that attempts to dissociate itself from the various negative stereotypes possibly conveyed through the usage of Anglicized Spanish words. Instead, Anglicized Spanish will be concerned with how Anglicized Spanish words and phrases may be used within the beginning Spanish classroom.

As was suggested by Breidenbach (2006), context plays a significant role in deciding why Mock Spanish is used. Since Anglicized Spanish is based on Mock Spanish, the context in which Anglicized Spanish is encountered is also important when considering why it is used. Mock Spanish, within the context of the mass media and other facets of public life in the United States, is known to have a negative or pejorative aspect (Hill, 1993, 1998, 1999, 2008). Conversely, Anglicized Spanish, as the term will be used in this study, is found in many contexts, including the mass media and the Spanish language classroom. The present study will focus on the use of Anglicized Spanish within the beginning Spanish classroom. It is proposed that one reason why students use Anglicized Spanish is that it is a strategy used whenever what they know in the target language and what they wish to express in the target language are not the same. Consequently, use of Anglicized Spanish becomes a communication strategy that can be

viewed as neither positive nor negative. While Anglicized Spanish as a communication strategy is a stereotypical view of the standardized Spanish linguistic system, it is neutral in that it is used as a means of communication among speakers of English who are learning Spanish within a foreign language classroom. Those who utilize Anglicized Spanish in the foreign language classroom can represent a variety of ages and ethnic backgrounds; however, its use is most frequently noted among monolingual English speakers who have little to no knowledge of Spanish.

### **Previous Studies on Anglicized Spanish**

The majority of existing research on Anglicized Spanish has been carried out as research on Mock Spanish. Much of the present research on Mock Spanish attempts to explain its rationale and function in an effort to explain why Mock Spanish has become so common in the United States. In addition to proposing and expanding upon the theory of Mock Spanish, Hill also has done extensive research on explaining the reasons why Mock Spanish is used in the United States (1993, 1998, 1999, 2005, 2008). At the beginning of her research on Anglo Spanish in the Southwest, she explores how Mock Spanish is many times used in the Southwest in order to “support a broader project of social and economic domination of Spanish speakers in the region” (Hill, 1993, p. 146). Not only do the occurrences of Mock Spanish display a sense of Anglo domination, but they also serve to distance Anglos from those who speak Spanish (Hill, 1993). Thus, Anglo Spanish, or Mock Spanish, becomes a parody that is “organized mainly around its role in the constitution of the ‘Mexican’ Other” (Hill, 1993, p. 149). This construction of the Spanish-speaking Other through Mock Spanish is bold in that Mock Spanish is comprised of over exaggerated or nonstandardized Spanish. At the same time Hill (1993) finds that it is subtle since “it seems quite innocent to its users” (p. 166). Consequently, Mock Spanish is a

subtle way for Anglos to assert dominance over Spanish speakers in the American Southwest (Hill, 1993).

Since first beginning to explore the idea of Mock Spanish, Hill progressed from a proposal that Mock Spanish was a form of Anglo domination over Spanish speakers to asserting that Mock Spanish is used as a form of racism (1995, 1998, 1999, 2005, 2008). One of the key factors in the racializing dimension of Mock Spanish is that it straddles the boundary between public and private discourse. That is, Mock Spanish is incorporated into the private realm since it deals with the serious topic of racism. However, since it is perceived as being light-hearted or humorous, Mock Spanish makes “the public reproduction of racism possible even where racist discourse is supposedly excluded from public discussion” (Hill, 1995, p. 198). Further evidence of the public nature of Mock Spanish is seen in its frequent use in the mass media (Hill, 1995, 1998, 1999, 2005, 2008).

Breidenbach (2006) chose to broaden research on Mock Spanish by exploring whether or not Mock Spanish can always be interpreted as a racist discourse (p. iv). She investigates Mock Spanish from a multidisciplinary view, focusing on aspects of linguistic anthropology, psycholinguistics, and sociolinguistics when conducting her research. While she has conducted experiments regarding Mock Spanish in several areas, a select few are of particular interest to the present study. First, Breidenbach (2006) carried out a study of people’s attitudes and stereotypes regarding Hispanics when she tested the indirect indexicality of Mock Spanish (p. 84). This investigation was performed by having college students at the University of South Carolina write down labels, ideas, and stereotypes (either positive or negative) they associate with Hispanics. From this part of the study, it was found that students had more negative stereotypes than positive or neutral stereotypes (Breidenbach, 2006). Breidenbach (2006) continued the study of

stereotypes and indirect indexicality through administering lexical decision tests to two other groups of college students (p. 109). However, the results of the test were inconclusive, so Breidenbach (2006) was unable to either “prove or disprove Hill’s contention that Mock Spanish draws upon the ‘indirect indexicality’ of the negative stereotypes of Hispanics” (p. 116).

Another aspect of Breidenbach’s (2006) research, which is important to the present study, concerns her investigations of how context relates to one’s interpretation of Mock Spanish (p. 119). This area was first analyzed by using message boards on the internet and surveys within the University of South Carolina in order to investigate the level of importance which context plays in interpretations of Mock Spanish, how Hispanics view Mock Spanish, and how people respond to impersonations of Spanish accents. It was found that many who are not Hispanic do not view Mock Spanish as being a racist discourse. Instead, it is merely a way to convey the mixing of languages and cultures in the United States. Interestingly, many also described Mock Spanish as being a way to humorously deal with their lack of knowledge of the Spanish language. Finally, many non-Hispanics noted the important role context plays when considering Mock Spanish, since it is only through considering the context within which Mock Spanish is used that one can decide if Mock Spanish is being used as a racist discourse or not (Breidenbach, 2006).

Breidenbach (2006) continued investigating the importance of context in interpreting Mock Spanish through surveys given to groups of speakers with varying levels of Spanish competence (p. 131). Three groups were included in the research: native English speakers who were at a beginning level of Spanish, native English speakers who had achieved an advanced level of Spanish, and native Spanish speakers. Each was given a list of Mock Spanish phrases. On part of the survey, phrases such as “hasta la vista,” “el cheapo,” “no problemo,” and “Casa de

Pee Pee” were presented without a context; the remaining phrases, including “Pablo the Christmas Chihuahua has a holiday wish for you...Fleas navidad!” and “Happy Birthday to a guy who’s MOOOOCHO TERRIFICO,” were presented in context. The participants were then asked to rate how well they understood the phrases in addition to how offensive or not offensive they found the Mock Spanish phrases (Breidenbach, 2006). Since the findings from each of the native English speakers’ groups are most relevant to the present study, they will be reviewed in the paragraphs that follow.

The results from the group of native English speakers with a beginning level of Spanish are interesting to consider in light of the present study. It was consistently discovered that context is very important to consider when interpreting instances of Mock Spanish. Native English speakers with a beginning level of Spanish found more Mock Spanish phrases to be humorous when they were presented in context. Furthermore, speakers at this level were more likely to give Mock Spanish cards to Spanish speakers rather than to non-Spanish speakers. This finding “may indicate that at this level of Spanish ability, those with little knowledge of Spanish see these kinds of cards as solidarity building” (Breidenbach, 2006, p. 136).

Remarkably, while the group of native English speakers at the beginning level was likely to use Mock Spanish forms when communicating with native Spanish speakers, the group of native English speakers at advanced levels of Spanish showed different results. More of these speakers considered the Mock Spanish phrases to be somewhat offensive when they were presented without context and offensive when they were presented in context. Additionally, many of the advanced speakers were uncomfortable using Mock Spanish, especially when communicating with a native Spanish speaker. Breidenbach (2006) concludes that as Spanish students’ knowledge of the target language and culture increased, “advanced speakers became

more culturally sensitive to what may or may not be appropriate when using faux Spanish” (p.139). Thus, some evidence has been provided as to students’ ideas regarding Mock Spanish changing as their levels of Spanish increase (Breidenbach, 2006).

### **A Critical Analysis of Mock Spanish**

In order to further explain the distinction between Anglicized Spanish and Mock Spanish, it is helpful to critically investigate the theory of Mock Spanish in conjunction with language shift. As previously mentioned, Hill’s research has been preoccupied with the idea that Mock Spanish can be viewed as a “racializing discourse” that is used in many aspects of everyday life in the United States (Hill, 1993, 1998, 1999, 2008). While the “racializing discourse” aspect of Mock Spanish may be a valid reason why some speakers use Mock Spanish, other explanations may exist regarding the existence of Mock Spanish and its use in the United States. This section will explore other possible rationalizations regarding the existence of Mock Spanish by providing a brief review of additional research in this area. Then, an investigation regarding how language shift may play a role in the use of Spanish by monolingual English speakers in the United States will be provided. Finally, one example of Mock Spanish, as it is used in context in the United States, will be given and a possible reasoning for its use will be provided.

In response to the idea that Mock Spanish is used as a “racist discourse,” Breidenbach (2006) investigated whether or not Mock Spanish could always be interpreted as racist. She used a series of experiments that utilized both non-native and native Spanish speakers in order to explore the stereotypes commonly held concerning Spanish speakers in South Carolina. Additionally, she asked both Spanish and English speakers to interpret and react to examples of Mock Spanish. As a result of her studies, it was proposed that the interpretation of Mock Spanish depends on the context in which the language is found. In other words, Mock Spanish

may, at times, be considered racist if the context is also stereotypical or racist. At the same time, if the context is not racist, then Mock Spanish may not be considered a racist discourse.

Accordingly, instances of Mock Spanish can have different meanings depending on the situation in which they are used or interpreted. Some of these meanings could be to transmit humor, convey respect for different cultures and languages, or to portray racist images. All of the meanings are fully dependent not only upon the context in which Mock Spanish is used but also the background knowledge or beliefs of those who use Mock Spanish (Breidenbach, 2006). An example of this would be if the phrase “hasta la vista” is used in a neutral setting with the intent of communicating “good-bye” to someone; then the phrase would not, in this instance, be considered a racist phrase. However, if the same phrase were used in a situation portraying derogatory stereotypes regarding Spanish speakers, then the use of “hasta la vista” could be considered a racist discourse.

Given that Breidenbach (2006) established the importance of considering the context in which Mock Spanish is found when analyzing the function of the language, it also seems essential to consider the linguistic context of Mock Spanish in the United States when investigating the racialized nature of Mock Spanish. In other words, taking the linguistic climate of the United States into consideration provides other possible explanations for this use of Spanish by monolingual speakers of English in the United States. While the majority of residents of the United States speak English as either a native or second language, many minority languages, such as Spanish, are also spoken in the country. According to the 2010 Census, 50.5 million, or 16 percent, of residents in the United States are of Hispanic origin. In the state of Alabama, 185,602, or 3.9% of the state’s population is Hispanic (Ennis, Rios-Vargas, & Albert, 2011). These figures demonstrate that Spanish speakers and English speakers are coming into

contact with one another in the United States. Thus, various linguistic changes may be occurring as a result of the state of contact in which English and Spanish find themselves in the United States.

When languages come in contact with one another, linguistic variations may occur as a result of language shift. Language shift takes place when speakers of one of the two or more languages in contact begin to feel the pressure to shift to the majority language (Thomason, 2001). Many issues, including the number of speakers of the minority language, influence the occurrence of language shift. If there are a great number of speakers of the minority language who receive much support to continue communicating using the minority language, then language shift will be slower or less likely to occur. Conversely, if the population of speakers of the minority language begins to diminish, then language shift will possibly take place more quickly (Thomason, 2001). Romaine (1995) explains other factors that may affect language shift by including:

numerical strength of the group in relation to other minorities and majorities, social class, religious and educational background, settlement patterns, ties with the homeland, degree of similarity between the minority and majority language, extent of exogamous marriage, attitudes of majority and minority, government policy towards language and education of minorities, and patterns of language use. (p. 40)

Both researchers show that many societal factors can influence the rate or degree of language shift in any given community.

When applying these ideas to the state of Spanish in the United States, it is clear that language shift is likely to be taking place based on the existence of a variety of the aforementioned factors in the country. For example, provided that a majority of teaching in the

United States is conducted in English, Spanish speakers or speakers of languages other than English have to learn English in order to be successful in the educational system. Since students are many times not able to use their native language at school, speakers of the minority languages are likely to feel pressured to shift to the majority language, English. Additionally, the passing of immigration laws, such as the HB 56 law in Alabama, may possibly foster negative attitudes toward immigrants and speakers of minority languages like Spanish (Robertson, 2011). Consequently, speakers of Spanish may be more inclined to shift to English in order to avoid being perceived as an immigrant or in order to avoid the negative attitudes of some. While it is possible that more issues influencing language shift are present in the United States, these aforementioned examples are two factors that may contribute to language shift in the United States.

Since language shift has historically taken place for many immigrant groups in the United States, it is also necessary to examine some potential effects of languages in contact when exploring how a racialized discourse may not be the only motive for using Mock Spanish. Whenever languages come into contact and language shift begins to occur, borrowing and interference may take place as a result of bilingualism being found at both the individual and community level. Borrowing happens when one language borrows aspects of another language (such as lexical items) and incorporates these items into their language without imperfect learning occurring (Thomason, 2001). Interference, on the other hand, occurs when two languages overlap and aspects of one language are transferred to the other (Romaine, 1995).

Upon analyzing Mock Spanish within the context of borrowing and interference, we can see that various aspects of Mock Spanish may result from either borrowing or interference. For example, words such as “cojones” (*Sp. cojones*; En. balls, testicles), “cerveza” (*Sp. cerveza*; En.

beer), and “macho” (*Sp. macho*; En. macho), along with the phrase “hasta la vista” (*Sp. hasta luego*; En. good-bye), have all been borrowed from Spanish to English, given that the English language has incorporated these words into its linguistic system. At the same time, Hill (2008) also classifies these words as Mock Spanish since the meaning in English differs slightly from the Spanish meaning (p. 128). In this case, many instances of the previously mentioned words may occur in English as a result of borrowing between Spanish and English instead of these words being strictly used in order to portray stereotypes and present a covert racism toward Hispanics. For example, recently published article titles, such as “Man Food: Sorry, ladies these snacks are too macho for you” and “Weekend Round-Up: Hasta La Vista, Julio!,” demonstrate how phrases such as “hasta la vista” and “macho” have become commonplace in American English (Okyle, 2013; Tunstall, 2013). Therefore, these words have been borrowed from Spanish to English, and English speakers with little to no knowledge of the Spanish language generally understand the meaning of the words and accept them as terms suitable for use in the English language.

Moreover, interference can be noted in many examples of Mock Spanish, especially when considering the morphological strategies often used to create Mock Spanish terms. Since interference can be described as “the application of two systems to the same item,” words such as “la scarfa” (*Sp. la bufanda*; En. the scarf) and “aguamelon” (*Sp. sandía*; En. watermelon) can be classified as occurring as a result of interference (Romaine, 1995, p. 52). For example, “la scarfa” is a combination of the English word “scarf,” the Spanish article “*la*,” and the Spanish gender suffix “*-a*.” Also, “aguamelon” is similar in the sense that it is a compound word comprised of an English word (melon) and a Spanish word (*agua*). After reviewing the previous examples, we can observe how words we could classify as Mock Spanish may occur as a result

of interference, which has arisen because of language shift taking place in the United States. In other words, Mock Spanish might be occurring since English and Spanish have come into contact in the same country. The resulting language contact has led to language shift and thus transference and borrowing.

While Mock Spanish may take place as a result of transference and borrowing resulting from languages in contact, examining the context in which Mock Spanish is used, as Breidenbach has highlighted, provides us with more insight as to why speakers use certain Mock Spanish forms (2006). In other words, Mock Spanish may be used as a racist discourse as Hill proposed (1993, 1998, 1999, 2008), or the use of Mock Spanish may serve a different purpose. In order to explore other purposes that Mock Spanish may fulfill in the public sphere, it is necessary to examine Mock Spanish as it has recently been used in political commentaries and news stories addressing immigration laws in the mass media in the United States. For example, in a story that responded to the lack of migrant workers in Alabama due to the immigration law, Stephen Colbert exclaimed, “Oh, boo hoo, amigos. Grow a pair of whatever the Mexican word is for cojones. All, all Alabama was trying to do was free up these farm jobs that los ilegales are taking from Americans” (Colbert, 2011). When analyzing this quote, it can be said that Colbert, through his use of Mock or Anglicized Spanish, humorously replies to the fact that farmers have not been able to fill positions left by migrant workers who fled Alabama after the passage of the HB 56 immigration law. Even more interesting is the fact that Colbert points out the Anglicized nature of cojones by highlighting the English usage of a word derived from Spanish when he says, “whatever the Mexican word is for cojones” (Colbert, 2011). Consequently, within this context, it appears that Mock or Anglicized Spanish forms such as “cojones” and “amigos” have

not been used in order to present a racializing discourse but instead have been used in order to provide a satirical commentary regarding immigration laws.

### **Defining Lexicon**

Given the previous examples of phrases such as “hasta la vista,” “macho,” “amigos,” and “cojones” being used in the United States’ mass media, it is not surprising that Anglicized Spanish forms are frequently used by beginning Spanish students. An example of this was frequently encountered by the researcher since she has had several students use the phrase “hasta la vista” in order to bid farewell in the classroom, even though this phrase is not included in the beginning Spanish textbook, *Tú Dirás* (Martínez-Lage et al., 2009). Since a large part of the present research will examine beginning students’ knowledge of lexical items, such as “hasta la vista,” that are derived from the Spanish language but are now commonly used in English, it is necessary to define what linguistic features are encompassed in the students’ lexicon. Many times, the lexicon is assumed to be just the words of the language. However, while the lexicon does include the list of words that make up a language, it includes various other aspects of the linguistic system, such as information regarding how words are formed. Specifically, the words included in the lexicon carry not only their meaning but also syntactic information regarding the use of the word (Salaberry & Lafford, 2006). Finally, the lexicon is “comprised of codified lexical items at the word level or higher” (Lafford & Salaberry, 2003, p. 131). Therefore, each individual item in the lexicon can be comprised of one or more words as long as it has a single meaning. Consequently, lexical items in any language can incorporate single words, multiple words, or lexical phrases (Lafford & Salaberry, 2003).

Before moving to a review of the previous studies of second language lexicon, it is first necessary to also explore what it is to “know” a word when defining what constitutes the lexicon.

It has been stated that knowing a word means knowing more than what a word represents. Instead, it also requires “an understanding of its spoken and written form, frequency, grammatical patterns and collocations, semantic, pragmatic, stylistic and register constraints, sociolinguistic aspects, and connotations as well as its associations with other related words” (Lafford & Salaberry, 2003, p. 134). Thus, knowing a word and acquiring the target language lexicon is a complex process, involving the knowledge and acquisition of many aspects of the language.

After defining what the lexicon is as well as what it means to know a word, a review of previous studies on second language lexicon is beneficial since the present study incorporates an investigation of the lexical knowledge of beginning Spanish students. First, an overview of previous studies on the acquisition of lexicon as it relates to the second language learner will be presented. Then, since students’ native language, English, plays a significant role in the production of Anglicized Spanish forms, a review of previous studies on the use of the native language in target language classrooms will be presented.

### **Previous Studies on the Acquisition of a Second Language Lexicon**

When reviewing studies on the acquisition of a second language lexicon, it can quickly be noted that there has been an increased interest in such studies over the past several years. However, it has been pointed out that “most of the research has been carried out on data gathered from learners of languages other than Spanish” (Lafford & Salaberry, 2003, p. 130). As a result, various studies on L2 lexicon acquisition that have been carried out as part of both Spanish second language acquisition studies and studies of other languages will be explored in this section.

Since learning the lexicon involves learning many facets of the language, various types of investigations have been conducted in order to further understand how the L2 lexicon is acquired. For example, some studies have been performed which examine the cross-linguistic influence on the acquisition of the L2 lexicon. First, the Hierarchy of Difficulty states that students will have problems when the L2 is comprised of two semantic categories, whereas the L1 only has one category (Stockwell, Bowen, & Martin, 1965). Further studies exploring the influence of the L1 on the acquisition of the L2 vocabulary produced the Similarity Differential Rate Hypothesis, which states that it is easier for students to acquire those forms in the target language which are different from each other (Major & Kim, 1999). It has also been proposed that students develop semantic knowledge for the majority of their L2 words in two stages. As a part of the first stage, or the comprehension stage, students map out the meaning of new words while utilizing existing concepts in their minds. Many times, the connections initially come from preexisting knowledge of the L1 lexicon. If students are not able to make a connection between form and meaning of a new lexical item, then it is likely that they will not retain the word, since the first step is essential to maintaining the word as part of the L2 lexicon. The second stage, known as the development stage, is continuous and incorporates the modification of meanings of the lexical items. Thus, this stage involves students restructuring their primary semantic mappings in order to include the various uses of the lexical item in the L2 (Jiang, 2004).

The Anglicized Spanish phrase “hasta la vista” (*Sp. adiós*; En. good-bye) is a relevant example of how beginning Spanish students might develop semantic knowledge of the Spanish language in the two stages explained by Jiang (2004). During the first stage, students would consider the phrase “hasta la vista” as an acceptable and frequently used phrase to take leave of someone since this phrase is commonly utilized in the English language and associated with the

Spanish language. However, as students continue to study the Spanish language, their semantic knowledge concerning the phrase “hasta la vista” will change as their experience with the Spanish language evolves. In other words, it is likely that one who continues to study Spanish would either notice that the phrase is more commonly used in English than in Spanish or would be instructed to use a different phrase in order to bid farewell (e.g. *Sp. hasta luego*; *En. until later*) and thus modify the meaning of “hasta la vista” to incorporate new data as their knowledge of the Spanish language increases.

### **Previous Studies on L1 Use in the L2 Classroom**

In addition to many previous studies being carried out regarding second language lexicon acquisition, other studies have taken place regarding the use of students’ L1 in the L2 classroom. Brooks and Donato (1994) examined the use of the L1 in the L2 classroom and found that students, particularly those at beginning levels, receive assistance from their L1 in order to negotiate meaning. Consequently, the researchers suggested that limited L1 use during exchanges in the L2 permits students to begin and follow through with peer interaction.

Antón and DiCamilla (1998) also studied the use of the L1 among adult students who were at the beginning stages of studying Spanish. The researchers concluded that the students used their L1 for a variety of reasons, including providing help to their peers, cooperating with one another, and making their inner thoughts known. Swain and Lapkin (2000) found similar results in studies of a French classroom, given that students at the secondary level who were studying French were more successful at completing cognitively demanding tasks in the L2 when allowed to use the L1 in order to complete the task. Scott (2010) echoes the importance of incorporating students’ L1 in the L2 classroom since it promotes the students’ emerging state as bilinguals and allows them to navigate both languages in order to successfully communicate with

one another. In other words, we can observe that the L1 is not only useful for students to access when completing difficult tasks, but the L1 can also be used as a communication strategy when the students encounter gaps in their L2 knowledge.

### **Defining Students' Attitudes**

In addition to defining the lexicon and exploring previous related studies, it is essential to define attitudes, since the present study investigates how students' attitudes influence their use of Anglicized Spanish forms in the beginning Spanish classroom. The concept of attitudes is often viewed as being closely related to one's motivation for learning another language. However, as Cook (2008) points out, there is a distinction between one's attitudes and his or her motivation for learning a language (p. 140-143). Students' attitudes in the foreign language classroom are based in their cultural beliefs towards both the target language and bilingualism. Thus, students are likely to have a more positive attitude toward the target language when they also have a positive attitude toward the people who speak the target language (Cook, 2008).

### **Theoretical Framework Regarding Motivation**

As previously mentioned, one concept which is often closely related to attitudes is motivation. In the same way that attitude is a crucial concept to the present study, the idea of motivation is also important, since it may influence students' use of Anglicized Spanish forms. Therefore, it is important to have an understanding of the theoretical background of the concept of motivation when considering the present study.

Motivation in the foreign language classroom has long been considered to be a factor, which varies according to the student and contributes to one's success in acquiring the language. However, motivation is an extremely "complex and dynamic process with room for several intervening variables" (Gardner & Tremblay, 1994, p. 366). Consequently, Gardner (1985)

pioneered research on motivation as it relates to second language learners and proposed the “socio-educational model,” which considers several factors, including cultural beliefs, attitudes toward learning the new language, willingness to integrate with speakers of the language, and motivation. Furthermore, one’s motivation to learn a language entails the desire to learn, effort given, and positive attitude toward the language being studied. These three components can thus be classified as behavioral by measuring motivational intensity, cognitive through assessing desire, and affective by determining one’s attitudes toward learning the language (Gardner & Tremblay, 1994).

While there has been much debate regarding the “socio-educational model” of motivation, theorists generally agree with Gardner’s proposal that two different types of motivation exist. The first of the two types is integrative motivation. Integrative motivation occurs when one desires to learn the target language based on a desire to participate in its culture. On the other hand, instrumental motivation involves learning a language for a practical reason, such as for an educational or career goal (Brown, 2007; Cook, 2008; de Bot et al., 2005; Dörnyei, 2003; Gardner & Tremblay, 1994; Gass & Selinker, 2001).

Following the statements of Gardner and those who researched with him, there has been much discussion concerning what motivation is, what contributes to students’ motivation, and the types of motivation that exist. For example, it has also been noted that a student’s motivation can either be intrinsic or extrinsic. These two types of motivation combine to form the Self-Determination Theory, which states that intrinsic motivation causes a student to learn a new language for personal gratification so that learning the language becomes internally satisfying. Extrinsic motivation, in comparison, drives the student to learn the language in hopes of receiving a reward outside the body, such as money or grades (Brown, 2007).

Moreover, while motivation can be either integrative/instrumental or intrinsic/extrinsic, it has also been described as being either trait motivation or state motivation. Trait motivation refers to “the relatively stable individual difference characteristics” (Gardner & Tremblay, 1994, p. 364). In contrast, state motivation alludes to motivation, as it actually exists in context. That is, state motivation indicates motivation within the actual learning situation (Gardner & Tremblay, 1994).

Dörnyei (1994) challenged many of the previously mentioned beliefs regarding motivation by describing a cognitive aspect of motivation resulting from people’s thoughts being converted into beliefs, causing action to be taken (p. 276). Thus, this view of motivation is a “more process-oriented approach in which individuals’ thoughts and beliefs play the predominant part” (Williams, Burden, & Lanvers, 2002, p. 505). As a result of this view of motivation, research on motivation has begun to focus on “what mental processes are involved in motivation, how these operate and affect learning and achievement, and by what means they can be enhanced and sustained at an optimal level” (Williams et al., 2002, p. 505).

Clément and Kruidenier (1983) also add a new dimension to studies on motivation by highlighting the significant role that social context plays when investigating motivation. The researchers have analyzed motivations of English and French high school students who are studying Spanish, English, and French within both a monolingual and multilingual context. They found that instrumental orientation was a factor for those in both monolingual and multilingual contexts. Conversely, integrative motivation was only found to be influential upon those of the dominant group in multilingual societies. Thus, it was recommended that “orientations are determined by who learns what in which milieu” (Pratt, Agnello, & Santos, 2009, p.801).

As a result of the recent views and research directions for studies on motivation, Dörnyei (1994) described an L2 motivation construct that is of particular interest to the present study (p. 279). The three levels of the construct include the language level, the learner level, and the learning situation level. The language level incorporates motivations regarding the language being studied. Next, the learner level includes personality traits, such as a need for achievement and self-confidence, which contribute to students' levels of motivation. Interestingly, one aspect of self-confidence is students' perception of their L2 competence. Finally, the learning situation level involves factors relating to the course, teacher, and class (Dörnyei, 1994).

Dörnyei (2003) highlighted one other factor, which has recently been shown to be influential in studies on motivation (p. 12-14). According to Dörnyei (2003), a student's willingness to communicate in the target language can affect one's motivation or confidence when using another language (p. 12-14). Willingness to communicate is defined as how ready an L2 speaker is to communicate with others at any given time in the target language. Consequently, willingness to communicate encompasses many factors, which have been noted as being significant when considering studies on motivation. Some of these factors include linguistic self-confidence, attitudes toward members of the other group, and willingness to associate with speakers of the target language (Dörnyei, 2003).

Finally, it is important to note the relationship between one's level of motivation and the success he or she is likely to have in acquiring another language. It has been observed that integrative motivation is more likely to lead to success in a second language (Brown, 2007). Furthermore, high levels of motivation have been linked to great success in the foreign language classroom. At the same time, achieving a high level of success in a foreign language classroom

may also lead to greater motivation to learn the language (Cook, 2008). This idea of success leading to motivation is known as the Resultative Hypothesis (Pratt et al., 2009).

In conclusion, there have been a variety of factors that have been identified as contributing to one's level of motivation when studying another language. Thus, it is necessary to consider all aspects of motivation – including those that are cognitive and social – when studying motivation. Dörnyei (2003) summed up this idea best by proposing:

the social dimension does not constitute the complete picture, and, depending on the actual context in which L2 learning takes place, to achieve a fuller understanding of the motivational tapestry underlying second language acquisition (SLA), a range of other motivational aspects needs also to be considered. (p. 4)

Given the many factors influencing one's motivation, the present study considers multiple aspects of motivation when assessing the participants' motivation levels. Motivations such as intrinsic/extrinsic motivations as well as integrative/instrumental motivation have been accounted for in the design of the study. Furthermore, factors such as participants' thoughts toward the Spanish language, their previous exposure to the Spanish language, and their ideas concerning the Spanish course in which they participate will be considered in an effort to present a more complex and complete view of the motivations beginning students generally have concerning learning the Spanish language and how their motivations correlate to Anglicized Spanish use in the beginning Spanish classroom.

### **Theoretical Framework Regarding Focus on Form**

Another concept of great importance to the present study is focus on form, since focus on form was used as the method of addressing Anglicized Spanish in the experimental group. Students in the experimental group were specifically asked to notice Anglicized Spanish forms in

activities, while the control group continued Spanish instruction without being asked to focus on Anglicized Spanish forms. The experiment incorporating focus on Anglicized Spanish forms was carried out in an effort to find out how teachers may successfully address Anglicized Spanish in the beginning classroom. The analysis that follows will explore the theoretical framework for focus on form.

The idea of focus on form in the foreign language classroom came about in response to Krashen's (1981, 1985) Comprehensible Input Hypothesis, which states that grammar and vocabulary are learned when language students understand the input they receive. In opposition to Krashen's ideas was the belief that noticing certain aspects of input is necessary for foreign language learning to take place. Consequently, the Noticing Hypothesis was developed and defined as the belief that what students notice in the target language controls the acquisition of another language. However, not only does noticing contribute to the acquisition of the second language, but students' understanding of what has been noticed also aids in the acquisition of the target language (Turnbull & Dailey-O'Cain, 2009). Consequently, after the students notice the desired form in the input, the input is likely to become intake. This intake then contributes to acquisition (Salaberry & Lafford, 2006). Thus, focus on form can be defined as "instruction that endeavors to contextualize attention to the formal properties of the language within communicative interactions" (Lafford & Salaberry, 2003, p. 289).

Since the inception of focus on form, research regarding focus on form has been divided in two major areas – input enhancement and processing instruction. Input enhancement research has been led by Sharwood-Smith (1991, 1993) and highlights calling students' attention to specific aspects of input by incorporating "flags" in the input that learners could then convert into their own "mental flags." Originally, these enhancements could either occur explicitly

through an explanation, or they could be implicit, such as enhancement of typography. Recently, much of the research concerning input enhancement has involved the changing of textual features through underlining or bolding aspects of the text upon which focus is desired to be placed (Park, 2011).

VanPatten (1996, 2002, 2004) pioneered focus on form research in the area of input processing through his development of the input processing model. The input processing model states that learners instinctually utilize two strategies during input processing. The first strategy is the Primacy of Meaning Principle which explains why students learning a second language are more likely to process input for its meaning rather than for its form. The second strategy, the First Noun Principle, proposes that the first noun of a sentence is more likely to be processed by L2 learners as the subject.

The input processing model is then used as the foundation of Processing Instruction. Processing instruction is a method that teachers can use in order to influence the strategies students employ when processing input. Additionally, students are asked to connect meaning with form as a part of processing instruction. As a result of students receiving this type of instruction, the way in which they instinctively process input is changed. Consequently, students are able to more effectively process input (Park, 2011).

An example of how processing instruction relates to the present study on Anglicized Spanish can be found when considering a possible way in which beginning Spanish instructors address Anglicized Spanish ways of expressing possession. For example, beginning Spanish students may produce an Anglicized Spanish form, such as “mi padre’s casa,” when expressing the idea of *la casa de mi padre* (En. my father’s house). Spanish language teachers might present their beginning Spanish students with Anglicized Spanish forms like the previously

mentioned one and ask the students to notice and consider the forms in light of standardized Spanish rules. Instructors would then lead a discussion about how Anglicized Spanish forms are created while highlighting the combination of standardized English and Spanish in the example. Consequently, it would be hoped that students would begin to process phrases, such as “mi padre’s casa,” as being a phrase derived from both standardized English and Spanish instead of a phrase conforming to standardized Spanish rules.

When considering which forms students notice, many reasons explaining why students notice some forms but not others have been suggested. Specifically, the factors affecting noticing are either learner-external or learner-internal factors, such as the salience of the form, the needs of the student, the meaningfulness of the form, the communicative value of the form, the students’ level of development, and individual differences. Additionally, and of particular interest to the present study, students’ previous linguistic and nonlinguistic knowledge, as well as their backgrounds studying other languages, can also affect noticing. Thus, Park (2011) concluded, “learners’ interlanguage *filters and guides their noticing*” (p. 154, emphasis is the author’s).

Finally, various descriptions of what focus on form looks like in the foreign language classroom have been given, regardless of the method in which it is researched. First, in order for focus on form to take place, the students in a foreign language classroom must be attentive to communication in order to notice the desired form. Furthermore, when put into practice, focus on form is frequently unplanned and serves as a reaction to what has happened in the classroom. Last, instruction that incorporates focus on form is typically not focused on one specific grammatical concept (Salaberry & Lafford, 2006).

### **Previous Studies on Focus on Form**

After defining focus on form and exploring how its definition has aided in the design and implementation of the current project, some existing studies, which are important to consider in light of the present study, will be presented. First of all, it is essential to explore a study by Park (2011) which investigated how students' prior knowledge of the target language influences what students will notice, given that in the present study, one group of participants includes true beginners who have little to no formal knowledge of the Spanish language. Park's (2011) investigation utilized both native English and Japanese speakers with no previous knowledge of Korean who were then asked to read Korean texts and mark what aspects of the language stuck out to them. She found that students with no knowledge of the target language were most likely to notice frequently occurring aspects of the language. After students had briefly studied Korean, they frequently noticed items that were pretaught or those words that appeared near pretaught items in the text. Thus, it was concluded that students' knowledge of the L2 does influence which aspects of the target language they notice (Park, 2011).

Not only is it important to consider research relating to beginning foreign language learners and what they notice, but it is also necessary to consider previous research on Processing Instruction, since it has informed how the lessons addressing Anglicized Spanish given to the experimental group were designed. Van Patten and Cadierno (1993) began studies in the area of Processing Instruction by investigating the effects of traditional instruction versus Processing Instruction as they relate to the acquisition of Spanish clitic direct object pronouns. The students who participated in this research were administered a pre-test and a post-test. Those who received Processing Instruction received a deductive description of the grammar forms; then, the students were asked to demonstrate that they understood the structure, form, and meaning of the

pronouns. Those who received traditional instruction, on the other hand, were presented with an explicit explanation of the grammar related to direct object pronouns. The follow-up activity included written and oral activities, which emphasized use of the pronouns at the sentence-level. After undergoing treatment, it was discovered that those in the Processing Instruction group made significant gains in both interpreting sentences and producing pronouns while students in the traditional group only improved in the area of producing pronouns. As a result, it was concluded that input processing aids in acquiring a language, while traditional instruction results in students merely learning the material.

Cheng (2002) extended the research regarding Processing Instruction to analyzing its effects on students' acquisition of *ser* and *estar* (p. 311). The fourth-semester Spanish students involved in this study were administered one pre-test and two post-tests which evaluated interpreting sentences, producing sentences, and composing a guided writing using *ser* and *estar*. Furthermore, they were divided into three groups: a traditional instruction group, a Processing Instruction group, and a control group. The Processing Instruction group and traditional instruction group received instruction regarding *ser* and *estar* that was similar in nature to that of the Van Patten and Cadierno (1993) study of Spanish clitic pronouns. Cheng (2002) found that both the traditional instruction group and the Processing Instruction group received higher scores than the control group (p. 315). The scores for the traditional instruction and the Processing Instruction groups differed from each other, however, when considering the students' acquisition of *estar*. In regards to *estar*, the Processing Instruction group received higher scores than the control group. The traditional instruction group received scores at the level of those in the control group. Subsequently, Processing Instruction showed a slight advantage when

considering *estar* while there appeared to be no significant difference between Processing Instruction and traditional instruction in all other areas (Cheng, 2002).

In addition to *ser/estar* and the clitic pronouns, a study has also been conducted on the effects of input processing on students' acquisition of the Spanish subjunctive. Collentine (1998) investigated whether or not Processing Instruction was more effective than instruction which focuses on producing output when teaching students to both interpret and utilize the subjunctive (p. 579). Students in their second semester of Spanish study were divided into three groups for the experiment: a processing instruction group, an output-oriented instruction group, and a control group. The processing instruction group received instruction in which the students practiced the grammatical form while being asked to notice the form of the subjunctive. The output-oriented group, on the other hand, completed activities in which they were asked to produce the subjunctive within a communicative context. After the students were given a post-test, it was found that both processing instruction and output-oriented instruction led to improvement in the production and comprehension of the subjunctive (Collentine, 1998).

One final area of Spanish acquisition to which studies on input processing versus traditional instruction have been extended is the acquisition of the Spanish past tense. Cadierno (1995) investigated the effects of Processing Instruction and traditional instruction on students in their third semester of Spanish study (p. 182). The students were split into three groups for the investigation: a Processing Instruction group, a traditional instruction group, and a control group. The Processing Instruction group called for the students to notice the past tense while the traditional instruction involved explicit grammar teaching. The control group received no special instruction regarding the past tense. Students were given a pre-test and a post-test in order to assess the instruction. The post-tests showed that students who received Processing

Instruction scored better than the other groups when interpreting sentences that only express tense through verb morphology. When producing sentences with the past tense, no difference was found between the Processing Instruction group and traditional instruction group, even though both scored better than the control group (Cadierno, 1995).

The previous research related to defining focus on form and previous studies conducted in the area of Processing Instruction have informed how the lessons presented to the experimental group in the present study were designed. Specifically, each lesson plan was created with the goal of asking students to be aware of the various Spanish forms used around them in advertisements, the mass media, and among their friends or family members. Then, the students were asked to focus on examples of these forms and consider them in light of standardized Spanish rules. Once students had taken time to think about how standardized Spanish errors may be occurring in Spanish words with which they are familiar, the students discussed the examples with their instructors and classmates and were asked to deduce why some of the examples did not conform to standardized Spanish norms. The instructors were consequently able to lead discussions in which students addressed and considered common errors which arise from Anglicized Spanish forms being used in the standardized Spanish classroom. The experiment's design of a pre-test and post-test being administered to both the control and experimental groups, as well as the inclusion of a control group who received no overt instruction on Anglicized Spanish, was derived from the design of previous studies on Processing Instruction (Cadierno, 1995; Cheng, 2002; Collentine, 1998; Van Patten & Cadierno, 1993).

## Statement of the Problem

Reviewing the previously mentioned literature demonstrates that much research has been conducted in the fields of motivation, second language lexicon acquisition, and focus on form. One area in which we can note that few studies have been carried out is that of Anglicized Spanish. While Hill (1993, 1995, 1998, 1999, 2005, 2008) and Breidenbach (2006) have both researched various aspects of Mock Spanish, neither has discussed the use of its forms in the language classroom. Rather, both have been primarily preoccupied with the stereotyping of Spanish speakers through Mock Spanish. Breidenbach (2006), however, does allude to various examples of Mock Spanish she has observed in compositions and quizzes in her introductory Spanish courses at the University of South Carolina (p. 7). Some examples of Mock Spanish used by students at this level are “el knifo,” “el forko,” “el gifto,” and “Did I passo?” (Breidenbach, 2006). Even though these examples are mentioned, no study, to the knowledge of the researcher, was conducted on Mock Spanish as used by introductory Spanish students at the university level. As a result, the present study will expand upon the existing research and contribute to a greater understanding of Anglicized Spanish through an analysis of its use in the beginning Spanish language classroom. Specifically, the present research will contribute to existing studies on Mock Spanish by considering how students’ levels of motivation for learning the target language and their attitudes toward the Spanish language and its speakers correlate to their use of Anglicized Spanish in the classroom. A study of this nature will provide a different perspective on previous studies of Mock Spanish since its racializing and stereotypical nature will not be a primary focus. Instead, questioning students about their levels of motivation and their attitudes regarding Spanish will provide insight concerning other reasons why speakers may be using mock language forms. In other words, investigating the relation between students’ use

of Anglicized Spanish and their attitudes and motivations will produce a different way of approaching studies on mock languages. The research will explore whether or not the established factors of racializing or stereotyping a group of speakers are the only factors that correlate with speakers' use of Mock Spanish.

In contrast to the few existing studies on Mock Spanish, motivation is an area in which much research has been conducted. A study by Williams et al. (2002) examines the correlation between students' proficiency level and their level of motivation. This area of research is of particular interest to the present study since many of the participants in the study had only achieved low proficiency levels in the Spanish language. Williams et al. (2002) asked the teachers of the students who participated in the study to give each participant a rating of high, middle, or low proficiency before analyzing the students' responses according to their language proficiency levels. Students at a higher proficiency level were subsequently found to be more motivated to learn another language. Additionally, students at the highest proficiency level also thought learning was more enjoyable than those with lower proficiency levels. It was found that students at the highest level of proficiency were more intrinsically motivated than the students at other proficiency levels (p. 517). Since the present study is targeted at students who will be of a lower proficiency level, it is likely that contributions can be made regarding the relationship between a low proficiency student and one's reported level of motivation.

Another area of previous research on motivation, which contributes greatly to the present study, concerns studies of motivation as it relates to strategies that students voluntarily use when learning a foreign language. Williams et al. (2002) noted that the majority of students who participated in their study could not articulate the metacognitive strategies they used when learning a different language (p. 519). As a result of the students' inability to describe their

strategies, it was hard to determine a link between motivation and those language strategies that students use. Therefore, the present study will help to expand upon existing research linking motivation and strategies used by beginning Spanish students since the study analyzes how the students' levels of motivation may correlate to their use of Anglicized Spanish as a communication strategy in the beginning Spanish classroom.

Not only can we see an area in which existing motivation studies can be enhanced by the findings of the present study, but we can also observe how previous studies on L2 lexicon acquisition may be enriched by the investigation of Anglicized Spanish in the beginning Spanish classroom. Several of the studies on the L2 lexicon have been conducted on the stages of semantic development in the L2. For example, Jiang (2004) analyzed the semantic development of Chinese speakers who were learning English by presenting the students with word pairs that have similar meanings and then asking the students to distinguish them (p. 113-122). As a result of the study, it was found that semantic mapping has proven to be extremely difficult for the students, regardless of their length of residence in the United States. Subsequently, instructional intervention was proposed in order to help facilitate semantic mapping in the L2 (Jiang, 2004).

Other studies regarding the acquisition of the L2 lexicon have been carried out in the area of Spanish L2 acquisition. The majority of these studies relate to the transfer of the L1 to the L2 lexicon as well as the stages of semantic development of certain Spanish lexical items. Lexical transfer occurs when a lexical item from one language is incorporated into the lexicon of another language. This type of transfer may also occur when a semantic extension is given to an item in one language because of similarity to a word in another language. For example, Van Patten (1985, 1987) investigated the stages of the semantic development of *ser/estar* (En. to be) within a university setting. Using oral data, classroom observations, and a grammaticality judgment

task, Van Patten (1985, 1987) found that native English speakers often simplify the use of *ser/estar* because English only has one translation. DeKeyser (1990) additionally studied the acquisition of *ser/estar* among students who are studying abroad. From this study, it was concluded that *ser/estar* are acquired differently in study abroad and classroom contexts; specifically, the verb *ser* is used with greater accuracy than *estar* in a study abroad context.

Another pair of lexical items, which has received much attention in previous studies, is *por/para* (En. for). Guntermann (1992) found that students tend to simplify and use *por*. This finding is likely to be attributed to the fact that *por/para* generally have one English equivalent. Lafford and Ryan (1995) also extended the analysis of the acquisition of *por/para* to a study abroad context. The research was collected using oral data and confirmed previous findings by Guntermann (1992).

The previous studies demonstrate that much research has been conducted on the acquisition of terms represented by one lexical item in the native language but two items in the target language. Interestingly, the rise in popularity of Anglicized Spanish brings a new view to these studies. Since many Anglicized Spanish words originate from the target language of beginning level Spanish students, the students may come to the classroom with the target language lexical item. However, the meaning of the Anglicized Spanish word may differ from how the word is actually used in standardized Spanish. Consequently, transfer of the Anglicized Spanish word to the target language may result in negative transfer. For example, an Anglicized Spanish word students are frequently exposed to is *cojones*. Monolingual English speakers often use the word *cojones* in both formal and informal settings in order to refer to extreme bravery. Additionally, monolingual speakers of English also use the term in order to not only convey the idea of “testicles” but also the slang term “balls” (Cojones, n.d.). One famous example of

*cojones* being used in a formal setting occurred when Madeline Albright was speaking as US Ambassador to the United Nations when she said “a Cuban pilot who had shot down a spy plane from Florida had shown ‘not *cojones*, but cowardice’” (Hill, 1998, p. 138). Since many students at the beginning levels of Spanish study may have been exposed to this Anglicized Spanish form, even in extremely formal situations, the vulgarity of the actual standardized Spanish form is diminished. According to the Real Academia Española, *cojón* formally refers to a man’s testicle while the interjection *cojones* is used in a variety of emotional states, especially when conveying a sense of surprise or anger (Cojón, n.d.a). When considering a more informal meaning of the expression, the *Diccionario de uso del español* defines *cojón* as not only referring to a man’s testicles but also as to a symbol of manliness and bravery (Cojón, n.d.b). Consequently, a beginning Spanish student would have to learn that *cojones*, when used among native Spanish speakers, is actually quite vulgar and should not be used in all contexts when the speaker is attempting to communicate the informal meaning of *cojones* in standardized Spanish. That is, the student needs to realize that the definition of the Anglicized Spanish form and the standardized Spanish form of the word *cojones* encompass two different concepts. As a result of the different concepts that may be encompassed by Anglicized Spanish forms and their standardized Spanish counterparts, the present study contributes to studies regarding L2 lexicon acquisition by exploring how Anglicized Spanish words like *cojones* may be affecting students’ acquisition of the target language

In addition to the negative lexical transfer, which may be found in the present study, examples of morphological transfer may arise from the investigation. Clyne (2003) defines morphological transfer as the transfer of a morphological pattern. One example of morphological transfer that occurs in Mock Spanish and has been outlined by Breidenbach

(2006) and Hill (2008) involves the use of the suffixes “-o” and “-a” attached on the endings of English words in order to represent Spanish. The use of words such as “cheapo” and “testo” in the classroom would be classified as morphological transfer since the morphological patterns of “-o” and “-a” are added to English words in order to form their Spanish equivalent. These endings have been transferred from a version of Anglicized Spanish used in the United States to standardized Spanish in the classroom. However, if these words were said to a native speaker of Spanish who had no knowledge of English, it is likely that he/she would not understand the words’ intended message, resulting in negative transfer. Nonetheless, aspects of the morphological transfer of suffixes “-o” and “-a” may display a hint of positive transfer since it shows that students realize that the gender of Spanish words is often displayed through these suffixes. However, there are many exceptions to this rule: *la leche* (En. the milk), *el viaje* (En. the trip), *la voluntad* (En. the will), etc. Consequently, this instance of morphological transfer would more than likely be more negative than positive since more errors than standardized Spanish forms are likely to be produced when such instances of morphological transfer are used.

It was furthermore expected that orthographic transfer of Anglicized Spanish forms to the standardized Spanish classroom would be encountered in the study. Clyne (2003) uses the term graphemic transfer to refer to orthographic transfer, the transfer of the phoneme-grapheme relations from one language to another language. One example of orthographic transfer outlined by Breidenbach (2006) and Hill (2008) concerns words such as “numero” and “adios” being used in English even though their standardized Spanish counterparts are written with accents (*Sp. número*; En. number and *Sp. adiós*; Sp. good-bye). A cursory Google search shows examples of how these two Anglicized Spanish words have been incorporated in two recent articles entitled “Apple iPhone 4S Now Numero Uno Smartphone on Top 3 US Carriers” and “Voters Say Adios

to Socialists in Andalusia, Spain” (Rucinski, 2011; Sanjeev, 2011). Students who have often seen these words written without an accent in English will likely not include the accent when writing them in the Spanish classroom. Consequently, even though the transfer of words such as “numero” and “adios” is somewhat positive since the words do exist and have similar meanings in Spanish, negative transfer also occurs since the lack of a written accent would produce an orthographic error.

One final error resulting from English transfer that was expected to be encountered in the present study concerns syntactic errors deriving from the use of the apostrophe plus an s (’s) in order to show possession which are then incorporated into standardized Spanish phrases. Such errors have been frequently noted during the researcher’s experience as an instructor of beginning Spanish courses. One possible influence contributing to these syntactic errors might be business or product names such as the local “Pepito’s Restaurante Mexicano.” Since the name of this restaurant contains the standardized Spanish words *restaurante mexicano* (En. Mexican restaurant), students with little knowledge of standardized Spanish may assume that “Pepito’s” is also standardized Spanish. These students may later remember seeing “Pepito’s Restaurante Mexicano” and transfer the English use of the apostrophe plus an s in order to show possession in the beginning Spanish classroom. For example, a student may write “Juan’s libro” (*Sp. el libro de Juan*; En. John’s book), resulting in the transfer of an Anglicized Spanish form that students may have encountered outside of the classroom. This usage becomes a form of negative transfer since its use produces an error, given that students would be employing an English rule for possession (Juan’s) when attempting to express *el libro de Juan* in standardized Spanish.

The previous examples of possible positive and negative lexical, morphological, syntactic, and orthographic transfer demonstrate another way in which the present study may contribute to existing research. By analyzing the ways in which language transfer from the students' native language to the target language is used as a communication strategy, the study intends to provide a picture of which aspects of their native language they choose to transfer and how this transfer is likely to be carried out. The study focuses on how Anglicized Spanish forms are manifested in transfer from English to Spanish. Examining these aspects of transfer will not only expand on the studies of Anglicized Spanish but will also add to existing research on language transfer through investigating lexical, morphological, orthographic, and syntactic transfer of Anglicized Spanish to the standardized Spanish classroom.

Not only will examining the aspects of lexical, morphological, orthographic, and syntactic transfer among students of beginning Spanish add to studies on language transfer, but this aspect of the present study may also contribute to studies on how speakers create or utilize mock languages. As was mentioned in the previous examples of transfer, both Hill (2008) and Breidenbach (2006) have discussed the various lexical, morphological, and orthographic ways in which Mock Spanish is formed. In the present study, students were asked to freely list or write Spanish words they knew before beginning to formally study Spanish in order to elicit Anglicized Spanish words. An analysis of these words given by the participants offers additional insight into how Anglicized Spanish items are formed. By placing the findings into categories of Anglicized Spanish, this research will provide greater detail as to how English speakers are changing standardized Spanish forms in order to fulfill their linguistic needs. The analysis of how Anglicized Spanish is being formed may then also be extended to other mock languages like

Mock Ebonics or Mock Asian. If similar studies were conducted of other mock languages, it is possible that universal methods for forming mock languages may be found.

Finally, the present research contributes to existing research on focus on form. Research has demonstrated that “learner processes of comparison and modification arise from the mismatch or conflict between the learners’ prior L2 knowledge and the L2 data” (Park, 2011, p. 154). Thus, studies have been conducted in order to investigate which forms students with no previous L2 knowledge focus upon when reading an L2 text (Han & Peverly, 2007; Park, 2011). Furthermore, Park (2011) extended her study to explore which forms students who have a little knowledge of the L2 choose to focus upon when reading a text in the target language.

While Park (2011) conducted a study in which students had either no knowledge or little knowledge of the target language, it is interesting to note that the little knowledge of the L2 that the students demonstrated had come from an instructional session that was a part of the research (p. 157). In other words, the participants’ knowledge of six Korean words came from a semi-formal instructional session (Park, 2011). Students who utilize Anglicized Spanish often come to the beginning Spanish classroom with previous stereotypical knowledge of the L2 that comes from a real-world context. That is, the Anglicized Spanish forms have been learned from their use in society in the United States. Hence, the previous knowledge of the L2 as it relates to Anglicized Spanish will likely not come from a formal, educational context. Therefore, the present study’s inclusion of focus on form in the beginning Spanish classroom contributes to existing research for many reasons. First of all, the study is similar to previous studies in that the group of students analyzed possesses little knowledge of the L2. However, the present study enhances these studies since the student’s preexisting knowledge is from a discourse commonly used in the United States and may not be from formal educational settings. Furthermore, the

Anglicized Spanish forms to which many students have been exposed also frequently differ from their standardized Spanish counterpart. Specifically, having an experimental group notice Anglicized Spanish forms provides information regarding how teachers can approach the use of Anglicized Spanish among students who are aspiring to learn a standardized form of the language. For example, at the beginning levels, it would be possible to address the examples of Anglicized Spanish and Mock Spanish through raising metalinguistic awareness. Gass and Selinker (2001) define metalinguistic awareness as “one’s ability to consider language not just as a means of expressing ideas or communicating with others, but also as an object of inquiry” (p. 302). Hence, metalinguistic awareness involves students actually thinking about the language and how it works (Gass & Selinker, 2001). Therefore, teachers in this study take examples of Mock Spanish from the media or Anglicized Spanish which students have produced in the classroom and making these instances a learning experience for the students. By making students aware of various metalinguistic strategies, the activities also make the participants aware of how the Spanish language works – that it is rule-bound and is used for more than just communicating. Ideally, these exercises also lead the students to understand standardized Spanish forms and how they are used when communicating with native speakers.

In addition to the present study contributing to our understanding of the ways in which learners acquire a foreign language, the research may also be beneficial to educators as a result of its examination of the possible impact of Anglicized Spanish forms in the standardized Spanish foreign language classroom. Since the participants are given both a pre-test and a post-test containing questions designed to elicit Anglicized Spanish forms, their levels of motivation, and their attitudes toward the languages, the possible consequences of Anglicized Spanish used by beginning Spanish students can be examined. The findings from the post-test are compared

with the findings from the pre-test in order to determine if there is any change concerning what students consider to be standardized Spanish or not. Such an analysis of the answers on both questionnaires explores whether or not students realize that some Anglicized Spanish forms do not coincide with their standardized Spanish counterparts as a result of their inclusion in a treatment addressing Anglicized Spanish forms. Analyzing how students respond to this treatment provides both instructors and researchers alike with more information regarding how Anglicized Spanish forms should be addressed in the classroom in order to limit the communication breakdown errors resulting from its use. By testing a possible way to address mock languages in the beginning second or foreign language classroom, the present study contributes to the overall study of mock languages since the presence of mock languages may be an issue in various language classrooms in the United States and abroad. Depending on the results, the current study may be duplicated or modified in a classroom where another mock language is being used in order to attempt to determine what is the best method for approaching the use of a mock language in a the classroom of any standardized language.

After reviewing the literature that informed the design and implementation of the present study, the methods used during the study and participant information will be presented in the next chapter. Chapters 4 and 5 will present the data analysis before concluding with the study's findings in Chapter 6.

## CHAPTER 3

### METHODOLOGY

As demonstrated in the literature review, the only studies addressing Anglicized Spanish have been carried out in the field of Mock Spanish studies and investigated the form and function of Mock Spanish outside of the beginning Spanish classroom (Breidenbach, 2006; Hill, 2008). Nevertheless, to the researcher's knowledge, no studies have been conducted regarding the use and function of Anglicized Spanish forms *in the beginning Spanish classroom*. Therefore, the present research was designed in order to analyze how Anglicized Spanish is being formed in the Spanish classroom and why beginning students seem to be using this construct. Specifically, a possible correlation between Anglicized Spanish and students' levels of motivation and attitudes was investigated in this study. Finally, the study explored a possible method instructors can use when addressing Anglicized Spanish forms in the classroom. The present chapter outlines the design and delivery of the pilot and main studies, which took place during the Summer and Fall 2012 semesters. The chapter begins with a description of the research methodology and methods for data analysis used during the investigation and continues with a description of the participants in the study.

#### **Research Methodology**

Since the researcher noted the possibility of students being increasingly exposed to Spanish forms such as “numero uno” (*Sp. número uno*; En. number one) and “hasta la vista” (*Sp. hasta luego*; En. good-bye) outside of the classroom, the present investigation was designed in order to examine how exposure to these and similar forms might affect students in the beginning

Spanish classroom. In an effort to facilitate an optimal main study for the investigation, a pilot study was conducted to test the materials and methods which would comprise the main study during a month-long mini-semester during the summer of 2012. Since one of the main purposes of the pilot study was to serve as a trial investigation of the main study, only one Spanish 103 class participated in the study, serving as an experimental group and participating in all activities related to the experiment.

After the pilot study was completed, various changes were made to the lessons and the methods in which they were conducted so that the material would be more easily understood and answered by the participants. The revised materials were then utilized for the main study that was carried out during the Fall 2012 semester. Six beginning level Spanish courses participated in the main study; three of these courses were randomly selected to be the control group while the remaining three courses formed the experimental group.

The participants in both the main study and the pilot study completed simple pencil and paper activities that were similar to activities normally carried out in Elementary Spanish classrooms. In order to maintain confidentiality while collecting the data, the students were asked to create a unique four-digit code that they would remember and include on each questionnaire or activity they turned in as a part of the investigation. The instructors of each course then gave the activities to the researcher as soon as the class was completed. The data were kept under lock and key in the researcher's home office. Only the researcher had access to the activities that the students submitted as a part of the research. A brief description of all of the activities completed by participants in the pilot and main studies will be provided in the next few sections.

## **Procedures for Pilot Study and Experimental Group in Main Study**

The participants in the pilot study and the experimental group of the main study were given a pre-test to complete on the first day of class with the hopes that all participants would complete the pre-test before beginning formal Spanish instruction. However, due to the high turnover in Elementary Spanish courses at the beginning of every semester, some of the participants who added the courses after the first day were allowed to take the pre-test within the first week of the semester. This was done so that the maximum number of participants would be given the opportunity to complete all aspects of the research.

Since it was anticipated that the participants in the study would be both true beginners and those who had prior experience with the Spanish language, different procedures were enacted for both groups in order to account for the differing levels of Spanish knowledge represented in the study. The group of participants who were expected to be true beginners, the students in Spanish 101, were given a pre-test which elicited information regarding their previous knowledge of Spanish and their attitudes and motivations for learning the language. In order to discover the lexical items known by true beginning students and to find out if these participants spontaneously produced Anglicized Spanish forms, they were asked to list all of the Spanish words they knew along with their English translation. After listing the words, students were asked to list as many Spanish-speaking countries as they knew in order to further explore their previous knowledge of the Spanish language and culture. Then they were asked to read several statements addressing their attitudes toward Spanish speakers. Since immigration law has recently been a debated topic in Alabama, the attitude portion of the questionnaire also incorporated questions addressing the students' attitudes toward immigration law in Alabama. The survey controlled for false beginners by including a section soliciting the participants'

biodata, including asking for general personal information as well as information regarding their language history and previous exposure to the Spanish language.

The participants who had previous formal exposure to Spanish, those at the 102 and 103 levels, were given a similar questionnaire for the pre-test with two additional sections. First, instead of providing all of the Spanish words they knew, these participants were asked to write down Spanish words they recognize as similar to English in addition to their English translation. Second, the participants in 102 and 103 were given a section with an acceptability judgment test, including lexical items frequently used in Anglicized Spanish as well as some standardized Spanish words. The Anglicized Spanish lexical items targeted lexical, morphological, syntactic, and orthographic strategies frequently observed in Anglicized Spanish in order to explore the strategies students deem to be acceptable for use according to standardized Spanish rules. The participants were asked to rate the items as acceptable, not acceptable, or did not know of the item's acceptability.

Once the pilot study and the experimental groups completed the pre-test, the participants were presented with four different lessons emphasizing the use of Anglicized Spanish in popular culture in the United States. The lessons were designed and written by the researcher with the intent of raising the participants' awareness to the fact that many Anglicized Spanish words or phrases that they are exposed to by the media in the United States actually do not conform to the grammatical rules of standardized Spanish. Each of the four lessons highlighted four different areas in which Anglicized Spanish and standardized Spanish differ. Specifically, the first lesson concentrated on the different uses of accentuation and punctuation in both Anglicized Spanish and standardized Spanish. An example of these differences would be the standardized Spanish word *adiós* (En. good-bye) being written without the orthographic accent, or "adios" in its

Anglicized Spanish form. The second lesson addressed the different ways in which Anglicized Spanish and standardized Spanish forms present possession. Anglicized Spanish often incorporates the English “-’s” in order to show possession, resulting in people in the United States being exposed to Anglicized Spanish phrases such as “Amigo’s restaurante” instead of the standardized Spanish form of possession, *el restaurante del amigo* (En. the friend’s restaurant). Finally, the third and fourth lesson plans dealt with lexical items used in Anglicized Spanish that are not acceptable for use in standardized Spanish and how students may perceive the Anglicized Spanish forms. Some examples of such Anglicized Spanish words are “correctamundo” (*Sp. correcto*; En. correct) and “no problemo” (*Sp. no hay ningún problema*; En. no problem).

The pace at which each of the four lessons was delivered varied between the pilot study and main study. Since the pilot study took place during an accelerated summer course, the students were presented with one lesson every week. Conversely, the main study occurred during a regular semester, so the lessons were given once every two to three weeks. While the students reviewed the lesson with their instructor, the researcher observed the classes and took notes regarding the students’ responses to questions and their production of the Spanish language.

Regarding the instructors of the courses, it is important to mention that four different instructors aided the research during the pilot and main studies. One instructor participated in the pilot study while three different instructors helped with the main study. Each of the instructors who participated in the main study taught a different level: one instructor taught two 101 courses, another taught two 102 courses, and the last instructor taught two 103 courses. Since the researcher was not the instructor of the course, the instructors who aided the researcher were given a written plan to follow approximately one week before presenting each lesson to

their class in order to ensure that the lessons were carried out as the researcher envisioned. The instructor then was given an opportunity to talk with the researcher about the lesson so that both were in agreement concerning how the lessons should be presented.

After completing all four lessons, the students took a post-test during the last week of class that measured how their attitudes, motivations, and thoughts concerning the Spanish language had changed during the semester. The post-test for participants in the 101, 102, and 103 classes consisted mostly of the same questions included on the pre-test for the students in the 102 and 103 courses. The same questions were used in both the pre-test and the post-test in order to gauge how students' ideas regarding both the Spanish language and Anglicized Spanish forms had evolved during the semester in which they took Elementary Spanish.

### **Procedures for Control Group in Main Study**

Since the control group did not receive treatment during the main study, the instructors of these courses did not administer the lessons addressing Anglicized Spanish. Instead, the control group continued their Spanish studies, using the textbook and materials their instructors typically use without raising awareness of Anglicized Spanish forms. Consequently, no planned classroom time was dedicated to addressing Anglicized Spanish. Even though the control group did not receive treatment, the researcher still observed these classes on the days in which the experimental group completed the lessons. The observations of the control group were conducted in order to determine if any Anglicized Spanish forms were spontaneously produced by the students during a typical class period.

While the control group did not complete the activities related to the lessons, the three courses from the main study that formed the control group did complete the same pre-test and post-test as the experimental group. During the first week of class, the 101 course participating

in the control group completed the pre-test designed for true beginners, while the 102 and 103 courses completed the pre-test which accounted for learners who have had prior experience studying the Spanish language. All of the courses in the control group then completed the same post-test during the last week of class. Once the post-test was completed, the results from the control group were then compared with those of the experimental group in order to see if the treatment of having students focus on Anglicized Spanish forms was beneficial to beginning Spanish students. A more specific description concerning how the data collected from both the experimental and control groups will be given in the next section.

### **Data Analysis**

The researcher used a mixed method approach in order to analyze the data gathered during the research. The qualitative aspect of the data analysis came from the classroom observations and aspects of the pre-tests, post-tests, and activities related to the lessons that the students completed. The quantitative section of the data analysis took place by utilizing portions of the pre-tests, post-tests, and other activities that contained questions that the students responded to using a Likert Scale or that contained items based on acceptability judgments. The specific ways in which the qualitative and quantitative analyses were carried out will be described in more detail in the following two sections.

### **Qualitative Analysis**

The qualitative analysis was conducted in several different areas of the investigation, including aspects of the pre-test/post-test and selected activities obtained from the lessons the experimental group completed. Additionally, while the students in the experimental groups were going through each lesson, the researcher observed the classes in order to determine if any spontaneous forms of Anglicized Spanish were given. Often, these observations provided the

researcher with further insight into how both the instructors and students view Anglicized Spanish phrases. The researcher then used these comments as a part of the qualitative analysis of the data.

As well as using classroom observations for the qualitative analysis, portions of the written data collected from the experimental and control groups were used qualitatively. First, the list of Spanish words students perceive to be similar to English words from the pre-test/post-tests along with the list of Spanish words that the experimental groups provided in some of the lessons were reviewed by the researcher and categorized by the types of words submitted in order to obtain a picture of the Spanish lexicon with which beginning Spanish students come to the classroom. Some of the categories were based on grammatical function while others were based on the content of the words. Once the words had been categorized, the frequency and scope of the categories were tallied, allowing the researcher to compare and contrast the lexical knowledge of all levels of Elementary Spanish students.

In conjunction with the categorization of the lexical items provided by the participants, the errors found in the writing samples given by the members of the experimental groups were categorized by the researcher. These errors were then reviewed for overarching patterns, which would shed light on possible lexical, morphological, syntactic, and orthographic strategies that beginning Spanish students use as a result of being influenced by Anglicized Spanish forms.

One final area in which the data were analyzed qualitatively was through reviewing the comments written by the participants in the experimental groups concerning the appropriateness of Anglicized Spanish or standardized Spanish forms observed in the mass media. Once again, the answers provided by the participants were analyzed for recurring themes. The occurrence of common themes was then compared and contrasted among the different levels of beginning

Spanish in order to analyze how students' thoughts concerning Anglicized Spanish forms evolve as their knowledge of the Spanish language increases.

### **Quantitative Analysis**

Since the research design was mixed-method, quantitative analysis was used in addition to the aforementioned aspects of qualitative analysis. Quantitative analysis was used at times when exploring the results of the experimental groups' answers to the production of possessive forms in standardized Spanish and their choices concerning appropriate standardized Spanish lexical items. Furthermore, quantitative analysis was utilized primarily when exploring the answers provided by all participants to the motivation, attitude, and acceptability judgments on the pre-test and post-test. Concerning the motivation and attitude section, the average response given at each level on the pre-test and the post-test was calculated. These averages were then analyzed for common themes at each level and for the ways in which the participants' motivations and attitudes might have changed over the course of the semester. Next, the average responses of every level were compared and contrasted in order to explore both the similar and different ways in which beginning level Spanish students are motivated to study the language or view the speakers of the Spanish language.

The average responses to the statements evaluating motivations and attitudes were furthermore used to explore a possible correlation between the likelihood of students to use Anglicized Spanish forms and their attitudes and motivations toward the Spanish language. This was done by reviewing the writing samples provided by the experimental groups and highlighting which participants included an Anglicized Spanish form, which ones included English, and which students did not incorporate either strategy into their writing whenever attempting to express an idea which might have been beyond their current knowledge. The

responses given by the participants in each category were then averaged. After obtaining the averages, common responses correlating to specific communication strategies were identified at each individual level and among the different levels of Elementary Spanish study.

The final way in which quantitative analysis was utilized involves the analysis of the treatment on the experimental group. A one-way ANOVA was used in order to compare the responses to the acceptability judgments given by the participants in the experimental and control groups on the post-tests. This comparison was made in an effort to see if the treatment of raising the participants' awareness toward Anglicized Spanish forms and having them focus on common Anglicized Spanish strategies is a successful approach to addressing the use of Anglicized Spanish in the beginning Spanish classroom.

After detailing the methods used for collecting and analyzing the data in the present research, the chapter will now turn to explaining information relating to the participants of the pilot and main studies.

## **Participants**

Before exploring specific data relating to the participants in the present study, a rationale will first be given regarding why the selected population was chosen for this investigative research. To continue, various biographical data relating to the participants in the pilot and the main studies will be explored.

### **Rationale for Selecting Participants**

When initially deciding upon whether beginning, intermediate, or advanced Spanish language students would be used for the study, the following idea from Hill's (2005) research regarding Mock Spanish was taken into account: "people with a slight knowledge of Spanish are important agents in this project, which means that college students are heavily involved" (p.

115). Since it has been noted that students at the post secondary level who have been exposed to at least small amounts of Spanish play a significant role in Mock Spanish, the researcher chose to use elementary level Spanish courses in order to determine how beginning students view Anglicized Spanish forms and how they begin to process the Spanish language at early stages of acquisition.

After determining that beginning level Spanish students would be utilized as the participants in the research, it was then decided that all three levels of elementary Spanish offered by the University of Alabama would be utilized in the main study of the research in an effort to see if previous exposure to the Spanish language affects how students' view Anglicized Spanish forms and their likelihood of using these forms. Since the pilot study was conducted as a trial investigation of the main study, only one 103 course was utilized as an experimental group during this study. Conversely, during the main study, two courses at each level (101, 102, and 103) were included in the study, with three of the courses (one at each of the 101, 102, and 103 level) serving as the experimental group while the remaining three formed the control group. The classrooms were selected at random, based on the availability of Spanish courses during each semester and the four instructors' availability to help with the research.

The University of Alabama offers three different options for introductory Spanish courses – Spanish 101, 102, and 103. Up until the main study was carried out, Spanish 101 had been designed for true beginners who had never taken Spanish before, or those who had completed a Spanish course more than four years prior to enrolling in 101 at the University of Alabama. However, the regulations for enrolling in a 101 course were altered to allow those who had completed only one year of high school Spanish to enroll in 101 during the Fall 2012 semester, the time period of the main study. As a result, students who are participating in Spanish 101

courses designed for true beginners often contain many students who have previous formal exposure to the Spanish language.

The remaining two levels, Spanish 102 and 103, did not have any changes regarding how students are placed in the courses. Students enrolled in Spanish 102 had previously completed Spanish 101 at the University of Alabama, so they had limited exposure to studying standardized Spanish. Those who took Spanish 103 had Spanish in high school or at another university. Students taking 103 typically range from having studied the language for a few semesters to two years or more. Therefore, a wide variety of previous knowledge, as it relates to a formal education of Spanish, is represented through the inclusion of every beginning level Spanish course in this study. It is thus hoped that the diverse nature of previous knowledge of the Spanish language will yield results that represent a student who could enter any of the levels of an Elementary Spanish program.

Students at the elementary level of Spanish studies at the University of Alabama were not only chosen because of the wide variety of possible previous exposure to the Spanish language but also because of the unique location of the school. The existing studies on Anglicized Spanish have been conducted in the southwestern United States and South Carolina. While Alabama is geographically similar to South Carolina in that both are in the southeast, using students in Alabama will provide a new, perhaps more diverse view of how Anglicized Spanish is used in the southern United States. Furthermore, the recent controversy over immigration laws in Alabama will make the context an interesting and more complex setting for the study since many in the state of Alabama have strong opinions regarding both immigration and the Spanish language.

## **Participants' Biographical Data**

The participants, who were students at the University of Alabama, were selected for the study due to their enrollment in Elementary Spanish courses. Approximately 162 students from seven different Spanish courses participated in at least one aspect of the pilot or main study. Only 81 of those participants completed all portions of the research due to students dropping out of the class or not attending class periods in which lessons or questionnaires were given. A specific breakdown by course of the number of participants who completed at least one aspect of the study as well as those who completed all parts of the investigation is included in Table 1 below.

Table 1

*Total Number of Participants by Course*

	Number of Participants Who Completed At Least One Aspect of the Study	Number of Participants Who Completed Every Aspect of the Study
SP 103 (Pilot Study)	17	10
SP 101 Experimental Group (Main Study)	30	11
SP 101 Control Group (Main Study)	28	13
SP 102 Experimental Group (Main Study)	24	11
SP 102 Control Group (Main Study)	26	13
SP 103 Experimental Group (Main Study)	20	13
SP 103 Control Group (Main Study)	17	13
<b>Total</b>	<b>162</b>	<b>81</b>

In an attempt to better understand the types of students who are enrolling in beginning Spanish courses at the postsecondary level, the participants were given a brief questionnaire to collect basic biographical data regarding their language learning experiences and personal data

that might be pertinent to the study. A review of the data provided by the participants shows that the majority of those enrolled in the SP 101, 102, and 103 courses were traditional students, since the average age was 19.5 (N=81, SD=1.94). The participants ranged in age from 18 to 32 years old. Students at the 102 level were, on average, the oldest, given that the average age was 20.3 (N=26, SD=2.94). Those in 103, on the other hand, were typically the youngest, averaging an age of 19 (N=31, SD=1.26). The average age of the participants in 101 was 19.3 years old (N=24, SD=1.11).

Even though the participants in SP 103 were typically younger than those in 101 and 102, these participants generally had more prior experience with the Spanish language. The group of students from the 101 courses averaged 1.74 years (N=24, SD=2.39) of previous Spanish study while those in 102 averaged 3.0 years (N=26, SD= 2.44) of prior Spanish experience. Participants from the SP 103 courses had studied Spanish an average of 3.97 years (N=31, SD=2.90) before enrolling in Spanish at the University of Alabama.

Despite the fact that those in 101 and 102 averaged fewer years of previous experience, some participants at those levels and the 103 level had studied the Spanish language for as many as 11 years before taking a Spanish course in the university, since they indicated being in Spanish courses throughout elementary, middle, and high school. Nonetheless, participants who possessed 10 or more years of previous Spanish study (N=5) were in the minority at every level of beginning Spanish study. The most common response for participants in SP 101 was 0-1 year of previous Spanish study. Similarly, students in SP 102 commonly stated that they had taken 1-2 years of prior Spanish courses. Finally, those from the SP 103 courses frequently answered that they had taken 2-3 years of Spanish courses before taking their current course.

Spanish was not the only language that the participants had previously studied before entering into this investigation. Students mentioned studying other languages, such as Chinese, American Sign Language, French, German, Hebrew, and Latin, before enrolling in their Spanish courses. Most of the students who had studied other foreign languages stated that their studies had taken place in traditional settings, such as at a middle or high school. Nonetheless, one participant did cite using the increasingly popular computer program Rosetta Stone in order to teach herself French.

In addition to some students studying a wide range of foreign languages aside from Spanish, a variety of home languages were also present in the main and pilot studies. The majority of participants in 101, 102, and 103 cited English as the language used in their home, since 78 of the students who completed every aspect of the study were from the United States. The remaining 3 participants were from outside of the United States and claimed to use languages other than English in the home. Two participants from the 101 courses, both from China, stated that Chinese was used in their home. Japanese was given as the language used at home by a male participant from Japan in a 101 course. Finally, two students from the United States stated that members of their family used languages in addition to English inside the house. Another student from a 101 course said that Spanish was used in her home because her stepfamily is Mexican. The final student who claimed a language other than English was used in her home was a student in a 103 course whose father uses French occasionally in the home. Given that the research investigates the possible correspondence of Anglicized Spanish and Spanish used outside of the classroom in the United States, the responses from the three participants who were not from the United States were excluded from the data analysis.

The section soliciting information regarding the language participants spoke at home was coupled with questions regarding whether or not the participants have immediate family members who speak languages other than English. Twenty-two of the 81 students who completed all aspects of the main study mentioned that at least one immediate family member speaks Spanish. Furthermore, 15 other participants noted that an immediate family member spoke a language other than English or Spanish. Some of the languages mentioned by the participants included French, German, Japanese, Chinese, Korean, Russian, and Italian.

In sum, a review of the biographical data supplied by the participants of the pilot and main studies demonstrates that the majority of students enrolling in Spanish courses in universities are traditional students who would not be considered as true beginners in Spanish language courses, given their previous experiences studying the Spanish language before enrolling in their current course. This was generally as true of those in the 101 course, typically designed for true beginners, as it was of those in 102 and 103, or courses designed for those beginning level students who have at least a little prior experience with studying the Spanish language. In the same way that students frequently have their own experiences with Spanish and other foreign languages before entering an elementary level Spanish course, it appears that many students are commonly being exposed to Spanish and other languages besides English through family members who speak the languages. As a result of this exposure to Spanish and other languages outside of the classroom, it is possible that beginning-level Spanish students are beginning to come to the classroom with a large amount of previous exposure and preconceived notions concerning Spanish. Thus, studies investigating Anglicized Spanish are important since students are being increasingly exposed to Spanish outside the classroom.

## **Conclusions**

This chapter has explored both the methods for conducting and analyzing the research as well as the salient features of those who participated in the experiment. After establishing the ways in which the investigation was implemented, the next two chapters will explore the results of the data analysis. Chapter 4 will concern itself primarily with the qualitative analysis, exploring the many lexical, morphological, syntactic, and orthographic strategies observed in the data as a result of the use of Anglicized Spanish forms. Chapter 5 will focus on the quantitative aspect of the study, since it will provide questionnaire results regarding the participants' motivations and attitudes concerning Spanish and how those relate to their likelihood of using or accepting Anglicized Spanish forms. Finally, Chapter 5 will also investigate the viability of asking beginning Spanish students to focus on and analyze Anglicized Spanish forms as a means of addressing the presence of Anglicized Spanish forms in the standardized Spanish classroom.

## CHAPTER 4

### ANALYSIS – ANGLICIZED SPANISH AS A COMMUNICATION STRATEGY

In order to investigate the correlation between the occurrence of Anglicized Spanish in the beginning Spanish classroom and the students' production of the chosen aspects of the Spanish language, four different linguistic areas, including lexical items, morphological strategies, syntactic strategies, and ideas concerning orthographic rules, were targeted since the researcher had noted that many errors at the beginning level occur at these levels. Furthermore, it has been noted that Mock Spanish is usually created by utilizing lexical, morphological, and orthographic strategies (Hill, 2008), so the researcher wanted to analyze if this in turn influences the occurrence of Anglicized Spanish in the classroom. The following sections will explore the findings regarding the various strategies and how they correlate to Anglicized Spanish forms by using data gathered from the lessons in which the pilot study and the experimental groups in the main study participated during the study. The findings will be presented by exploring each of the four targeted linguistic areas – lexical items, morphological strategies, syntactic strategies, and ideas concerning orthographic rules.

#### **Lexical Items**

Before asking the participants to respond to questions which assessed their acceptance of lexical items, the students were asked in two lessons to share examples of Spanish that they have heard or seen in the media, since one other goal of this study was to determine if students are being exposed to Anglicized Spanish and if they are aware of this exposure. Students at every level of the study provided many examples of Spanish words that they have observed in the

media, which suggests that students not only notice the words being used but also are aware of them and are processing them as Spanish. Upon analyzing the examples provided by the participants, it was apparent that the words given included standardized words or phrases in addition to others that can be classified as Anglicized Spanish. In the paragraphs that follow, some of the standardized Spanish words as well as the Anglicized Spanish forms that the students provided will be presented by placing all of the examples into categories of words as observed during the analysis of the data. After analyzing the categories, some of the participants' opinions in regards to whether or not they would use the terms with native Spanish speakers will be given. Finally students' responses to the acceptability of common Anglicized Spanish forms as well as instances of Anglicized Spanish which arose from the participants' writing samples will be explored.

### **Categories of Lexical Items**

**Basic conversational words and phrases.** As the examples of Spanish provided by the students were analyzed, several categories of words arose from the data. First of all, many of the students listed words that are basic conversational words or phrases. For the purposes of this study, basic conversational words or phrases include those that are used as greetings or for leave taking when speaking with friends or acquaintances. For example, many participants in both the main study and the pilot study listed words and phrases such as *hola* (En. hello), *hasta luego* (En. see you later), and “como estas?” (*Sp. ¿Cómo estás?*; En. How are you?) as Spanish words observed in the media. One of the more popular responses provided by participants in the pilot study and by participants in the 102 and 103 courses in the main study was *¿Cómo estás?* (En. How are you?), though it was frequently written without the inclusion of orthographic accents and proper punctuation, such as “como estas?” Other examples of basic conversational words

that conformed to standardized Spanish rules and were submitted by the participants include *gracias* (En. thank you), *de nada* (En. you're welcome), *buenos días* (En. good morning), *adiós*, *amigos* (En. good-bye, friends), *¿cómo se llama?* (En. What is your name?), and *sí* (En. yes).

In addition to standardized Spanish words used in order to greet others or take leave from them that were provided by the students, two phrases that could be classified as Anglicized Spanish were listed as Spanish words students have heard in the media. These two phrases were categorized as deriving from Anglicized Spanish due to the fact that they are popularly used in the media in the United States and subsequently were furnished by participants as Spanish forms, even though the phrases do not appear in the textbook used in the introductory Spanish courses, *Tú Dirás* (Martínez-Lage et al., 2009). Participants in all levels of the main study supplied the phrase “¿Qué pasa?” (*Sp. ¿Qué pasa?*; En. What's up?) as a phrase they have heard as a greeting. Furthermore, another commonly listed phrase used for leave taking was the phrase made popular by *Terminator 2* (Cameron, 1991), “hasta la vista” (*Sp. hasta luego*; En. See you later). Two of the students who participated in the pilot study and twenty-seven students who went through the experimental lessons supplied “hasta la vista” as a phrase that they have heard in the media. Another participant in the pilot study provided a variation of this phrase by writing “hasta le vista.” It is assumed that the previous phrase, based on its similarity to “hasta la vista,” was intended to convey the same meaning.

**Words describing relationships.** The next category of words noted from the first lesson concerns words used in order to describe relationships with others. Participants listed standardized Spanish words such as *amigos*, (En. friends), *señor* (En. mister), *madre* (En. mother), *padre* (En. father), and *muchacho/a* (En. boy/girl). Of the eleven participants who completed the lesson as a part of the pilot study, five of those participants listed *amigo/a* as a

Spanish word that they have heard in the mass media. Several participants from both the 101 and 103 level classes listed *amigo/a* as well.

**Adjectives.** Another popular category of words included descriptive words such as *bonita* (En. pretty), *loco* (En. crazy), and *bueno* (En. good), which can be used to describe people. Other descriptive words provided were words often used in relation to food. Some examples of these standardized Spanish adjectives include *caliente* (En. hot), *muy delicioso* (En. very delicious), and *picante* (En. spicy).

**Food items.** Many other words supplied by the participants were related to food or parties. Words such as *queso* (En. cheese), *agua* (En. water), *quesadilla* (En. quesadilla), *salsas* (En. salsas), and *el vino* (En. the wine) were provided by students as Spanish words they have observed in the mass media. In addition to general food or drink items, such as *cerveza* (En. beer), being listed by the participants, several also included brand names and descriptions of beers. The Mexican beer *Dos Equis* was a popular response among the participants. One person even supplied another brand of Mexican beer, *Corona*, and described it by saying he had observed *una cerveza buena* (En. a good beer) in the mass media. Food and drink items were not the only nouns listed by the students. Many participants additionally mentioned the noun *fiesta* (En. party) when listing Spanish words known from outside the classroom.

**Set Anglicized Spanish phrases.** In addition to the participants listing standardized Spanish words they know before entering the Spanish classroom, it was found that many established Anglicized phrases or phrases used in advertisements at the time of the study were also noted by the participants. Some examples of fixed phrases that appeared in the research were often used in the mass media, include the following three phrases: “comprende” (*Sp. comprende*; En. he/she/you understand), “Mi casa es su casa” (*Sp. mi casa es su casa*; En. My

house is your house), “ and “No Way, José” (En. No Way, José). Students from both the main study and the pilot study listed the previously mentioned phrases in addition to others that can be considered to be Anglicized Spanish. The phrases listed by both groups will be discussed in more detail in the paragraphs that follow.

First, students listed a couple of variations of the phrase “comprende” (*Sp. comprende*; En. he/she/you understand). One participant from the pilot study provided “comprende” while other participants from the main study offered the negative form of this phrase, writing “no comprende” (*Sp. No comprende*; En. he/she/you does/do not understand). While the context in which the students had heard “comprende” or “no comprende” is unknown, these phrases have frequently been used in the media in order to ask or express whether or not one understands. While “comprende” can be the third person singular conjugation of the verb *comprender* (En. to understand) in the present indicative or the informal imperative form of the verb, the meaning is often altered in Anglicized Spanish to mean “I, you, he, or she understands.” Consequently, one may say “comprende” in order to mean “I understand” or “he/she/you understand.” As a result of the extended meaning of “comprende” when used in English, it can be considered to be Anglicized Spanish.

The altered meaning given to “comprende” and “no comprende” in the media and other areas of popular culture in the United States was not the only way in which participants presented an Anglicized Spanish form of this phrase. One participant from the 103 course in the main study supplied the phrase “no comprehende.” This example displays a mixture of an English word (comprehend) and a standardized Spanish word (*comprende*). The participant has transferred the English manner of spelling to what should be a Spanish word. As a result, an

Anglicized Spanish version of *comprende* occurs since both the student's native language, English, and the target language, Spanish, have been combined in order to create a new form.

Next, two participants from the pilot study and many participants from all levels (101, 102, and 103) of the main study listed some variation of the Anglicized Spanish phrase "mi casa es su casa" (*Sp. Mi casa es su casa; En. My house is your house*). Some of the variations of the phrase included, "mi casa es su casa," "mi casa es tu casa," "me casa es tu casa," and "mi casa su casa." While the interchange of the second person possessive adjectives *tu* and the third person possessive adjective *su* are notable differences, the third variation of the phrase provides us with information regarding how the participants' native language is influencing their production of the target language. According to standardized Spanish, the first person possessive adjective is *mi*; however, the participant who gave "me casa es su casa" misspelled the word, writing "me." It is possible that "me" has been transferred from English since the pronunciation of the Spanish "mi" might be perceived by learners of the Spanish language as being similar to the English pronunciation of the pronoun "me."

One other fixed phrase commonly observed in popular culture in the United States, "No Way, José," was listed by two participants from the pilot study as a Spanish phrase they have heard in the mass media. Even though this phrase contains more English than Spanish, the participants who listed this phrase still viewed it as one that originates in Spanish but is used in the mass media. Remarkably, no participants from the main study listed "No Way, José" as a Spanish phrase they have heard in the mass media even though students from the previous semester had done so.

Participants from the main study added three more Anglicized Spanish phrases to the list of Spanish words or phrases they had observed in the mass media. First of all, students at the

102 and 103 levels supplied the phrase “numero uno” (*Sp. número uno*; En. number one) as a Spanish phrase they knew from the media. While the phrase does appear to include two standardized Spanish words, none of the participants included the orthographic accent in *número*, which is included in order to conform to the rules of Spanish phonetics. The inclusion of the orthographic accent in *número* distinguishes the noun *número* (En. number) from the verb *numero* (En. I number). Thus, the Anglicized Spanish phrase “numero uno” translates to English as “I number one” instead of the often-intended meaning of “number one.” Accordingly, “numero uno,” as written by the participants, becomes an Anglicized Spanish form since the intended standardized Spanish meaning is not conveyed as the Anglicized Spanish form is written.

The second Anglicized Spanish phrase which was listed by students participating in the main study who were at the 103 level was “no problemo” (*Sp. no hay problema*; En. no problem). While many beginning Spanish students or those who have little knowledge of Spanish often perceive “problemo” to be a standardized Spanish word since the word ends in the suffix “-o,” the standardized Spanish word for problem is actually “problema.” Many students often generalize the addition of the suffix “-o” to cognates in order to create a standardized Spanish word. Sometimes this assumption will correctly produce a standardized Spanish word. For example, the standardized Spanish form of the English word “telephone” is “*teléfono*” while “*rápido*” may also be perceived as the English word “rapid” plus the suffix “-o.” Many times, however, adding the suffix “-o” to an English word is an incorrect overgeneralization which will only lead to an Anglicized Spanish form. This overgeneralization that leads to a purely invented word can be observed when adding the suffix “-o” to the English word “problem.” Therefore, “no problemo,” as it was written by participants, is a frequently used Anglicized Spanish phrase.

The final fixed phrases listed by participants in the main study included various commands. Students at every level of the main study listed the phrase “vamos” (*Sp. vámonos*; En. let’s go). Students at the 102 level incorporated the terms “andale” (*Sp. ándale*; En. come on!) and the verb or interjection “arriba” (*Sp. arriba*; En. arrive) into their lists. In both cases, some participants listed the reasoning behind incorporating these phrases – cartoons. “Vamos” was attributed to the cartoon character Dora the Explorer while “andale” and “arriba” were known because of the character Speedy Gonzales. Whenever these cartoon characters and their catch phrases were mentioned in the classroom, students typically laughed. The laughter possibly derived from the juvenile context in which they were originally observed. Regardless of why the students found the examples to be comical, the participants did associate all of the words with Spanish forms that they have seen or heard in the media.

**Spanish in popular music.** Cartoons were not the only specific examples of aspects of the mass media in the United States students noted as including Spanish forms. Students from both the pilot study and the main study noted songs by the popular rapper Pitbull. Pitbull was born to Cuban parents in Miami, Florida. As a result of his heritage, he often incorporates Spanish into his songs (Pitbull, n.d.). For example, the chorus of one of his songs from 2013, “Don’t Stop the Party,” is, “Yeah, yeah, yeah. Que no pare la fiesta. Don’t stop the party. Yeah, yeah, yeah, Que no pare la fiesta. Don’t stop the party” (En. Yeah, yeah, yeah. Don’t stop the party. Don’t stop the party. Yeah, yeah, yeah. Don’t stop the party. Don’t stop the party.) (Perez et al., 2012). Many of Pitbull’s songs are similar to the previous example, incorporating Spanish words and phrases into songs that are played on mainstream radio and television in the United States. Participants in the main study subsequently noted the mixture of English and Spanish in songs they have heard by Pitbull.

**Spanish in sports.** In addition to noticing Spanish in music, cartoons, and movies, one participant noted the appearance of Spanish in news related to sports. A student in the 101 course who participated in the main study gave the phrase *Tú eres maricón* (En. You are a faggot) as a phrase which had been spotted in the mass media. The participant noted that the phrase came from the “baseball player’s eyeblick.” At the time of the study, the former Toronto Blue Jay Yunel Escobar caused controversy in Major League Baseball by writing the homophobic slur *Tú eres maricón* on his eyeblick during a game in September 2012 (Kelly, 2012). The student had obviously seen this story because it made both national and international headlines. Given that Yunel Escobar is Cuban, the student correctly identified the phrase as being one derived from Spanish.

Baseball was not the only sport mentioned by participants as a context in which they have heard Spanish. Several 102 participants from the main study mentioned soccer and words relating to soccer when giving contexts in which they observed Spanish words and phrases. Some words provided by these students were *ESPN deportes* and *gol* (En. ESPN sports and goal).

**Spanish in advertisements.** One final aspect of mass media that provided students with many examples of Anglicized Spanish was advertisements. Students from every level of the main study mentioned many slogans from the fast food franchise Taco Bell as Spanish phrases they have observed in the mass media. The slogans ranged from the phrase “Yo quiero Taco Bell,” made popular in the late 1990s and early 2000s, to the more recent “Live más,” which began in 2012. Additionally, many of the participants listed the recently added Taco Bell menu item “Doritos Locos Tacos” as an example of Spanish used in the media. Even though “live más” was listed by many of the participants, several of them did note the mixture of Spanish and

English words in the phrase, commenting that it was not purely a Spanish form due to the inclusion of English in the phrase. One participant who was at the 101 level commented on why he would not use the phrase “Live más” with a native Spanish speaker by saying, “You wouldn't use “live” but rather the Spanish word for ‘live.’” Yet another student at the 102 level made a similar statement when saying, “I would not use the Taco Bell saying because it is part English and part Spanish.” Similarly, a student at the 103 level was of the opinion that she would not use “live más” “because that’s not full Spanish.” The previous comments show that at least some students at the beginning levels of language study realize that not all Spanish forms which appear in the mass media do not conform to standardized Spanish rules since some of the forms include words from both Spanish and English.

Even though participants did comment on how the mixture of English and Spanish in phrases like “Live más” cause the phrase to be incorrect, none of the participants noted any other cases of ungrammaticality in any of the other phrases from Taco Bell even though one such instance can be found when considering the previously mentioned, “Doritos Locos Tacos.” Standardized Spanish generally follows a word order of noun plus adjective. However, “locos tacos” (*Sp. tacos locos*; En. crazy tacos) utilizes the English word order of adjective then noun. Perhaps because the students all shared English as their native language, none of them commented on this grammatical error since it was not as noticeable as mixing two different languages.

**Languages other than Spanish.** To the surprise of the researcher, English was not the only language that was transferred into the words or phrases that the participants listed. One participant from the pilot study listed “amore” (*Sp. amor*; En. love) as a Spanish word that she has observed in the mass media. While *amor* is a standardized Spanish word, “amore” is its

Italian equivalent. Even though the participant did include a word similar to Spanish, the word is neither Spanish nor Anglicized Spanish. However, perhaps because of its similarity to the standardized Spanish *amor*, the student had perceived the word as Spanish and listed it as a Spanish word that has been used in the media.

**Analysis of lexical categories.** After reviewing the categories and types of words and phrases provided by the participants of the main study, it is easy to observe various ideas relating to beginning Spanish learners and how they acquire the new language. Primarily, the results reveal which types of Anglicized Spanish words or phrases students are exposed to in the mass media. However, a closer look at the examples provided by the participants also demonstrates differences in the types of vocabulary of which beginning learners at varying levels of Spanish are aware. For example, students at the 101 level listed far fewer words than students at the 102 or 103 level even though the group of 101 participants was the largest. This confirms the beginning state of many of these participants. Obviously, they were able to list less Spanish words they had recognized from the media because their limited Spanish vocabulary made them less aware of Spanish words used in the media. The 102 and 103 level participants, on the other hand, generally possess a larger Spanish lexicon, so they were more likely to identify and remember words that are used in the mass media.

Not only does an analysis of the words provided by the participants at the 101, 102, and 103 levels indicate the differences in the amount of words which each group are likely to know and thus notice in the media, but it also sheds light on the types of vocabulary with which varying levels of beginning students are likely to be familiar. For example, an overview of the categories of words listed by participants at the 101 level reveals mostly fixed phrases that had been observed in advertisements, the news, or other aspects of the mass media. Phrases such as

*mi casa es su casa* (En. my house is your house), *hasta la vista* (En. see you later), *live más* (En. live more), and *yo quiero Taco Bell* (En. I want Taco Bell) were popular responses. The other popular categories of words listed by 101 students included expressions such as *hola* (En. hello), *adiós* (En. good-bye), *gracias* (En. thank you), *amigo* (En. friend), *madre* (En. mother), and *padre* (En. father) in addition to other commonly used words that relate to interpersonal relationships. Beyond the previously mentioned categories, one food item (*Sp. queso*; En. cheese), one adverb (*Sp. bien*; En. well), and one command (“vamos;” *Sp. vámonos*; En. let’s go) were listed.

Participants at the 102 level listed many of the same fixed phrases and words commonly used in interpersonal relations that were noted by the 101 students. However, the students at the 102 level did not limit their responses to just a few isolated words or phrases, such as *hola or mi casa es su casa*, as the 101 participants did. Instead, the 102 participants provided more diverse lexical items in many of the categories that the 101 participants included. For example, while the 101 participants only listed one food item, the 102 participants provided five examples of food items. The 102 participants added more commands or verbs, including *vamos* (En. We go) and *no sé* (En. I do not know).

While the group of 102 participants provided more examples for each of the categories created by the responses of the 101 students, they also provided words that created new categories of words known by the students. Primarily, these participants provided examples of many adjectives, whereas the 101 students gave none. The 102 participants provided eight adjectives with which they were familiar, including *delicioso* (En. delicious), *gringo* (En. gringo, North American), *grande* (En. large), and *bonita* (En. beautiful). Another new category incorporated basic numbers such as *uno* (En. one), *dos* (En. two), and *tres* (En. three). Two

phrases related to holidays, *Feliz Navidad* (En. Merry Christmas) and *Cinco de Mayo* (En. May 5<sup>th</sup>), were listed. The participants in 102 additionally recorded various nouns, including *casa* (En. house), *fiesta* (En. party), and *salud* (En. health). One final new category of words created by the participants at the 102 level pertained to sports. Many of the participants in the class seemed to enjoy sports, especially soccer, and spoke of the topic frequently during the observations. This love of sports manifested itself in the words listed by the participants. Several students supplied the words *gol* (En. goal) and *deportes* (En. sports) as familiar Spanish because they had observed them being used in the mass media.

When considering the new categories of words provided by the 102 participants, one may begin to wonder whether or not all of the forms listed by the students are Anglicized Spanish forms or standardized Spanish forms. When considering a response to this question, it is important to consider, as Breidenbach (2006) pointed out in her research on Mock Spanish, the context in which the words or phrases are used. Since none of the words were written with obvious orthographic errors, we must consider the context in order to determine whether Anglicized Spanish or standardized Spanish. If, for example, the phrase *Feliz Navidad* were used by native speakers of Spanish or by bilingual speakers of Spanish, it could be said that *Feliz Navidad* is a standardized Spanish phrase. On the other hand, the same phrase could be considered to be Anglicized Spanish if a person who possesses a very limited knowledge of Spanish is merely using the phrase as a communication strategy. Additionally, if multiple speakers with a limited proficiency in Spanish use the phrase with each other, *Feliz Navidad* would be considered an Anglicized Spanish form. Since the participants from this study did not always list the context in which they had heard the words they provided, it is impossible to say which form of Spanish they are using. However, it is important to highlight that the data given

could be either be classified as either standardized Spanish or Anglicized Spanish based on the context in which it is used. The inclusion of phrases that can be classified as either standardized Spanish or Anglicized Spanish based on the context in which they are used will again be noticed in the following paragraphs which outline the categories given by participants at the 103 level.

The lexical items provided by the participants in the main study who were enrolled in a 103 course were similar to those listed by those at the 102 level. While the categories of words listed by both the 102 and 103 participants were similar, the 103 students listed even more words and categories of words than both the 101 and 102 groups of students. First, when considering the similarities among all the groups, the participants in 103 listed many of the same fixed phrases and phrases observed in advertisements as the participants from 101 and 102. Some examples of these phrases include, “Quiero Taco Bell” (*Sp. Quiero Taco Bell*; En. I want Taco Bell), “Sí se puede” (*Sp. Sí se puede*; En. Yes, you can) and “numero Uno” (*Sp. número uno*; En. number one). The 103 participants also provided many phrases used to maintain basic interpersonal relationships, including “adios” (*Sp. adiós*; En. good-bye) and “¿Cómo se llama?” (*Sp. ¿Cómo se llama?*; En. What is your name?).

In the same way that the 102 students listed various verbs and adjectives, the group of 103 participants listed many items that are either verbs or adjectives. However, they provided a wider variety of verbs and adjectives. While the participants at the 102 level provided eight different adjectives, those at the 103 level listed slightly more by providing ten adjectives. Some adjectives given were *loco* (En. crazy), *guapo* (En. handsome), *excelente* (En. excellent), *delicioso* (En. delicious), and *caliente* (En. hot). Similarly, while both the 101 and 102 groups listed only one or two verbs, the students at the 103 level provided six different verbs. In addition to listing “vamonos” (*Sp. vámonos*; En. let’s go), the students also provided *vives* (En.

you (informal) live), *comprende* (En. you understand), *quiero* (En. I want), *bailar* (En. to dance), and *hay* (En. there is/there are).

In addition to listing more lexical items in the verb and adjective categories, the participants from the 103 class also provided more diverse categories than the other two groups of students who participated in the research. For example, the students at the 103 level commonly listed words pertaining to relationships or descriptions of people: *muchacho* (En. boy), *amigo/s* (En. friend/s), and *señorita* (En. young woman) were all provided by the students. One place name, Los Angeles, was also given by the students. Furthermore, the students listed adverbs such as *arriba* (En. up), *mucho* (En. much), *ya* (En. already), and *poquito* (En. little). Finally, one demonstrative, *ese* (En. that one), was noted by the students.

Reviewing the categories of words given at each of the three beginning levels provides us with insight into a few aspects of language learners at the beginning level. First of all, the varying amount of words provided by each level demonstrates how the students' lexicon continues to increase as their experience with the target language increases. Students at the 101 level are primarily true beginners; thus, they have a narrower knowledge of Spanish words and phrases. Consequently, these students are less likely to be aware of Spanish words and phrases that are used in the mass media. Students at the slightly higher beginning levels of 102 and 103 have had at least one semester more and, at times, additional years of experience with Spanish. As a result, their knowledge and, in turn, awareness of Spanish lexical items used in the mass media is greater.

Noting the differing amounts of lexical items known to students at differing beginning levels is not the only observation that can be made upon analyzing the categories of words listed by the participants. We can also notice the types of language known to them. Specifically,

analyzing the categories and amount of lexical items provided by the participants seems to demonstrate that students who are true beginners are more likely to identify chunks of language. In other words, these students frequently listed set phrases, such as *me gusta* (En. I like) or *hasta luego* (En. see you later), given that both had been learned in the beginning level class. The lack of listing more classes of words, such as adjectives, verbs, or nouns, suggests that beginning students are mainly reproducing set words or phrases learned from the classroom instead of processing the language for themselves.

As the level of language exposure increases, the beginning students appear to be analyzing the language more and not merely providing set phrases or chunks of language. Evidence of this can be observed when noticing the categories of words that began to appear at the 102 and 103 levels. Since the students at these levels had more experience and exposure to the language, they began to incorporate more examples of items that were not just fixed phrases they had been taught in class. Instead, grammatical function words, such as verbs, adjectives, and adverbs, began to be mentioned by the students at the 102 and 103 level. This suggests that students at higher levels of their beginning studies are starting to consider more aspects of the language instead of just providing memorized chunks of language or open class lexical items.

### **Participants' Responses to Spanish in the Media**

Another way in which we can observe the differing levels of language analysis which occur at the beginning levels of foreign language study is by examining the participants' responses to whether or not they would use the Spanish words or phrases they listed with a native Spanish speaker. The participants in the main study were asked to consider this question and then respond to it and explain their answer. The responses from the participants at the 101,

102, and 103 levels will be presented by level in the following table and then discussed in the following paragraphs.

Table 2

*Participants' Likelihood of Using Anglicized Spanish Forms with Native Spanish Speakers*

	Percentage of Participants Who Would Use the Phrases	Percentage of Participants Who Would Not Use the Phrases	Percentage of Participants Who Were Undecided	Percentage of Participants Who Did Not Respond
SP 101 – Experimental Group	73%	18%	9%	0%
SP 102 – Experimental Group	53%	12%	0%	35%
SP 103 – Experimental Group	80%	20%	0%	0%

*Note:* SP 101 N=24; SP 102 N=17; SP 103 N=16

Of the participants at the 101 level, over half (73%) affirmed that they would use at least some of the phrases they listed with a native Spanish speaker. At the 102 level, the number of students who said they would use at least some of the phrases with a native Spanish speaker was lower, given that 53% of participants replied affirmatively. In contrast, 80% of participants in

the 103 course responded by saying at least some of the phrases would be appropriate to use with a native Spanish speaker.

While a seemingly large majority of the participants at the 101, 102, and 103 levels believed some of the phrases were suitable for use with a native Spanish speaker, some of the students responded by saying that none of the phrases they listed were suitable for use with a native Spanish speaker. At the 101 and 102 levels, 18% of the participants said that they would not use the phrases with native Spanish speakers. A slightly higher amount of participants in the 103 class (20%) were of the same opinion. A small percentage (9%) of the 101-level participants seemed undecided as to whether or not they would use the phrases with a native Spanish speaker and responded with either “maybe” or “probably.” None of the 102 or 103-level students responded in this way.

Table 3

*Percentage of Participants Who Would Use Some or All of the Phrases Listed*

	Percentage of Participants Who Would Only Use Some of the Phrases Listed	Participants Who Would Use All Phrases Listed
SP 101 – Experimental Group	56%	44%
SP 102 – Experimental Group	37%	63%
SP 103 – Experimental Group	40%	60%

*Note:* SP 101 N=18; SP 102 N=9; SP 103 N=12

Table 3 considers only those respondents who said they would use at least some of the phrases they listed with native Spanish speakers, showing that 56% of those participants from the 101-level course, 37% of students at the 102-level, and 40% of participants from the 103-level

course qualified their answer by asserting that they would only use certain phrases. The most common reasoning that students from all levels provided for being willing to use only certain phrases was that they would consider the context when deciding which phrases to use. For example, one participant from the 101 class noted that he would use the phrases “if it made sense in the conversation.” Multiple respondents from the 101 course mentioned the specific context of greeting or leave-taking when mentioning contexts in which they would use the words they had provided. One participant wrote that she would use the greetings that had been listed or discussed by commenting, “Yes! Because sometimes I would want to say....hello or good-bye to them.” This context, though, was not mentioned at the higher levels. Perhaps this is because of the true beginner state of the 101 participants. Given that the students have had far less experience with the Spanish language, they are more familiar and comfortable with only the most basic words and phrases of the Spanish language – greetings.

When participants would mention which words or phrases they would not use, students from all levels commented on the inclusion of English words or Spanish phrases that have been Americanized as a reason why they would not use certain phrases with a native Spanish speaker. Three participants at the 101 level noted that they would not use some of the phrases listed because of their similarity to or inclusion of English words. For example, one student commented on the phrase made popular by Taco Bell, “Live más” by saying that he would not use the phrase due to the inclusion of the English word “live.” The other two participants alluded to the fact that some of the phrases had been influenced by English and its speakers and thus “Americanized.” Another participant from the 103 course mentioned that she would use “some because they are valid Spanish terms but others (ex. Hasta la vista) are not so I wouldn’t use those.” Consequently, the participants from all levels of introductory Spanish courses would

not use the phrases that included English or had been Americanized by English speakers. Therefore, we can observe that even though students are recognizing the Spanish words or phrases used in the media, some are also realizing that not all of the phrases they are exposed to conform to standardized Spanish rules.

Table 3 further demonstrates that while many participants noted the inclusion of English and decided they would subsequently only use some of the phrases listed with a native Spanish speaker, 44% of the 101-level participants, 63% of the 102-level participants, and 60% of the 103-level participants who responded asserted that they would use all of the phrases they had listed with native Spanish speakers. Two of the participants from the 101 course mentioned that native speakers or those in Mexico use the words, so they would also utilize the words with a native speaker. Additionally, another participant mentioned that the phrases listed were likely the only ones he would remember when speaking with a native Spanish speaker; consequently, he would use the words.

Finally, it is important to note that several of the participants at all levels of beginning Spanish study mentioned their linguistic skills in the target language when deciding whether or not they would use the phrases they listed. Even though students at all levels mentioned their current level of knowledge as a determining factor as to whether or not they would use the phrases, their answers were all different depending upon the level of Spanish they were studying. For one participant in a 101 course, her deficient knowledge of other Spanish words or phrases meant that she would use the words listed. This participant wrote, “Yes; because they are simple phrases; therefore, I'm less likely to mess up the phrase and either embarrass myself or insult a native Spanish speaker.” Since the student recognizes the complexity of language and

simultaneously is aware of her scarce knowledge of the second language, she would rather go with simple phrases that are used in the media in order to avoid embarrassment.

Two other 101-level participants mentioned their lack of knowledge of the Spanish language. However, their lack of knowledge signified that they would not use the Spanish words or phrases with a native speaker given that their linguistic knowledge of the second language was not great enough. One participant mentioned his lack of phonetic ability by saying that he “can’t pull off the accent,” so the student would not use the words with a native Spanish speaker. Another participant noted his lack of listening comprehension by saying he would not use the words or phrases with a native Spanish speaker because “I wouldn’t want them to respond with something I wouldn’t really understand.” Once again, these participants have considered that not being embarrassed when mispronouncing or not understanding what a Spanish speaker says in response is important. The students recognize their lack of linguistic ability in the target language and are thereby wary of using the words or phrases they have observed in the mass media in the United States with actual native speakers of Spanish.

While the 101-level students mentioned shortcomings related to their abilities in the Spanish language when deciding whether or not to use the listed forms, students at the 102 and 103 levels displayed more confidence in their abilities in the Spanish language. As a result of being at a slightly advanced beginner state, these students seemed confident that they could use the words they had provided in an actual conversation with a native Spanish speaker. One participant from the 102-level course stated, “Yes. When I’ve seen or heard them, they have been pretty much the only Spanish word there, but I could put them into a sentence when I’m talking to a native Spanish speaker.” Another student at the 103 level seemed to display even more confidence in her linguistic abilities by answering the question in Spanish. She believed,

“Si yo uso las palabras cuando hablar con un señor y una señorita” (*Sp. Sí, yo uso las palabras cuando hablo con un señor y una señorita*; En. Yes, I use the words when I speak with a man and a young woman). Even though these students are still at the beginning levels of language study, their previous experience has helped to build their confidence in their abilities when communicating in the Spanish language. These students seem to be more aware of how different linguistic forms are combined in order to communicate with someone in the language. The participant at the 102-level who notes that words are building blocks for communicating in Spanish instead of relying on chunks of language when communicating in the target language exemplifies this. This can be attributed to these participants having more previous experience with the Spanish language and thus having a greater knowledge of the language.

### **Acceptability of Anglicized Spanish Forms**

After the participants had been asked on two occasions to consider and provide examples of Spanish used in the media, they were presented with a lesson in which they had to complete sentences using either the standardized Spanish form or its Anglicized Spanish equivalent.<sup>2</sup> The Anglicized Spanish phrases utilized in the exercise include: “hasta la vista” (*Sp. hasta luego*; En. see you later), “no problema” (*Sp. no hay problema*; En. no problem), “habla español” (*Sp. hablo español*; En. I speak Spanish), “perfectamundo” (*Sp. perfecto*; En. perfect), “cheapo” (*Sp. barato*; En. cheap), and “caliente” (*Sp. guapo/bonito*; En. handsome/pretty). Once the participants had been given time to think about both forms and choose the appropriate phrase, they discussed the answers as a class. The results from this activity will be presented in the table below and then analyzed in the paragraphs that follow.

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<sup>2</sup> See Appendix G in order to view a copy of the worksheet.

Table 4

*Percentage of Participants Who Selected Anglicized Spanish Forms in the Lexical Decisions*

	SP 103 – Pilot Study	SP 101 – Main Study	SP 102 – Main Study	SP 103 – Main Study
Hasta la vista ( <i>hasta luego</i> )	0% (100%)	20% (80%)	6% (94%)	7% (93%)
No problema ( <i>no hay problema</i> )	0% (100%)	35% (65%)	53% (47%)	0% (100%)
Habla español ( <i>Hablo español</i> )	80% (20%)	15% (85%)	35% (65%)	7% (93%)
Perfectamundo ( <i>Perfecto</i> )	40% (60%)	5% (95%)	6% (94%)	7% (93%)
Cheapo ( <i>Barato</i> )	0% (100%)	20% (80%)	12% (88%)	0% (100%)
Caliente ( <i>Guapo</i> )	0% (100%)	20% (80%)	12% (88%)	0% (100%)
Caliente ( <i>Bonita</i> )	0% (100%)	10% (90%)	12% (88%)	0% (100%)

*Note:* SP 103 Pilot Study N=10; SP 101 Main Study N=20; SP 102 Main Study N=17; SP 103 Main Study N=15

As Table 4 shows, the first question in this activity included a sentence in which the participants had to choose between using “hasta la vista” and *hasta luego* (En. see you later). All of the participants in the pilot study selected *hasta luego* as the correct response. During the main study, 80% of participants in the 101 course, 94% of those from the 102 course, and 93% of those at the 103 level selected *hasta luego* as the correct response. Many of them noted that they had learned the phrase in class or had heard others use the phrase so that is why they chose

it. “Hasta la vista” was selected by 20% of those in 101, 6% of those in 102, and 7% of those in 103. The students at every level who chose “hasta la vista” mentioned the informality of the context as why they decided upon “hasta la vista” instead of *hasta luego*.

The context in which “hasta la vista” was being used in the activity provided to the participants was not the only context they considered whenever deciding which phrase was most appropriate. Many of the students likewise considered the context from which the phrase “hasta la vista” notoriously originated – the *Terminator* movies. One student at the 101 level stated that she would use the phrase because “Arnold S. uses it in a movie!” Conversely, a student in the 102 course told the instructor and his classmates, “It’s from the movies. It’s funny. It shouldn’t be taken seriously.” This idea of the comedic nature of the phrase “hasta la vista” was observed in every class because the students always laughed and referenced Arnold Schwarzenegger whenever anyone mentioned the phrase. Only a few of the students appear to seriously consider using the phrase with a native Spanish speaker, and those that do were primarily at the true beginner state.

“No problemo” and *no hay problema* (En. no problem) were the second phrases that the participants contemplated. Once again, all of the participants in the pilot study and the 103 course in the main study selected the standardized Spanish form, *no hay problema*, as the correct response. On the contrary, the students at the 101 and 102 levels of the main study were divided in their opinions of these phrases. The standardized Spanish form, *no hay problema*, was chosen by 65% of those at the 101 level and 47% of those at the 102 level. The majority of participants at the 102 level, 53%, and 35% of participants in the 101 course selected “no problemo.”

While some students at every level were of the opinion that “no problemo” either comes from English or is Spanglish, the majority of the participants mentioned level of formality as a

reason why they either would or would not use the Anglicized Spanish phrase. The students generally believed that “no problemo” is the more informal, albeit grammatically incorrect, option, so it was appropriate for use since the context presented to them (children with their parents) was an informal situation. *No hay problema*, on the other hand, was viewed as being more formal and the grammatically correct option. Only a few students noted that “problemo” (*Sp. problema*; En. problem) is not actually a standardized Spanish word. Conversely, many of them noted that they chose to use “no problemo” because they do in fact use the phrase in conversation with others.

The third set of phrases with which the students were presented included a variation of the frequently used third person singular and present tense conjugation of a verb in order to express its first person singular and present tense counterpart. Of the participants in the pilot study, 80% chose “habla español” while the remaining 20% selected the correct *hablo español* (En. I speak Spanish). The standardized Spanish form, *hablo español*, was preferred by 85% of those at the 101 level, 65% of students at the 102 level, and 93% of those at the 103 level. The remaining 15% of 101 students, 35% of 102 students, and 7% of 103 students selected the Anglicized Spanish “habla español.”

While several students at all levels of the main study did prefer the Anglicized Spanish form, it seems from their answers, as well as their class discussion, that their incorrect response was due to not understanding the target language. That is, the students selected “habla español” because they intended to convey, “he speaks Spanish” instead of “I speak Spanish.” Once the students realized their comprehension error, they understood what the correct answer should have been. In the 102 course, the instructor overtly addressed the Anglicized Spanish form by asking the students if anyone had heard native English speakers use the form “habla español”

with others. The class affirmed that they had heard the phrase, noting its frequent use in the negative form, “no habla español” (*Sp. no hablo español*; En. I do not speak Spanish).

One final observation from the “habla español” versus *hablo español* question concerns the thoughts of the 101 participants regarding why they chose *hablo español* instead of “habla español.” While several of the participants correctly identified *hablo* as a necessity since the *yo* (En. I) form was used, many of those who chose *hablo* did so because the speaker in the photo given to them was male. According to the participants, *hablo* was used because agreement was necessary between the verb and the speaker. The 101 course was the only course in which these answers occurred, so this suggests that students at the true beginner state do not quickly master verb conjugations and the reasons they are used. Instead, they are confusing some of the grammatical information they have learned, such as gender agreement between nouns and adjectives, with verb conjugations.

The fourth question asked the students to consider the words “perfectamundo” and *perfecto* (En. perfect). The participants in the pilot study showed the most variation in responses with 60% of them selecting *perfecto* while the remaining 40% selected “perfectamundo.” The students at all levels of the main study, on the other hand, agreed that *perfecto* was the better choice since 95% of those in 101, 94% of those in 102, and 93% of those in 103 selected the standardized Spanish form. “Perfectamundo,” on the other hand, was only chosen by 5% of 101 participants, 6% of 102 participants, and 7% of 103 participants. Many participants at every level pointed out that “perfectamundo” is not a word or is a Spanglish word when giving why they chose *perfecto* instead. One student at the 101 level mentioned not understanding the suffix “-mundo,” while several other participants in 101 and 102 generalized the meaning of

“perfectamundo” to be ‘perfect world’ since the word is made up of two standardized Spanish words, *perfecto* (En. perfect) and *mundo* (En. world).

One other noteworthy reason that the participants gave involves the pronunciation of both “perfectamundo” and *perfecto*. A participant in the 101 course chose *perfecto* because “it’s easier to say.” At the same time, another participant confirmed this idea by telling her instructor she chose *perfecto* “because it is easier to say and it has a ring to it.” Subsequently, the students’ responses suggest that students who are true beginners might rely on the sound of a word or the ease of its pronunciation when they need to choose the correct word out of a set of two unknown words.

Finally, while most students were of the opinion that “perfectamundo” was not a word, one participant at the 101 level believed that *perfecto* was not a word because of its similarity to the English word ‘perfect.’ This student wrote, “I think *perfecto* is a word said by English native speakers but is not always correct.” Given that “*perfecto*” appeared to be used by English native speakers, this student chose the foreignized version of the word, “perfectamundo.” While a large number of students did not mention this, it is notable since some students may choose words in the target language that appear to be foreign instead of using the standardized word that is similar to their native language. This occurs since the similarity between the words in different languages may cause foreign language learners to second guess their existence in the target language.

The penultimate phrase given to the participants included either “cheapo” or *barato* (En. cheap). All of the participants in both the pilot study and the 103 course in the main study selected the standardized Spanish, *barato*, as the correct form. *Barato* was chosen by 80% of

participants in 101 and 88% of participants in 102 while the other 20% of 101 students and 12% of 102 students decided to use “cheapo.”

Even though most students noted that “cheapo” was either not a word or it was Spanglish, a few of the students who selected “cheapo” did so because of its similarity to English. One student from the 101 course believed, “It’s a cognate and I assume that it means ‘cheap’” while another said that “cheapo” was “easier to remember.” The participants in the 102 course who chose “cheapo” additionally noted that they did so because they wanted to convey the intended English meaning of “cheap,” so “cheapo” was the appropriate response. In all cases, it appears that the students did not recognize *barato* so they chose the option that was most similar to English in order to describe something as being cheap.

The final sentence the students read incorporated “caliente” and its standardized Spanish equivalents, *guapo* (En. handsome) and *bonita* (En. beautiful), since many beginning students of Spanish often overgeneralize the meaning of *caliente* (En. hot) to include the English slang addressing one’s looks. In reality, *caliente* is used in Spanish in order to describe the temperature of food. All of the students in the pilot study and the group of participants at the 103 level in the main study realized this difference and selected the standardized Spanish forms *guapo* and *bonita* instead of the Anglicized Spanish option. Nevertheless, the participants at the 101 and 102 levels of the main study were not in complete agreement regarding which is the correct answer. “Caliente” was selected as the correct form for describing Brad Pitt by 20% of 101 students and 12% of students at the 102 level. When describing Angelina Jolie, 10% of 101 students and 12% of 102 students selected “caliente” as the correct form.

The respondents who selected the Anglicized Spanish “caliente” provided multiple reasons for their decisions; nonetheless, their reasoning tended to demonstrate that the

participants selected “caliente” as a result of wanting to express the concepts embodied by the English slang ‘hot.’ For example, one participant from the 101 class explained that he would use “caliente” given that both Brad Pitt and Angelina Jolie are “both rich and attractive.” Yet another 101 student rationalized, “I like saying hot!” when explaining the reasoning for selecting “caliente.”

Participants at the 102 level provided similar reasons for selecting “caliente.” Two participants mentioned that they found Brad Pitt attractive, so they decided “caliente” would be appropriate to use. Another student explained that he chose the Anglicized Spanish form because, “I have heard Spanish speakers use caliente to describe a person.” While not reflected in the written data, the participants in the 102 course additionally mentioned the importance of social context when deciding when to use “caliente” or *guapo/bonita*. The students had a lengthy in-class discussion with their instructor regarding when to use “caliente.” One student believed that if he were to say “caliente,” a native Spanish speaker would understand him. However, he went on to explain that the native speaker “would think I’m dumb because I mean they are hot, as in temperature.” Another student mentioned that whether or not a native Spanish speaker would understand “caliente” when used to describe one’s appearance would depend upon the Spanish speaker’s level of English. If the Spanish speaker had high proficiency in English and would thereby understand English slang, then he would use “caliente” with the native Spanish speaker. Conversely, if the native Spanish speaker had low English proficiency, then “caliente” should not be used with a native Spanish speaker because the speaker is less likely to understand intended meaning of the word since it comes from English slang.

The aforementioned discussion in the 102 course provides us with insight into how students view certain instances of Anglicized Spanish. In the case of “caliente,” the participants

who were native English speakers all understood that the word was being used in order to remark on one's physical appearance rather than commenting on the temperature of something.

Fortunately, these students realized that this specific meaning may or may not transfer to a native Spanish speaker due to its foundation in a specific cultural reference point. Many factors could contribute to why the students at the 102 level came to this conclusion. One possible factor could be that these students have more experience as foreign language learners, so they have observed similar differences between languages during their time studying another language. Moreover, it may be possible that the students' previous experiences with speakers of other languages influence their understanding of these cross-cultural norms. One of the students who commented on the importance of considering the linguistic level of the native Spanish speaker mentioned that he had previously worked with Guatemalans. Even though his Guatemalan coworkers understood English, he consistently had to explain slang terms to them in order to facilitate their comprehension. Consequently, his previous experiences with native Spanish speakers outside of the classroom aided him in deciding when and if he should use "caliente" with other speakers of Spanish.

### **Lexical Items as a Communication Strategy**

Once the students had been presented with guided activities that assessed their knowledge of standardized Spanish and Anglicized Spanish lexical items, they were then presented with two open-ended activities in which they provided writing samples.<sup>3</sup> The writing samples were then revised for lexical errors, and the errors were placed into categories. The lexical errors that occurred will be discussed in the following four sections – literal translation, false cognates, inclusion of English, and an Anglicized Spanish phrase.

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<sup>3</sup> See Appendixes G and H for copies of the activities.

**Literal translation.** Students at the 102 and 103 levels of beginning Spanish study most frequently committed lexical errors as a result of literally translating English phrases into Spanish. Two common mistakes occurred when students intended to express “to be good at something” or “to be late.” One student from the 102 course stated, “Yo soy buen con la computadoras y otras personas” (*Sp. Manejo bien las computadors y trabajo bien con otras personas*; En. I am good with computers and other people), while one of her classmates expressed the same idea in this way: “Está muy bueno en la computadora” (*Sp. Manejo muy bien la computadora*; En. I am very good with computers). A 103 student expressed a similar idea when writing, “Soy buena con los números” (*Sp. Manejo bien los números*; En. I am good with numbers). In each example, the students have literally translated the English expression “to be good” using either the Spanish equivalent of “to be,” *ser* or *estar*, plus either the adverb *bien* or the adjective *buen* instead of using a standardized Spanish verb like *manejar* (En. to handle or control).

The participants in the pilot study and in the 103 course in the main study committed a similar lexical error when expressing “to be late.” One student in the pilot study wrote, “ser tarde” (*Sp. llegar tarde*; En. to be late) while another in the 103 course chose to use *estar* when writing “estas tarde” (*Sp. llegas tarde*; En. You are late). Once again, the students chose to literally translate the verb “to be” in order to express the standardized Spanish phrase *llegar tarde* since this phrase was likely unknown to them.

Three other verb phrases and two noun phrases were noted as literal translations. Two of the verb phrases, “Soy difícil trabajara” (*Sp. Soy trabjadora*; En. I am a hard worker) and “Ten divertido” (*Sp. diviértete*; En. have fun) came from the 103 course and the pilot study. The two

noun phrases, “el primero tiempo” (*Sp. la primera vez*; En. the first time) and “tiempo gratis” (*Sp. tiempo libre*; En. free time), were provided by students at the 102 and 103 levels.

Only one instance of literal translation was noted from a 101 student when he wrote, “miré muy mal” (*Sp. Parecía muy mal*; En. I looked very bad). Instead of literally translating phrases, the 101 students tended to include English words in their writing samples instead. The instances of inclusion of English will be discussed in more detail below. For now, the lack of literal translations and subsequent inclusion of more English while writing by the 101 students possibly results from these participants having less exposure to the language and thus less knowledge of Spanish vocabulary. As a result, the participants who are closer to a true beginner state are generally less likely to literally translate phrases than those beginners who have more experience with the language since the true beginners’ knowledge is more limited.

**False cognates.** One false cognate was noted in the writings of participants at the 102 and the 103 level. While trying to state that someone attended school, one 103 student wrote, “atendió la Universidad de Alabama” (*Sp. asistió a la Universidad de Alabama*; En. He/she/you attended the University of Alabama). Similarly, a 102 student described himself by saying, “Yo atender la University de Alabama” (*Sp. Yo asisto a la Universidad de Alabama*; En. I attend the University of Alabama). In each case the students have incorrectly assumed that the standardized Spanish *atender* translates as the English ‘to attend’ instead of its actual translation ‘to assist.’ Consequently, the students’ knowledge of English influences the verb that they have chosen to use when communicating in Spanish.

**Inclusion of English.** As was previously mentioned, many of the lexical errors at the 101 level occurred because the participants did not know the standardized Spanish word, so they instead included the English word or phrase within their writing samples. For example, one

student wrote, “Yo tengo Bachelor’s Degree de la Universidad de Alabama” (*Sp. Yo tengo una licenciatura de la Universidad de Alabama*; En. I have a Bachelor’s Degree from the University of Alabama). Another participant from the 101 course described a photo by narrating, “El chica es waiting” (*Sp. La chica está esperando*; En. The girl is waiting).

Whereas the previous participants did not differentiate the English words from their standardized Spanish context, several of the students did find various means to distinguish the two languages. In particular, one female from the 101 course wrote, “Quimica is mucho (hard)” (*Sp. La química es muy difícil*; En. Chemistry is very difficult). Another 101 student included quotation marks around the English terms instead of parenthesis when writing, “Yo estudio “Speech Pathology”” (*Sp. Yo estudio patología del habla*; En. I study Speech Pathology).

Another strategy used by a 103 student was to include a question mark after an English word that had been placed in parenthesis. She wrote, “Mi (personality?) es (friendly) y (hardworking)” (*Sp. Mi personalidad es amable y trabajadora*; My personality is friendly and hardworking). By writing the English words in this way, the students are implying that the Spanish word is unknown to them, so they are resorting to using their native language instead in an effort to continue their written communication.

One final observation regarding the inclusion of English in the students’ written English comes from the pilot study. One of the students wrote “un soldier” (*Sp. un soldado*; En. a soldier) when describing his qualifications for a job. Of all of the instances of the participants using English in their writing, this is the only one in which a Spanish article, *un*, was used before an English noun, soldier. His inclusion of the indefinite article *un* in the sentence demonstrates that students at more advanced beginning levels possess a greater knowledge of the language and are consequently beginning to recognize the necessity of grammatical features such as articles.

In contrast, participants at the true beginner level omitted the indefinite article even when grammatical conventions require it. The example from a 101 student, “Yo tengo Bachelor’s Degree de la Universidad de Alabama” (*Sp. Yo tengo una licenciatura de la Universidad de Alabama*; *En. I have a Bachelor’s Degree from the University of Alabama*), illustrates this difference.

While many factors may contribute to a learner’s decision concerning whether or not to resort to his or her native language when communicating in a foreign language, the students’ level of study generally influenced the participants in this study. Even though the inclusion of English was noted at all of the beginning levels of Spanish language study, students who had less experience with the Spanish language, or those in 101, generally relied on their native language instead of using some other strategy to communicate. On the contrary, the students in the 102 and 103 courses committed more diverse lexical errors and did not solely rely on their native language when facing possible communication breakdowns due to greater experience with the target language. In addition to the students’ level of study contributing to the strategies they used, the phenomenon of students’ use of their native language instead of literally translating or using other communication strategies can reflect their attitudes and motivations for learning Spanish. This possibility will be discussed in more detail in the next chapter.

**Anglicized Spanish phrase.** One phrase that students mentioned that they had heard in the media was encountered when reviewing the students’ writings. A student from the 103 course described a photo in which a woman is greeting someone else who is on her doorstep by saying, “¡Mi casa es su casa!” (*Sp. Mi casa es su casa*; *En. My house is your house*). While the sentence is grammatically correct and may be used in standardized Spanish, it is noteworthy to mention the inclusion of the phrase because the student immediately followed the phrase with the

ungrammatical “Ella diciendo ‘hola’” (*Sp. Ella está diciendo ‘hola’*; En. She is saying hello).

This example suggests that grammatically correct phrases, such as “Mi casa es su casa,” may aid in students’ acquisition and communication in the target language since they are occasionally able to use the phrases in conversation.

### **Morphological Strategies**

In addition to assessing the lexical strategies beginning Spanish students are likely to use, another goal of this study was to examine which morphological strategies beginning Spanish students utilize and if Anglicized Spanish or Spanish used in the media influences any of these strategies. An example of a morphological strategy frequently used in the media can be observed in the words “problemo” (*Sp. problema*; En. problem) and “cheapo” (*Sp. barato*; En. cheap). Both lexical items contain English root words, ‘problem’ and ‘chea,’ while adding the suffix ‘-o’ to each root creates a form that is perceived to be Spanish. The overgeneralization that many Spanish words are simply English words with an ‘-o’ or an ‘-a’ at the end was one morphological strategy observed in the writing samples of the participants. Three other strategies noted in their writing samples include the suffixes ‘-e,’ ‘-ión,’ and ‘-ado.’ All of the morphological strategies encountered in the participants’ writings will be analyzed in the following sections.

#### **“-o”/“-a”**

Even though the majority of students in every class laughed at Anglicized Spanish such as “cheapo,” the inclusion of “-o” or “-a” as a suffix added to English words in order to create a Spanish word was observed in the writings of participants from both the 101 and 102 courses. One participant from the 101 course combined the English word ‘subject’ with the suffix “-o” by writing “el sujeto” (*Sp. el sujeto*; En. the subject). In the same way, a participant in the 102 course wanted to express that she was serious by combining the root “serios” plus “-o,” forming

“serioso” (*Sp. serio*; En. serious). One final example of this suffix can be observed in the word “pictura” (*Sp. foto*; En. picture), which was supplied by a student in the 101 course who combined the English root “picture” with the Spanish suffix “-a” in order to create an Anglicized Spanish form.

### “-e”

Two words utilizing the suffix “-e,” “studente” (*Sp. estudiante*; En. student) and “apartamente” (*Sp. apartamento*; En. apartment), were noted in the analysis of the students’ writing samples. A student from the 101 course provided the combination of the root “student” with “-e,” while a student from the pilot student mixed “apartment” with “-e.” It is possible that the student from the 101 course knew that the standardized Spanish *estudiante* contains an ‘e’ at the end of the word, so she simply added the English ‘student’ to the beginning in hopes of creating a standardized Spanish word. “Aparamente,” which was suggested by a student in the pilot study, does not have an obvious explanation as to why the student chose to use “-e” in order to form a word perceived to be Spanish. One probable explanation could be that the suffix “-e” derives from standardized Spanish words such as *vacaciones* or *televisiones* (En. vacation and televisions). The researcher has noted that many beginning students will frequently write “vacacione” and “televisione” (*Sp. vacaciones and televisión*; En. vacation and television) in order to express each word as a singular noun. This error may result in the perception of “-e” as a suffix used to create nouns in Spanish. Consequently, beginning students of Spanish are using words like “apartamente” in order to communicate with others in the target language.

### “iones”

Another morphological strategy a 101 student used was to add “-iones” to an English root, ‘direct,’ and thus writing “direccione” (*Sp. instrucciones*; En. directions). The student

possibly used this strategy because of the Anglicized Spanish word's similarity to its English equivalent. As a result, the student has not only used a morphological strategy but has also transferred knowledge of the native language to the target language in order to avoid a communication breakdown when writing. One other possible explanation of this word could be that the students have pluralized the English word "direction" according to Spanish rules (the addition of "-es" in order to create the Anglicized Spanish "direcciones.")

### **"-ado"**

The last morphological strategy used was "-ado." While *-ado* is a suffix commonly used in Spanish in order to form past participles, one student from the 101 course formed an adjective, "confusado," (*Sp. confundido*; En. confused). The example combines the English 'confus' (from confuse) plus the Spanish suffix *-ado* in order to create an Anglicized Spanish word.

As can be evidenced from the previous examples of morphological strategies used by beginning Spanish students, the large majority of observed morphological strategies came from the 101 course. Specifically, five of the examples were given by students in the 101 course while one came from both the 102 course and the pilot study. Remarkably, no noted morphological strategies were used by students in the 103 course who participated in the main study. Once again, the fact that more students who were likely to be true beginners used morphological strategies may result from those students having a more limited lexical knowledge of the Spanish language. Since their knowledge of the Spanish lexicon is limited, students must then use various strategies, such as adding "-o" or "-ado" to English root words, in order to maintain communication in the target language and avoid completely switching to their native language.

## Syntactic Strategies

The third strategy analyzed by the present study includes syntactic strategies students used when communicating in the target language. Since phrases such as “mi amigos perro” (*Sp. el perro de mi amigo*; En. my friend’s dog) are often encountered at beginning levels of Spanish study, one lesson targeted the construction of possession in Spanish in order to overtly instruct students on its correct formation and analyze to what extent English influences how students express possession in the target language.<sup>4</sup> The following discussion will provide a brief background on the reasoning for the design of the second lesson followed by an analysis of the data collected from the lesson. After exploring the results from the lesson targeting possession, the syntactic strategies that arose from the error analysis of the participants’ writing samples will be presented.

### Analysis of Second Lesson

**Background.** The experimental group’s second lesson focused on possession and used the names of popular Mexican restaurants in the Tuscaloosa area, since many of the names contain errors related to expressing possession in standardized Spanish. Before continuing with a discussion of the findings of the lesson, a brief background regarding the names of Mexican restaurants in Tuscaloosa and a presentation of the names of Mexican restaurants that students submitted will be given in order to demonstrate how beginning Spanish students are exposed to Anglicized Spanish forms in Tuscaloosa, Alabama.

Two popular Mexican restaurants in Tuscaloosa that contain curious grammatical constructions in order to express possession include “Pepito’s Auténtico Restaurante Mexicano” (*Sp. El Auténtico Restaurante Mexicano de Pepito*; En. Pepito’s Authentic Mexican Restaurant)

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<sup>4</sup> See Appendix D for a copy of the lesson.

and “Lope’z Mexican Restaurant” (*Sp. el restaurante mexicano de Lope*; En. Lope’s Mexican Restaurant). The first example, “Pepito’s Auténtico Restuarante Mexicano,” incorporates standardized Spanish words while incorporating the English “-’s” in order to show possession. While the second restaurant’s name is written primarily in English, special consideration should be given to the inclusion of “Lope’z” in the restaurant’s name since it could be Anglicized in a variety of ways. First, “Lope’z” could be viewed as a play on the English pronunciation of ‘-s.’ That is, the English ‘-s’ is often pronounced /z/, so including the orthographic “-’z” after the Spanish name “Lope” could allude to English pronunciation and thus forms an Anglicized Spanish phrase since it mixes both standardized English and Spanish grammar and pronunciation patterns. Furthermore, it could be that “Lope’z” is a play on the common Hispanic last name “López.” Following this thought, omitting the orthographic accent and adding an apostrophe has anglicized “López” and produced “Lope’z.” Whatever the explanation of “Lope’z “ may be, the founders of the restaurant express possession of the restaurant creatively by utilizing an Anglicized Spanish form that combines aspects of both standardized Spanish and English.

The previous two examples of Mexican restaurants in Tuscaloosa demonstrate that students in beginning Spanish classrooms are being exposed to language that can be considered Anglicized Spanish while attending the University of Alabama. Since examples of Mexican restaurants that utilized “-’s” were noted by the researcher while designing the project, the participants in the study were asked to list the names of Mexican restaurants they are familiar with in an effort to see if other examples of Mexican restaurants containing Anglicized Spanish exist. Listed restaurants in the Tuscaloosa area which incorporate ‘-’s’ into their name include Jalapeño’s, Moe’s, Margarita’s, and Pepito’s. The participants gave additional restaurant names

in other areas, including Rosie's, El Giro's, Pedro's, Don Toño's, Chuy's, Hacienda's, Abuelo's, Salsarita's, and Habañero's.

Restaurant names which incorporate '-s' were not the only names that could contribute to potentially Anglicized Spanish forms. The participants listed other names such as Los Hermanos, Tres Amigos, Juanitos, Señor Peppers, Los Compadres, and Los Torascos as Mexican restaurants with which they are familiar. While all of these restaurant names contain standardized Spanish words in their pluralized form, it is possible that students may falsely assume that the inclusion of the letter '-s' at the end is intended to show possession. For example, if Los Torascos is referred to as 'Los Torascos Mexican Restaurant,' a person with little to no knowledge of Spanish might assume that the '-s' included at the end of "Los Torascos" (*Sp. Los Tarascos*) is not intended to show a plural form. Rather, it might be assumed that the '-s' is used in order to show possession of the Mexican restaurant. Possible evidence of this confusion can be observed when noticing how the participants wrote examples of restaurants which include the '-s.' Some participants provided Pepitos, Jalapeños, and Habañeros instead of the actual restaurant names of Pepito's, Jalapeño's, and Habañero's. Accordingly, these participants provided a form of the actual restaurant name that may still be perceived as one that shows possession even though it omits the orthographic English apostrophe. Given that the names combine Spanish words and the English syntactic structure of showing possession, it can be said that the restaurant names are Anglicized Spanish.

**Coding of restaurant names.** Since students are presented with Anglicized Spanish forms in environments such as Mexican restaurants that are assumed to present authentic Spanish language, the participants in the study were shown Mexican restaurant names and asked to identify if the words used were Spanish or English in order to examine how the students are

processing restaurant names like “Pepito’s Auténtico Restaurante Mexicano.” The findings from this portion of the lesson, which are represented in Table 5, show that there was often division between the students regarding from which language some of the restaurant names derive.

Table 5

*Participants’ Coding of “Pepito’s Restaurante Mexicano”*

	SP 103 – Pilot	SP 101 – Main	SP 102 – Main	SP 103 – Main
	Study	Study	Study	Study
Pepito’s – Spanish	50%	25%	28%	53%
Pepito’s – English	30%	0%	17%	7%
Pepito – Spanish	10%	0%	39%	10%
-’s - English	10%	6%	44%	10%
No Response	0%	69%	11%	20%

*Note:* SP 103 Pilot Study N=10; SP 101 Main Study N=16; SP 102 Main Study N=18; SP 103 Main Study N=15

Table 5 displays the ways in which students from the pilot and main study coded the aforementioned “Pepito’s Auténtico Restaurante Mexicano.” For example, 30% of the pilot study participants coded “Pepito’s” as an English word as a result of the inclusion of the ‘-’s.’ Despite the English suffix ‘-’s’ in “Pepito’s,” 50% of students in the pilot study believed that the word was Spanish. Only 20% of the participants from the pilot study did break the word into parts and recognized both English and Spanish forms, with 10% proposing that *Pepito* comes from Spanish while 10% proposing that the ‘-’s’ is from English.

The findings regarding “Pepito’s” from the main study were similar to those of the pilot study, given that those in the main study coded the phrase in two different ways – as one word “Pepito’s” or in two parts, as *Pepito*, and ‘-’s.’ Analyzing how students in each beginning level Spanish course perceived the phrase “Pepito’s” provides us with more information regarding differences between how those who are true beginners and those who are false beginners approach the language. For reasons unknown to the researcher, many students at the 101 level, 69% of respondents, did not respond to the phrase “Pepito’s Auténtico Restaurante Mexicano.” Of those who did, 6% of those at the 101 level coded the ‘-’s’ as being a form that comes from English while no one at the 101 level marked *Pepito* as being its own form. The remaining 25% of participants who provided a response coded the word “Pepito’s” as being one unit that derives from Spanish.

In stark contrast with the results of the participants at the 101 level, many students at the 102 level pointed out that the possessive ‘-’s’ and *Pepito* come from two different languages. Of all of the participants in the 102 class, 44% highlighted that the ‘-’s’ was from English while 39% recognized that *Pepito* was a Spanish word. In addition to the aforementioned participants, 17% of the students believed that it was an English word while the other 28% said that it was a Spanish word.

Since many students at the 102 level recognized the inclusion of both Spanish and English in the word “Pepito’s,” it might be assumed that the number of 103 students who acknowledged forms of both languages would be just as great if not higher than those at the 102 level. However, this was not the case since only 10% of the 103 students divided the word into its two distinct parts and indicated that the ‘-’s’ was from English while *Pepito* was a Spanish

word. The remaining 53% of students who provided a response at the 103 level believed that “Pepito’s” was a Spanish word while the other 7% said it was a Spanish word.

As a result of the various ways in which the participants of this investigation decided to code the word “Pepito’s,” it can be observed that the majority of students who are true beginners at the beginning levels of language study are not likely to distinguish between the inclusion of both English and Spanish in certain grammatical forms of the language. Since this is frequently a characteristic of Anglicized Spanish used in popular culture, the likelihood that true beginner students of the Spanish language will accept forms such as “Pepito’s” as being derived only from the Spanish language could be problematic since it might lead students to produce language such as “mi padre’s carro” (*Sp. el carro de mi padre*; *En. my father’s car*) in the Spanish classroom. The findings from the 102 and 103 levels are more promising, however, since they suggest that students who are no longer true beginners are starting to analyze forms as deriving from the two languages. As a result of processing the language they are presented, these students were more likely to realize that both English and Spanish can be represented in an Anglicized Spanish form such as “Pepito’s.”

**Participants’ production of possessive forms.** Since students are exposed to Anglicized Spanish forms related to personal possession, the participants of the study then completed an activity which gauged the way they express possession in standardized Spanish in order to see if any Anglicized Spanish forms are being used by students in the beginning Spanish classroom. For the most part, students in both the pilot study and the main study of this investigation were able to correctly express possession using the appropriate standardized Spanish form. However, a few students used a form that deviated from the standardized Spanish

norm. The results of this activity will be discussed according to each level of beginning Spanish study in the paragraphs that follow.

The course showing the greatest level of error when expressing possession was the class of true beginners, or SP 101, from the main study. For example, when attempting to express *el perro de David* (En. David's dog), two participants provided "el perro de David's" and "el perro es Davids." While the first example does maintain the standardized Spanish syntactic structure, it additionally utilizes the English '-s' and consequently creates an Anglicized Spanish form. The second phrase "el perro es Davids" (*Sp. el perro es de David*; En. David's dog) omits the apostrophe but can still be said to incorporate Anglicized Spanish since it is a literal translation from the English sentence, 'The dog is David's.' Similar errors were made in other sentences such as "La calculadora es su maestro's" (*Sp. la calculadora de la maestra*; En. the teacher's calculator) and "La hamburguesa es mi amigos" (*Sp. la hamburguesa de mi amigo*; En. my friend's hamburger).

While the students in the 102 course made fewer errors than their peers in the 101 course, a few errors that can be classified as Anglicized Spanish were noted in the class. One participant in the 102 course wrote the phrases "mi madre la silla" and "los estudiantes lapíz" when trying to express the ideas *la silla de mi madre* (En. my mother's chair) and *los lápices de los estudiantes* (En. the students' pencils). Since this student has transferred English syntax to the target language in order to express an idea in standardized Spanish, an Anglicized Spanish form that expresses possession can be observed.

Another participant of the 102 course committed syntactic errors when expressing possession by writing, "usted de reloj" and "mi madre de silla" instead of *el reloj de usted* (En. your watch) and *la silla de mi madre* (En. my mother's chair). While the participant has

maintained the structural necessity of using the preposition *de* in order to show possession, he altered the order of the words in the phrase. That is, instead of following the standardized Spanish form of writing the object of possession and then the preposition *de* followed by the owner, the participant followed the English order of putting the owner before the object that is being possessed. Since the student was aware that the preposition *de* should be included when showing possession in standardized Spanish, it has been included in both phrases. The result is the formation of phrases according to rules of both English and Spanish syntax; therefore, these can be considered other examples of Anglicized Spanish.

When considering the data from 103 course of the main study, no participants provided Anglicized Spanish forms since all of the participants answered the questions contained in the activity correctly. Even though the 103 course in the main study did not provide any examples of Anglicized Spanish, some members of the 103 course that completed the pilot study did make errors resulting from Anglicized Spanish. For example, participants in the pilot study supplied the phrases, “estudiantes boligraphos” and “ellos lapizos” instead of *los lápices de los estudiantes* (En. the students’ pencils). Both of these incorrectly written standardized Spanish forms follow English syntax in which the possessor or owner is placed before the object being possessed. In the second example, the student has provided the subject pronoun *ellos* (En. they) instead of the possessive adjective *sus* (En. their). The student has likely intended to express “their pencils” but actually conveyed the idea “they pencils.”

One final example that was given in the pilot study can be noted in the phrase, “mi padre carro” (*Sp. el carro de mi padre*; En. my father’s car). Once again, transfer of English syntax to the Spanish form is observed in this student’s writing since the English syntactic structure was maintained while Spanish lexical items were utilized. As a result of the inclusion of aspects of

both Spanish and English in this phrase, it can be qualified as a type of Anglicized Spanish used in the beginning Spanish classroom.

### **Error Analysis of Writing Samples**

The participants completed two open-ended writing assignments that were evaluated for errors by the researcher. Three categories of syntactic errors – possession, word order of nouns and adjectives, and negative phrases - were found in the participants' samples. The errors will be discussed below.

**Possession.** Only one error in possession was noted in the students' writings throughout the duration of the study. A student in the pilot study described, “para voy a mis amigos en Mississippi” (*Sp. para ir a la casa de mi amigo en Mississippi*; En. in order to go to my friend's in Mississippi). Even though the participant did not incorporate ‘-s’ in the phrase, an English syntactic structure, ‘to my friend’s,’ has been literally transferred to Spanish, forming an Anglicized Spanish phrase in order that the student communicates in the target language.

**Word order of nouns and adjectives.** Even though errors in possession in the participants' writings were infrequent, other syntactic errors such as an incorrect word order of nouns and adjectives were a more frequent syntactic error observed in the writing samples. For example, a student from the 101 course wrote, “americana fútbol” (*Sp. fútbol americano*; En. football) while a participant from the 102 class provided, “café pelo” (*Sp. el pelo café*; En. brown hair). In both cases, the students have transferred the English word order of placing the adjective before the noun to their writing in the target language. A similar error was noted in the 103 course when a student described, “me favorite especialización” (*Sp. mi especialización favorita*; En. my favorite major). All of these errors may be classified as Anglicized Spanish,

since aspects of English have been transferred to the Spanish language as students are attempting to communicate in the target language.

**Negative phrases.** The last syntactic error committed by students at every level of the main study was the inversion of negative phrases. Students from the 101 course provided the sentences, “Charlie Brown es no contento” (*Sp. Charlie Brown no está contento*; En. Charlie Brown is not happy) and “me hablo no español” (*Sp. Yo no hablo español*; En. I do not speak Spanish). Similarly participants from the 102 class wrote, “Esta no feliz” (*Sp. No está feliz*; En. He is not happy) and “Ella es no joven” (*Sp. Ella no es joven*; En. She is not young). Finally, one student from the 103 course described a picture by saying, “Es no mayor” (*Sp. No es mayor*; En. She is not older). All of these examples demonstrate that the participants have transferred an English syntactic structure that allows for ‘no’ to be placed after a verb. However, in Spanish, this placement of *no* is not allowed since it always precedes the verb. As a result, a form of Anglicized Spanish is created whenever students utilize these syntactic structures that incorporate both Spanish and English forms.

### **Ideas Relating to Orthographic Rules**

One final linguistic area investigated by this research was orthography since the acquisition of accents can often be difficult for students. Learning where to place accents is often made even more difficult since words such as “numero” (*Sp. número*; En. number) and “adios” (*Sp. adiós*; En. good-bye) are frequently observed in the United States media without the orthographic accent. Given that students are being presented with such Anglicized Spanish words that deviate from their standardized Spanish counterparts, this investigation explored how students’ orthographic strategies are being affected by the Anglicized Spanish forms they encounter outside of the classroom. The section below will discuss the findings of the research

as they relate to the orthographic strategies that students use in the beginning Spanish classroom. First, it will explore students' perceptions of standardized Spanish rules of accentuation and punctuation whenever presented with orthographic errors and asked to correct them. Then, the analysis will explore several categories of orthographic errors – including accents, punctuation, and spelling - encountered in the students' writing samples.

### **Participants' Perceptions of Orthographic Rules**

Because students are being presented with varying standards of accentuation inside and outside of the Spanish classroom, one of the lessons with which the experimental group was presented focused on the often erroneous inclusion or omission of written accents in Anglicized Spanish words. The lesson asked students to focus their attention on the words, to note any errors regarding accentuation, and then to correct those errors. Students were presented with English titles containing four common standardized Spanish words that had been Anglicized – “numero” (*Sp. número*; En. number), “adios” (*Sp. adiós*, En. good-bye), “Jose” (*Sp. José*; En. Jose), and “delicioso” (*Sp. delicioso*; En. delicious).<sup>5</sup> The following analysis of the students' reactions to these four errors, shown in Tables 6 and 7, will demonstrate the difficulty that many students have in knowing when an orthographic accent should or should not be included in standardized Spanish.

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<sup>5</sup> For a copy of the worksheet students were given, see Appendix C.

Table 6

*Participants' Opinions of Correctness of Orthographic Accent Placement*

	SP 101 – Main Study		SP 102 – Main Study		SP 103 – Main Study	
	Experimental Group		Experimental Group		Experimental Group	
	Yes	No	Yes	No	Yes	No
“Numero”: Headline	17%	83%	24%	76%	20%	80%
“Numero”: Tee shirt	8%	92%	18%	82%	40%	60%
“Adios”: Headline 1	63%	37%	70%	30%	80%	20%
“Adios”: Headline 2	67%	33%	70%	30%	80%	20%
“Jose”: Headline	38%	62%	24%	76%	47%	53%
“Delicioso”: Advertisement	25%	75%	18%	82%	53%	47%

*Note:* SP 101 N=24; SP 102 N=17; SP 103 N=16

Table 7

*Percentages of Participants Who Correctly Changed Orthographic Errors*

	SP 101 – Main Study Experimental Group	SP 102 – Main Study Experimental Group	SP 103 – Main Study Experimental Group
“Numero”: Headline	75%	75%	100%
“Numero”: Tee shirt	100%	33%	33%
“Adios”: Headline 1	93%	55%	42%
“Adios”: Headline 2	93%	55%	42%
“Jose”: Headline 1	44%	50%	14%
“Delicioso”: Advertisement	60%	33%	50%

*Note:* SP 101 N=24; SP 102 N=17; SP 103 N=16

Tables 6 and 7 demonstrate the students’ responses to Anglicized Spanish forms containing orthographic errors as they are presented in the American media. Table 6 shows whether or not students agreed that there were errors by answering “yes” or were of the opinion that there were no errors by answering “no.” Subsequently, Table 7 considers only those participants who stated the existence of errors in the headlines or signs provided, giving the percentages of those who correctly placed the orthographic accent in each question using standardized Spanish rules. The results shown in Tables 6 and 7 will be discussed in more detail below.

Students were shown the title “Apple iPhone 4S Now Numero Uno Smartphone on Top 3 US Carriers” and a tee shirt which read “Arnold es numero uno.” While the phrase “numero uno” is frequently written in English, its standardized Spanish counterpart includes an orthographic accent, *número uno*. Thus, when the participants were asked if any of the Spanish words in the phrases contained errors, only 17% of students from the 101 level, 24% of those in 102, and 20% of those in 103 believed there was an error concerning accentuating words in the title. Similarly, 8% of 101 students, 18% of 102 participants, and 40% of the participants in 103 thought there was an error in the tee shirt. Of those who found an error in the title, 75% of those in both the 101 and 102 courses and 100% of those in 103 correctly provided that “numero” would be *número* in standardized Spanish. The corrections to the tee shirt were similar in that 100% of the 101 participants, 33% of the students in 102, and 33% of the participants in 103 provided the correct response. Several of the participants from every level who identified an error additionally were of the opinion that the phrases should read, “es numero uno” (*Sp. es número uno*; *En. He/she/you is/are number one*). One final suggestion for a correction of the error was the incorrect placement of an accent, “és” (*Sp. es*; *En. is*) in the phrase “és numero uno.”

Next, the participants were presented with two headlines including another standardized Spanish word frequently miswritten in English, “adios” (*Sp. adiós*; *En. good-bye*). After reading “Voters Say Adios to Socialists in Andalusia, Spain” and “Jennifer Lopez Says Adios to *American Idol?*,” 63% of participants in the 101 course found an error in the first title while 67% believed a word was incorrectly written in the second headline. The majority of students from that course, or 93%, correctly identified *adiós* as the correct standardized Spanish forms needed for both headlines. The remaining 7% of participants believed that “adíos” would be the correct

form. On the other hand, approximately 70% of students in the 102 course and 80% of students in the 103 courses decided that there were errors in the two headlines containing “adios.”

Students at both of those levels supplied three possible corrections for “adios.” First, 36% of those in 102 and 50% of participants in 103 wrote “adios.” Also 9% of 102 students and 8% of participants in 103 decided the accentuation should be “ádiós.” The correctly written standardized Spanish form, *adiós*, was provided by 55% of those in 102 and 42% of those in 103.

The next headline presented to the students incorporated the word “Jose” (*Sp. José*; *En. Jose*). Only 38% of 101 students decided there was an error in the phrase “No Hay Amigo! Jose Reyes Apparently Sang His Free Agent Intentions Last Summer” while 24% of participants in 102 and 47% of those in 103 affirmed that the headline contains errors. Of those in the 101 course, 44% corrected “Jose” to *José*, and the remaining 56% identified *¡No hay amigo!* as the necessary correction. In the same way, 50% of the participants in the 102 course correctly provided *José* while the other 50% gave corrections relating to punctuation.

The 103 course, on the other hand, provided more variety to their responses, because many of them seemed to be confused by the phrase, “No hay amigo!” One girl questioned the instructor in class about the phrase since she believed that it did not make sense in standardized Spanish despite her knowledge of the intended English meaning of “There is no friend.” Consequently, 14% of students in the 103 course adapted the phrase to “¡No es un amigo!” (*En. He is not a friend*). Similarly, 14% correctly supplied *José*, and the other 72% of the course made changes to the punctuation of the phrase “No hay amigo!”

Finally, the students were given an advertisement of a Tuscaloosa restaurant that had included “delicioso” in one of its local advertisements. A small number of students in the 101 and 102 levels (25% and 18% respectively) asserted that there was an error in the advertisement.

Over half, or 53%, of the students in the 103 course believed there to be an error in “delicioso.” Even though the majority of the students in 103 found an error, there was no agreement regarding what the correct form should read. “Delicioso,” “diligioso,” and *delicioso* were all given by students in the 103 course as possibilities for correcting the advertisement. The students in the 101 and 102 courses additionally recommended “delicioso” and *delicioso*.

While the students were presented with the word “delicioso” in the advertisement for a local restaurant, the participants were also shown the correct standardized Spanish form, *delicioso*, in the headline, “¡Muy delicioso! Sweet, savory Mexican dishes take center stage to celebrate Cinco de Mayo.” However, when students were asked to correct accentuation errors in the titles, many of the participants added accents to the correct standardized Spanish form *delicioso*. Subsequently, it seems that students may favor incorporating accents on words that do not actually require an orthographic accent, since the accents are more commonly associated with Spanish words and thus give the appearance of foreignizing a word.

After reviewing the participants’ reactions to how selected orthographic errors in standardized Spanish should be corrected, it is clear that students at beginning levels are often confused regarding where orthographic accents should be placed. Many of the students believed there were no errors in forms that actually contained orthographic errors. In the same way, even though some students believed orthographic errors existed, they were unsure how to correctly express the forms. Perhaps the students’ lack of understanding when to use orthographic accents occurs as a result of lack of exposure to the target language. Given that the students tested in this investigation were all beginning students, it is possible that students at more advanced levels of Spanish language study would be more likely to correctly identify the placement of orthographic accents in standardized Spanish words. More studies relating to length of exposure to the target

language and acquisition of orthographic accents would need to be done in order to explore these possible explanations for beginning students' difficulty with correct identification of orthographic accent placement.

### **Orthographic Strategies Used by Participants**

Because the participants displayed much variation when deciding where orthographic accents should be placed in the mechanical activity they completed, it is no surprise that many alternatives were also given whenever students were asked to freely write examples of words or to complete open-ended writing samples. In addition to noting errors relating to orthographic accents, participants committed punctuation and spelling errors. All of these errors in orthography will be detailed in the remaining sections.

#### **Accents.**

*Erroneous inclusion of accents.* Participants from all levels of the main study and from the pilot study frequently wrote certain standardized Spanish words incorrectly by including orthographic accents when rules of standardized Spanish do not call for their inclusion. For example, participants from the pilot study provided “deliciosó” (*Sp. delicioso*; En. delicious); “profesor” (*Sp. profesor*; En. professor), “holá” (*Sp. hola*; En. hello), and “fantástico” (*Sp. fantástico*; En. fantastic). Participants from the 101 course included accents on the standardized Spanish *fue*, *adiós*, and *teatro* by writing “fué” (En. He/she you went/were), “adiós” (En. good-bye), and “teátro” (En. theater). Similarly, students from the 102 class erroneously incorporated accents by writing “íngles” (*Sp. inglés*; En. English), “díá” (*Sp. día*; En. day), and “beísbol” (*Sp. beisbol*; En. baseball). Finally, students from the 103 level gave the incorrect accentuations for, “jovén” (*Sp. joven*; En. young), “bíologia” (*Sp. biología*; En. biology), and “también” (*Sp. también*; En. also).

All of the preceding errors are noteworthy because they suggest that students at the beginning levels of Spanish study are aware that some words carry orthographic accents. While some of the errors, such as “holá” and “teátro,” utilize words that do not require the written accent, many of the aforementioned examples involve standardized Spanish words like *adiós*, *inglés*, and *día* that should have an orthographic accent. Instead of writing the correct form, the students have incorrectly placed the accent over the wrong vowel since they do not always know which syllable receives a written accent. Given that the students have correctly identified words requiring a written accent but have merely misplaced them, these findings suggest that students at beginning levels generally comprehend that some words require orthographic accents. However, they are still in the early stages of acquiring rules relating to when and where accents should be placed on standardized Spanish words, so errors involving the erroneous inclusion of accents often occur.

One final set of words incorporating orthographic accents contained English words altered with a written accent in order to form an Anglicized Spanish form. For example, a student from the 101 course wrote “dificúlt” in order to express *difícil* (En. difficult). Another example, “originál,” (*Sp. original*; En. original) was observed in the writing of a student in the 102 course. Two similar words were noted in the writings of the 103 students when two of them wrote “educatióón” (*Sp. educación*; En. education) and “lémonade” (*Sp. limonada*; En. lemonade). In each of these examples, the students foreignized an English word through adding an orthographic accent over one vowel. Since students at every beginning level of Spanish courses committed this type of error, it is possible that introductory students may use this strategy as a means of continuing communication in the Spanish language whenever they lack knowledge of the correct standardized Spanish form.

**Omission of accents.** While several students included orthographic accents when they should not be included, many more students omitted the accents all together. Words such as “tambien” (*Sp. también*; En. also), “simpatico” (*Sp. simpático*; En. kind), “aqui” (*Sp. aquí*; En. here), “ingles” (*Sp. inglés*; En. English), “como” (*Sp. cómo*; En. how), and “biologia” (*Sp. biología*; En. biology) were encountered in the writings of students at all of the beginning levels of Spanish. Therefore, even though some of the students seem to understand that some Spanish words carry an orthographic accent, many others appear to not recognize the necessity of the accent in certain words.

One possible reason that students do not incorporate written accents could be because they are exposed to Anglicized Spanish words such as “adios” (*Sp. adiós*; En. good-bye) and “numero” (*Sp. número*; En. number) that deviate from their standardized Spanish form because of the lack of orthographic accent. Both of these examples were noted in the writings and word lists of participants at every level of beginning Spanish study. The fact that both “numero” and “adios” appeared in word lists given by the students is noteworthy because the students provided these lists before being exposed to the worksheets that contained these examples in headlines. As a result, it is possible that students are transferring these Anglicized Spanish forms to the standardized Spanish classroom.

**La ñ.** In the same way that students both erroneously included or omitted the orthographic accent, they also included or omitted the ñ in various standardized Spanish words. A participant from the pilot study wrote “internatioñal relaciones” (*Sp. relaciones internacionales*; En. international relations) while one from the 102 course provided “cubaño” instead of *cubano* (En. Cuban). It is possible that these students utilized the ñ as a

communication strategy of foreignizing an English word and thus producing a word that is perceived to be Spanish.

**Punctuation.** In addition to committing errors related to orthographic accents, the participants at every level of beginning Spanish also generally omitted punctuation, such as question marks or exclamation points, at the beginning of interrogative or exclamatory sentences. For example, participants from the pilot study only included the question mark at the end of the question, “Como estas?” (*Sp. ¿Cómo estás?*; En. How are you?) when writing this question on a word list. A student from the 101 course provided “Gracias senor!” (*Sp. ¡Gracias señor!*; En. Thanks, sir!) on a writing sample. Participants from the 102 and 103 courses echoed this error when providing “Escriba!” (*Sp. ¡Escriba!*; En. Write!) and “Escriba Charlie Brown!” (*Sp. ¡Escriba, Charlie Brown!*; En. Write, Charlie Brown!), respectively. While the omission of initial punctuation in interrogative and exclamatory sentences did occur, it was not a frequent error due to the infrequent inclusion of these sentences in the writing samples. Whenever the sentences were included, however, the participants tended to transfer their native language ideas relating to punctuation to their Spanish writing. Students generally only included punctuation in interrogative and exclamatory sentences at the end of the sentence, as is standard in English, instead of both at the beginning and the end according to standardized Spanish rules.

**Spelling.** One final orthographic error that was both unexpected and perhaps the most frequent pertains to the misspelling of standardized Spanish words. Students from the pilot study and every level of the main study incorrectly spelled standardized Spanish words as a result of influence from their native language. Some participants transferred the spelling of entire English words while others utilized English morphemes in Spanish words. One example, “no comprehende,” (*Sp. no comprende*, En. He/she/you do(es) not understand) was noted in the pilot

study. This example shows evidence of the transfer of the English spelling ‘comprehend’ to the Spanish verb *comprender* (En. to understand). Other similar errors were found in the words “intelligente” (*Sp. inteligente*; En. intelligent), “difficiles” (*Sp. difícil*; En. difficult), “officina” (*Sp. oficina*; En. office), “dollares” (*Sp. dólares*; En. dollars), “sciencia” (*Sp. ciencia*; En. science), “classico” (*Sp. clásico*; En. classic), “professora” (*Sp. profesora*; En. professor), and “collegio” (*Sp. colegio*; En. school). In most cases, there is a geminate English letter that is single in Spanish.

As well as transferring the spelling of English words to their standardized Spanish counterparts, participants transferred some English morphemes instead of using a standardized Spanish morpheme. One such morpheme, “qual-” can be noted in the examples “qualitas” (*Sp. cualidad*; En. quality) and “qualificaciones” (*Sp. cualificaciones*; En. qualifications). The last example, “qualificaciones,” also incorporates the English morpheme “-tion.” Yet another example of “-tion” can be found when a student from the 103 course wrote “communicationes” (*Sp. comunicaciones*, En. communications). The last example of an English morpheme transferred to Spanish is found in “el photo” (*Sp. la foto*, En. the photo) whenever the English “-ph” is included in the word instead of the standardized Spanish *f*. All of the previous examples demonstrate the mixture of two languages – an English morpheme being incorporated into what is perceived to be a standardized Spanish word. For the most part, this seems to be one other communication strategy that students may use in order to communicate in the target language.

### **Conclusions**

To conclude, this chapter has examined how Anglicized Spanish affects the lexical, morphological, syntactic, and orthographic strategies that beginning Spanish students are using in the classroom. While it seems that those who are true beginners generally use Anglicized

Spanish forms more, evidence of Anglicized Spanish forms can be found at every level of beginning Spanish study. Lexical items, such as basic conversational phrases, greetings, verbs, adjectives and a few Anglicized Spanish phrases, are likely to be used by students if the context is deemed appropriate. Next, morphological strategies, such as the addition of the suffixes “-o,” “-a,” “-e,” “-ado,” and “-iones,” were observed in the data collected. Then, syntactic strategies, such as the transfer of English syntax to Spanish possessive forms and an incorrect word order of nouns and adjectives as well as negative phrases, were noted in the analysis of the data. Finally, orthographic errors, such as the omission of orthographic accents, erroneous inclusion of orthographic accents, and the transfer of English spelling to Spanish, appear to be Anglicized Spanish strategies beginning Spanish students may use in the classroom. Since students notice Anglicized Spanish forms and occasionally reproduce them in the classroom, the next chapter will address how factors such as attitudes and motivation might influence student production of Anglicized Spanish forms as well as how instructors may address errors that arise from Anglicized Spanish.

## CHAPTER 5

### ANALYSIS OF FACTORS INFLUENCING THE USE OF ANGLICIZED SPANISH

After reviewing the examples of Anglicized Spanish provided by members of the experimental groups at the lexical, morphological, syntactic, and orthographic levels, it becomes necessary to explore what factors might contribute to beginning students' likelihood of using Anglicized Spanish as a communication strategy in the foreign language classroom. While multiple factors could influence whether or not a student decides to use Anglicized Spanish as a communication strategy, the present study will examine how students' levels of motivation and attitudes toward the Spanish language influence their use of Anglicized Spanish forms. The chapter will begin by exploring the participants' levels of motivation and their attitudes toward the Spanish language based on their responses to the survey administered to them at the beginning of the semester. Then, an analysis of the possible correlation between Anglicized Spanish use and students' levels of motivation and attitudes will be given. Finally, since the use of Anglicized Spanish may result in communication breakdowns both inside and outside of the foreign language classroom, one possible method of addressing Anglicized Spanish use and its effectiveness in the beginning Spanish classroom will be presented.

#### **Participants' Attitudes**

The first possible factor which the study aimed to address was whether or not students' attitudes toward speakers of other languages correlate to their likelihood of accepting or using Anglicized Spanish forms in the beginning Spanish classroom. In order to analyze the possibility of this correlation, the participants were asked to respond to statements regarding their attitudes

toward those from other countries. Given that immigration laws have been in the news recently, the students were additionally asked to provide their opinions on the immigration bill passed in Alabama, HB 56. The participants' responses to each of these sections of the questionnaires as well as a brief overview of HB 56 will be outlined below.

### **Participants' Attitudes Towards Spanish and Its Speakers**

The 101, 102, and 103 courses from the experimental and control groups of the main study rated five different statements designed to gauge their attitudes toward Spanish speakers. The statements used in this section were adapted from a previous instrument suggested by Seelye (1993, p. 211). The participants were asked to respond to the sentences using a five point Likert scale, with (1) representing strongly disagree, (2) representing disagree, (3) representing neutral, (4) representing agree, and (5) representing strongly agree. The average response given on the pre-test and post-test by the participants who completed both of these surveys in each of the six courses is noted in the tables below.

Table 8

*Mean Response Ratings from the SP 101 Courses (with Standard Deviations in Parentheses)*

	Control group		Experimental group	
	Pre-test	Post-test	Pre-test	Post-test
1. I wouldn't mind having a Spanish speaker as a close friend.	4.00 (0.93)	4.10 (1.29)	3.75 (1.18)	3.81 (0.90)
2. I wouldn't mind working with a Spanish speaker.	3.88 (1.36)	4.10 (0.88)	3.87 (0.92)	3.50 (0.95)
3. Spanish speakers should be allowed to immigrate to our country.	3.89 (1.25)	4.00 (0.82)	3.75 (0.86)	3.63 (1.70)
4. Spanish speakers should be allowed to visit our country as tourists.	4.75 (0.46)	4.40 (0.97)	4.25 (0.86)	4.25 (0.79)
5. Immigration laws should be passed in all states.	3.38 (1.06)	3.30 (0.88)	3.38 (1.02)	3.19 (1.29)

*Note:* Control group N=13; Experimental group N=16

Table 9

*Mean Response Ratings from the SP 102 Courses (with Standard Deviations in Parentheses)*

	Control group		Experimental group	
	Pre-test	Post-test	Pre-test	Post-test
1. I wouldn't mind having a Spanish speaker as a close friend.	4.23 (0.93)	4.54 (0.66)	4.23 (0.76)	4.23 (0.95)
2. I wouldn't mind working with a Spanish speaker.	4.15 (1.07)	4.23 (1.01)	3.77 (1.21)	4.15 (0.79)
3. Spanish speakers should be allowed to immigrate to our country.	3.92 (1.12)	4.00 (1.29)	4.23 (0.90)	4.08 (1.00)
4. Spanish speakers should be allowed to visit our country as tourists.	4.31 (1.03)	4.46 (0.78)	4.54 (0.79)	4.54 (0.79)
5. Immigration laws should be passed in all states.	3.23 (1.30)	3.62 (1.26)	3.25 (1.17)	3.85 (1.07)

*Note:* Control group N=13; Experimental group N=13

Table 10

*Mean Response Ratings from the SP 103 Courses (with Standard Deviations in Parentheses)*

	Control group		Experimental group	
	Pre-test	Post-test	Pre-test	Post-test
1. I wouldn't mind having a Spanish speaker as a close friend.	4.36 (0.84)	4.36 (1.00)	4.08 (0.99)	4.15 (0.90)
2. I wouldn't mind working with a Spanish speaker.	4.09 (1.30)	3.90 (1.30)	3.69 (1.51)	4.08 (0.90)
3. Spanish speakers should be allowed to immigrate to our country.	4.27 (0.84)	4.18 (0.84)	3.69 (1.20)	4.00 (0.82)
4. Spanish speakers should be allowed to visit our country as tourists.	4.73 (0.45)	4.82 (0.45)	4.77 (0.52)	4.77 (0.48)
5. Immigration laws should be passed in all states.	3.64 (0.89)	3.70 (1.26)	3.38 (1.85)	3.08 (1.53)

*Note:* Control group N=11; Experimental group N=13

The average scores do not show significant variation in attitude towards Spanish speakers among the various levels of beginning Spanish courses represented in the study. In general, the participants from every course had favorable attitudes toward Spanish speakers, agreeing that they would not mind working or being friends with Spanish speakers. The only exception would be that while the 102 and 103 courses agreed with the statements, the 101 courses had a slightly lower response, since the 101 experimental group averaged a response of 3.75 while the 102 and 103 experimental groups responded with a 4.23 and 4.08 to the phrase on the pre-test evaluating

having a Spanish speaker as a close friend. However, the 101 experimental group's response was on the higher end of being neutral ( $M=3.75$  and  $3.81$ ), so, the respondents, with some exceptions, still agreed with the statements. All participants furthermore agreed that Spanish speakers should be able to be tourists in the United States.

While the participants were all in agreement with some of the statements, the two addressing immigration yielded lower average responses, given that the participants from the experimental group of 101 students generally had neutral attitudes toward Spanish speakers being allowed to immigrate to the country ( $M=3.75$  and  $3.63$ ) while those at higher levels averaged a score that was in agreement with the same statement ( $M=3.92$  and  $4.00$  in the 102 control group,  $M=4.23$  and  $4.08$  in the 102 experimental group,  $M=4.27$  and  $4.18$  in the 103 control group, and  $M=3.69$  and  $4.00$  in the 103 experimental group). At the same time, all courses were commonly neutral toward the necessity of immigration laws being passed in all states. Several participants clarified their responses to the statements addressing immigration by writing reactions to the phrases regarding immigration. For example, one student from the control group of 103 students wrote "strongly agree if they are here legally and not illegally" after responding to whether or not Spanish speakers should be able to immigrate to the United States. A student from the 101 experimental group echoed a similar sentiment when writing "legally" after responding to the statement.

Multiple students likewise commented on the statement concerning immigration laws. Three students from the 102 experimental course and one student from the 101 experimental course questioned which type of immigration laws should be passed in all states. One student from the 102 course specifically asked, "Do you mean anti immigration laws or laws that would allow for immigration?" Responses of this nature demonstrate the divisive nature of

immigration laws that has been influenced by the relevance of anti-immigration laws in the United States and in Alabama in the recent past. The possible influential nature of the controversy regarding Alabama's anti-immigration law, HB 56, was accounted for in the design of the research, and the participants' reactions to HB 56 will be explored in the next section.

### **Participants' Attitudes Towards HB 56**

**Overview of HB 56.** Before reviewing the participants' opinions regarding HB 56, a brief history of Alabama's immigration law, HB 56, will be presented. The bill, designed to address issues regarding illegal immigration and passed in 2011, allows for police to check the immigration status of those who are reasonably suspected to be illegal residents of Alabama. Furthermore, the law makes it illegal for the state to enter into transactions or contracts with illegal immigrants. Perhaps the most controversial aspect of this law regards education. Following this part of the law, schools now are asked to check the immigration status of students as they register for classes (Robertson, 2011).

As part of the ongoing debate, the provisions of HB 56 continued to be discussed in federal courts in 2012. Eventually, the 11<sup>th</sup> Circuit federal appeals court ruled that school officials in Alabama could not ask about the immigration status of students. Additionally, the provision that made it illegal for the state to enter into contracts with illegal immigrants was struck down (Beadle, 2012). Even after the federal court made its ruling, HB 56 continued to be debated, with many hoping that the Supreme Court would address the issue. However, in April 2013, the Supreme Court stated that it would not consider the state of Alabama's appeal of HB 56 (Le, 2013).

Given that the HB 56 immigration law was debated in court during the entirety of the data collection of this study, it was important to consider the implications the law might have on

the participants in this study. A brief survey of the online version of the University of Alabama's student newspaper, *The Crimson White*, confirms that some students have been aware of and are responding to the HB 56 law (Robinson, 2011; Smith, 2011; Walker, 2011). An emphasis on HB 56 continued into the Fall 2012 semester when guest speakers, such as Jose Antonio Vargas and representatives from the legal advocacy organization Alabama Appleseed, addressed the impact of HB 56 in forums that were held for the University of Alabama community (Brown, 2012; Martin, 2012). Because of the prevalence of the topic on the University of Alabama's campus, it is easy to see how the HB 56 has influenced students at the University of Alabama.

**Participants' responses toward HB 56.** Given HB 56's importance in the State of Alabama, the study accounted for its influence asking the participants to explain how much they agree or disagree with HB 56 and what aspects of the law prompt them to express their opinions on both the pre-test and the post-test.<sup>6</sup> Before the participants provided their opinions on HB 56, they were asked to read a brief description of HB 56. The responses from each course are in the tables below.

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<sup>6</sup> For a copy of the pre-test and post-test see Appendices A, B, and I.

Table 11

*Participants' Level of Agreement with HB 56*

	Agree With All	Agree With Some	Agree With None
SP 101 (Control)	15%	85%	0%
SP 101 (Experimental)	38%	42%	20%
SP 102 (Control)	31%	54%	15%
SP 102 (Experimental)	37%	53%	10%
SP 103 (Control)	13%	87%	0%
SP 103 (Experimental)	21%	63%	16%

*Note:* SP 101 Control: N=13; SP 101 Experimental: N=16; SP 102 Control: N=13; SP 102 Experimental: N=13; SP 103 Control: N=11; SP 103 Experimental: N=11

Table 12

*Participants' Level of Disagreement with HB 56*

	Disagree With All	Disagree With Some	Disagree With None	No Response
SP 101 (Control)	0%	92%	8%	0%
SP 101 (Experimental)	13%	42%	38%	7%
SP 102 (Control)	15%	58%	23%	4%
SP 102 (Experimental)	11%	53%	32%	4%
SP 103 (Control)	0%	80%	20%	0%
SP 103 (Experimental)	15%	55%	25%	5%

*Note:* SP 101 Control: N=13; SP 101 Experimental: N=16; SP 102 Control: N=13; SP 102

Experimental: N=13; SP 103 Control: N=11; SP 103 Experimental: N=11

As can be observed from the previous two tables, most students, with a range of 42%-87% ratings across groups, only agreed with individual aspects of HB 56 instead of supporting every part of the law. For example, one student from the 101 control group wrote, “Although it’s kind of inappropriate for police to check immigration status just by suspicion [sic]. We have a very bad illegal immigrant problem, which needs to be controlled. But they should definitely look at it for schools.” Similarly, a student in the 103 control group stated, “I agree that some sort of immigration law needs to be in place to avoid overpopulation of the U.S,” when asked

with how much of HB 56 she agrees. This student followed up her response with her disagreements with HB 56 by explaining:

I do not agree with the part that says schools must check the immigration status of students. Many children with parents who have immigrated illegally were actually born here in the United States, but when schools check their immigration status, they will inevitably check the status of the parents as well. This could lead to a legal immigrant's parents being deported, leaving an innocent child here in foster care, or causing him to be unfairly deported along with his parents, depriving him of opportunities here in the U.S.

The previous two participants' responses to HB 56 demonstrate that students generally consider illegal immigration to be an important issue that should be addressed in today's society.

However, the majority did not view HB 56 as a solution to this issue, since most students only agreed with parts of the law.

Generally speaking, the participants who agreed with at least some of HB 56 were in agreement with the provisions concerning education and the right of police to check those who are reasonably suspected to be illegal immigrants. In the same way, those who disagreed with aspects of HB 56 commonly cited their disagreement with schools having to check citizenship and with the police being able to check the immigration status due to reasonable suspicion. Of those in disagreement with these two points, participants gave issues such as human rights, racism, racial profiling, and stereotypes as reasons why they did not agree with HB 56. For instance, one student in the 101 experimental group explained, "Police shouldn't be allowed to just check 'reasonably suspected' illegal residents - that turns into profiling, in my opinion." Another student from the 103 control group expressed a similar view by saying, "'Reasonable suspicion' is too vague and leaves room for racism."

Participants additionally explained their disagreement with aspects of HB 56 by exploring the various negative effects the law has had on Alabama. One student from the 102 experimental group believed, “HB56 encourages police to racially profile. It punishes innocent children who came here illegally with their parents. HB56 has had incredibly negative effects on the agricultural economy of Alabama.” Another student from the 102 control group was of the opinion that “all of it has caused a lot of damage in the restaurant industry causing many places to shut down. (HB 56) Encourages racial profiling, not only for Spanish speaking individuals.” One last student from the 102 control group summed up the possible negative effects of the provisions of HB 56 when writing, “Checking status at traffic stops or upon ‘reasonable suspicion’ will be full of profiling, by denying education to undocumented children, you fuel gang activity, and undocumented workers pay more taxes than people think [sic].”

While some cited the negative effects of HB 56 on society as being a point of disagreement with the law, others noted the negative effects of illegal immigration as a reason to agree with HB 56. A student in the 101 experimental group described, “Illegal immigration displaces those who live in the state and negatively affect those who are citizens so I think that they should check their status.” Moreover, multiple participants noted illegal immigrants’ lack of paying taxes as a reason to agree with at least some of HB 56. One participant from the 102 experimental group rationalized, “Participation in facets of American infrastructure, financially supported by taxpayers, should be restricted to taxpayers.” Additionally, a student from the experimental group explained, “As a legal citizen of the United States, I do think it is only fair that US taxpayer dollars going into public education should be protected by making sure that all students are indeed legal citizens.”

Even though participants agreed with aspects of HB 56 restricting illegal immigration, many students mentioned supporting immigration that is done legally. A student from the 101 control group explained, “I am in agreement that to enter this country and become a citizen you must establish your citizenship. I would like to allow everyone, but economically our country won’t survive that kind of rapid population boom. Lots of money going out, none coming in.” This opinion was shared by a student in the 102 experimental group who stated, “I think that it is important to make sure that immigrants in the US are legal. I think that it is wonderful that they want to come to the U.S. for new opportunities but I think they should do it legally rather than illegally.”

Not only did students believe that immigration was acceptable if it is done legally, but many also suggested a path to legalization for some illegal immigrants who are already in the United States as a possible solution for the illegal immigration issue. One student from the 102 control group stated, “I think that the state should have ways of helping illegal immigrants have a chance at citizenship, granted their record is reasonably clean.” Another student from the 103 experimental group expressed a similar sentiment by saying:

I think that immigration standards are needlessly stuck in the past, and that citizenship should be much more accessible. If the path to citizenship were simplified, more undocumented immigrants would become full members of the society that immigration hawks desire, effectively ending the problems that arise from immigration.

Finally, even participants who supported at least part of HB 56 articulated a desire to offer a process for legalization for illegal immigrants already in the United States. A student from the 102 experimental group wrote, “I agree with the concept of the law but believe illegal

immigrants who are working and contributing should be allowed a visa and extended time to get citizenship.”

After reviewing the students’ responses to HB 56, a few generalizations can be made regarding the participants’ attitudes toward immigrants. While many participants acknowledge that illegal immigration is wrong, several of these same participants propose a path to citizenship for at least some illegal immigrants who are already living in and contributing to the United States. Moreover, many more participants expressed support of immigration as long as it is done legally. As a result, it appears that the participants generally possessed a favorable attitude toward immigrants. Whereas some participants noted that certain illegal immigrants might be negatively viewed due to their involvement in criminal activities, many more mentioned that many illegal immigrants have simply come to the United States in an effort to better their economic and political situations. These comments suggest that some, although not all, of the participants mostly have a positive or at least neutral attitude toward illegal immigrants.

### **Participants’ Motivations for Studying Spanish**

In addition to assessing the participants’ attitudes toward both the HB 56 law and those who are native speakers of Spanish, the study also evaluated the students’ levels of motivation for learning Spanish. All students who participated in the experimental and control groups were asked to respond to phrases designed to determine the levels and types of motivation that influence them in their Spanish studies. Extrinsic and intrinsic factors affecting students’ levels of motivation as well as integrative and instrumental motivation were considered when designing the questions included on the questionnaire. The participants’ responses to these statements will be presented by first exploring the various levels of motivation represented at all beginning levels of Spanish language study. As a part of the discussion of the differences or similarities

encountered at all beginning levels of Spanish study, the various types of motivation generally affecting the participants will also be presented.

### Levels of Motivation

In order to analyze the levels of motivation of the participants in the study, a table displaying the results from the control and experimental groups of each individual level of motivation will be provided. The tables show each statement that the participants were asked to rate using a Likert scale of (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, and (5) strongly agree. The average response from the participants in each course who completed both the pre-test and the post-test is noted beside each statement. Then, a brief discussion of the findings from each level will be given. Finally, an analysis comparing and contrasting the motivation found at the three different beginning levels of Spanish will be offered.

#### SP 101.

Table 13

*Mean Response Ratings from the SP 101 Courses (with Standard Deviations in Parentheses)*

	SP 101 (Control)		SP 101 (Experimental)	
	Pre-Test	Post-Test	Pre-Test	Post-Test
1. I am studying Spanish in order to fulfill university requirements (Extrinsic).	3.83 (1.03)	4.10 (1.46)	3.75 (1.30)	3.94 (0.83)
2. I am studying Spanish in order to be able to communicate with Spanish-speaking friends (Integrative).	3.08 (1.38)	2.90 (1.46)	2.94 (1.22)	2.81 (1.10)

3. I am studying Spanish in order to have better career options (Instrumental).	3.92 (1.31)	3.80 (1.77)	4.06 (1.41)	3.75 (0.54)
4. I am interested in other cultures (Intrinsic).	4.33 (0.65)	4.10 (1.20)	3.69 (0.71)	3.94 (0.75)
5. I am interested in other languages (Intrinsic).	4.42 (0.67)	4.10 (1.20)	3.81 (1.14)	3.63 (0.79)
6. I am studying Spanish in order to travel to Spanish-speaking countries (Integrative).	3.75 (0.97)	3.10 (1.55)	3.06 (1.10)	3.07 (1.14)
7. I would like to receive an A in my Spanish course (Extrinsic).	4.42 (1.24)	4.50 (1.41)	4.81 (0.89)	4.56 (0.40)
8. My family encouraged me to study Spanish (Extrinsic).	3.08 (1.38)	3.70 (0.99)	3.19 (0.84)	3.44 (0.93)
9. I plan to continue taking Spanish courses at the University of Alabama (Intrinsic).	4.17 (0.94)	3.70 (1.60)	4.19 (0.71)	4.12 (0.65)

*Note:* Control group N=13; Experimental group N=16

Reviewing the average response of 101 course participants in the control and experimental groups in Table 13 shows that the majority of the averages were similar in each group of respondents. The only exception would be that the participants in the control group were neutral in their desire to learn the Spanish language in order to communicate with Spanish-speaking friends on the pre-test while those in the experimental group were in disagreement with the statement. While this difference did exist, the margin of difference was not very great (M=3.08 in the control group versus M=2.94 in the experimental group) and can likely be explained by other factors observed in the results of the motivations. The control group

additionally scored slightly higher on their interest in other cultures and languages (M=4.33 and M=4.10; M=4.42/4.10 in the control group versus M=3.69 and 3.94; M=3.81 and 3.63 in the experimental group). Given that the participants in the control group showed a greater motivation due to their interest in other languages and cultures, it is possible that these participants might also be more likely to be exposed to friends or acquaintances from different linguistic backgrounds. Consequently, these students who had greater interest in other cultures and languages additionally had a slightly higher response rate in their desire to learn Spanish in order to communicate with Spanish-speaking friends.

In addition to measuring intrinsic motivators, such as interest in language and culture, the statements also gauged extrinsic motivators, such as university requirements, future career options, encouragement from parents, and the students' final grade. The most influential extrinsic motivator for the students at the 101 level was their final grade, since students were generally in agreement that they would like to receive an A in their Spanish course. The data furthermore suggests that the participants realize the potential impact knowing Spanish could have on their future careers based on their response ratings to the statement concerning studying Spanish in order to have better career options. Similarly, many, but not all, of the participants took the course because of university requirements. The least influential extrinsic motivator for the students was encouragement from their families, since the participants answered with low neutral responses (M=3.08 and 3.70 in the control group and M=3.19 and 3.44 in the experimental group).

While many of the extrinsic factors, such as final grade and career options, appeared to motivate the 101 students, integrative factors, such as travel to another country, did not seem to be as great of a motivator for these students. The control group's average response rate was 3.75

on the pre-test and 3.10 on the post-test, while the experimental group's average response was a 3.06 and 3.07 on the pre-test and the post-test respectively. Even though the student's generally appeared to not be motivated by integrative factors, such as travel to other countries, it could be that this will change over time, since participants from these classes expressed a desire to continue studying Spanish while at the University of Alabama. More research would be needed in order to see if this integrative motivator would change over time.

### SP 102.

Table 14

*Mean Response Ratings from the SP 102 Courses (with Standard Deviations in Parentheses)*

	SP 102 (Control)		SP 102 (Experimental)	
	Pre-Test	Post-Test	Pre-Test	Post-Test
1. I am studying Spanish in order to fulfill university requirements (Extrinsic).	4.54 (0.66)	4.69 (0.48)	4.38 (0.96)	4.25 (0.53)
2. I am studying Spanish in order to be able to communicate with Spanish-speaking friends (Integrative).	3.23 (1.54)	2.85 (1.28)	3.46 (1.27)	2.83 (1.38)
3. I am studying Spanish in order to have better career options (Instrumental).	4.15 (0.90)	4.15 (0.69)	3.54 (0.88)	3.33 (1.27)
4. I am interested in other cultures (Intrinsic).	4.08 (1.38)	3.92 (1.12)	3.92 (0.95)	3.50 (1.38)
	3.85	3.69	3.85	3.58

5. I am interested in other languages (Intrinsic).	(1.41)	(1.32)	(0.90)	(0.90)
6. I am studying Spanish in order to travel to Spanish-speaking countries (Integrative).	3.00 (1.35)	3.23 (1.17)	3.15 (1.34)	2.58 (1.35)
7. I would like to receive an A in my Spanish course (Extrinsic).	5.00 (0.00)	4.78 (0.60)	4.85 (0.38)	4.50 (0.00)
8. My family encouraged me to study Spanish (Extrinsic).	3.31 (1.38)	3.38 (1.39)	3.38 (1.39)	3.17 (1.38)
9. I plan to continue taking Spanish courses at the University of Alabama (Intrinsic).	3.23 (1.36)	2.23 (1.54)	2.85 (1.46)	2.17 (1.46)

*Note:* Control group N=13; Experimental group N=13

In the same way that the responses to the statements addressing attitudes were consistent between the two groups of 101 students, the responses were also similar between the experimental and control groups of 102 classes, as demonstrated in Table 14. The only phrase that did not yield comparable responses in the 102 group concerned the students studying Spanish in order to have better career options, since the control group answered in agreement (M=4.15 and 4.15) while the experimental group was neutral to the statement (M=3.54 and 3.33).

When considering the remaining extrinsic motivators, the desire to earn an A in the course was once again the most influential motivator, since both groups were in agreement with the phrase (M=5.00 and M=4.78 in the control group versus M=4.85 and M=4.50 in the experimental group). University requirements to study Spanish were also a strong motivator for the students in the 102 courses because both groups responded in agreement with that phrase as

well (M=4.54 and 4.69 in the control group; M=4.38 and 4.25 in the experimental group).

Encouragement from family as an extrinsic motivator was once again not very influential, since both courses responded neutrally to the statement (M=3.31 and M=3.38 in the control group; M=3.38 and 3.17 in the experimental group).

Intrinsic motivators, such as an interest in other cultures or languages, did not have as great of an influence over the students in the 102 course as the motivation to receive a good grade or fulfill university requirements. The participants in both groups generally responded neutrally to having an interest in other cultures or languages (M=4.08 and 3.92; M=3.85 and 3.69 in the control group and M=3.92 and 3.50; M=3.85 and 3.58 in the experimental group). This lower interest in other languages and cultures might have contributed to these participants' neutral response or disagreement to statements regarding visiting Spanish-speaking countries and continuing to take Spanish courses at the university level.

**SP 103.**

Table 15

*Mean Response Ratings from the SP 103 Courses (with Standard Deviations in Parentheses)*

	SP 103 (Control)		SP 103 (Experimental)	
	Pre-Test	Post-Test	Pre-Test	Post-Test
1. I am studying Spanish in order to fulfill university requirements (Extrinsic).	3.45 (1.70)	3.70 (1.36)	4.50 (0.53)	4.15 (1.32)

2. I am studying Spanish in order to be able to communicate with Spanish-speaking friends (Integrative).	3.82 (1.21)	3.20 (1.17)	3.25 (1.71)	3.38 (1.42)
3. I am studying Spanish in order to have better career options (Instrumental).	4.30 (1.17)	3.80 (1.20)	4.25 (0.67)	4.08 (1.05)
4. I am interested in other cultures (Intrinsic).	4.40 (0.82)	3.90 (1.54)	3.75 (1.10)	4.15 (0.78)
5. I am interested in other languages (Intrinsic).	4.60 (0.0)	4.40 (1.32)	3.83 (0.88)	3.85 (1.05)
6. I am studying Spanish in order to travel to Spanish-speaking countries (Integrative).	4.40 (0.51)	4.00 (1.05)	3.50 (0.99)	3.46 (1.3)
7. I would like to receive an A in my Spanish course (Extrinsic).	4.90 (0.00)	5.00 (0.00)	4.92 (0.32)	5.00 (0.00)
8. My family encouraged me to study Spanish (Extrinsic).	4.00 (1.26)	3.90 (1.76)	3.17 (1.29)	3.46 (1.54)
9. I plan to continue taking Spanish courses at the University of Alabama (Intrinsic).	4.10 (1.21)	3.10 (1.76)	3.08 (1.44)	2.92 (1.73)

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*Note:* Control group N=11; Experimental group N=13

As shown in Table 15, the two groups at the 103 level showed the greatest variation in responses concerning the phrases assessing motivation between the control group and the experimental group because the groups exhibited differences in four of the categories. Two of these differences were found in motivators that would be intrinsic while the other two related to

extrinsic factors. The first of the differences occurred since the experimental group agreed that they were studying Spanish in order to satisfy university requirements (M=4.50 and 4.15), while the control group was neutral to the statement (M=3.45 and 3.70). The participants from the experimental group were additionally neutral to the fact that their families encouraged them to study Spanish (M=3.17 and 3.46), while the control group displayed a response that was in agreement (M=4.00 and 3.90). The final two motivators, which had response rates that differed between the two groups of students, were 'an interest in other languages' and 'studying Spanish in order to travel to other countries.' The control group agreed that they were interested in other languages (M=4.60 and 4.40), while the experimental group was neutral to the statement (M=3.83 and 3.85). In the same way, the control group generally agreed that they were studying Spanish in order to travel to Spanish speaking countries (M=4.40 and 4.00), even though the experimental group was neutral to the same idea (M=3.50 and 3.46).

Whereas the control and experimental groups displayed variation in some of the responses, these same groups exhibited some similarities in their answers as well. Primarily, the extrinsic motivator of a good grade in the course was comparable, since both groups strongly agreed with the statement, averaging a 4.90 and a 4.92 on the pre-test in the control group and the experimental group respectively while both groups averaged a 5.00 on the post-test. Similarly, both groups were in agreement that they were studying Spanish in order to better their career options (M=4.30 and 3.80 in the control group; M=4.25 and 4.08 in the experimental group). Finally, both groups indicated like responses to their interest in other cultures, given that both groups generally agreed with the statement (M=4.40 and 3.90 in the control group; M= 3.75 and 4.15 in the experimental group).

One final observation from the participants at the 103 level can be found when analyzing the students' motivations to continue studying Spanish at the University of Alabama. The students' responses to this question showed significant variation not only between the two groups but also between the pre-test and the post-test. When answering the pre-test, the participants from the control group generally agreed that they would continue to study Spanish after finishing their current course (M=4.10) while the experimental group was neutral to the statement (M=3.08). However, after completing one semester of Spanish, the participants in the control group changed from agreeing with the statement to being neutral to the statement (M=3.10). In a similar trend, the experimental group generally disagreed with the statement (M=2.92), even though they had been neutral to it at the beginning of the semester. These differences in responses will be explored further in the next section, which deals with differences and similarities in motivation encountered among all the beginning levels (101, 102, and 103) of Spanish study.

**Analysis of motivation in all levels of beginning Spanish.** After exploring each level's responses to statements addressing their motivations for studying Spanish, it is beneficial to compare and contrast the responses given at every level. This section will begin by surveying the similarities encountered in the responses provided by participants at each level. Then, some of the major differences will be reviewed. Finally, the analysis will address the participants' thoughts towards their plans to continue taking Spanish courses at the University of Alabama.

**Similarities in responses.** The participants at all levels gave similar responses to many of the statements, since the majority of the students' generally answered neutrally to several of the phrases. Possibly the most noteworthy of these neutral responses was that students were frequently neutral to the fact that their families encouraged them to study Spanish. Only one

course, the control group of 103 students, was in agreement with this phrase while all of the other courses remained neutral to the statement. Consequently, it can be observed that those who are studying Spanish normally are not doing so because of the influence of their family. Other factors, such as university requirements or better career options, are likely to be more influential in a students' decision to study Spanish.

Although the majority of the similarities in responses encountered among all the beginning levels of Spanish occurred because the students were neutral to the statements, all levels were in agreement with one of the phrases given to them. Participants from every course surveyed were in agreement with wanting to receive an A in their Spanish course. Students from both groups of the 103 course and the 102 control group strongly agreed with the statement, giving an average response of 5.00 on either the pre-test or the post-test. Even though the participants' interest in other languages or cultures might have been neutral, the students appear to have been motivated to study Spanish in order to receive a good grade in the course. As a result, it can be said that grades, especially good grades, seem to be an influential motivator for beginning Spanish students.

*Differences in responses.* One of the primary differences in the responses across course levels was noted when the participants responded to whether or not they were studying Spanish in order to fulfill university requirements. Most participants at higher beginning levels of Spanish study were in agreement that they were studying Spanish in order to fulfill the requirements set forth by the university. Both groups of students at the 102 level responded in agreement with the statement, averaging a response of 4.54 and 4.38 on the pre-test and a 4.69 and 4.25 on the post-test. The experimental group of students at the 103 level also agreed with the statement, responding with an average of 4.50 and 4.15 on their questionnaires. The control

group of students at the 103 level were the only participants at higher beginning levels of Spanish study who responded neutrally to studying Spanish in order to fulfill university requirements. Even so, their answers were generally a higher average neutral response since they provided an average of 3.45 on the pre-test and a 3.70 on the post-test. While the higher beginning levels of Spanish study were generally in agreement that they were studying Spanish in order to fulfill university requirements, the experimental group of the lowest level of beginners, SP 101, provided responses similar to those in the 103 control group, since they were primarily neutral to this statement (M= 3.75 and 3.94).

Even though there may be many possible explanations for this variation in the responses, it is essential to explore the possible connection between the students who commonly responded that they were studying Spanish in order to fulfill university requirements and those who frequently said that they planned to continue studying Spanish at the university level. That is, those students who averaged a neutral response to studying Spanish because of university requirements were more likely to answer that they planned to continue taking Spanish courses at the university. For example, the group of 101 students who averaged a neutral response to studying Spanish in order to fulfill university requirements (M=3.75 and 3.94 in the experimental group) were in agreement that they would continue to study Spanish at the University of Alabama (M=4.19 and 4.12 in the experimental group). The control group of 103 students who was also neutral to studying Spanish in order to satisfy university requirements was furthermore in agreement that they would continue to study Spanish, providing an average of 4.10 on the pre-test. Conversely, those students at the 102 level and the experimental group of 103 students who generally agreed to studying Spanish because of a university requirement were less likely to continue studying Spanish after completing their current course. Those in the 102 course were

mostly in disagreement that they would continue to study Spanish, since the control group averaged a response of 3.23 and 2.23 while the experimental group responded with 2.85 and 2.17. In the same way, the experimental group of 103 students frequently disagreed that they would continue to study Spanish, averaging a response of 3.08 and 2.92 on their questionnaires. Consequently, it can be generalized that beginning students who are not studying Spanish in order to satisfy university requirements are also more likely to continue taking Spanish courses in the future due to greater personal interest in the subject.

*Students' future plans for studying Spanish.* As has been previously noted, the participants' responses varied greatly when classifying how likely they were to continue studying Spanish after completing their current course. Those at the 101 level were commonly in agreement that they would continue to study Spanish after completing the current semester. However, there was variation in the control group's response since their average dropped from 4.17 on the pre-test to a more neutral 3.70 on the post-test.

While the 101 courses commonly agreed that they would continue to study Spanish, the responses from the 102 students were starkly different. Those in the control group were neutral at the beginning of the semester, averaging a 3.23; however, by the end of the semester, their average had dropped to a 2.23, showing that they all generally disagreed with the statement. The experimental group of 102 students provided similar responses since they were in disagreement with the statement at both the beginning and end of the semester, averaging a response of 2.85 and 2.17. Similarly, the experimental group of participants at the 103 level were in disagreement at the end of the semester, averaging a 2.92 on the post-test in comparison with the neutral 3.08 on the pre-test. The control group at the 103 level showed an even more drastic drop in average

from the pre-test to the post-test, since they frequently agreed with the statement on the pre-test (M=4.10) but were neutral to the same statement on the post-test (M=3.10).

A few generalizations concerning beginning Spanish students' motivations to continue studying Spanish can be made after having reviewed the answers provided at each level. First, it appears that students who are closer to the true beginner state are more likely to begin and end the course with the expectation to continue studying Spanish after they finish their current Spanish course. While this could be due to the University of Alabama's policy that students complete both 101 and 102 in one academic year or take 103 in one semester in order to receive credit toward graduation, it is also possible that true beginners are generally more open to studying Spanish than those who have had more experience with the language. In other words, those who are just beginning their Spanish studies might be more likely to continue studying Spanish since they have not had previous experiences with the language that influence whether or not they will continue studying Spanish. Instead, these new learners may be more impressionable in regards to the language, so teachers might be able to capture the true beginner's interest in the language more easily than that of someone who has had other experience with the language. Furthermore, it can be noted that the beginning level student's opinion of taking more Spanish courses after completing at least one course can drastically change over the span of one semester. Three of the courses showed a difference of 0.8 between the pre-test and post-test average, with all of these differences being negative. While this change might be considered common among university-aged students who are exploring different subjects in an effort to define themselves and their careers, it is important to note that every course that participated in the study exhibited a decrease in the average response to the statement regarding their future plans with the Spanish language. Many factors relating to course design

and second language acquisition could explain the students' mostly negative response to continuing to study Spanish after completing at least one course at the university level. However, more studies will need to be conducted in order to make any conclusions related to this topic.

### **Correlation Between Anglicized Spanish and Students' Attitudes and Motivations**

One of the primary reasons for assessing the students' levels of motivations and attitudes toward the Spanish language was in order to investigate if there is a correlation between the levels of motivation and attitudes that one has and his or her likelihood to use Anglicized Spanish forms. In order to explore this relationship, writing samples collected from the experimental groups were analyzed for Anglicized Spanish use. Those who spontaneously offered Anglicized Spanish forms were noted, and their responses to the statements evaluating attitudes and motivations were averaged. Given that the participants' inclusion of standardized English was frequently noted as a communication strategy during the analysis of the data, those who incorporated English into their writing samples were additionally grouped together, and their responses to the attitudes and motivations statements were then averaged. The averages of those who produced Anglicized Spanish forms and those who included English in their writings were then compared to the average response rating of those who neither spontaneously produced Anglicized Spanish forms nor included English in the written lessons.

The findings from this portion of the research will be explored in the following sections by first presenting the average response to the attitudes and motivations statements given by those who utilized Anglicized Spanish, those who incorporated English, and those who used neither strategy in SP 101, 102, and 103. Only those participants in each of the 101, 102, and 103 experimental groups who completed a writing sample and the pre-test/post-test have been

included in the averages. After first presenting the average response ratings toward the statements regarding attitudes and then showing the average response ratings concerning the motivations of each group's participants by level, a brief discussion of the salient characteristics observed at each level will be given. Finally, a brief analysis that compares and contrasts the findings from every beginning level of Spanish classes will be made.

## Overview of Attitudes and Motivations in SP 101

Table 16

*Mean Responses to Statements Evaluating Attitudes – SP 101 Experimental Group*

	SP 101: Anglicized Spanish Group		SP 101: Inclusion of English Group		SP 101: Neither Strategy Group	
	Pre- Test	Post- Test	Pre- Test	Post- Test	Pre- Test	Post- Test
1. I wouldn't mind having a Spanish speaker as a close friend.	3.36 (1.30)	3.50 (1.41)	3.67 (1.15)	4.67 (0.58)	4.40 (0.89)	3.80 (1.10)
2. I wouldn't mind working with a Spanish speaker.	3.88 (0.90)	3.38 (1.06)	3.33 (0.58)	3.33 (0.58)	4.20 (1.10)	3.80 (1.30)
3. Spanish speakers should be allowed to immigrate to our country.	3.75 (0.70)	3.62 (1.19)	3.00 (0.00)	2.67 (1.53)	4.20 (1.10)	4.20 (1.10)
4. Spanish speakers should be allowed to visit our country as tourists.	4.25 (0.89)	4.50 (0.76)	4.00 (1.00)	3.00 (1.73)	4.40 (0.89)	4.60 (0.89)
5. Immigration laws should be passed in all states.	3.38 (1.30)	3.25 (0.89)	4.00 (1.00)	3.33 (2.08)	3.00 (0.00)	3.00 (0.70)

*Note:* Anglicized Spanish group: N=8; Inclusion of English group N=3; Neither Strategy Group: N=5

A few generalizations can be made after reviewing the SP 101 experimental group's responses to the statements evaluating their attitudes toward Spanish speakers. First of all, those who neither included Anglicized Spanish in their writing samples nor used English in the samples appeared to have a more favorable attitude towards Spanish speakers in interpersonal relationships. In essence, the participants who included neither strategy generally agreed that they would not mind having a Spanish speaker as a close friend or working with a Spanish speaker (M=4.40 and 3.80; M=4.20 and 3.80 on the pre-test and post-test respectively). Those who incorporated Anglicized Spanish or English into their writing samples were frequently neutral to these statements, especially when considering the average response to the pre-tests (M=3.36 and 3.50; M=3.88 and 3.38 given by the Anglicized Spanish group while the Inclusion of English group provided M=3.67 and 4.67; M=3.33 and 3.33).

The participants from the 101 experimental group who included English in their writing samples also commonly had a less favorable attitude toward immigration than their peers who did not incorporate English. When rating the phrase "Spanish speakers should be allowed to immigrate to our country," the group that included English in their sample frequently disagreed with the statement on the post-test (M=2.67), while those who incorporated Anglicized Spanish were neutral to the statement (M=3.62) and those who utilized neither strategy agreed with the statement on the post-test (M=4.20). The group who incorporated English was also neutral on the post-test when responding to Spanish speakers being allowed to visit the United States as tourists (M=3.00). On the contrary, those who utilized Anglicized Spanish (M=4.50) or neither of the aforementioned strategies (M=4.60) were generally in agreement that Spanish speakers should be admitted to the country as tourists.

Table 17

*Mean Responses to Statements Evaluating Motivations – SP 101 Experimental*

	SP 101: Anglicized Spanish Group		SP 101: Inclusion of English Group		SP 101: Neither Strategy Group	
	Pre-Test	Post- Test	Pre-Test	Post- Test	Pre-Test	Post- Test
1. I am studying Spanish in order to fulfill university requirements (Extrinsic).	3.75 (1.16)	4.25 (0.46)	3.33 (2.08)	2.67 (2.08)	4.00 (1.22)	4.20 (0.45)
2. I am studying Spanish in order to be able to communicate with Spanish-speaking friends (Integrative).	3.00 (1.31)	2.88 (1.25)	2.33 (1.15)	3.00 (1.00)	3.20 (1.10)	2.60 (1.14)
3. I am studying Spanish in order to have better career options (Instrumental).	3.88 (1.13)	4.13 (0.64)	4.67 (0.58)	3.33 (2.08)	4.00 (1.00)	3.40 (0.89)
4. I am interested in other cultures (Intrinsic).	3.88 (1.25)	4.00 (0.76)	3.67 (0.58)	3.33 (0.58)	3.40 (0.89)	4.20 (0.84)
5. I am interested in other languages (Intrinsic).	4.12 (1.13)	3.75 (0.89)	3.33 (0.58)	3.00 (1.00)	3.60 (1.14)	3.80 (0.84)

6. I am studying Spanish in order to travel to Spanish-speaking countries	3.25 (1.28)	3.29 (1.38)	1.67 (1.15)	3.00 (1.00)	3.60 (0.89)	2.80 (0.84)
(Integrative).						
7. I would like to receive an A in my Spanish course	4.75 (0.71)	4.75 (0.46)	5.00 (0.00)	3.67 (2.31)	4.80 (0.44)	4.80 (0.45)
(Extrinsic).						
8. My family encouraged me to study Spanish	3.25 (1.16)	3.25 (0.71)	2.67 (1.53)	3.67 (2.31)	3.40 (0.55)	3.60 (0.89)
(Extrinsic).						
9. I plan to continue taking Spanish courses at the University of Alabama	4.38 (0.74)	4.50 (0.53)	4.67 (0.58)	2.67 (1.53)	3.60 (0.55)	4.40 (0.55)
(Intrinsic).						

*Note:* Anglicized Spanish group: N=8; Inclusion of English group N=3; Neither Strategy Group: N=5

In the same way that those who included English averaged a slightly lower response rating to some of the statements evaluating attitudes, Table 17 shows that these same participants averaged slightly lower responses on several of the statements evaluating motivation. For example, those who included English in their writing samples averaged a response (M=1.67 and 3.00) that was markedly lower than their peers when ranking their likelihood of studying Spanish in order to travel to Spanish speaking countries and their interest in other languages. The participants who included English in their writings averaged a neutral response (M=3.33 and

3.00) when evaluating their interest in other languages, while those who included Anglicized Spanish generally agreed with the statement (M=4.12 and 3.75) and those who did not utilize either strategy gave a slightly higher neutral response (M=3.60 and 3.80). The most striking of the differences is encountered in the response to their desire to study Spanish in order to travel to Spanish-speaking countries since those who included English in their writing samples generally disagreed with this statement on the pre-test (M=1.67), while both those who included Anglicized Spanish and those who provided neither strategy were usually neutral to the statement (M=3.25 and M=3.60).

Furthermore, it can be observed that those who included English in their writing samples might have struggled in the SP 101 course given that their responses to two of the statements regarding motivations changed greatly from the pre-test to the post-test. First, the participants who used English strongly agreed (M=5.00) that they would like to receive an A in their course at the beginning of the semester; however, this average had fallen to be mostly neutral (M=3.67) by the end of the semester. A significantly lower average was again observed when the response to the students' plans to continue studying Spanish changed from strongly agreeing (M=4.67) to disagreeing (M=2.67) that they would continue to study the language. As a result of these responses given by the students who included English in their writing samples, it can be inferred that students at the lowest introductory levels of Spanish study utilize English as a communication strategy in Spanish. However, it could be that these students generally use English because they are struggling to produce the target language.

One final observation that can be made when analyzing the average responses of the students at the 101 level to the statements addressing motivation concerns the group that did not utilize Anglicized Spanish or English in their writing sample. At the beginning of the study,

these participants gave a lower average response to continuing to study Spanish at the University of Alabama than their peers did. That is, the other two groups generally agreed with the statement, even though those who did not include either strategy were commonly neutral to the statement. Nevertheless, these averages changed greatly by the end of the semester. Those students who did not utilize either strategy increased their average response from generally neutral (M=3.6) to commonly agreeing with the statement (M=4.40). Similarly, the students who used Anglicized Spanish improved their average slightly from generally agreeing (M=4.38) to a higher level of agreement (M=4.50). Finally, those who included English began the semester by commonly agreeing with the statement (M=4.67), but they ended by generally disagreeing (M=2.67) with the statement that they would continue to study the language. Consequently, it might be that students who use neither strategy nor Anglicized Spanish in the 101 course are more likely to continue studying the language. Perhaps this results from the students achieving greater success in the language. More studies would need to be carried out in order to examine why students who use neither strategy or Anglicized Spanish are more motivated to continue studying Spanish than those who have utilized English in their writing samples.

## Overview of the Attitudes and Motivations in SP 102

Table 18

*Mean Responses to Statements Evaluating Attitudes – SP 102 Experimental Group*

	SP 102: Anglicized Spanish Group		SP 102: Inclusion of English Group		SP 102: Neither Strategy Group	
	Pre- Test	Post- Test	Pre- Test	Post- Test	Pre- Test	Post- Test
1. I wouldn't mind having a Spanish speaker as a close friend.	4.14 (0.69)	4.14 (0.90)	4.13 (0.82)	4.00 (1.20)	4.67 (0.58)	4.67 (0.58)
2. I wouldn't mind working with a Spanish speaker.	3.43 (1.27)	4.14 (1.21)	3.63 (1.26)	3.88 (1.36)	4.67 (0.58)	4.67 (0.58)
3. Spanish speakers should be allowed to immigrate to our country.	4.14 (0.69)	4.00 (0.82)	4.38 (0.96)	4.38 (0.74)	3.67 (0.58)	3.67 (0.58)
4. Spanish speakers should be allowed to visit our country as tourists.	4.57 (0.53)	4.57 (0.53)	4.63 (0.50)	4.63 (0.52)	4.33 (1.15)	4.33 (1.15)
5. Immigration laws should be passed in all states.	3.29 (1.50)	3.71 (0.95)	3.14 (0.58)	4.00 (0.93)	4.33 (0.58)	3.67 (1.15)

*Note:* Anglicized Spanish group: N=7; Inclusion of English group N=8; Neither Strategy Group: N=3

The findings from the 102 level were similar to those in 101, given that the participants who did not utilize either Anglicized Spanish or English in their writing samples in the 102 course possessed more favorable attitudes toward interpersonal relationships with Spanish speakers than those who used the two strategies in their writings. For instance, those who did not use these strategies generally agreed strongly with the statement that they wouldn't mind having a Spanish speaker as a close friend (M=4.67 and 4.67) or that they wouldn't mind working with a Spanish speaker (M=4.67 and 4.67). The groups who used Anglicized Spanish and included English differed slightly when rating the phrase, "I wouldn't mind having a Spanish speaker as a close friend," averaging a response in agreement (M=4.14 and 4.14 from the Anglicized Spanish group; M=4.13 and 4.00 from the group who included English). When responding to whether or not they would mind working with a Spanish speaker, the responses were slightly lower, since both groups were commonly neutral to the statement (M=3.43 and 4.14 from the Anglicized Spanish group; M=3.63 and 3.88 from the group who included English).

Other than the aforementioned slight differences in responses, no other observations can be made from the 102 course, since all of the other averages are similar among the three groups of students. The similarity in response may result from the fact that many of the participants from this level who incorporated Anglicized Spanish also utilized English in their writings. This issue will be discussed again in a later section analyzing the responses given by the experimental groups at every level.

Table 19

*Mean Responses to Statements Evaluating Motivations – SP 102 Experimental*

	SP 102: Anglicized Spanish Group		SP 102: Inclusion of English Group		SP 102: Neither Strategy Group	
	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test
1. I am studying Spanish in order to fulfill university requirements (Extrinsic).	4.57 (0.79)	4.67 (0.52)	4.25 (1.5)	4.57 (0.53)	4.00 (1.00)	2.67 (1.53)
2. I am studying Spanish in order to be able to communicate with Spanish-speaking friends (Integrative).	3.00 (1.15)	2.33 (1.03)	3.25 (0.96)	3.00 (1.53)	4.33 (0.58)	3.00 (1.73)
3. I am studying Spanish in order to have better career options (Instrumental).	3.43 (0.79)	3.33 (0.82)	3.38 (0.50)	3.57 (1.13)	4.33 (0.58)	3.00 (1.73)
4. I am interested in other cultures (Intrinsic).	3.57 (0.98)	3.17 (0.98)	3.88 (1.15)	3.86 (1.21)	4.67 (0.58)	3.33 (2.08)

5. I am interested in other languages (Intrinsic).	3.57 (0.98)	3.67 (0.52)	3.80 (0.96)	3.86 (0.90)	4.33 (1.15)	3.33 (2.08)
6. I am studying Spanish in order to travel to Spanish-speaking countries (Integrative).	3.00 (1.15)	2.67 (1.03)	3.00 (1.73)	2.57 (1.51)	4.67 (0.58)	3.33 (2.08)
7. I would like to receive an A in my Spanish course (Extrinsic).	4.86 (0.38)	4.83 (0.41)	4.88 (0.00)	4.86 (0.38)	5.00 (0.00)	3.67 (2.31)
8. My family encouraged me to study Spanish (Extrinsic).	3.29 (1.25)	2.83 (1.17)	3.13 (1.91)	3.00 (1.29)	3.67 (0.58)	3.67 (1.15)
9. I plan to continue taking Spanish courses at the University of Alabama (Intrinsic).	2.71 (1.50)	2.00 (1.55)	3.13 (1.91)	2.00 (1.41)	3.67 (0.58)	3.00 (2.00)

*Note:* Anglicized Spanish group: N=7; Inclusion of English group N=8; Neither Strategy Group: N=3

Once again, Table 19 illustrates that since several of the participants who included Anglicized Spanish in their writings also incorporated English, many of the average responses of these two groups were similar. Consequently, only the group of participants who did not utilize the two strategies provides us with some observations concerning motivation. First of all, those who did not use either strategy displayed a greater interest in other languages and cultures

(M=4.67 and M=4.33 on the pre-test), since they agreed with both of these statements while the other two groups were frequently neutral (M=3.57 and M=3.57 given by the Anglicized Spanish group; M=3.80 and M=3.88 given by the Inclusion of English group on the pre-test) in their interest to other languages and cultures. Similarly, the group of participants who did not use Anglicized Spanish or English in their writing samples also showed a greater motivation to study Spanish in order to travel to Spanish-speaking countries, since these students generally strongly agreed with the statement on the pre-test (M=4.67) even though their peers were neutral (M=3.00 given by both the Anglicized Spanish group and the Inclusion of English group) to the same idea. Finally, given that those who did not use Anglicized Spanish or English demonstrated higher levels of motivation in several categories, these same participants seemed more likely to continue to study Spanish once they finished their current course because they were more likely to agree with the statement on the pre-test (M=3.67), while their peers commonly disagreed with the same phrase on the pre-test (M=2.71 in the Anglicized Spanish group).

## Overview of the Attitudes and Motivations in SP 103

Table 20

*Mean Responses to Statements Evaluating Attitudes – SP 103 Experimental Group*

	SP 103: Anglicized Spanish Group		SP 103: Inclusion of English Group		SP 103: Neither Strategy Group	
	Pre- Test	Post- Test	Pre- Test	Post- Test	Pre- Test	Post- Test
1. I wouldn't mind having a Spanish speaker as a close friend.	4.00 (1.41)	4.20 (0.84)	4.00 (1.73)	4.33 (1.15)	3.75 (0.96)	4.00 (0.82)
2. I wouldn't mind working with a Spanish speaker.	3.20 (1.79)	4.20 (0.84)	4.00 (1.00)	3.67 (1.53)	4.00 (0.82)	4.00 (0.82)
3. Spanish speakers should be allowed to immigrate to our country.	3.40 (0.90)	4.00 (0.71)	4.00 (1.41)	3.67 (1.15)	3.75 (1.26)	4.00 (0.82)
4. Spanish speakers should be allowed to visit our country as tourists.	4.80 (0.45)	4.80 (0.45)	4.67 (0.58)	4.67 (0.58)	4.75 (0.50)	4.75 (0.50)
5. Immigration laws should be passed in all states.	4.00 (1.00)	3.80 (1.79)	3.67 (2.31)	2.67 (1.15)	2.75 (1.71)	2.50 (1.29)

*Note:* Anglicized Spanish group: N=5; Inclusion of English group N=3; Neither Strategy Group: N=4

Like the findings in the 102 groups, Table 20 explains that many of those in the 103 course who used Anglicized Spanish additionally used English in their writing samples, so the average responses in these two groups tend to be similar. Moreover, the responses given by those who did not use either strategy were mostly comparable to those given by their peers, with the exception of their response to the statement addressing the passage of immigration laws in all states. Those who used Anglicized Spanish were generally in agreement with the statement (M=4.00 and 3.80), while those who incorporated English commonly were neutral to passing immigration laws in all states (M=3.67 and 2.67). Those who used neither strategy frequently disagreed with this idea (M=2.75 and 2.50). More research would need to be conducted in order to investigate the types of immigration laws to which the participants were referring or why those who did not utilize Anglicized Spanish or English in their writing samples were in disagreement with the statement.

Table 21

*Mean Responses to Statements Evaluating Motivations – SP 103 Experimental*

	SP 103: Anglicized Spanish Group		SP 103: Inclusion of English Group		SP 103: Neither Strategy Group	
	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test
1. I am studying Spanish in order to fulfill university requirements (Extrinsic).	4.60 (0.55)	4.20 (1.30)	3.67 (1.53)	4.33 (1.15)	4.50 (0.58)	4.00 (2.00)

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2. I am studying Spanish in order to be able to communicate with Spanish-speaking friends (Integrative).	3.20 (1.79)	3.60 (1.30)	4.33 (0.58)	4.00 (1.00)	3.00 (1.83)	2.75 (1.26)
3. I am studying Spanish in order to have better career options (Instrumental).	4.40 (0.89)	4.40 (1.34)	4.00 (1.00)	4.33 (0.58)	4.25 (0.50)	3.75 (0.50)
4. I am interested in other cultures (Intrinsic).	3.20 (1.30)	4.00 (1.00)	4.33 (0.58)	4.33 (0.58)	4.00 (1.15)	4.00 (0.82)
5. I am interested in other languages (Intrinsic).	3.60 (1.52)	3.60 (1.67)	4.00 (1.00)	4.00 (1.00)	4.00 (1.15)	3.75 (1.26)
6. I am studying Spanish in order to travel to Spanish-speaking countries (Integrative).	3.40 (1.52)	4.00 (1.00)	3.67 (1.53)	3.00 (1.73)	4.00 (0.82)	3.50 (1.29)
7. I would like to receive an A in my Spanish course (Extrinsic).	5.00 (0.00)	3.60 (1.67)	4.33 (1.15)	5.00 (0.00)	4.75 (0.50)	5.00 (0.00)
8. My family encouraged me to study Spanish (Extrinsic).	3.40 (1.52)	4.00 (1.00)	2.00 (1.41)	3.00 (1.73)	3.00 (0.82)	2.75 (1.26)

9. I plan to continue taking						
Spanish courses at the	2.60	2.60	2.67	2.67	3.25	3.00
University of Alabama	(1.52)	(1.67)	(2.08)	(2.08)	(1.23)	(1.63)
(Intrinsic).						

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*Note:* Anglicized Spanish group: N=5; Inclusion of English group N=3; Neither Strategy Group: N=4

Two remarks can be made when reviewing Table 21 which shows the participants' responses to the phrases assessing their motivations. Like the students in the 101 and 102 courses, those in the 103 course who did not use Anglicized Spanish or English in their writing samples generally possessed a higher motivation to continue studying Spanish since that group of participants was generally neutral on the pre-test (M=3.25) to continuing to study Spanish, while the other two groups frequently disagreed with the statement (the Anglicized Spanish group provided a M=2.60 while the Inclusion of English group gave a M=2.67). However, after one semester of Spanish study, the average response of those who did not utilize either strategy became more similar to the other two groups' responses, since every group commonly disagreed that they would continue to study Spanish after completing their current course (M=2.60 in the Anglicized Spanish group, M=2.67 in the Inclusion of English group, and M=3.00 in the Neither Strategy group).

The second observation found in the responses from the 103 experimental group was not found in the other two levels. Participants from the 103 level who included English in their writing samples presented a higher response rate when evaluating whether or not they are studying Spanish in order to communicate with Spanish-speaking friends. Specifically, those who included English when writing generally agreed with this statement (M=4.33 and 4.00),

while those who included Anglicized Spanish were commonly neutral to the statement (M=3.20 and 3.60). The participants who did not utilize either strategy averaged the lowest, frequently being neutral to the statement (M=3.00 and 2.75).

While many possible factors might influence the differing responses provided when evaluating whether or not one is studying Spanish in order to be able to communicate with Spanish-speaking friends, it is important to consider the bilingual state of many Spanish speakers in the United States when analyzing these responses. Since those who included English in their writing samples demonstrated a greater desire to study Spanish in order to communicate with friends who are Spanish speakers, it is likely that these participants had previously communicated with their Spanish-speaking friends outside of the classroom using either Spanish or English. If many of these friends are bilinguals, it could be that the participants resorted to including English whenever they did not know how to adequately express an idea in standardized Spanish because they are accustomed to their Spanish-speaking friends comprehending both Spanish and English. Consequently, the participants realize that they will be understood regardless of the language they use, given the context in which they are communicating. Also, these same bilingual friends may demonstrate a similar use of English when speaking Spanish. Further research into the backgrounds of students would need to be conducted in order to see if there is indeed a correlation between students' motivation to communicate with Spanish-speaking friends and their use of English as a communication strategy in the target language.

### **Analysis**

Many of those at the 102 and 103 level who incorporated Anglicized Spanish into their writing samples also utilized English at some point in their writing. Conversely, this was not observed in the SP 101 course. All participants in that course appeared to choose to either use an

Anglicized Spanish form or include English words or phrases in their writing if they decided to use one of the strategies. The 101 students' minimal experience with the language possibly causes this lack of mixing the two strategies. In other words, as a result of possessing a limited knowledge of the language, the students in the 101 course tended to choose one strategy and not creatively mix the strategies like their peers in 102 and 103 who had more experience with the Spanish language. Perhaps these same students might begin to mix the strategies once they have gained more experience with and knowledge of the language.

A further analysis of the average responses among the different beginning levels of Spanish proves to be difficult, given that many of the average responses to the phrases evaluating motivations and attitudes were similar at every level. These similarities may be attributed to the fact that many of the students in the 102 and 103 courses provided both Anglicized Spanish forms and included English in their writing samples; consequently, their scores were averaged into both categories. Furthermore, having a limited group of participants might affect the average scores. The scores of only 16 participants in the 101 course, 11 participants in the 102 course, and 12 participants in 103 could be averaged, since data from multiple questionnaires was needed. Given that many students missed one or more of the questionnaires, their information was not included in the final average. Because of these factors, which were observed during and after data collection, a larger scale study is needed in order to explore the possible correlation between attitudes, motivation, and Anglicized Spanish use. The findings from the present research suggest that a correlation may exist in select groups. However, more extensive research is needed in order to provide greater insight into this issue.

## **Addressing Anglicized Spanish in the Beginning Spanish Classroom**

Because the research has demonstrated that students do use various lexical, morphological, syntactic, and orthographic strategies in order to create Anglicized Spanish in an effort to communicate in the standardized Spanish classroom, one final area that this research was designed to explore was a possible way that instructors may address Anglicized Spanish forms in the classroom, since a student's use of Anglicized Spanish could possibly lead to miscommunication with a native speaker outside of the classroom. The final section of this chapter will explore the method chosen, focus on Anglicized Spanish forms, as a possible way to address students' use of Anglicized Spanish forms by first providing a brief review of the treatment given to the participants in the experimental groups. Then, the results of a one-way ANOVA, which was used to test the different responses in the experimental and control groups, will be given. Possible implications of the results of the one-way ANOVA will be given at the end.

### **Overview of Treatment**

The six courses (two each at the 101, 102, and 103 levels) that participated in the experimental and control groups were each given a pre-test and a post-test intended to evaluate students' attitudes, motivations, and knowledge of Anglicized Spanish forms. The pre-test for those in the 101 courses was slightly different than those given to the 102 and 103 courses, since it did not incorporate an acceptability judgment test in which the participants evaluated the acceptability of certain Anglicized Spanish forms. A different pre-test was used since the group of 101 students was assumed to be true beginners who had no prior formal exposure to the Spanish language and thus would not have any formal education informing an assessment of the grammaticality of Spanish words. Since the 101 courses were no longer true beginners when

completing the post-test, the post-test given to the 101 courses did contain the acceptability judgment test, which was the same as the pre-test/post-test given to the 102 and 103 courses.

The participants in the experimental group (one course from 101, 102, and 103) were presented with four lessons, which specifically targeted Anglicized Spanish forms observed in the media. The first lesson focused on the use of orthographic accents and how certain standardized Spanish words may not include their orthographic accent when included in the English media. The second lesson addressed the various possessive forms that are often encountered in Anglicized Spanish forms. The final two lessons explored lexical items and morphological strategies that are frequently used in order to create Anglicized Spanish forms.<sup>7</sup> The participants were asked to consider various Anglicized Spanish and standardized Spanish forms during every lesson and then discussed which forms were correct according to standardized Spanish rules. Many times, the students additionally discussed why the Anglicized Spanish forms were often incorrect according to standardized Spanish rules during the lesson. These four lessons were given to the experimental group during the course of one semester. While the experimental group was given the lessons targeting Anglicized Spanish forms, the control group (3 courses from 101, 102, and 103) completed their Spanish course without receiving any treatment relating to Anglicized Spanish forms.

## **Results**

At the end of the semester, the participants from every level in the control and experimental groups were given a post-test to complete. The data gathered from the acceptability judgment section of the post-test served as the independent variable and was used in a one-way ANOVA in order to see if the treatment applied to the experimental group made a

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<sup>7</sup> See Appendices C, D, E, and F for copies of the lessons given to the experimental group.

significant difference in their consideration of Anglicized Spanish forms.<sup>8</sup> The responses provided by all participants who completed the post-test were given a 1 (Not Acceptable), -1 (Acceptable), and 0 (Don't Know). The numeric values were then added together in order to determine a total score for each participant. Each participant's total score was then used in the one-way ANOVA with a comparison between the experimental group who underwent treatment and the control group who received no treatment. The findings from the one-way ANOVA are listed in Table 22 below.

Table 22

*Results of One-Way ANOVA*

Course Level	One-Way ANOVA Results
SP 101	$F(1, 33) = 1.04, p = 0.32$
SP 102	$F(1, 36) = 0.00, p = 0.98$
SP 103	$F(1, 25) = 7.18, p = 0.01$

The results from the one-way ANOVA suggest that only the findings from the group of participants at the 103 level were significant ( $p=0.01$ ). Conversely, those at the 101 and 102 level who had less previous experience with the Spanish language did not show significant results ( $p=0.32$  and  $p=0.98$  respectively). Consequently, it seems that the treatment of focusing on Anglicized Spanish forms and raising students' awareness to them is only beneficial to students who are at higher levels of beginning Spanish study. The treatment did not have as great of an effect on those students in the 101 and 102 experimental groups, so it seems that while students may be presented with Anglicized Spanish forms, these students generally will

<sup>8</sup> See Appendix I for a copy of the acceptability judgment portion on the post-test.

not benefit from being made aware of the forms and their standardized Spanish counterparts. Instead, the students at beginning levels likely need to be allowed more time to study and analyze the language before being presented with information regarding Anglicized Spanish in order for the instruction regarding Anglicized Spanish to be effective. In a certain way, the present research suggests that students generally benefit from both a time of no instruction concerning Anglicized Spanish forms at the beginning levels and then focusing on Anglicized Spanish forms once the students have gained experience with the language. That is, instruction relating to Anglicized Spanish seems to only be beneficial once students have gained knowledge of the target language without focusing on Anglicized Spanish forms at the beginning stages of Spanish language acquisition.

Having explored the data related to attitudes, motivations, and their possible correlation to Anglicized Spanish use as well as one possible method by which instructors may address Anglicized Spanish forms, the next chapter will present the conclusions that can be drawn from the study. Then, possible limitations of the study and directions for further research will be given.

## CHAPTER 6

### CONCLUSIONS AND DIRECTIONS FOR FUTURE RESEARCH

#### **Overview**

The present research has sought to investigate the occurrence of Anglicized Spanish in the beginning Spanish classroom and how students of the Spanish language might be using Anglicized Spanish forms in an effort to communicate with their instructor and peers within the classroom. Specifically, the research analyzed the possible correlation between Anglicized Spanish and the lexical, morphological, syntactic, and orthographic strategies students might use in the beginning Spanish classroom. Once these possible strategies were explored through an analysis of the assignments from the experimental group and the collection of classroom observations of both groups, an analysis of the participants' responses to the pre-tests and post-tests was used in order to explore the students' motivations and attitudes toward the Spanish language and its speakers. The information from the experimental group's pre-tests and post-tests was further used when assessing whether or not students' motivations and attitudes affect their use of Anglicized Spanish forms. This analysis was carried out by comparing the participants' responses to the pre-test and post-test with their production of written Anglicized Spanish forms in the writing samples completed during the lessons. Finally, the research considered a possible method that instructors can use to address Anglicized Spanish forms in the classroom. That is, the experimental group participating in the study underwent treatment in which they were asked to consider Anglicized Spanish forms and comment on their acceptability according to standardized Spanish rules. The control group, on the other hand, studied Spanish

during the same semester without receiving any treatment. The results from all participants' pre-tests and post-tests were then analyzed using a one-way ANOVA in an effort to determine if the treatment was an effective method of addressing Anglicized Spanish in the beginning Spanish classroom.

In order to explore the findings from the research, the research questions will once again be presented. Then, a summary of the findings will be given followed by a brief exploration of the directions for future research, which have arisen through the course of the study. A review of the possible limitations of the study will subsequently be provided before turning to conclusions.

### **Research Questions**

Before presenting a review of the findings of the study, the research questions directing the research design and procedures will be restated:

Research Question 1:

What examples of Anglicized Spanish are students at the University of Alabama already aware of and what are they presently being exposed to?

Research Question 2:

What types of Anglicized Spanish lexical items are students in Spanish 101, 102, and 103 likely to use and/or consider acceptable for use in the target language (Spanish)?

Research Question 3:

What types of morphological strategies are students in Spanish 101, 102, and 103 likely to use and/or consider acceptable for use in the target language (Spanish)?

Research Question 4:

What types of syntactic strategies are students in Spanish 101, 102, and 103 likely to use and/or consider acceptable for use in the target language (Spanish)?

Research Question 5:

What types of orthographic strategies are students in Spanish 101, 102, and 103 likely to use and/or consider acceptable for use in the target language (Spanish)?

Research Question 6:

How do the students' attitudes toward Spanish correspond with their acceptance of Anglicized Spanish as a strategy for forming the target language?

Research Question 7:

How do the students' levels of motivation correspond with their acceptance of Anglicized Spanish as a strategy for forming the target language?

Research Question 8:

How does focusing on Anglicized Spanish forms in the classroom change students' previously held ideas concerning the Spanish lexicon, morphology, syntax, and orthography?

### **Summary of Findings**

Research Question 1 addressed examples of Anglicized Spanish students are being exposed to outside of the standardized Spanish classroom. The researcher found several examples of Anglicized Spanish forms in both local and national restaurant advertisements, including “Live más” from Taco Bell, “OMG Eat so Delicioso” from the Tuscaloosa restaurant Tacogi, and “Mucho Mondays” from a taco vendor at the University of Alabama. Anglicized Spanish phrases, such as “mano a mano” (*Sp. mano a mano*; En. man to man) and “numero uno” (*Sp. número uno*; En. number one), were furthermore observed in various internet articles (“Mano a mano,” 2013; Mullins, 2013). The participants then confirmed noticing many of the aforementioned examples in the media by mentioning them during the classroom observations of the experimental group.

The next four research questions moved from assessing which Anglicized Spanish forms have been observed in the media to analyzing how Anglicized Spanish correlates with the lexical items, morphological strategies, syntactic strategies, and orthographic strategies utilized by students in beginning Spanish classrooms. It was found that participants at all levels of beginning Spanish generally employ specific lexical items, including items representing food, sports, relationships, basic adjectives, elementary conversational words, adverbs, and some fixed Anglicized Spanish phrases such as “mi casa es su casa” (*Sp. mi casa es su casa*; En. My house is your house). The quantity of items the participants knew varied according to the level at which each participant was studying, with those closer to a true beginner state employing fewer terms than those at more advanced beginning levels. Furthermore, the participants who had less experience with the Spanish language were generally more likely to propose that Anglicized Spanish forms were acceptable for use with native Spanish speakers than their peers with more Spanish language exposure. On the other hand, students at higher levels of Spanish study commonly asserted that the Anglicized Spanish phrases were not actual Spanish phrases or they mentioned, as Breidenbach (2006) had previously suggested, that context would play an important role in their decision to use the phrase with a native Spanish speaker. Finally, in regards to lexical items influenced by Anglicized Spanish, it was observed that many occurrences of Anglicized Spanish happened as a result of literal translations and from including English words as a communication strategy in their writings.

The next strategy evaluated was the use of morphological strategies by the participants. The stereotypical idea that the suffixes “-o” or “-a” attached to English words was frequently observed in the findings. An example of this type of morphological strategy is “la scarfa” (*Sp. la bufanda*; En. the scarf). The participants additionally provided various English words combined

with the suffixes “-e,” “-iones,” and “-ado” in their writings suggesting that these suffixes appear to be additional morphological strategies used by learners in the beginning Spanish classroom.

The findings concerning syntactic strategies including Anglicized Spanish were similar to those relating to lexical items, given that the observations that were made varied according to the participants’ level of Spanish study. In other words, those at lower elementary levels of Spanish were generally less likely to notice a mixture of English and Spanish in phrases like “Pepito’s *Auténtico Restaurante Mexicano*” (*Sp. El Auténtico Restaurante Mexicano de Pepito*; *En. Pepito’s Authentic Mexican Restaurant*). Conversely, participants in the higher beginning levels of Spanish were more likely to notice the distinct contributions of each language to the phrase, presumably since their Spanish language knowledge is slightly higher than that of those at the lower level. Subsequently, it was also observed that students at the lower levels were more likely to combine English and Spanish items in order to express possession and thus create Anglicized Spanish forms. Participants at the higher levels, on the other hand, incorporated these Anglicized Spanish forms less frequently.

The final type of strategy analyzed included orthographic strategies that appear with Anglicized Spanish forms. The data demonstrated that students at all elementary Spanish levels were generally unsure of the orthographic rules pertaining to accentuation. Many participants either did not believe an accent should be placed in standardized Spanish words, such as *adiós* (*En. good-bye*) and *número* (*En. number*), while others misplaced the orthographic accent when writing the word. The erroneous inclusion of accents and omission of accents or punctuation marks was likewise widely noted when reviewing the participants’ writing samples. One final orthographic strategy observed in the students’ writings included the transfer of the spelling of

English words, such as “intelligent” to its standardized Spanish equivalent *inteligente*, creating an Anglicized Spanish form “inteligente.”

After reviewing examples of Anglicized Spanish as well as communication strategies used by beginning Spanish students that include Anglicized Spanish, the research questions addressed the influence of students’ motivations and attitudes towards their likelihood to use Anglicized Spanish forms. It was found that participants generally held positive attitudes toward the Spanish language and its speakers. Additionally, extrinsic motivators, such as a desire for good grades or the necessity of fulfilling university requirements, were common motivators of participants at every level. When considering how these attitudes and motivations correspond to Anglicized Spanish use, students at the 101 level who possessed lower levels of motivation and less favorable attitudes toward Spanish speakers tended to use English in their Spanish writing samples instead of electing to use Anglicized Spanish forms. Conversely, those who did not use Anglicized Spanish forms or English as a communication strategy and thereby produced less standardized Spanish errors in their writing samples tended to possess higher levels of motivation for learning the language, confirming the findings of Williams et al. (2002) in their previous study regarding a correlation of higher proficiency levels being more highly motivated to learn the language. Subsequently, it can be observed that learners who use Anglicized Spanish generally possess some motivation for learning the language. Further analysis at the 102 and 103 level yielded inconclusive results, due in part to the small sample size and given that many at the 102 and 103 level who used Anglicized Spanish additionally included English in their writing sample, thus causing the mean responses of both groups to be similar.

The final research question dealt with whether or not providing students with a focus on Anglicized Spanish forms in the classroom helps to change students’ previously held ideas

regarding lexical, morphological, syntactic, and orthographic strategies correlating to Anglicized Spanish. The results from the one-way ANOVA showed that the treatment was only effective when given to students at a higher level of beginning Spanish study ( $p=0.01$  in SP 103). Conversely, the results from the other two groups of participants who had less exposure to the Spanish language and were exposed to a treatment asking for them to focus on Anglicized Spanish forms were not significant ( $p=0.32$  in SP 101 and  $p=0.98$  in SP 102). These findings confirm Park's (2011) conclusions that prior knowledge of the language influences what students notice about the language.

### **Limitations of the Study**

While various findings can be observed from the present research, a number of limitations should be considered when exploring the findings. These limitations concern the participants and implementation of the research. The limitations are described in detail below.

Even though 162 participants completed at least one part of the study, only 81 of those participants completed all portions of the data collection. Of the 81 participants who completed all portions of the data collection, only 78 their responses were used for data analysis since 3 of the participants were not native English speakers. Many other factors contributed to a limited number of data being available for data analysis. Several of the participants did not complete the study due to dropping their initial Spanish course or switching to a higher level Spanish course since they were inaccurately placed at the beginning of the semester. Others, especially in the experimental groups, did stay in their courses for the duration of the semester; however, they did not complete one or more of the lessons due to absence on the day that the class completed the lesson. While the research was ongoing, this was noted by the researcher, who then attempted to control for the absences by attempting to get students who had missed lessons to complete them

before the end of the semester. Nevertheless, many of the participants did not complete the worksheets at that time either. Because of the high turnover at the beginning of the semester and the frequent absences reported in all courses, a small sample size was recorded and thus affects the findings of the study.

In the same way that the frequent turnover of participants affected the number of participants who completed all aspects of the study, this turnover also affected the time at which some participants completed the pre-test. Instead of all participants, especially those in the SP 101 course, completing the pre-test on the first day of class before any formal Spanish education, some of the participants who added the course after the first day completed the pre-test during the first two weeks of class. In turn, all participants not being able to complete the pre-test on the first day should be considered to be a limitation to the study.

The next noted limitation to the study involves the age and education level of the participants. In other words, the participants only included those at the university level who are beginning Spanish students. Since only a limited population was used, the generalization of the findings to other age groups, such as those in high school who are beginning Spanish studies, is limited.

In addition to noting limitations involving the participants, two limitations concerning the procedures used in the study were noticed. It was noted that some participants in the pilot study changed some of their original answers on the lessons while reviewing the answers with their instructor. This was accounted for in the design of the main study, since students were asked to put their pencils down or underneath their desks while reviewing answers. Nevertheless, the possibility still exists that participants changed some answers to be correct while reviewing their answers with the instructor.

One final limitation of the present study involved the instructors who helped the researcher. Before each lesson, the lesson plan was given to each instructor in advance of the scheduled class meeting in which the lesson was to be delivered, and each instructor was asked to read the brief lesson in order to familiarize themselves with the material before the class. However, on occasion, it appeared, that some of the instructors had not read the material before arriving to class. This could be considered to be a limitation, since some lessons were not carried out exactly as intended due to the instructors not being familiar with the material before delivering the lesson. In turn, it could be that the participants did not receive a proper explanation of how they should complete the worksheets and the goals of the lesson were not adequately addressed. This might have affected the outcome, since some participants might not have undergone the treatment as was originally desired.

### **Directions for Future Research**

Various directions for future research were noted throughout the duration of the study. Many of these ideas for future research were developed through the classroom observations carried out during the pilot study and the main study. First, the researcher noted that students' intonation frequently changed when orally producing Anglicized Spanish forms. Future studies might investigate this phonetic aspect, analyzing the correlation between intonation and Anglicized Spanish use. Second, the researcher noted that many of the students who would spontaneously produce Anglicized Spanish forms appeared to be some of the more outgoing students in the classes, since they were often volunteering in class or simply spontaneously interacting with the instructor or peers. A future investigation might consider personality traits, such as introversion and extroversion, while exploring a possible correlation between a student's willingness to use Anglicized Spanish and specific personality types.

Another idea for future study arose from an observation during the pilot study in which the instructor of the course, a native Spanish speaker, provided some of her views regarding the Anglicized Spanish phrases contained in the lesson. After viewing the clip from the television program *Psych*, the students participating in the lesson were asked to correct portions of the show's monologue containing Anglicized Spanish forms. One part of the main character Shawn's monologue which all the students classified as being wrong was, "Me gusta Bulgaria y trampolina gigante...explosianos" (*Sp. Me gusta Bulgaria y trampolín gigante...explosiones*; *En. I like Bulgaria and the giant trampoline...explosions*). While the students were discussing how to best correct the sentence, the instructor stated that she did not understand the line. She asked the students if they understood it, and all answered yes. One female student in the classroom even translated part of the sentence for the instructor by saying "giant trampoline" in English. Even though all of the monolingual English-speaking students seemingly understood this line, the native-Spanish speaking instructor repeatedly said that she did not understand the phrase. Future research might consider other native Spanish speakers' ideas regarding Anglicized Spanish and whether or not the use of Anglicized Spanish with native speakers might lead to a breakdown in communication due to linguistic or cultural differences.

One final area in which more studies assessing Anglicized Spanish use could be conducted has been noted, given the researcher's current position teaching Spanish at the secondary level. During her time teaching Spanish in a high school, the researcher has noted frequent use of Anglicized Spanish strategies by the students. While both the present research and previous research (Breidenbach, 2006; Hill, 1993, 1998, 1999, 2005, 2008) has incorporated subjects who are college students or adults, no studies, to the knowledge of the researcher, has been conducted in a high school setting. Thus, the researcher intends to conduct similar research

among high school students to see if the findings are generally similar to or different from the findings involving participants who are slightly older.

### **Conclusions**

In sum, the present research has addressed the use of Anglicized Spanish as a communication strategy used by beginning Spanish students in the classroom. It has shown that beginning Spanish students do indeed utilize various strategies corresponding to Anglicized Spanish forms at the lexical, morphological, syntactic, and orthographic levels. The findings regarding the correlation of Anglicized Spanish use to the students' attitudes toward Spanish and their levels of motivation suggest that students who use Anglicized Spanish forms possess at least some level of motivation for studying the Spanish language. Those who strictly incorporate English as a communication strategy, on the other hand, possessed lower levels of motivation and more negative attitudes, while those who did not utilize either strategy generally had higher levels of motivation and more positive attitudes. Finally, the findings concerning the effectiveness of focusing students' attention on Anglicized Spanish forms as a means of addressing Anglicized Spanish found that this treatment was effective on the group of students who were at a higher beginning level of Spanish study. In other words, the participants who were at the highest level of beginning Spanish study, or SP 103, benefitted from the treatment focusing on Anglicized Spanish forms.

The findings of the research may contribute to the field of Second Language Acquisition, since it provides researchers and instructors of the Spanish language alike with a description of various communication strategies that beginning Spanish students might use in the classroom. An awareness of the strategies potentially used by beginning students aids us in our understanding of how foreign languages such as Spanish are acquired within a context

characterized by close contact between Spanish and English outside of the classroom. Moreover, the study and its findings are beneficial to beginning Spanish instructors since it provides one possible method of addressing Anglicized Spanish forms in the classroom. Given that students of the Spanish language are increasingly being exposed to standardized Spanish and Anglicized Spanish forms outside of the classroom, it has become important to explore how students' increased exposure to Spanish outside of the classroom correlates to communication strategies used by students in the classroom. It is hoped that this research illustrates how students are incorporating Anglicized Spanish forms in the beginning classroom as well as one possible method of addressing the issue so that students will understand the difference between Anglicized Spanish and standardized Spanish forms in a more comprehensive manner and thus have a greater opportunity to become successful users of the Spanish language.

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## APPENDIXES

APPENDIX A

PRE-TEST FOR SP 101

Thank you for participating in this anonymous survey regarding the ways in which beginning Spanish students are likely to communicate in the Spanish classroom. The survey is being conducted in order to better understand the types of students that are studying Spanish at the University of Alabama. This is not a test so there are no “right” or “wrong” answers. Please answer all questions honestly as this will ensure the success of the investigation. Thank you for your help.

I. Please read the following questions and answer them in the spaces provided.

1. Please list any Spanish words or phrases that you already know along with their English translation.

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2. Please list all of the countries you know where Spanish is spoken.

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II. Read the following sentences. Then, circle the number that corresponds to your level of agreement with the statement. **For all sentences, (1) is strongly disagree, (2) is disagree, (3) is neutral, (4) is agree, and (5) is strongly agree.**

1. I wouldn't mind having a Spanish speaker as a close friend.

1 2 3 4 5

2. I wouldn't mind working with a Spanish speaker.

1 2 3 4 5

3. Spanish speakers should be allowed to immigrate to our country.

1 2 3 4 5

4. Spanish speakers should be allowed to visit our country as tourists.

1 2 3 4 5

5. Immigration laws should be passed in all states.

1 2 3 4 5

III. Read the following description of the Alabama Immigration Law, which was passed in September 2011. Then, respond to the questions that follow.

Alabama's HB56 law, designed to address issues regarding illegal immigration, has affected many areas of the lives of those who live in the state. Not only does it allow for police to check the immigration status of those who are reasonably suspected to be illegal residents of Alabama, but it also places restrictions on those with which the state can have contracts. Perhaps the most divisive aspect of this law regards education. Following this part of the law, schools now are asked to check the immigration status of students as they register for classes.

1. With how much of the HB56 law do you agree?            ALL            SOME            NONE

2. Please briefly summarize the parts of the HB56 law with which you agree.

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3. With how much of the HB56 law do you disagree?      ALL              SOME              NONE
4. Please briefly summarize the parts of the HB56 law with which you disagree.

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IV. Read the following sentences. Then, circle the number that corresponds to your level of agreement with the statement. **For all sentences, (1) is strongly disagree, (2) is disagree, (3) is neutral, (4) is agree, and (5) is strongly agree.**

1. I am studying Spanish in order to fulfill university requirements.  
1 2 3 4 5
2. I am studying Spanish in order to be able to communicate with Spanish-speaking friends.  
1 2 3 4 5
3. I am studying Spanish in order to have better career options.  
1 2 3 4 5
4. I am interested in other cultures.  
1 2 3 4 5
5. I am interested in other languages.  
1 2 3 4 5
6. I am studying Spanish in order to travel to Spanish-speaking countries.  
1 2 3 4 5
7. I would like to receive an A in my Spanish course.  
1 2 3 4 5
8. My family encouraged me to study Spanish.  
1 2 3 4 5

9. I plan to continue taking Spanish courses at the University of Alabama.

1 2 3 4 5

V. Please complete all sections of the biographic information. All answers will remain confidential.

**Age:** \_\_\_\_\_ **Gender:** Male Female

**Classification:** Freshman Sophomore Junior Senior Graduate Other

Major: \_\_\_\_\_ Minor: \_\_\_\_\_

Hometown: City: \_\_\_\_\_ State: \_\_\_\_\_ Country: \_\_\_\_\_

Language History

Do you have any immediate family members who speak another language (other than English)?

Father: YES NO If yes, what language? \_\_\_\_\_

Mother: YES NO If yes, what language? \_\_\_\_\_

Siblings: YES NO If yes, what language? \_\_\_\_\_

Grandparents: YES NO If yes, what language? \_\_\_\_\_

Other: \_\_\_\_\_ What language? \_\_\_\_\_

What language(s) do you speak at home?

\_\_\_\_\_

What, if any, previous exposure have you had to the Spanish language? If applicable, please list how long (years/months) you have studied Spanish and where you have studied the language.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Have you studied any foreign languages other than Spanish? If so, please list which languages you have studied, the length of time you have studied them (years/months), and where your studies took place.

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What experiences do you have traveling internationally or to regions where a language other than English was spoken? Please list any such trips, the length of time of the trips, and the purpose for each trip.

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Thanks for your participation!

APPENDIX B

PRE-TEST FOR SP 102 & SP 103

Thank you for participating in this anonymous survey regarding the ways in which beginning Spanish students are likely to communicate in the Spanish classroom. The survey is being conducted in order to better understand the types of students that are studying Spanish at the University of Alabama. This is not a test so there are no “right” or “wrong” answers. Please answer all questions honestly as this will ensure the success of the investigation. Thank you for your help.

I. Please read the following questions and answer them in the spaces provided.

1. Please list all the Spanish words or phrases you know which appear to be similar to English words or phrases. List the English translation of each Spanish word or phrase provided.

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2. Please list all of the countries you know where Spanish is spoken.

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II. Please read the following list of words or phrases. Then, circle whether or not you think the words are correct Spanish terms. Acceptable means the Spanish term is correct (a Spanish speaker would use it). Not acceptable means the term is incorrect Spanish (a Spanish speaker would not likely use it). Don't know means that you do not know if the term is correct or not.

1. No problema	Acceptable	Not Acceptable	Don't Know
2. El carro	Acceptable	Not Acceptable	Don't Know
3. David's libro	Acceptable	Not Acceptable	Don't Know
4. Cojones	Acceptable	Not Acceptable	Don't Know
5. El cheapo	Acceptable	Not Acceptable	Don't Know
6. Adiós	Acceptable	Not Acceptable	Don't Know
7. Numero Uno	Acceptable	Not Acceptable	Don't Know
8. La scarfa	Acceptable	Not Acceptable	Don't Know
9. La computadora	Acceptable	Not Acceptable	Don't Know
10. Correctamundo	Acceptable	Not Acceptable	Don't Know

III. Read the following sentences. Then, circle the number that corresponds to your level of agreement with the statement. **For all sentences, (1) is strongly disagree, (2) is disagree, (3) is neutral, (4) is agree, and (5) is strongly agree.**

6. I wouldn't mind having a Spanish speaker as a close friend.

1 2 3 4 5

7. I wouldn't mind working with a Spanish speaker.

1 2 3 4 5

8. Spanish speakers should be allowed to immigrate to our country.

1 2 3 4 5

9. Spanish speakers should be allowed to visit our country as tourists.

1 2 3 4 5

10. Immigration laws should be passed in all states.

1 2 3 4 5

IV. Read the following description of the Alabama Immigration Law, which was passed in September 2011. Then, respond to the questions that follow.

Alabama's HB56 law, designed to address issues regarding illegal immigration, has affected many areas of the lives of those who live in the state. Not only does it allow for police to check the immigration status of those who are reasonably suspected to be illegal residents of Alabama, but it also places restrictions on those with which the state can have contracts. Perhaps the most divisive aspect of this law regards education. Following this part of the law, schools now are asked to check the immigration status of students as they register for classes.

5. With how much of the HB56 law do you agree?            ALL            SOME            NONE

6. Please briefly summarize the parts of the HB56 law with which you agree.

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7. With how much of the HB56 law do you disagree?      ALL                  SOME                  NONE

8. Please briefly summarize the parts of the HB56 law with which you disagree.

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V. Read the following sentences. Then, circle the number that corresponds to your level of agreement with the statement. **For all sentences, (1) is strongly disagree, (2) is disagree, (3) is neutral, (4) is agree, and (5) is strongly agree.**

10. I am studying Spanish in order to fulfill university requirements.

1 2 3 4 5

11. I am studying Spanish in order to be able to communicate with Spanish-speaking friends.

1 2 3 4 5

12. I am studying Spanish in order to have better career options.

1 2 3 4 5

13. I am interested in other cultures.

1 2 3 4 5

14. I am interested in other languages.

1 2 3 4 5

15. I am studying Spanish in order to travel to Spanish-speaking countries.

1 2 3 4 5

16. I would like to receive an A in my Spanish course.

1 2 3 4 5

17. My family encouraged me to study Spanish.

1 2 3 4 5

18. I will take another Spanish course at the University of Alabama.

1 2 3 4 5

V. Please complete all sections of the biographic information. All answers will remain confidential.

Age: \_\_\_\_\_ Gender: Male Female

Classification: Freshman Sophomore Junior Senior Graduate Other

Major: \_\_\_\_\_ Minor: \_\_\_\_\_

Hometown: City: \_\_\_\_\_ State: \_\_\_\_\_ Country: \_\_\_\_\_

Language History

Do you have any immediate family members who speak another language (other than English)?

Father: YES NO If yes, what language? \_\_\_\_\_

Mother: YES NO If yes, what language? \_\_\_\_\_

Siblings: YES NO If yes, what language? \_\_\_\_\_

Grandparents YES NO If yes, what language? \_\_\_\_\_

Other: \_\_\_\_\_ What language? \_\_\_\_\_

What language(s) do you speak at home?

\_\_\_\_\_

What, if any, previous exposure have you had to the Spanish language? If applicable, please list how long (years/months) you have studied Spanish and where you have studied the language.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Have you studied any foreign languages other than Spanish? If so, please list which languages you have studied, the length of time you have studied them (years/months), and where your studies took place.

\_\_\_\_\_

\_\_\_\_\_

What experiences do you have traveling internationally or to regions where a language other than English was spoken? Please list any such trips, the length of time of the trips, and the purpose for each trip.

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Thanks for your participation!

APPENDIX C

EXAMPLES OF LESSON 1 QUESTIONS PRESENTED TO EXPERIMENTAL GROUP

**Paso A.** Think about Spanish words or phrases you have seen on television, in the movies, or have heard on the radio. Write a list of the words that come to mind.

Would you use the phrases you listed with a native Spanish speaker? Why or why not?

**Paso B.** Read the following headlines that have recently appeared in the news. Circle the Spanish words in the titles.

1. “Apple iPhone 4S Now Numero Uno Smartphone on Top 3 US Carriers”
2. “Voters Say Adios to Socialists in Andalusia, Spain”
3. “No Hay Amigo! Jose Reyes Apparently Sang His Free Agent Intentions Last Summer”
4. “No Way, José! Did Scotty McCreery Really Flub the National Anthem?”

**Paso C.** Re-read the following headlines that have recently appeared in the news. Work with a partner to decide if there any Spanish accentuation or punctuation errors in the sentences below. If yes, check that there are errors. Then, use the blanks provided in order to re-write the titles and correct any errors in accentuation or punctuation for standardized Spanish that you may find. If there are no errors in Spanish accentuation or punctuation, check no.

1. “Apple iPhone 4S Now Numero Uno Smartphone on Top 3 US Carriers”  
[ ] Yes [ ] No \_\_\_\_\_
2. “Voters Say Adios to Socialists in Andalusia, Spain”  
[ ] Yes [ ] No \_\_\_\_\_
3. “No Hay Amigo! Jose Reyes Apparently Sang His Free Agent Intentions Last Summer”  
[ ] Yes [ ] No \_\_\_\_\_
4. “No Way, José! Did Scotty McCreery Really Flub the National Anthem?”  
[ ] Yes [ ] No \_\_\_\_\_

## References

Calcaterra, C. (2011, Nov. 9). No Hay Amigo! Jose Reyes Apparently Sang His Free Agent

Intentions Last Summer. Retrieved from  
<http://hardballtalk.nbcsports.com/2011/11/09/no-hay-amigo-jose-reyes-apparently-sang-his-free-agent-intentions-last-summer/>

Gicas, P. (2011, Oct. 20) No Way, José! Did Scotty McCreery Really Flub the National

Anthem? Retrived from  
[http://www.eonline.com/news/no\\_way\\_joseacute\\_did\\_scotty\\_mccreery/270627](http://www.eonline.com/news/no_way_joseacute_did_scotty_mccreery/270627)

Rucinski, T. (2011). Voters say adios to Socialists in Andalusia, Spain. Retrieved from

<http://www.reuters.com/article/2011/10/24/spain-elections-idUSL5E7LN0VD20111024>

Sanjeev. (2011, Nov. 7). Apple iPhone 4S Now Numero Uno Smartphone on Top 3 US Carriers

[Blog]. Retrieved from <http://www.gizmocrave.com/9406-apple-iphone-4s-now-numero-uno-smartphone-on-top-3-us-carriers/>

APPENDIX D

EXAMPLES OF LESSON 2 QUESTIONS PRESENTED TO EXPERIMENTAL  
GROUP

**Paso A.** Write a list of as many Mexican restaurants in Tuscaloosa or in your hometown that you know.

**Paso B.** Consider the names of some Mexican restaurants in Tuscaloosa. After reading the name, underline the parts of the names that are written in Spanish. Circle the parts of the names that come from English. Then, look for any errors in accentuation or possession of the Spanish forms of the restaurant names. If you find any errors, mark yes and then write the corrected restaurant name. If there are no errors, mark no.

1. Moe's Southwest Grill

Yes  No

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2. Taco Casa

Yes  No

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3. El Rincon  
Bar & Grill  
Mexican Cuisine

Yes  No

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4. Taqueria El Rincon Latino

Yes  No

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5. Pepito's Auténtico Restaurante Mexicano

Yes  No

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APPENDIX E

EXAMPLES OF LESSON 3 QUESTIONS PRESENTED TO SP 101 EXPERIMENTAL  
GROUP

**Paso A.** Look for standardized Spanish errors in Shawn’s monologue. Underline the standardized Spanish errors you find. Then, correct the errors by writing the appropriate standardized Spanish forms in the space marked “Corrections.”

**Gus:** We’ll never get another corporate gig anyway, so it doesn’t matter.

**Shawn:** Dude, we have two lines?

**Gus:** Who do we know in the Bulgarian Consulate?

**Shawn:** Oh! That’s me! Here. Uh. Here, trade. Another consulting gig.

¡Hola! ¿Cómo está Uds.? Me llamo es Shawnito Rodriguez. Me gusta Bulgaria y trampolina gigante...explosianos. ¿Por qué?

**Corrections:** \_\_\_\_\_

**Paso B.** Imagine you are like Shawn, and you receive a phone call in which a native Spanish speaker offers you your ideal job. Write a monologue of this call in which you are telling the other person a little about your life. *Include a description of your personality, educational background, abilities related to the job, and why you are highly qualified for the job.* Write 8 sentences in which you are introducing yourself to your future employer. Be sure to include at least 3 of the irregular present verbs which we have recently studied.

#### REFERENCES

Franks, S. (Writer), Berman, R. (Writer), & Surjik, S. (Director). (2010). Think Tank [61]. In D. Hill (Producer) & J. Roday (Producer), *Psych*. British Columbia: Pacific Mountain Productions.

APPENDIX F

EXAMPLES OF LESSON 3 QUESTIONS PRESENTED TO SP 102 & SP 103  
EXPERIMENTAL GROUP

**Paso A.** Look for standardized Spanish errors in Shawn’s monologue. Underline the standardized Spanish errors you find. Then, correct the errors by writing the appropriate standardized Spanish forms in the space marked “Corrections.”

**Gus:** We’ll never get another corporate gig anyway, so it doesn’t matter.

**Shawn:** Dude, we have two lines?

**Gus:** Who do we know in the Bulgarian Consulate?

**Shawn:** Oh! That’s me! Here. Uh. Here, trade. Another consulting gig.

¡Hola! ¿Cómo está Uds.? Me llamo es Shawnito Rodriguez. Me gusta Bulgaria y trampolina gigante...explosianos. ¿Por qué?

**Corrections:** \_\_\_\_\_

\_\_\_\_\_

**Paso B.** Imagine you are like Shawn, and you receive a phone call in which a native Spanish speaker offers you your ideal job. Write a monologue of this call in which you are telling the other person a little about your life. *Include a description of your personality, educational background, abilities related to the job, and why you are highly qualified for the job.* Write 8 sentences in which you are introducing yourself to your future employer. Be sure to incorporate the future tense in your description of yourself.

\_\_\_\_\_

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#### REFERENCES

Franks, S. (Writer), Berman, R. (Writer), & Surjik, S. (Director). (2010). Think Tank [61]. In D. Hill (Producer) & J. Roday (Producer), *Psych*. British Columbia: Pacific Mountain Productions.

APPENDIX G

EXAMPLES OF LESSON 4 QUESTIONS PRESENTED TO SP 101 EXPERIMENTAL  
GROUP

**Paso A.** Think of Spanish words that you have heard used by people who are not native Spanish speakers. Please write a list of these words in the space below.

Which of these words would you be likely to use with a native Spanish speaker? Why? Where have you heard the words before?

Which of these words would you not use with a native Spanish speaker? Why not? Where have you heard these words before?

**Paso B.** Read the descriptions of the photos. Circle the bolded word or phrase that you think would be correct to use in Spanish. Then, please write why you chose the form that you circled in the space provided. When describing why you chose your answer, please explain where you have heard the form used before. Finally, indicate how likely you would be to use the form using the scale provided below.

1. Los dos chicos acaban a conocer a Juan. Al salir, Juan dijo, “(a) **Hasta la vista**/ (b) **Hasta luego**”.

**Reason:** \_\_\_\_\_

**Circle the value that best represents the likelihood of you using this word or phrase:**

- 1: I am not sure if I would use this term with native speakers, but it seems like the best option.
- 2: I might use this term with native speakers.
- 3: I would probably use this term with native speakers.
- 4: I would definitely use this term with native speakers.

**Paso C.** Look at the following pictures. Write at least **three sentences** to describe what is happening in each photo. Incorporate the preterite tense in your descriptions, and be creative!

\*\*Note: Actual instrument includes accompanying images of text shown for students to evaluate.

## APPENDIX H

### EXAMPLES OF LESSON 4 QUESTIONS PRESENTED TO SP 102 & SP 103 EXPERIMENTAL GROUPS

**Paso A.** Think of Spanish words that you have heard used by people who are not native Spanish speakers. Please write a list of these words in the space below.

Which of these words would you be likely to use with a native Spanish speaker? Why? Where have you heard the words before?

Which of these words would you not use with a native Spanish speaker? Why not? Where have you heard these words before?

**Paso B.** Read the descriptions of the photos. Circle the bolded word or phrase that you think would be correct to use in Spanish. Then, please write why you chose the form that you circled in the space provided. When describing why you chose your answer, please explain where you have heard the form used before. Finally, indicate how likely you would be to use the form using the scale provided below.

1. Los dos chicos acaban a conocer a Juan. Al salir, Juan dijo, “(a) **Hasta la vista/** (b) **Hasta luego**”.

**Reason:** \_\_\_\_\_

**Circle the value that best represents the likelihood of you using this word or phrase:**

- 1: I am not sure if I would use this term with native speakers, but it seems like the best option.
- 2: I might use this term with native speakers.
- 3: I would probably use this term with native speakers.
- 4: I would definitely use this term with native speakers.

**Paso C.** Look at the following pictures. Write at least **three sentences** to describe what is happening in each photo. Incorporate commands in your descriptions, and be creative!

APPENDIX I

POST-TEST FOR SP 101, SP 102, & SP 103

Thank you for participating in this anonymous survey regarding the ways in which beginning Spanish students are likely to communicate in the Spanish classroom. The survey is being conducted in order to better understand the types of students that are studying Spanish at the University of Alabama. This is not a test so there are no “right” or “wrong” answers. Please answer all questions honestly as this will ensure the success of the investigation. Thank you for your help.

I. Please read the following questions and answer them in the spaces provided.

1. Please list all the Spanish words or phrases you know which appear to be similar to English words or phrases. List the English translation of each Spanish word or phrase provided.

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2. Please list all of the countries you know where Spanish is spoken.

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II. Please read the following list of words or phrases. Then, circle whether or not you think the words are correct Spanish terms. Acceptable means the Spanish term is correct (a Spanish speaker would use it). Not acceptable means the term is incorrect Spanish (a Spanish speaker would not likely use it). Don't know means that you do not know if the term is correct or not.

11. No problemo	Acceptable	Not Acceptable	Don't Know
12. El carro	Acceptable	Not Acceptable	Don't Know
13. David's libro	Acceptable	Not Acceptable	Don't Know
14. Cojones	Acceptable	Not Acceptable	Don't Know
15. El cheapo	Acceptable	Not Acceptable	Don't Know
16. Adiós	Acceptable	Not Acceptable	Don't Know
17. Numero Uno	Acceptable	Not Acceptable	Don't Know
18. La scarfa	Acceptable	Not Acceptable	Don't Know
19. La computadora	Acceptable	Not Acceptable	Don't Know
20. Correctamundo	Acceptable	Not Acceptable	Don't Know

III. Read the following sentences. Then, circle the number which corresponds to your level of agreement with the statement. For all sentences, one (1) is strongly disagree, two (2) is disagree, three (3) is neutral, four (4) is agree, and five (5) is strongly agree.

11. I wouldn't mind having a Spanish speaker as a close friend.	1	2	3	4	5
12. I wouldn't mind working with a Spanish speaker.	1	2	3	4	5
13. Spanish speakers should be allowed to immigrate to our country.	1	2	3	4	5
14. Spanish speakers should be allowed to visit our country as tourists.	1	2	3	4	5
15. Immigration laws should be passed in all states.	1	2	3	4	5
16. I have more positive thoughts concerning Spanish speakers after taking this course.	1	2	3	4	5

IV. Read the following description of the Alabama Immigration Law that was passed in September 2011. Then, respond to the questions that follow.

Alabama’s HB56 law, designed to address issues regarding illegal immigration, has affected many areas of the lives of those who live in the state. Not only does it allow for police to check the immigration status of those who are reasonably suspected to be illegal residents of Alabama, but it also places restrictions on those with which the state can have contracts. Perhaps the most divisive aspect of this law regards education. Following this part of the law, schools now are asked to check the immigration status of students as they register for classes.

9. With how much of the HB56 law do you agree?                      ALL                      SOME                      NONE

10. Please briefly summarize the parts of the HB56 law with which you agree.

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11. With how much of the HB56 law do you disagree?                      ALL                      SOME                      NONE

12. Please briefly summarize the parts of the HB56 law with which you disagree.

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(Continued on back)

V. Read the following sentences. Then, circle the number that corresponds to your level of agreement with the statement. For all sentences, one (1) is strongly disagree, two (2) is disagree, three (3) is neutral, four (4) is agree, and five (5) is strongly agree.

19. I am studying Spanish in order to fulfill university requirements.

1 2 3 4 5

20. I am studying Spanish in order to be able to communicate with Spanish-speaking friends.

1 2 3 4 5

21. I am studying Spanish in order to have better career options.

1 2 3 4 5

22. I am interested in other cultures.

1 2 3 4 5

23. I am interested in other languages.

1 2 3 4 5

24. I am studying Spanish in order to travel to Spanish-speaking countries.

1 2 3 4 5

25. I would like to receive an A in my Spanish course.

1 2 3 4 5

26. My family encouraged me to study Spanish.

1 2 3 4 5

27. I will take another Spanish course at the university.

1 2 3 4 5

10. I am more interested in Spanish after having taken this course.

1 2 3 4 5

VI. Please complete all sections of the biographic information. All answers will remain confidential.

**Age:** \_\_\_\_\_ **Gender:** Male Female

**Classification:** Freshman Sophomore Junior Senior Graduate Other

Major: \_\_\_\_\_ Minor: \_\_\_\_\_

Hometown: City: \_\_\_\_\_ State: \_\_\_\_\_ Country: \_\_\_\_\_

Thanks for your participation!

APPENDIX J  
PARTICIPANT INFORMATION SHEET

**AAHRPP DOCUMENT #192**

**UNIVERSITY OF ALABAMA  
HUMAN RESEARCH PROTECTION PROGRAM**

**TEMPLATE:**

**Informed Consent for a Non-Medical Study**

**Participant Information Sheet**

**Study title: An Investigation of Communication Strategies**

**Investigator: Brianne Kobeck, Ph.D. Student**

**Institution: University of Alabama**

You are being asked to take part in a research study.

This research study is called "An Investigation of Communication Strategies." The research study is being done by Brianne Kobeck, who is a graduate student at the University of Alabama. Ms. Kobeck is being supervised by Professor Erin O'Rourke, who is a professor of Spanish Linguistics at the University of Alabama.

**Is the researcher being paid for this research study?** No, the researcher is not being paid.

**Is this research developing a product that will be sold, and if so, will the investigator profit from it?** The research will not include developing a product that will be sold, so the investigator will not profit from it.

**Does the investigator have any conflict of interest in this research study?** The investigator does not have a conflict of interest in this research study.

**What is this research study about? What is the investigator trying to learn?** This research study is being done to find out what strategies students who are studying Spanish use when learning the language. The investigator is trying to learn how students' strategies may be influenced by their surroundings and how this impacts their performance in the Spanish classroom.

**Why is this research study important or useful?** This knowledge is important/useful because the strategies students use when communicating in the Spanish classroom impact their performance as learners of the Spanish language. The research study will provide us with some examples of strategies which students use. Additionally, the research will show us how the students' environment impacts the strategies that they choose to use in the Spanish classroom. The results of this research study will help language teachers and researchers understand better ways to help students of the Spanish language.

**Why have I been asked to be in this research study?** You have been asked to be in this study because you are currently enrolled in a 100-level Spanish course at the University of Alabama.

**How many people will be in this research study?** About 175 - 200 other people will be in this research study.

**What will I be asked to do in this research study?** If you meet the criteria and agree to be in this study, you will be asked to do these things:

- Complete two surveys concerning your thoughts and perceptions of the Spanish language. One survey will be completed at the beginning of the semester; the other will be taken at the end of the semester.
- Participate in classroom activities with your instructor.
- Be willing to participate in classroom activities that will be audio recorded.

**How much time will I spend being in this research study?** The study will take place during the Fall 2012 semester. In addition to regular coursework, you will be completing two 15-minute surveys in the classroom and participating in several 20-minute sessions. The 20-minute in class sessions may be audio recorded. All surveys and sessions will be conducted in the classroom, so no time outside of the classroom will be dedicated to the study.

**Will being in this research study cost me anything?** The only cost to you from this research study is your time and participation in the classroom.

**Will I be compensated for being in this research study?** You will not be compensated for being in this research study.

**Can the investigator take me out of this research study?** The investigator may take you out of the research study if s/he feels that something happens that means you no longer meet the research study requirements.

**What are the risks (dangers or harms) to me if I am in this research study?** Little or no risk is foreseen since you will be participating in surveys and activities that are typically encountered in the classroom. However, there may be minimal risk to privacy/confidentiality. All information that you provide will be protected so as to limit your risk to privacy/confidentiality. See the questions regarding privacy/confidentiality below for more information.

**What are the benefits (good things) that may happen if I am in this research study?** There are no direct benefits to you.

**What are the benefits to science or society?** This study will help language educators and researchers to be more helpful to foreign language learners.

**How will my privacy be protected?** All information concerning the participants will be kept private. Only the researcher and research staff will know who is participating in the research study. The study will take place within a private classroom. No one but the researcher will know who is participating in the study.

**How will my confidentiality be protected?** Instead of including your name or other identifying information on written responses, the written responses will be coded with an identification number. No identifying information (name, CWID, etc.) will be included on the written responses. The written responses will be kept by the researcher in a locked cabinet. Any audio/video which is recorded during the research project will only be used for research purposes. They will not be used in a public presentation without first obtaining permission.

**What are the alternatives to being in this research study? Do I have other choices?** The alternative to being in this research study is not to participate. You may agree to or decline participating in any portion of the research study. For example, you may agree to participation without being audio and/or videotaped.

**What are my rights as a participant in this research study?** Taking part in this research study is voluntary. It is your free choice. You can refuse to be in it at all. If you start the research study, you can stop at any time. Your level of participation in the research study will not positively or negatively affect your grade. There will be no effect on your relations with the University of Alabama.

The University of Alabama Institutional Review Board (“the IRB”) is the committee that protects the rights of people in research studies. The IRB may review study records from time to time to be sure that people in research studies are being treated fairly and that the study is being carried out as planned.

**Who do I call if I have questions or problems?**

If you have questions, concerns, or complaints about the study right now, please ask them. If you have questions, concerns, or complaints about the study later on, please call the investigator, Brianne Kobeck, at 205-348-7648.

If you have questions about your rights as a person in a research study, call Ms. Tanta Myles, the Research Compliance Officer of the University, at 205-348-8461 or toll-free at 1-877-820-3066.

You may also ask questions, make suggestions, or file complaints and concerns through the IRB Outreach website at [http://osp.ua.edu/site/PRCO\\_Welcome.html](http://osp.ua.edu/site/PRCO_Welcome.html) or email the Research Compliance office at [participantoutreach@bama.ua.edu](mailto:participantoutreach@bama.ua.edu).

After you participate, you are encouraged to complete the survey for research participants that is online at the outreach website or you may ask the investigator for a copy of it and mail it to the University Office for Research Compliance, Box 870127, 358 Rose Administration Building, Tuscaloosa, AL 35487-0127.

APPENDIX K

DEBRIEFING INFORMATION FOR PARTICIPANTS

## **Debriefing Information**

**Project Title:** An Investigation of Communication Strategies

**Investigator:** Brianne Kobeck

**Project Supervisor:** Dr. Erin O'Rourke

BB Comer 219

205-348-6046

Research in second language acquisition has investigated the communication strategies which people use when learning another language. The general purpose of the research study in which you just participated was to study the strategies you use when communicating in the beginning Spanish classroom.

We asked two questions:

1. What strategies do students use when communicating in the beginning Spanish classroom?
2. How does the students' environment affect which strategies they use?

To investigate this, you have answered questionnaires and participate in activities which were developed in order to see which strategies you use when communicating in Spanish. The information from the questionnaires as well as the data from the classroom activities has been analyzed in order to establish the types of strategies which are frequently used by beginning-level Spanish students.

**Thank you for your time and participation in the study!**

APPENDIX L  
IRB APPROVAL

Office for Research  
Institutional Review Board for the  
Protection of Human Subjects

THE UNIVERSITY OF  
**ALABAMA**  
R E S E A R C H

April 12, 2013

Ashley Kobeck  
Dept of Modern Languages & Classics  
College of Arts & Sciences  
Box 870246

Re: IRB#: 12-OR-154-R1 "Request for Dissertation Research (An Investigation of Anglicized Spanish in the Beginning Spanish Classroom)"

Dear Ms. Kobeck:

The University of Alabama Institutional Review Board has granted approval for your renewal application.

Your protocol has been given expedited approval according to 45 CFR part 46. Approval has been given under expedited review category 7 as outlined below:

*(7) Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.*

Your application will expire on April 11, 2014. If your research will continue beyond this date, complete the relevant portions of the IRB Renewal Application. If you wish to modify the application, complete the Modification of an Approved Protocol Form. Changes in this study cannot be initiated without IRB approval, except when necessary to eliminate apparent immediate hazards to participants. When the study closes, complete the appropriate portions of the IRB Request for Study Closure Form.

Should you need to submit any further correspondence regarding this proposal, please include the above application number.

Good luck with your research.

Sincerely,

Carpantato T. Myles, MSM, CIM  
Director & Research Compliance Officer  
Office of Research Compliance  
The University of Alabama



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Box 870127  
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