

Variation in Heritage Language Learner Spanish: *Ser* or *Estar*? That is the Question

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Introduction

The current study seeks to explore the variation in usage of *ser* and *estar* in Heritage Language Learner Spanish. Due to the complex nature of bilingualism, it is necessary to define what is meant by Spanish Heritage Language Learner (HLL) in the United States. HLLs of Spanish are characterized by varying degrees of exposure to the language as well as various levels of proficiency. It may be the case that an HLL was born in the U.S. to a family in which one or both parents speak Spanish, or that he or she was born in a Spanish-speaking country and immigrated to the U.S. at an early age. Spanish may be a HLL's first or native language or an HLL may have been exposed to both Spanish and English in the home. For those HLLs born in the U.S. and enrolled in U.S. schools, English may be their cognitively dominant language. According to Roca and Colombi (2003: 3-4), "Some heritage learners of Spanish may understand basic informal communication but may have limited repertoires and registers and may be unable to speak with much confidence in Spanish without resorting to English, their dominant language". Other HLLs may have completed some formal schooling in Spanish prior to arriving in the U.S. Typically, these students are placed in Spanish for Native Speakers classes in U.S. schools. The complexity arises from the fact that the HLL population is comprised of diverse sociocultural backgrounds and differing communicative abilities, presenting important issues to both educators and researchers concerning their language development. The inherent variability that characterizes the grammar and discourse of HLLs gives rise to specific instructional considerations that teachers must address, such as heightening learner awareness of variability in dialect and register.

The situation is further complicated by issues of language contact. Poplack (1993: 255) explains that "sustained contact between two languages may manifest itself linguistically in one or more of the following ways: code-switching, lexical borrowing on the community and individual levels, incomplete L2 acquisition, interference, grammatical convergence, stylistic reduction, language death". HLLs in the Southwestern United States are faced with challenges involving language maintenance and language loss that may be attributable to contact with the dominant language, English.

Due to this fact, the language development of HLLs is particularly subject to variation caused by both internal linguistic and external social factors. As is the case in situations of language contact, the superordinate language influences the subordinate language resulting in quantitative differences in various aspects of the grammar that do not violate basic grammatical principles of the subordinate language (Klein-Andreu, 1986).

An area of syntactic variation shown to be undergoing a change in progress is the usage of the two copulas “to be”: *ser* and *estar*. The choice of these two linking verbs in standard Spanish is constrained by distinct parameters. Standard Spanish refers to the Spanish used in Academia and spoken by native speakers with university education (Silva-Corvalán, 1994a). Usage of these verbs has proven to be an area of systematic linguistic variation that evidences a loss and/or an extension of the usage of *estar* to contexts previously constrained to *ser* (Silva-Corvalán, 1986). Historically, there has existed an ongoing battle between the two opposing linguistic forms in various contexts, resulting in a progressive encroachment of *estar* upon territory previously occupied by *ser*. This semantic expansion of *estar* dates back to as early as the 12th century, when it first appeared in contexts of copula + adjective, where conventionally *ser* would have been chosen (Vañó-Cerdá, 1982). Research has shown that this process of diffusion is accelerated in situations of language contact with English (Silva-Corvalán, 1986; 1994a; Gutiérrez, 1992).

Background: Previous Research

Studies on language in contact have documented variation in areas of the semantic extension of *estar* as well as verb tense usage. Silva-Corvalán (1986) examined the extension of *estar* in the spoken language of 27 Mexican-American bilinguals in Los Angeles from distinct generations representing varying lengths of residence in the U.S. as well as varying degrees of Spanish language loss. One of her findings was that the use of *estar* was correlated to type of adjective, revealing that certain adjectives favored the innovative use of *estar*. Adjectives involving size, physical appearance, age and evaluation can all be thought of as susceptible to change and thus showed significantly to favor the use of *estar* in these cases. Semantic transparency was also correlated with innovative usage based on the notion that complex systems are more likely to change than simplistic ones; therefore, in situations where the underlying rules governing a particular grammatical feature are difficult to understand or explain, the possibility exists for reinterpretation. Where the contrast between the two copulas is transparent, that is, clearly determined within the standard set of parameters, diffusion of *estar* is least favorable (3%) since the choice of copula with some adjectives marks a change in meaning. Less transparent contexts in which the choice of copula does not differentiate meaning and allows for subtle ways of conceptualizing the relationship between the referent and the attribute correlate with innovative uses at such a high level (72%), that *estar* can likely be postulated as the new norm.

When innovative uses of *estar* were correlated with both level of proficiency in Spanish

and age of acquisition of English, the results indicated that as innovative use of *estar* increases, the level of proficiency decreases, and as the age of acquisition decreases, the number of innovations increases. Thus, it can be evidenced that early contact with a distinct linguistic system in which there exists only one form of the copula 'to be' encourages the simplification of the system of the native language, Spanish, while at the same time accelerates the process autonomously within the non-dominant language itself.

According to Silva-Corvalán (1986), copula choice as well as the extension of *estar* can be attributed to the notion of class versus individual frame reference. Class frame reference involves classification of a referent as a member of an established group that is characterized by certain attributes. For example, *La semilla es pequeña* (The seed is small) ascribes the quality of smallness to the seed, thereby assigning the seed to the particular group sharing the qualities of smallness. Individual frame of reference, on the other hand, attributes a quality to the referent on the sole basis of a speaker's prior knowledge of or experience with the referent, as opposed to membership assignment to an established group characterized by that particular quality. In the example, *María está delgada* (Mary is thin), the choice of *estar* indicates that the speaker knows Mary, and has previous experience that allows him/her to note a change in her weight.

Previous research has also investigated the usage of *ser* and *estar* in monolingual speech communities. Gutiérrez (1992), for example, conducted a study on the descriptive, narrative and hypothetical discourse of long-term residents of Morelia, México, focusing on 'copula + adjective' contexts of the two Spanish verbs. His findings reflect the continued semantic diffusion of *estar* to the realm of *ser*. His results corroborate findings by Silva-Corvalán (1986) that type of adjective is associated with innovative usage of *estar*. Of adjectives describing a person's age, 43% favored the innovative use of *estar*. For adjectives relating to size, 34 % of instances of *estar* were used innovatively. Adjectives that referred to physical appearance favored innovative usage in 33% of the cases. Evaluation adjectives revealed an occurrence of innovative *estar* at 12%.

In addition, Gutiérrez found a significant relationship between innovative usage of *estar* and social factors including age, gender and level of education. Women were shown to be more innovative than men in their usage of the copula *estar*, and are more likely to aid in the diffusion process by passing it onto their offspring. With regard to educational background, findings revealed that those with higher educational levels contribute to the maintenance of prescriptive usage in the linguistic system. Younger groups demonstrated higher rates of innovative usage of *estar* in their speech (18%) than older groups (13%).

The Current Study

The purpose of the current study is to examine the usage of *ser* and *estar* in terms of expected versus unexpected usages in HLL Spanish. In order to consider the language development of this unique population, various aspects of the uses of *ser* and *estar* were considered, including verb tense and mood as well as subject-verb agreement. Simplification

in the verbal system has been documented by various research (Silva-Corvalán, 1994b, 1991; Gutiérrez, 1995; Geeslin, 2002a). Silva-Corvalán (2001: 319) describes the simplification of the verbal system along the bilingual continuum. She delineates the process, noting a change in progress with a tendency toward substitution of the indicative for the subjunctive, as well as a loss of distinction between preterite and imperfect associated with certain stative verbs which are inclined to be used in the imperfect, including: *ser, estar, tener, haber, poder, and querer*; additionally, particular active verbs are likely to be used in the preterite: *ir, correr* and *hablar*. Silva-Corvalán (2001: 319) synthesizes previous research in this area (Gutiérrez, 1995; Ocampo, 1990; Silva-Corvalán 1990, 1991, 1994a and b; Torres, 1989; Zentella, 1997) and concludes, “Los cambios o procesos de simplificación más drásticos empiezan a darse en los niveles medios del continuo bilingüe.” (*The most drastic changes or processes of simplification begin to arise in the middle levels of the bilingual continuum.*)

Hypotheses

We hypothesized that we would find a higher degree of innovation in the usage of *estar* as opposed to *ser* in accordance with previous research (Silva-Corvalán, 1986; 1994, Geeslin, 2002b; Gutiérrez, 1992). Based on prior findings by Silva-Corvalán (1994), we also hypothesized that the HLLs would show systematic variation in the use of verb tense. We also predicted that their ability to control tense and agreement would interact with their choice of copula (*ser* or *estar*) as a function of their weaker proficiency in Spanish and dominance in English.

Methods

Participants

Thirty one Spanish Heritage Language Learners at the University of Arizona enrolled in Spanish 103, Oral Skills for Heritage Learners, participated in the study. Participants ranged in age from 18-25. Twenty-one participants were female and 10 were male. The majority of participants self-identified their socioeconomic status as middle class. In regards to language proficiency, participants were asked to rate themselves in the areas of reading, writing, speaking and listening on a scale of 1-7 (from excellent to poor). Self-evaluation revealed 22 participants to be English dominant bilinguals, eight to be balanced bilinguals and one to be a Spanish dominant bilingual. The majority of participants reported having had some formal schooling in Spanish, ranging from two to three years at the high school level.

Participants were asked to rate their production and amount of input in Spanish according to a frequency-based Likert scale. For production, eight of the English dominant bilinguals reported that they seldom or never speak to parents or grandparents in Spanish. Five indicated that they either sometimes or often speak to both parents and grandparents, seven stated that they either seldom or never speak to their parents in Spanish but sometimes speak to their grandparents. Finally, two reported that they sometimes speak with parents in Spanish but never speak to their grandparents in Spanish.

Of the balanced bilinguals, results revealed that in production five sometimes or often speak to both parents and grandparents in Spanish, two often speak to grandparents and rarely or never

speak to parents in Spanish. Only one indicated that he/she seldom speaks to parents and never speaks to grandparents in Spanish. The one Spanish dominant bilingual reported that in production, he/she seldom speaks to parents and sometimes speaks to grandparents in Spanish.

In the area of Spanish language input, of the balanced bilinguals, two seldom or never are spoken to by parents but sometimes or often are spoken to by grandparents. Five participants reported that they sometimes or often receive input from both parents and grandparents in Spanish. One participant failed to indicate his/her amount of input. The Spanish dominant bilingual often is spoken to in Spanish by both parents and grandparents.

Of the English dominant bilinguals, seven are seldom or never spoken to in Spanish by parents, but sometimes or often are spoken to by grandparents. Four reported that they are never or seldom spoken to by either parents or grandparents, while ten sometimes or often are spoken to by both parents and grandparents. Only one indicated that he/she is never spoken to in Spanish by grandparents but sometimes by parents.

Data Collection

The data were transcripts of synchronous chat conversations collected in the College of Humanities (COH) language lab at the University of Arizona as a part of the regular course curriculum for Spanish 103. Participants met for 50 minute sessions once a week for 15 weeks. Data for five weeks were analyzed for the current study due to time constraints. The CMC (Computer-mediated Communication) data were anonymous in that participants were assigned numerical chat codes generated by the chat software. The CMC chat data allowed us to observe the students' natural communicative interaction in a non-threatening environment that fostered equal participation (Beauvois, 1992 and Kelm, 1992). Participant conversations were initiated by the Spanish 103 instructor and topics included childhood experiences, likes and dislikes and favorite school activities and pastimes.

In addition, each student completed a 5-10 minute language background survey eliciting information regarding language exposure, language dominance, age, gender, identity, and socio-economic class (see Appendix 1). All participation in the study was strictly voluntary.

Codification of Data

Tokens from each transcript were coded for the usage of *ser* and *estar* in expected versus unexpected instances, verb tense, subject-verb agreement, code-switches and omissions, as detailed below. All examples include the anonymous speaker chat code preceding the dialogue as well as information regarding date, class session and chat channel, for identification purposes.

(a) Copula choice

All tokens were coded for copula choice (*ser* vs. *estar*), and expected or unexpected usage of the copula. We considered unexpected usage to be instances where either copula was used in place of the other according to the prescriptive parameters established in standard Spanish. For example, an unexpected usage of *estar*:

- (1) 611: Cuando yo *estaba* un niño chiquito yo pensaba que un día estuve un doctor. (10.20.1.1)
611: When I *was* (*estar*) a small child I thought that one day I was a doctor.

In cases of definition or identification (i.e., I *was* a child), *ser* is used to indicate a relationship of equality between the subject and the noun that follows.

An example of prescriptive usage of *estar*:

- (2) 631: *Estoy* muy cansado. (10.20.3.1)
631: I *am* (*estar*) very tired.

In instances where the speaker wishes to express a temporary state or condition, as opposed to an inherent characteristic, *estar* is used.

(b) Verb tense

All tokens were coded for correct usage of verb tense in the context of the CMC discourse. This included, for example, instances in which present tense was used instead of past tense or there was an incorrect choice of the past tense (imperfect vs. preterite).

For example, in a conversation about favorite childhood games and pastimes, where the past tense is required:

- (3) 622: *Es* un porrista. (10.20.1.1)
622: I *am* (*ser, present tense*) a cheerleader.

We also collapsed errors in mood selection (indicative vs. subjunctive), with verb tense errors due to the small number of tokens identified in the data. For example, the following *si*-clause (if-statement) requires the subjunctive mood:

- (4) 638: A mí la cosa más extraña que me ha ocurrido es cuando no me pude levantar como si *estaba* en una coma. (9.22.3.4)

638: To me the strangest thing that has occurred is when I could not get up as if I *was* (*estar, imperfect tense*) in a coma.

(c) Subject-verb agreement

All tokens were coded for agreement between the subject and the verb. This included instances where the speaker chose the incorrect morphological form of the verb, or the incorrect orthographical form of the verb. For example, here the 3rd person plural is required:

- (5) 612: Dónde *esta* las otras personas? (9.22.1.1)
612: Where *is* (*estar, 3rd person singular*) the other people?

(d) Code-switches

All tokens were coded for code switching from Spanish to English in the use of the obligatory copula. For example:

- (6) 642: *fabian jugaba red rover cuando tu were un niño?* (10.20.3.1)
 642: *fabian you played red rover when you were a child?*

(e) Omissions

All tokens were coded for omission of the copula. In the following example, the copula *estar* has been omitted:

- (7) 636: *yo Ø enfermo tambien.* (9.29.3.2)
 636: *I Ø sick too.*

Tokens that contained an omission at the beginning of a speaker's turn where it was determined to be a function of CMC discourse were not coded. This is due to the fact that CMC is a unique discourse environment with its own set of communicative characteristics including natural omission of initial elements. Further details regarding this phenomenon are explained below.

CMC (Computer-mediated Communication)

Computer-mediated-communication is accomplished through connections of either local or global networks that allow for both asynchronous and synchronous communication. Network-based language teaching connects the isolated individual interacting with the computer application to a much broader horizon of possibilities whose focus shifts to human-to-human interaction, both one-to-one and one-to-many (Kern & Warschauer, 2000). Synchronous chat software like that used in the current study allows students seated at individual computer terminals that are linked as an electronic network to communicate simultaneously, in real time choosing when and to whom to respond.

CMC is described as “chatty” written discourse that takes on the characteristics of both oral discourse (light style, quick topic shifts, digressions) and written discourse (graphic form, composition, reflection, editing) (Smith, 2003). Given the inherent chatty nature of such discourse, certain considerations were made regarding codification. Decisions regarding what should be coded as an omission were made on the basis of discourse context, taking into account that this style of communication permits quick and incomplete written responses that resemble spoken dialogue. The following example is a case that was not coded as an omission:

- (8) 631: *Hola, ¿Cómo estas?*
 642: *hola jessi*
 642: *muy bien y tu?* (10.20.3.1)
 631: *Hi. How are you?*
 642: *hi jessi*
 642: *very well and you?*

While in formal written discourse this might be considered a sentence fragment lacking a main verb, it is typical of CMC chat discourse to respond in this manner. Therefore, for the purpose of this study, examples that fall into this category were not coded as omissions.

Also taken into consideration as a characteristic of CMC chat was the possibility of

typographical errors. Cases demonstrating a clear systematic occurrence of errors were not considered mere typographical errors, but rather were coded as either errors of subject-verb agreement and/or verb tense. The following example demonstrates repetition by the same speaker of an incorrect verb form. This speaker uses *ere* irrespective of tense: In the first line, speaker 619 uses *ere* to refer to a past event whereas in that speaker's next turn it is used to refer to the present; therefore, both tokens were coded for incorrect tense as well as subject-verb non-agreement.

- (9) 619: parra yo mi vacacion favorita *ere* San Diego
607: Me encanta Seattle
614: Mi favorito recuerdo es mi vacaciones a Costa Rica
619: Si, Seattle *ere* un bien ciudad (9.22.1.4)

619: For me, my favorite vacation *was* San Diego
607: I love Seattle
614: My favorite memory is my vacation to Costa Rica
619: Yes, Seattle *was* a good city

In cases of typographical errors in which the speaker provided an immediate self-correction, only the correction was counted and coded, as in the following example:

- (10) 616: el claro
616: es calro*
616: claro* (9.22.1.2)

616: It's (typo) clear
616: it's clear (typo)*
616: clear*

Results and Discussion

The data extracted from the chat transcripts yielded a total of 1,198 tokens of *ser* and *estar*. Table 1 shows the overall distribution of *ser* and *estar*. The use of *ser* represents 85% (1017) of all tokens, whereas *estar* totaled 15% (181). These results clearly indicate that *ser* is the preferred copula for this group of HLLs.

Table 1

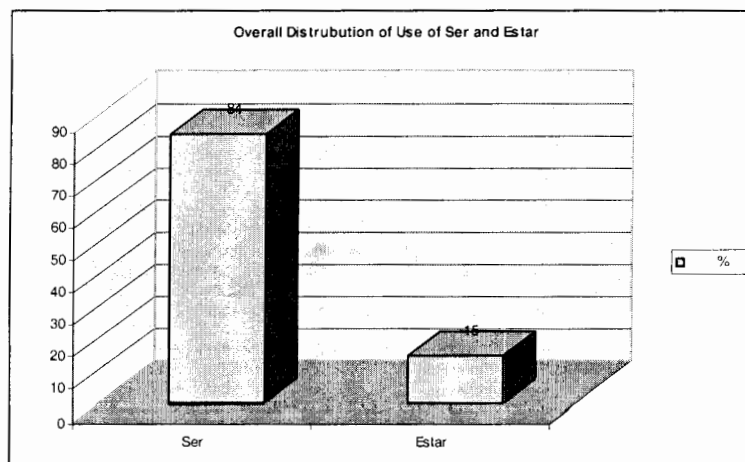


Table 2 reflects the prescriptive and innovative usage of *ser* and *estar*. In cases where *estar* was required, *ser* was used 6% of the time. However, in instances where *ser* was required, *estar* was used 22% of the time, demonstrating a clear trend of *estar* expanding to contexts that have traditionally been restricted to *ser* in standard Spanish as defined previously.

	Ser	Estar
Prescriptive	N 956 % 94	N 141 %78
Innovative	N 61 % 6	N 40 %22
Total	N 1017 % 85	N 181 %15

Table 2

The trend seen here corroborates findings of Van Patten (1985) that demonstrate a higher correct percentage of usage of *ser* as compared to *estar* with university-level second language learners of Spanish (correct usage of *ser* equaled approximately 90% while correct usage of *estar* totaled about 50% or less). In addition, this pattern mirrors that found by Schmitt, Holtheuer & Miller (2003) in a picture matching task (PMT) involving child native speakers of Spanish between the ages of four and five. In the PMT, children more accurately identified the picture corresponding to usage of *ser* with permanent qualities (72% of the time) than to usage of *estar* with temporary qualities (22% of the time).

Results from a Varbrul Binomial Up and Down analysis, a stepwise multiple regression function that determines the best fit of the model to the data, established that *estar* is highly favored in contexts of unexpected usage of the copula ($p < 0.000$). Factor weights are shown in Table 3 below.

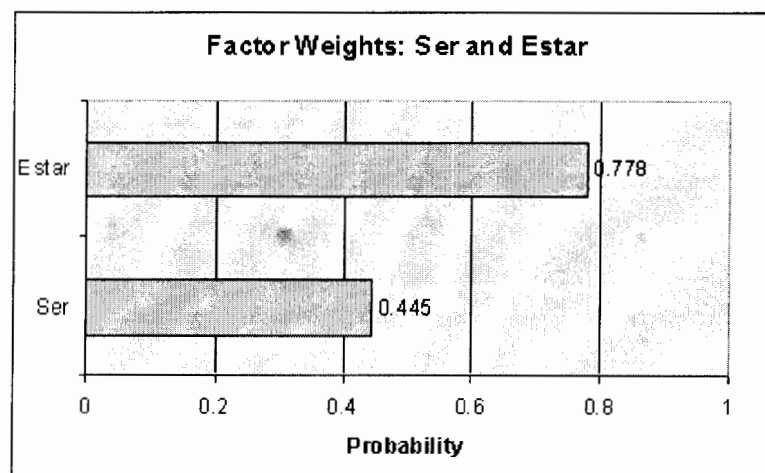


Table 3 Goldvarb Multivariate Analysis

These results are consistent with findings by Silva-Corvalán (1986, 1994) and Gutiérrez (1992, 1994) that demonstrate an internal, historical, linguistic change involving the extension of

estar. This pattern in variation of the usage of *estar*, illustrated in Table 3, may correlate to a process accelerated by contact with English, as suggested by Silva-Corvalán (1986) in her study of the bilingual community of Los Angeles. Silva-Corvalán found that as both Spanish language proficiency and age of acquisition of English decreased, innovative usage of *estar* increased. In the present study, the majority of learners classified themselves as English-dominant in speaking, reading, writing and listening comprehension. It may be that contact with a distinct linguistic system, in this case, English, in which only one form exists of the copula to be, is encouraging the simplification of the system of these HLLs as well as contributing to the extended usage of *estar*.

A multivariate analysis using GOLDVARB 2001 revealed verb tense usage to be the only significant factor in instances of *ser* and *estar* ($p < 0.000$). Subject-verb agreement was found to be an insignificant factor ($p = 0.102$).

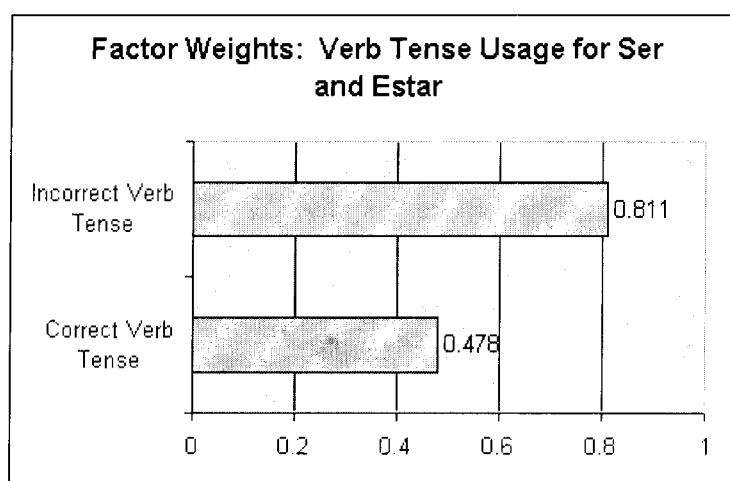


Table 4 Goldvarb Multivariate Analysis

Further analysis of the occurrences of *estar* was performed by extracting all tokens of *estar* and examining verb tense and subject-verb agreement in relation to unexpected usage. This analysis also revealed verb tense to be a significant factor conditioning innovative use of *estar* ($p < 0.030$). See Table 5 below for factor weights.

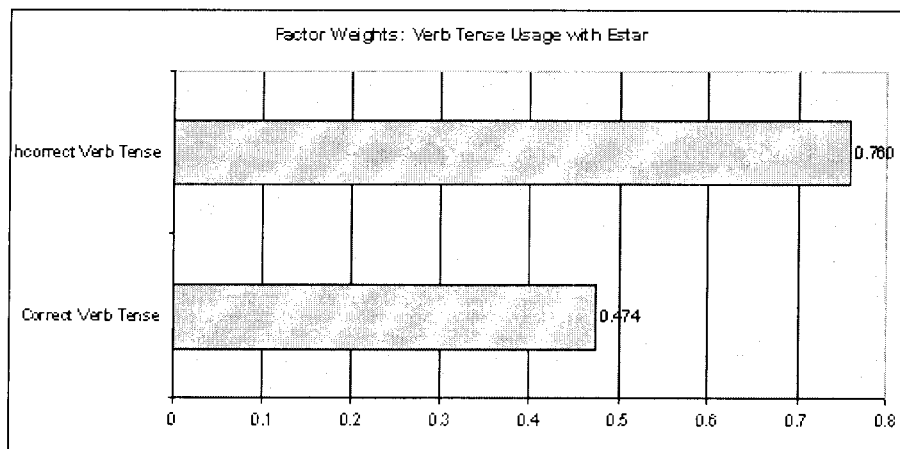


Table 5 Goldvarb Multivariate Analysis

In addition, a qualitative analysis of the unexpected tokens of *estar* (40) was performed. For cases following the well-studied context copula + adjective, categorization was based on the classification systems used by Silva-Corvalán (1986) and Gutiérrez (1992). Tokens of *estar* identified in the data fell into the following categories: size (referring to animate and inanimate objects), evaluation (to judge animate and inanimate objects), social status and physical state. In the following example *estar* is used to describe the size of an inanimate object (sopapillas, a type of Mexican dessert):

- (11) 605: Sopapillas *esta* muy chicito (9.15.1.1)
605: Sopapillas *is* very small

This corroborates findings by Gutiérrez (1992) and Silva-Corvalán (1986) that evidence an extension of *estar* to class frame references in which the speaker makes a comparison based on membership in a larger group referring to smallness.

Instances of innovative use of *estar*, copula + noun, were also evidenced in the data. These are predicate nominative cases in which *estar* links the subject to another noun that renames it (e.g. *estuve un doctor*: *I was a doctor*). Previous research has not investigated extension of *estar* in this context. We speculate that this type of innovation is indicative of a lower level of proficiency, characterizing the developmental process of HLLs in this particular population. The following example illustrates this pattern:

- (12) 611: cuando yo *estaba* un niño (10.20.1.1)
611: when I *was* a child

A qualitative analysis of omissions and codeswitches involving the copulas was performed since both of these factors were knocked out of the initial quantitative analysis. There were a total of 31 omissions, 22 of which pertained to *ser* (71%) and nine of which pertained to *estar* (29%). Out of the total number of tokens in which *ser* is required, including omissions, (1039), 2.1% were omitted, versus 4.7 % out of the total number of tokens of *estar* (190). Many of the omissions of *ser* were occurrences of *ser* with adjectives as well as predicate nominatives. For example, *ser* were occurrences of *ser* with adjectives as well as predicate nominatives. For example,

- (13) 601: cuando Ø joven
601: when Ø young (10.20.1.2)
(14) 602: yo quería Ø un doctor
602: i wanted Ø a doctor (10.20.1.1)

The majority of omissions of *estar* were cases of *estar* with adjectives of condition, for example:

- (15) 641: pero yo Ø enfermo
641: pero yo Ø enfermo still (9.29.3.1)

641: but I Ø sick
641: but I Ø sick still

This pattern may reflect the beginning stages of language development of these HLLs. Van Patten (1985) and Ryan and Lafford (1992) have found that omission of *estar* in the context of *estar* with adjective of condition is characteristic of early developmental processes in SLA as usage of *estar* in this context is acquired only at later stages of development.

Conclusions and Suggestions for Future Research

Research has been conducted in SLA involving learners of Spanish ranging from beginner to advanced levels, as well as in bilingual communities in situations of language contact; however, research pertaining to variation within the HLL population along the American Southwest border is negligible. The current study offers valuable insight into the complexities of the variation of *ser* and *estar* in HLL development, contributing to this considerable gap in research.

Data from the present study regarding the interaction of verb tense and the usage of *ser* and *estar* suggest that for this group of HLL learners, simultaneous coordination of choice of copula and verb tense presents an excessive cognitive burden. Specifically, verb tense statistically proves to be a significant factor conditioning the innovative usage of *estar*. The overwhelming preference for *ser*, together with the innovative use of *estar*, appears to be the result of a combination of factors. First, the textbook used in the Spanish 103 HLL course presents *ser* chronologically before *estar* in the prototypical compare and contrast fashion found in most textbooks, while method of instruction introduces both *ser* and *estar* simultaneously. For the purpose of future research, it would be interesting to vary method of instruction, presenting *estar* first and separate from *ser* to determine what effect, if any, might be evidenced in the distribution of copula use. Secondly, the trend toward innovative usage of *estar* is reflective of the existing internal linguistic changes in the Spanish language that began centuries ago. Thirdly, given that these HLL learners are immersed in an environment where English is the social and academic language of dominance, the Spanish system is susceptible to linguistic changes and simplifications at an accelerated rate compared to that of monolingual communities. Finally, these findings may be accounted for by the self-reported language proficiency levels that reflect English as the cognitively dominant language among the overwhelming majority of these learners. This study considers extralinguistic factors qualitatively. However, in order to gather more firm and conclusive evidence as to the influence of contact with English, quantitative data in this area directly correlating language proficiency and dominance with individual speaker data is imperative for future research.

Appendix A

Language Background Survey

CHAT CODE _____

**QUESTIONNAIRE OF SPANISH HERITAGE
LANGUAGE LEARNERS**

I would like your help answering some questions concerning your experiences with the Spanish. There are no right or wrong answers. Please respond honestly, as only this will guarantee the success of the investigation!
THANK YOU

LANGUAGE CONTACT WITH SPANISH

A-In this section, please place a checkmark "X" in the box that is appropriate for you.

1-Do you speak in Spanish in any of the following contexts?

	OFTEN	SOME TIMES	SELDOM	NEVER
with your mother, father or both				
with your grandparents				
with your siblings				
with at least one of your friends				
at work				
at school				

2-Do the following people talk to you in Spanish?

	OFTEN	SOME TIMES	SELDOM	NEVER
your mother, father or both				
your grandparents				
your siblings				
at least one of your friends				

3-Do you do any of the following?

	OFTEN	SOME TIMES	SELDOM	NEVER
1-Do you view any TV in Spanish?				
2-Do you listen to any Spanish radio?				

B- Please indicate whether you *strongly agree*, *agree*, *disagree* or *strongly disagree* with the following statements.

	Strongly agree	Agree	Disagree	Strongly disagree
1- I enjoy listening to Spanish.				
2- Speaking Spanish and being Hispanic are not connected at all.				
3- I associate Spanish with low economic status.				
4- Using both Spanish and English in a single sentence is normal.				
5- I like being identified as a member of the Hispanic community.				
6- I am proud of my Hispanic culture.				
7- I associate Spanish with prestige.				
8- Learning Spanish will bring me closer to my relatives and friends.				
9- It sounds uneducated when people switch between two languages.				

Self Evaluation

1. Please rate your languages on a scale of 1 to 7.

1 = excellent, 4 = average (eg. You can get by ok), 7 = poor

Language	Speaking	Understanding Speech	Reading	Writing
1. <u>English</u>	_____	_____	_____	_____
2. <u>Spanish</u>	_____	_____	_____	_____
3. _____	_____	_____	_____	_____

2. Circle the term below that you feel best describes your socioeconomic class.

Upper Class Middle Class Lower Class

3. Please circle your age range below.

16-20 21-25 26-30 31 or older

4. Please indicate your sex. ____Female ____Male

5. Have you had formal schooling in Spanish? If so, for how long and where?

By completing and returning this survey I grant permission for the above information and my Spanish 103 chat transcripts from August 23-December 8 during the Fall semester of 2004 to be used by the investigators for research purposes.

GRACIAS!

Appendix B

SAMPLE CHAT TRANSCRIPT

Wednesday, September 15, 2004 1PM Class

Channel 3

610 (13:15:52): Connected & Entered Channel 3

616 (13:15:56): hola hola, que te pasa calabaza

609 (13:16:18): Connected & Entered Channel 3

610 (13:16:27): buenos dias

622 (13:16:27): Connected & Entered Channel 3

616 (13:17:42): bien, creo que tacos o enchilada estan mas sabrosa de todas las comidas del mundo

616 (13:17:52): enchiladas*

610 (13:17:52): me gusta a cocinar

622 (13:18:6): Encuentro que las enchiladas son mas bueno que todos

622 (13:18:10): de pollo

616 (13:18:21): no me gusta cocinar mucho pero me gusta comer muchísimo

609 (13:18:30): mi comida favoritos son mexicano y italiano

622 (13:18:48): Yo cocino arroz mal

622 (13:18:52): pobre yo

616 (13:19:11): ojala que tenga una esposa que puede cocinar...porque no puedo cocinar para nada

609 (13:19:18): la mejor de todo es tamales

616 (13:19:22): pueda*

610 (13:19:46): mi comida favorita es mexicano

616 (13:20:2): cual tipo de tamales?

616 (13:20:20): carne de res? carne de pollo? carne de puerco?(pig)

609 (13:20:21): casi todos

610 (13:20:26): me gusta tamales tambien, pero mejor enchiladas

622 (13:20:48): Para las celbraciones mis familia y yo comemos tamales

622 (13:20:54): clebraciones

622 (13:21:2): celebraciones

616 (13:21:28): si mi mama cocinio tamales muy deliciosa

609 (13:21:28): yo no puedo cocinar para nada y no gusta salmon para nada

609 (13:21:42): mi mama tambien

616 (13:22:2): mi mama cocinio tamales mas deliciosa

610 (13:22:5): mi mama no puedo cocinar tamales

622 (13:22:14): Aqui no como bien

622 (13:22:26): Solo McDonalds y Wendys

- 609 (13:22:50): Para la Navidad mi familia cocinen tamales
616 (13:22:52): hola
622 (13:23:14): no es bueno para su salud
616 (13:23:17): mi computadora no funciona
616 (13:23:20): lo siento
622 (13:23:29): que lastima
622 (13:24:49): No como desayuno mucho
609 (13:24:53): tipicamente como cereal para el desayuno
616 (13:24:58): Connected & Entered Channel 3
616 (13:25:3): hola
622 (13:25:7): porque me gusta dormir
622 (13:25:26): Estas rosa
609 (13:25:49): se que 610 come chickfila para el almuerzo
616 (13:26:20): yum, chickfile oye deliciosa ahorra
616 (13:26:30): oye?(sounds)
610 (13:26:33): se
622 (13:26:34): me gusta los....fries
609 (13:26:37): son dos 616s o que
610 (13:26:41): yo tambien
0 (13:26:42): Uds deben invertir (invest) dinero en Chick-Filet
616 (13:26:42): si, lol
610 (13:26:56): si
622 (13:27:10): jajaja
622 (13:27:49): Yo cocino pero mi mama (by Far) es la mejor
616 (13:28:9): bien, la comida de mexicana son el mejor, y cual tipo de comida es segunda?
610 (13:28:13): mi mama dosen't let me cook
609 (13:28:16): el mejor cocinero en mi vida es mi mama
622 (13:28:22): Italiano
622 (13:28:28): Es muy bueno
622 (13:28:37): lasanga
616 (13:28:38): italiano es bueno pero aye mas "carbohydrates"
622 (13:28:48): es la verdad
610 (13:28:59): mi mama es el mejor cocinero
616 (13:29:11): en mi opinion tres quesos y un noodle es muy sabrosa
622 (13:29:15): pero todos que estan bueno tienen carbohydrates
609 (13:29:39): que mal que hay tantos carbs en comida italiano
616 (13:29:42): y me gusta la lasagna vegetal muchísimo
610 (13:30:18): yo mi gusta a comer, y no one is going to tell me not to because of carbs

616 (13:30:31): en mi opinion carbs son buenos, y especialmente si eres un deportista
609 (13:30:48): en serio
616 (13:30:58): lol, amy eres muy chistosa
616 (13:31:11): es*
610 (13:31:17): que es chistosa?
622 (13:31:23): yo creo que la pastel de queso es mas bueno que todos los tipos de postre en el mundo
622 (13:31:32): de nueve york
0 (13:32:21): Yo no creo en un dieta que te permite comer mucha carne y pocas verduras
0 (13:32:25): parece mal para la salud
616 (13:32:34): si la pastel de queso es bueno pero me gusta un pastel con fresca (strawberrys?)
622 (13:32:45): yo tambien
616 (13:32:52): pastel con fresca mas...
622 (13:33:31): me gusta frescas mas de todos frutas
622 (13:33:41): gustan
616 (13:33:45): mi comida favorita esta la comida de japon
616 (13:33:49): japonesa*
610 (13:34:7): yo tambien, me gusta frescas mas de todos frutas
622 (13:34:10): solo me gusta panda express
610 (13:34:28): no gusta panda express
609 (13:34:32): me gusta comida de japon tambien
616 (13:34:38): a mi me gustan kiwis mas de todas las frutas
616 (13:34:54): No me gusta mariscos para nada
610 (13:34:56): no gusta asian comeda
622 (13:34:57): porque por que amy
610 (13:35:4): que?
622 (13:35:9): jajaja
622 (13:35:19): because why
610 (13:35:27): I just don't
609 (13:35:34): de frutas me gusta melón
610 (13:35:35): never have
616 (13:35:48): cual tipo de melón
622 (13:36:7): Es un broma
609 (13:36:16): watermelon
616 (13:36:25): broma? que significa
622 (13:36:30): es más bueno
622 (13:36:42): joke
616 (13:36:54): oh, lol

- 610 (13:36:54): me gusta watermelon tambien, nosotros tienen so much in common
610 (13:37:7): we should start a club
622 (13:37:8): es la verdad
609 (13:37:10): que bueno
616 (13:37:14): es seguro
609 (13:37:22): la club de melón
622 (13:37:31): nombre de club
610 (13:37:45): Exited
616 (13:37:45): quien es el presidente?
622 (13:37:45): adios
609 (13:37:48): adios
616 (13:37:50): ok
616 (13:37:53): hasta luego
622 (13:37:53): Exited
609 (13:37:57): Exited
616 (13:38:16): paz despues

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