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Is Spanish Pragmatic Instruction Necessary in the L2 Classroom If Latin American Speakers of Spanish Take on American English Pragmatic Norms Once Prolonged Exposure in the United States Occurs? A Study on Refusal Strategies


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Is Spanish Pragmatic Instruction Necessary in the L2 Classroom if Latin American Speakers of Spanish Take on American English Pragmatic Norms Once Prolonged Exposure in the United States Occurs? A Study on Refusal Strategies

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Jeremy W. Bachelor and Lydia Hernández
May 2012

ABSTRACT

As educators of foreign and second languages debate the most efficient methods of implementing pragmatic instruction in the L2 classroom, is it possible that Spanish pragmatic instruction is not necessary if American Spanish pragmatic norms are no different than American English norms? The present investigation studies the pragmatic norms in refusal strategies of speakers of Latin American Spanish who have had little exposure to English, speakers of Latin American Spanish who have spent over two years in the United States, and native speakers of American English. The study found that the Spanish speakers who had spent over two years in the United States took on the pragmatic norms of American English speakers in many instances when producing refusals. This leads to the broader question of this investigation. If instructors of Spanish are interested in teaching the Spanish of the United States, is pragmatic instruction still necessary if native Spanish speakers use the same strategies as American speakers of English? Study instruments are appended. (Contains 3 charts.)

Descriptors: Native Speakers, North American English, Pragmatics, Spanish, Second Language Learning, Second Language Instruction, English (Second Language), Teaching Methods, Questionnaires, Task Analysis

Is Spanish Pragmatic Instruction Necessary in the L2 Classroom if Latin American Speakers of Spanish Take on American English Pragmatic Norms Once Prolonged Exposure in the United States Occurs? A Study on Refusal Strategies

I. Introduction

The study of refusals within speech acts of pragmatics is perhaps one of the least studied features within language study. In the foreign language classroom, instructors are often left with the question of whether or not to teach pragmatics and how to do so. In fact, the implementation of pragmatic instruction is rare at best. What is the ideal form of teaching pragmatics and refusal strategies to students of Spanish in North America? Should instructors focus on Latin American refusal strategies or should they focus on the Spanish that is spoken in the United States? Refusals of Latin American Spanish as a whole have seldom been researched and are limited to country specific investigations on this particular pragmatic feature. That is also the case for the Spanish that is most common in the United States. Furthermore, the proximity and global connections between the United States of America and many Latin American countries have led to the idea of acculturation in which change results from the meeting of distinct cultures, or in this case, of pragmatic distinguishment. In following this theory of pragmatic acculturation, the present investigation attempts to demonstrate that pragmatic transfer of American English occurs on Latin American speakers of Spanish after prolonged exposure to the aforementioned culture and language transpires. If native speakers of Spanish living in the United States take on American English pragmatic skills, is the teaching of pragmatics and specifically of refusal strategies still necessary for instructors who prefer to teach American Spanish? Apart from the main goals of this investigation, grammatical competence in the foreign language classroom and further pedagogical implications will also be discussed.

II. Previous literature on the topic

Many instructors of foreign languages begin lessons on pragmatics by introducing the various types of strategies that are utilized. As this study investigates refusal strategies in Spanish, it is only proper to start out with an explanation of this particular pragmatic feature. Refusals are speech acts that communicate an undesirable message to the interlocutor. They can be direct in nature by using performative statements (*I refuse*) and non-performative statements (*no; I can't*). Invitations, suggestions, and requests can be rejected indirectly as well. Some of the most studied indirect refusals include, but are not limited to, statements of regret (*I'm so sorry*), wishes (*I wish I could*), excuses (*I have plans*), statements of alternatives (*I'd rather take that next semester*), setting conditions for future or past acceptance (*If only you'd asked me earlier*), statements of principle (*I don't believe in fad dieting*), attempts to dissuade the listener (*I won't be any fun tonight*), lack of enthusiasm, and avoidance by means of topic changers, postponement (*would it be possible to put the class off until next semester?*), and repetition of the request (*Monday at 3:00 p.m.?*) (Ishihara & Cohen, 2010).

As for American English speakers, Yinling Guo (2012) found that speakers prefer indirect refusals in order to save face and mitigate the situation. Her investigation established that some form of an indirect statement was used 91% of the time. Among the most utilized strategies in her study were excuses, statements of alternatives, and avoidance such as jokes and topic changers. In refusing an offer, Americans employed an excuse 60% of the time. Similarly, Abdullah Ali Al-Eryani (2007) concluded that American speakers of English preferred to make excuses rather than directly refuse an invitation; he also found that expressing positive opinions (*I'd like to*) and regret were common, as well as wishes, statements of alternatives, setting

conditions for future or past acceptance, promises of future acceptance, and statements of principle. The idea of providing excuses/reasons in American English as a primary recourse for refusing is well documented, as presented by Sadler and Eröz (2001) and Campillo (2009). Both of those studies also found that direct responses are very uncommon in American English.

Spanish speakers tend to prefer indirect refusals as well. In her study on Costa Rican Spanish, Barbara E. Miller (2003) found that indirect refusals are almost always employed; excuses or explanations were utilized more than any other strategy, accounting for 38% of the participants in her investigation. The next most common strategy, willingness, ability or desire to comply, accounted for 28% of refusals. Finally, statements of regret (*lo siento*) accounted for 15% of those surveyed. Likewise, Carmen García (2007) found that participants of her study on Argentinean refusals often rejected invitations by providing an explanation or a willingness to comply strategy. She also found it very common for Argentines to request/confirm information such as the time, place, and day of the event, even when this information had already been provided. Félix-Brasdefer's study (2003) on Latin American Spanish adds validity to the previous investigations, as he found that excuses/explanations were utilized more than any other strategy. Though cited as the most used refusal strategy, excuses/explanations only accounted for 12.7% of his participants, thus suggesting that a wide variety of refusals are employed by Spanish speakers.

Félix-Brasdefer not only studies Latin American pragmatics, but is also a researcher at the forefront of the topic of cross-cultural investigations. In the previously cited study on Latin American Spanish, he made comparisons with American English and found that the two groups

had certain similarities when giving refusals; among these included regrets/apologies, hedging, and providing a non-performative 'no.' He also found that American English speakers with postgraduate knowledge of Spanish shared some pragmatic features atypical for native speakers of English, such as indefinite replies, expressing gratitude, repetition of the request, and negative willingness when refusing requests, thus suggesting that pragmatic transfer can occur.

Another researcher of refusal strategies, Hisako Yamagashira (2001), examined the differences between speakers of Japanese and of American English. Students from Japan who were studying at American universities and speaking English on a daily basis were examined. The researcher disclosed that the Japanese tend to use nonverbal avoidance strategies when refusing. Interestingly enough, the Japanese students of American universities did not do that and instead produced excuses and alternatives, strategies typical of American English speakers. Although not a study on Spanish, this investigation shows that pragmatic transfer from L1 ceases to occur with regard to refusal strategies after there is exposure in the target culture.

The amount of time that must be spent in the target culture is also of great importance. Félix-Brasdefer (2004) investigated politeness strategies of American English learners of Spanish and whether their ability to negotiate a refusal was influenced by the time spent in the target community. He found that the longer the students spent abroad, the more the students made attempts at negotiation and used more lexical and syntactic mitigation typical of the target culture. Olshtain and Blum-Kulka (1985) performed a similar study with regard to Hebrew; it was found that after ten years in the target community, learners of the language had similar pragmatic skills to those of native speakers.

Many previous studies suggest that pragmatics have more to do with the culture of the community than with the language itself. Pinto and Raschio (2007) investigated the use of Spanish of heritage speakers of Mexican decent in the United States who have been greatly influenced by English throughout their entire lives. They found that although the heritage speakers spoke Spanish fluently, they adhered to the pragmatic norms of American English, thus suggesting that pragmatics has more to do with cultural surroundings than with the actual language.

Although time spent in the target culture may account for increased pragmatic ability and culture plays a clear role in its formation, Félix-Brasdefer (2002) raises the question of grammatical competence and found in his investigation that many American English speakers of Spanish did not adhere to the target culture's pragmatic norms due to a lack of grammatical knowledge. The grammatical knowledge of the participants may have improved while spending time in the target community in Olshtain and Blum-Kulka's study (1985), thus mutually improving pragmatic and grammatical competence at the same time.

III. Aims of the study and research questions

Although previous studies have examined refusals for American English and Latin American Spanish, very few have explored the refusal strategies of Latin American Spanish as a whole, and even less have researched the possibility of pragmatic transfer on Latin American speakers of Spanish who have spent a prolonged period of time in the United States. Since Félix-Brasdefer (2002) brought up the notion that many learners of Spanish do not produce native-like pragmatic strategies due to a lack of grammatical competence, one could suggest that the only reason that second language learners improve their pragmatic ability while living in the target

community is due to an increase in grammatical knowledge, thus suggesting that grammar plays a larger role than once expected. The present study attempts to explore this gap in research and make conclusions on pragmatic transfer and refusals. The hypothesis of this investigation is that native speakers of Spanish who have lived in the United States for at least two years will take on the pragmatic norms, with regard to refusals, of American English when speaking in Spanish. If such hypothesis is successfully demonstrated, this study would help close the gap in research and provide additional information to whether the pragmatic competence of individuals improves only due to increased grammatical competence, as the participants here have native-like grammatical competence and the only varying factor on their Spanish is that they live in an American English language environment. For comparative purposes, this study will also research the pragmatic ability of Spanish speakers who have not been exposed to English and of American English speakers who do not speak Spanish. In addition to the research aspect of this study, the pedagogical implications are immensely important and are the focal point of this investigation. If Spanish instruction in the United States is partial to American Spanish, an idea that will be later discussed, should instructors of Spanish and other foreign languages still teach pragmatic strategies to their students?

IV. Participants

There were fifteen total participants in the study who were divided into three groups. All of the participants have attended a university for at least two years. Group I consisted of five native English speakers from the United States who have not lived in a Spanish-speaking country for more than six months and have had little exposure to the Spanish language and culture; none of them have taken over a year of Spanish coursework. Group II consisted of five native

speakers of Latin American Spanish who have lived in an English-speaking country for less than six months and have had little exposure to the English language and culture. Group III consisted of five native speakers of Latin American Spanish who have lived in an English-speaking country for at least two years and have had prolonged exposure to the English language and culture; they all maintain lengthy conversations in English on a daily basis.

V. Instruments

The participants in this study were given Discourse Completion Tasks (DCT) in the form of a questionnaire in their native language. The DCT consisted of five scenarios where the participant had to refuse the request each time in a natural manner. The scenarios ranged from simple invitations from friends and requests from a door salesperson to suggestions from the director of a graduate program and students in the participant's classroom. In order to accurately group the participants, each one completed a Background Questionnaire to assess his or her exposure to either English or Spanish, as the study requires. All participants responded in their native language. Appendix A includes these documents.

VI. Data collection

The method of data collection utilized included a three step process. The participants were initially asked to sign a consent form in their native language, which allowed for their answers to be anonymously included in this investigation. Once they all signed and agreed to the conditions, the participants turned in their consent forms in person or electronically, as many participants, especially from Group II, do not live in the United States. Upon receipt of the consent form, the participants were asked to fill out a background question which they turned in

the same way. Finally, the participants who successfully completed steps one and two were given the DCT form, which they were asked to fill out to the best of their linguistic ability in the most natural way possible. The DCT did not explicitly inform the participants that they needed to refuse the requests, but rather, was contextualized in a way that a refusal was the only natural response. The DCTs were also returned in person or electronically.

VII. Data analysis

The answers provided in the DCTs were analyzed and grouped into their corresponding categories (i.e. excuses, statements of alternative, etc.) for each participant group. Percentages of use were then calculated in order to conclude which strategies were most often used. The percentages were then turned into charts to visualize the results. Compiling the data into pie charts helped make clear conclusions regarding the refusal strategies in proving or disproving the main hypothesis and answering the research questions. The strategies that had the most significant differences amongst the groups were analyzed in order to draw conclusions from those differences.

VIII. Results

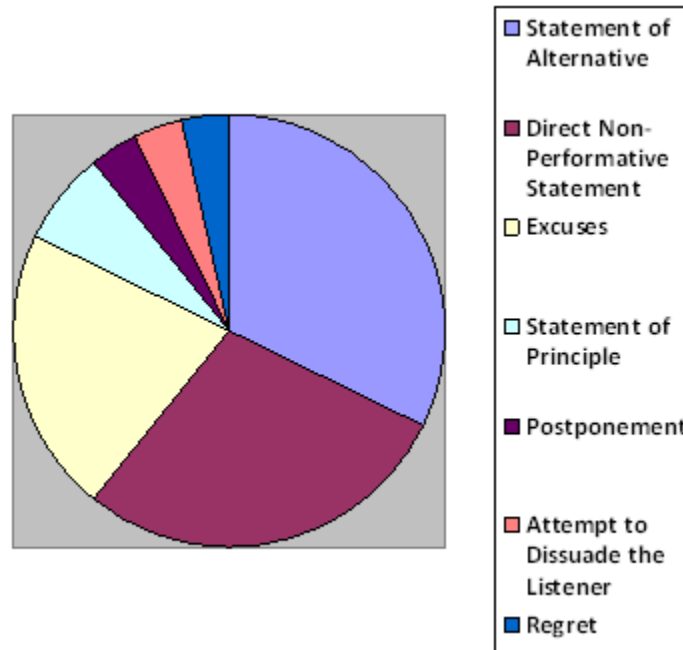
The results are organized according to frequency of strategy use. They are divided by each participant group and are finally compared and contrasted to determine if pragmatic transfer occurred. Each strategy is represented by a percentage; it should be noted that the addition of all strategies will not add up to one hundred percent, as more than one strategy was utilized by the same speaker on multiple occasions.

The first group of English speakers with little knowledge of Spanish preferred indirect refusal strategies over direct ones. Some form of an indirect refusal was employed 80% of the time, with statements of alternative accounting for 36% of all strategies. Contrary to research, 32% of responses were direct non-performative statements and excuses were used 24% of the time. These responses are placed their corresponding categories (as shown in parenthesis):

- (i) Why don't we go to the mall instead? (statement of alternative)
- (ii) I don't think so. (direct refusal)
- (iii) I already made plans with my friend who is from out of town. (excuse).

The seven refusal strategies utilized by the English speaking participants have been expanded in a chart (see Chart I).

Chart I



36% statement of alternative, 32% direct non-performative statement, 24% excuses, 8% statement of principle, 4% postponement, 4% attempt to dissuade the listener, 4% regret

The second group, consisting of Spanish speakers with little English influence, also preferred indirect refusal strategies over direct ones, as some form of an indirect strategy was used in every response. A direct non-performative statement preceded the excuses in 52% of the responses. Excuses were the next most used strategy, accounting for 36% of the responses. Statements of regret were also used frequently, as were expressions of gratitude and wishes.

These responses are placed their corresponding categories (as shown in parenthesis):

- (iv) No puedo. (direct refusal)
- (v) Tengo que estudiar. (excuse)
- (vi) Lo siento. (statement of regret).

The eleven refusal strategies utilized by the Spanish speaking participants with little English influence have been expanded in a chart (see Chart II).

Chart II



■ Direct Non-Performative Statement	■ Excuse	■ Regret
■ "Thank You" Expression	■ Wish	■ Statement of Alternative
■ Statement of Principle	■ Acceptance	■ Dissuade the Listener
■ Postponement	■ Repetition of Request	

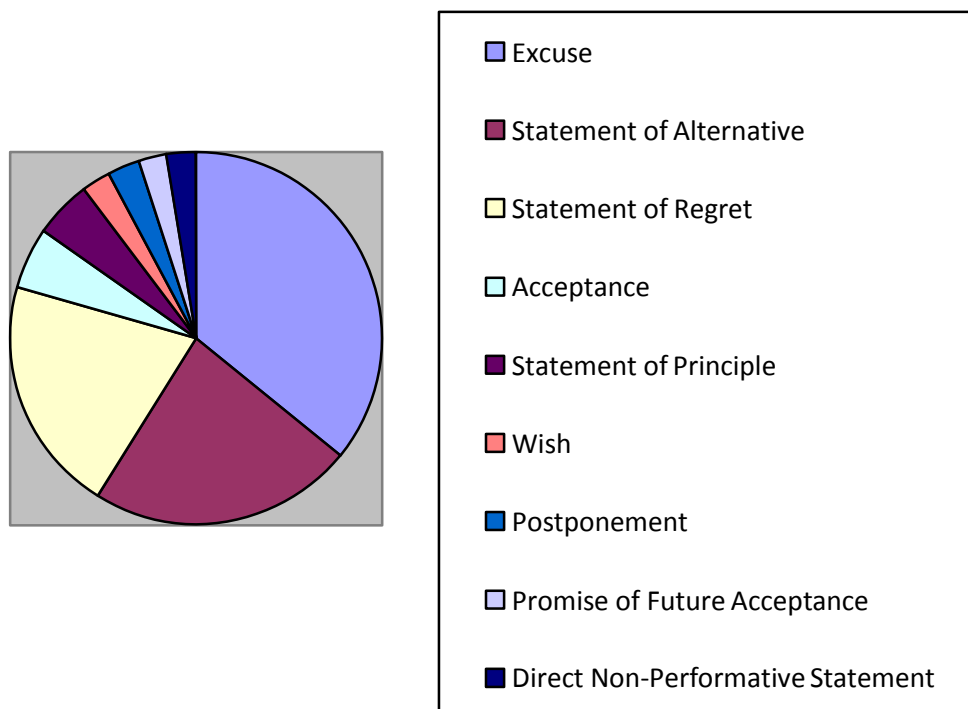
52% direct non-performative statement, 36% excuse, 20% regret, 16% gratitude/“thank you” expression, 12% wish, 12% statement of alternative, 8% statement of principle, 4% acceptance, 4% dissuade the listener, 4% postponement, 4% repetition of request

The third group consisting of native Spanish speakers with prolonged English exposure followed the trend of producing indirect refusals more so than direct ones. In fact, this group only produced a direct non-performative statement 4% of the time. Excuses dominated the refusal strategies, having been used in 56% of the given refusals. Statements of alternative (36%) and statements of regret (32%) are also worth mentioning. These responses are placed their corresponding categories (as shown in parenthesis):

- (vii) No tengo dinero. (excuse)
- (viii) ¿Y si vamos al cine? (statement of alternative)
- (ix) Lo siento, profesor. (statement of regret).

The nine refusal strategies utilized by the Spanish speaking participants with prolonged English influence have been expanded in a chart (see Chart III).

Chart III



56% excuse, 36% statement of alternative, 32% statement of regret, 8% acceptance, 8% statement of principle, 4% wish, 4% postponement, 4% promise of future acceptance, 4% direct non-performative statement

IX. Discussion and conclusions

First and foremost, the method that was used to collect the data might not have been the most authentic. In several instances, participants' responses seemed unnatural, especially in the English-speaking group; they employed more direct refusal strategies than any other refusal, which is contrary to research. The two Spanish-speaking groups, however, seemed to have put more effort into their responses and provided responses that are more in line with previous investigations. In order to remedy the high level of direct responses given in the English group, a larger test group or role plays might change the outcome.

The Spanish group with little English influence made excuses 36% of the time, which concurs with other studies, such as the 38% rate found in Miller's investigation (2003). It may also be on the higher end of refusals given by Latin Americans, as Félix-Brasdefer (2003) found that excuses were only utilized 12.7% of the time. This group in the present investigation also used statements of alternative 12% of the time, an interesting percentage that will be further explored.

The most important group in this study, the Latin American speakers of Spanish who have spent at least two years in an English speaking country, displayed very interesting results which will help close the gap in previous research and have pedagogical implications. The most utilized refusal strategy by this group was an excuse, which accounted for 56% of all refusals given. Group II only used excuses 36% of the time and a similar group in Félix-Brasdefer's study (2003) only used them 12.7% of the time. This accounts for a 20-43.3% increase in excuses used. It is also much more in line with what research found with regard to American

English speakers, who used excuses 60% of the time in a previous study (Guo, 2012). The 20-43.3% increase in excuse strategy suggests that American English pragmatics have transferred to Latin American Spanish. It also suggests that pragmatic transfer can occur in as little as two years if the subjects are frequently and constantly exposed to the target community.

Perhaps even more suggestive of this is the amount of times statements of alternative were employed. The English speaking group of the study produced statements of alternative more than any other strategy, 36% of the time. This figure is also similar to those found by Al- Eryani (2007) and Guo (2012). The Spanish speakers with little English influence from the present study only used statements of alternative 12% of the time, and that particular strategy did not even garner attention in previous studies (García, 2007; Miller, 2003). That accounts for a 24% increase, minimally, if not more. The fact that Spanish speakers even used this strategy highly suggests that transfer has taken place. This particular strategy is one that is very seldom utilized by Spanish speakers, and a 36% refusal rate for this strategy is very significant.

The large increase of Spanish speakers in two of the most utilized refusal strategies amongst American English speakers is very noteworthy. As previously stated, the idea of grammatical competence brought forth by Félix-Brasdefer (2002) raised the question as to whether pragmatic ability only increased during target language exposure due to an increase in grammatical ability, which in turn led to higher pragmatic competence. The present study, which analyzed a group of speakers who had no grammatical deficiencies, as they are all native speakers of Spanish, still underwent pragmatic transfer, suggesting that, even though

grammatical competency plays a role in pragmatic production, it is not as important as being inundated in the target community for a period of at least two years.

X. Pedagogical implications

As suggested by Félix-Brasdefer (2002), grammatical competence is a necessary component in acquiring native-like pragmatic proficiency. However, the present study suggests that the amount of time spent in the target culture is much more significant than formal grammatical training. Pedagogically, these findings are very significant. First of all, they suggest that students must be grammatically competent to a certain degree in order to benefit from the target culture's input. They also suggest that instructors of foreign languages should do everything possible to encourage students to study abroad. Those students who have previously been exposed to pragmatic knowledge before embarking on the target community will likely benefit the most from their time abroad, as their ability to notice pragmatic differences will be heightened.

The broader question of this investigation is whether or not pragmatics should be taught in the Spanish classroom. Many in the United States feel that the Spanish taught in U.S. schools should reflect Latin American Spanish and the Spanish that is spoken in the United States rather than Peninsular Spanish. The idea of focusing teaching on American and Latin American Spanish became popular with an announcement at the Second Pan American Scientific Congress in 1916 and was supported by major researchers such as Frederick Bliss Luquiens (1917). If an L2 instructor is to focus on the Spanish that is spoken in the United States rather than that spoken abroad, is pragmatic instruction still necessary if speakers of Spanish take on American English pragmatic norms, as suggested in the present study? Obviously, for those who wish to exclude

Peninsular Spanish and focus only on the Spanish of the United States, the instruction of foreign pragmatic strategies is rendered pointless.

However, there are many others who feel that including a broader view of the many cultures that make up the target language is much more beneficial to students who would otherwise encounter hardships when traveling abroad (Izadpanah, 2011). The philosophy of the instructor as to whether or not to focus instruction solely on American Spanish may be greatly impacted by the results that were previously presented. For those who wish to exclusively teach the Spanish of the United States, the instruction of pragmatic strategies may no longer be necessary.

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Appendix A: Instruments

I. Consent form

a. English version

Consent Form

The Differentiating Refusals in Spanish Pragmatics and Cultural Influences

This study is being conducted by: Jeremy W. Bachelor and Lydia Hernandez. This research is for a class project and is under the supervision of Professor Rachel L. Shively, Department of Languages, Literatures, and Cultures, Illinois State University, Normal, IL, 309-438-7185.

Background Information

The purpose of this study is to investigate the use of Spanish between members of different language communities. These differences will be demonstrated by the participants' pragmatic skills.

Procedures

If you agree to be in this study, I would ask you to do the following things:

1. Complete a background questionnaire, which would include demographic information as well as previous language learning experiences.
2. Complete a Discourse Completion Task (DCT), in the form of a worksheet to be filled out to the best of your language ability.

Risks and Benefits of being in the Study

There are no anticipated risks to participating in the study. There are no direct benefits from participating in the study.

Compensation

There is no compensation for participating in this study.

Confidentiality

The records of this study will be kept private. You will remain completely anonymous.

Voluntary Nature of the Study

Participation in this study is voluntary. If you decide to participate, you are free to not answer any question or withdraw at any time.

Contacts and Questions

The researchers conducting this study are Jeremy W. Bachelor and Lydia Hernandez under the direction of the course professor, Rachel L. Shively. You may ask any questions you have now. If you have questions later, you are encouraged to contact the researchers Jeremy W. Bachelor, jwbache@ilstu.edu (309-383-); Lydia Hernandez, lsreitz@ilstu.edu (309-712-); and/or Professor Rachel L. Shively, rshivel@ilstu.edu (309-438-7185).

Statement of Consent

I have read the above information. I have asked questions and have received answers. I consent to participate in the study.

Signature of Participant: _____ Date: _____

Signature of Investigator: _____ Date: _____

Signature of Investigator: _____ Date: _____

Formulario de consentimiento

Las diferencias pragmáticas en la negación española y sus influencias culturales

Este estudio está siendo realizado por Jeremy W. Bachelor y Lydia Hernández para un proyecto de asignatura y está bajo la supervisión de la profesora Rachel L. Shively, Facultad de Lenguas, Literaturas y Culturas, Illinois State University, Normal, IL, 309-438-7185.

Información preliminar

El propósito de este estudio es investigar las diferencias en el uso del español entre miembros de diferentes comunidades lingüísticas, que serán demostradas por las variables habilidades pragmáticas de los participantes.

Procedimientos

Para participar en este estudio usted debe rellenar:

1. un cuestionario de antecedentes, que incluye tanto información biográfica como experiencias previas en el aprendizaje de idiomas.
2. un cuestionario de producción (o *Discourse Completion Task*), en la forma de una hoja de trabajo, donde debe contestar a algunas preguntas lo mejor posible según su capacidad lingüística.

Riesgos y beneficios de participar en el estudio

No hay riesgos previstos para participar en el estudio. No hay beneficios directos de participar en el estudio.

Compensación

No hay compensación por su participación en este estudio.

Confidencialidad

Todos los formularios propósito de estudio, así como los datos que en ellos se reflejan, serán tratados de forma estrictamente confidencial y únicamente para el fin con el que han sido diseñados, exponiendo públicamente sólo los resultados globales derivados del mismo. Ningún dato ni información en ellos contenida será cedido a terceros.

Naturaleza voluntaria del estudio

La participación en este estudio es voluntaria. Si usted decide participar, puede no contestar a cualquier pregunta o retirarse en cualquier momento.

Información de contacto

El desarrollo de este proyecto se lleva a cabo por los investigadores Jeremy W. Bachelor y Lydia Hernández, bajo la dirección de la profesora del curso, Rachel L. Shively. Puede formular cualquier tipo de duda o pregunta en todo momento, así como acceder a la rectificación o cancelación de su formulario total o parcialmente si así lo desea dirigiéndose a Jeremy W. Bachelor, jwbache@ilstu.edu (309-383-); Lydia Hernández, lsreitz@ilstu.edu (309-712-); y/o la Profesora Rachel L. Shively, rshivel@ilstu.edu (309-438-7185).

Declaración de consentimiento

He leído y comprendo la información contenida en la página anterior, que me ha sido entregada de forma previa a mi participación en el estudio, y acepto sus términos. He tenido la oportunidad de preguntar todo aquello que no entiendo, recibiendo las indicaciones oportunas. Finalmente, doy mi consentimiento para participar libremente en el estudio.

Firma del participante: _____ Fecha: _____

Firma del investigador: _____ Fecha: _____

Firma del investigador: _____ Fecha: _____

II. Background questionnaire

a. English version

Background Questionnaire

I. Basic Information

1. Name: _____

2. Age: _____

3. Gender: Female Male

4. Major: _____

5. Minor: _____

II. Language Background6. First (native) language: English Other: _____

7. If one or both of your parents are native speakers of a language (or languages) other than English, please indicate what their native language(s) are: _____

7a. If your parents are native speakers of languages other than English, did they speak those languages with you at home? Yes No**III. Language Education**

8. Age at which you started studying Spanish in school: _____

9. Did you attend immersion school in Spanish? Yes No9a. If you answered yes above, please indicate during which years you attended immersion school in Spanish: Elementary school Middle school High school10. Please indicate for how many **semesters** you have taken Spanish classes at each of the following levels: Elementary & Middle school: _____ High school: _____ University: _____11. How many university classes, in Spanish, are you taking this semester?
_____12. Other languages you have studied in school (at any level):

IV. Foreign Study and Travel

13. Have you ever studied, traveled or lived in an Spanish-speaking country? Yes No

If you answered “no” to Question #13, jump ahead to Question #16 on page 3.

14. **In total**, how many months have you spent studying, traveling and/or living in a Spanish-speaking country or countries? _____

15. For each of the times you have studied, traveled or lived in a Spanish-speaking country (up to three separate trips), indicate (1) whether you took English language classes, and (2) how often on average you had an extended conversation (i.e., for 30 minutes or more) in Spanish with native or fluent speakers of Spanish.

Trip #1

a. Country: _____ b. Length of stay: _____

c. Did you take English language classes during this trip? Yes No

d. On average, how often did you have an extended conversation (i.e., for 30 minutes or more) in Spanish with native or fluent speakers of Spanish?

Every day Every couple of days Once per week Once per month Infrequently

Trip #2

a. Country: _____ b. Length of stay: _____

c. Did you take English language classes during this trip? Yes No

d. On average, how often did you have an extended conversation (i.e., for 30 minutes or more) in Spanish with native or fluent speakers of Spanish?

Every day Every couple of days Once per week Once per month Infrequently

Trip #3

a. Country: _____ b. Length of stay: _____

c. Did you take English language classes during this trip? Yes No

d. On average, how often did you have an extended conversation (i.e., for 30 minutes or more) in Spanish with native or fluent speakers of Spanish?

Every day Every couple of days Once per week Once per month Infrequently

V. Spanish Outside of Class

16. On average, in your home country, how many hours **outside of classes** do you spend per week:

a. Speaking Spanish with native or fluent speakers of Spanish: _____

b. Listening to Spanish language television, movies, or music: _____

c. Reading in Spanish for pleasure (e.g., novels, newspapers, the internet): _____

Cuestionario de antecedentes

I. Información básica

1. Nombre: _____
2. Edad: _____
3. Género: Femenino Masculino
4. Último nivel/grado de estudios: _____
5. Carrera de estudio (en su caso): _____
6. Especialidad (en su caso): _____

II. Antecedentes de idioma

7. Primer idioma (materno): Español/castellano Otro: _____
8. Si uno o ambos de sus padres son hablantes nativos de un idioma (o idiomas) que no sea español, por favor indique cuál es su idioma materno: _____
 - 8a. Si sus padres son nativos de otros idiomas además del español, ¿hablaban en esos idiomas con usted en casa? Sí No

III. Educación de idiomas

9. Edad que tenía cuando empezó a estudiar inglés en la escuela (en su caso): _____
10. ¿Asistió a una escuela de inmersión en inglés? Sí No
 - 10a. Si usted ha contestado que sí, por favor indique en qué grado asistió a una escuela de inmersión en inglés: Escuela elemental Escuela intermedia Escuela superior
11. Por favor, indique cuántos semestres ha cursado asignaturas de inglés en cada uno de los siguientes grados: Escuelas elemental e intermedia: _____ Escuela superior: _____
Universidad: _____
12. ¿Cuántos cursos universitarios de inglés está cursando este semestre? _____
13. Otros idiomas que usted ha estudiado en la escuela (en cualquier nivel):

IV. Estudio en el extranjero y viajes

14. ¿Ha estudiado, viajado o vivido en un país angloparlante? Sí No

Si usted ha contestado que “no” a la pregunta 14, pase a la pregunta 17 en la página 3.

15. **En total**, ¿cuántos meses ha pasado estudiando, viajando y/o viviendo en un país (o países) angloparlantes? _____

16. De las veces que estudió, viajó o vivió en un país angloparlante (hasta tres viajes distintos), indique (1) si cursó asignaturas de inglés y (2) con qué frecuencia participó en una conversación prolongada (ej., durante 30 minutos o más) en inglés con hablantes fluidos o nativos de la lengua inglesa.

Viaje #1

a. País: _____ b. Duración de la estancia: _____

c. ¿Cursó asignaturas de inglés durante el viaje? Sí No

d. En promedio, ¿con qué frecuencia participó en una conversación prolongada (ej., durante 30 minutos o más) en inglés con hablantes fluidos o nativos de la lengua inglesa?

Cada día Cada dos días Una vez por semana Una vez al mes Con menor frecuencia

Viaje #2

a. País: _____ b. Duración de la estancia: _____

c. ¿Cursó asignaturas de inglés durante el viaje? Sí No

d. En promedio, ¿con qué frecuencia participó en una conversación prolongada (ej., durante 30 minutos o más) en inglés con hablantes fluidos o nativos de la lengua inglesa?

Cada día Cada dos días Una vez por semana Una vez al mes Con menor frecuencia

Viaje #3

a. País: _____ b. Duración de la estancia: _____

c. ¿Cursó asignaturas de inglés durante el viaje? Sí No

d. En promedio, ¿con qué frecuencia participó en una conversación prolongada (ej., durante 30 minutos o más) en inglés con hablantes fluidos o nativos de la lengua inglesa?

Cada día Cada dos días Una vez por semana Una vez al mes Con menor frecuencia

V. Inglés fuera del aula de clase

17. En promedio, en su país de origen, ¿cuántas horas **fuera de clase** pasa en una semana:

d. Hablando inglés con hablantes fluidos o nativos de la lengua inglesa?:

e. Escuchando la televisión, películas o música en inglés?: _____

f. Leyendo en inglés por placer (ej., novelas, periódicos, en Internet)?: _____

III. Discourse Completion Task

a. English version

Discourse Completion Test

A Study on Pragmatics

Please read the following descriptions of situations carefully. Imagine that you are in the situations and consider how you would react in a verbal conversation. Respond as realistically as possible. Please write your answer in the blanks in English. Thank you for your cooperation.

1. Your Name _____

2. A salesman comes to your house and knocks on your door and asks you to fill out a questionnaire about his company.

Salesman: Excuse me. Could you please fill out a questionnaire about my company's products? It won't take long.

You:

Salesman: Thanks anyways. Have a nice day!

3. You are a graduate student and your program director invites you out for lunch.

Director: So tomorrow is a holiday and there's no class. We should get together for lunch and discuss your future.

You:

Director: Alright, we'll have to plan something next time, then.

4. You are a student and are reading a long book. Your teacher walks by and suggests that you mark key pages with different colors or symbols.

Teacher: You know, it would be a really good idea to mark different pages with colors or symbols to help point out the main concepts.

You:

Director: No worries. It was only a suggestion.

5. A new ice cream parlor opens up close to school and your friend wants you to go.

Friend: Hey, want to go check out the new ice cream shop? I heard they have over 100 flavors and I could really use a large cone about now.

You:

Friend: Ah, ok. Well I'll let you know what the place is like.

6. You are the teacher of a Spanish class and a student isn't very comfortable with your teaching methods.

Student: Mr./Ms. , I was wondering if we could discuss your teaching methods. I'm really lost in class and think we would all benefit if you spoke in English more often. Could you try to explain some of the more difficult concepts in English?

You:

Student: I understand, but hope that you'll reconsider.

Cuestionario de producción (DCT)

Un estudio pragmático

Por favor, lea las siguientes descripciones de las situaciones detenidamente. Imagine que está en cada situación y considere cómo reaccionaría en una conversación verbal. Responda lo más realísticamente posible. Por favor, escriba su respuesta en los huecos en español. Gracias por su cooperación.

4. Su nombre _____

5. Un vendedor llega a su casa y llama a su puerta y le pide que rellene un cuestionario acerca de su compañía.

Vendedor: Disculpe. ¿Podría usted rellenar un cuestionario acerca de los productos de mi empresa? No le llevará mucho tiempo.

Usted:

Vendedor: Gracias de todas formas. Que le vaya bien.

6. Usted es un estudiante de posgrado y el director del programa le invita a almorzar.

Director: Así que mañana es fiesta y no hay clase. Deberíamos reunirnos para almorzar y hablar de tu futuro.

Usted:

Director: De acuerdo, tendremos que planificar algo para la próxima vez, entonces.

4. Usted es un estudiante y está leyendo un libro largo. Su profesor se acerca y le sugiere que marque las páginas principales con diferentes colores o símbolos.

Profesor: ¿Sabes?, sería muy buena idea marcar las páginas con diferentes colores o símbolos para ayudar a señalar los conceptos principales.

Usted:

Director: No te preocupes. Era sólo una sugerencia.

5. Una heladería se abre cerca de la escuela y su amigo quiere que vaya con él.

Amigo: Oye, ¿quieres ir a ver la nueva heladería? He oído que tienen más de 100 sabores y me vendría muy bien un gran cucurucho.

Usted:

Amigo: Ah, bueno. Pues, ya te diré qué tal el sitio.

6. Usted es el profesor/a de una clase de español y un estudiante no está muy a gusto con sus métodos de enseñanza.

Estudiante: Profesor/a, me preguntaba si podríamos hablar de sus métodos de enseñanza. Estoy muy perdido en clase y creo que todos se beneficiarían si usted hablara en inglés con más frecuencia. ¿Podría tratar de explicar algunos de los conceptos más difíciles en inglés?

Usted:

Estudiante: Lo entiendo, pero espero que usted reconsidere su decisión.