A Survey of Language Experience and Usage among First Generation Community College Latina/o Students

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Abstract

In this preliminary research, I critically reflect on the ethnic identity and language experience among fifteen first generation Latina/o students at a Washington State community college Latina/o club designed to explore and support academic challenges faced by Hispanic/Latina/o students. General results indicated that respondents shared common associations like language use, ethnic self-identification, and/or preferred language preference.

Keywords: ethnic identity, language experience, first generation, Hispanic, Latina/o, Washington State, community college

Introduction

When I was a child, my mother worked two jobs and went to night school to learn English. She recently told me that she would not pay much attention to the reading and writing portions of classroom instruction; she only actively participated in the English conversational interactions among classmates. She said to me, “If I learn to speak and know what they (white U.S. Americans) are saying then I can talk with them.” My mother’s childhood education was limited; she only completed the first grade. Born and raised in a small pueblo in Jalisco, Mexico, my grandfather made her work at home and in the corn fields at the age of five after she was involved in two school altercations. My mother tells me every now and then that if she would have received an academic education she would have been great. She wanted to become a famous singer and actress.

My mother understood that an education would not only open professional doors, but would serve as a source of individual pride. Thus, my mother has told me that with an education, you can be someone that no one can humiliate you, and you can be proud of your educational accomplishments. As I progressed through my undergraduate education I fortuitously came across Eduardo Galeano’s *Soccer in Sun and Shadow* and from there read works by Julio Cortázar, Jorge Luis Borges, Gabriel Garcia Márquez, and Reinaldo Arenas. The many ideas, opinions, perspectives, and knowledge that these works communicate resonated with me, and made me feel powerful, invincible, and capable of conversing with any person who wanted an open-minded discussion. This is how I view myself.

Deep inside of me, I have an anger that pushes me to learn and know about a variety of topics: politics, literature, science, film, art, languages, ethnic studies, and history. I do this in order to defend myself from persons that see the complexion of my skin and automatically judge that I am ignorant. My experience with racial/ethnic discrimination has been in various forms: stares; derogatory comments; and questions regarding my citizenship/nationality, languages I speak, and my educational attainment. I offer the following examples of the latter three in anecdotes of my own frustrating interactions.

I worked in the Mexican restaurant business from the age of ten to twenty-six. At the age of seventeen, I had regular weekly customers and open dialogue between us was common. Here is an example of a conversation with a customer about my citizenship/nationality:

Customer: So…where are you from?

Myself: The United States.

Customer: Oh, you know what I mean. Where are you from originally? What part of Mexico?

Myself: My parents were born in Mexico, but I was born in Virginia Mason Hospital, Seattle, Washington, Room 302.

Customer: Oh. (*A nervous laugh*).

It is a sad truth that some persons in the United States would immediately conclude that because I have a darker skin complexion, work in a Mexican restaurant, speak Spanish and English, and am their server, I am not from the United States. The

customers then suppose that with a nervous laugh, awkward feeling, and an apology, my feelings, behavior, judgment, and anger will evaporate. The inappropriate questions were based the interrogators' assumptions about me based on their classification of me as Latino because of my appearance.

Similarly, I can only assume that my apparently Latino appearance has led others to form assumptions about my educational attainment which has been questioned by whites, Mexicans and persons of Mexican descent. In particular, I offer the example of an interaction I had with a white counterpart, which is particularly notable given that it transpired in the context of a campus of higher education, typically marked by open-mindedness and an appreciation of diversity. After an American Literature course at the University of Washington, Tacoma, a student began to ask me a series of questions, asking me if I was a first generation college student. I had to restrain myself from asking her if she were insane, asking any person to whom she had never spoken such a profoundly racist and derogatory question. Alternatively, a more appropriate question would have been, "Where did your parents and other family members go to college?" My answer was straight forward and polite, "My father attended a technical college in Guadalajara, Mexico, where he gained training as an accountant." As I was walking to the light rail a white male classmate asked me why she would ask me that question. He similarly could not believe she had asked me that question. I simply told him that there are persons who make assumptions about persons and it is best to ignore it. It has been about eight years since this incident occurred and it still feels like it happened yesterday.

Lastly, in a Mexican restaurant where I worked during my early twenties, a customer asked me if I spoke English. When I had served him before, our interactions were marked by my speaking only the necessary terms from the menu and greeting him in English. I looked straight into his eyes and replied, "I speak English, Spanish, Italian, French, and Portuguese." He responded with, "Oh," and looked away. I was embarrassed for the customer for asking me such a question, which entails a presupposition of a person's language experiences based on preconceived notions of who and what Latinas/os or Hispanics should be.

Problem

The umbrella definition, classification and categorization of the term "Latina/o" and "Hispanic "do not accurately describe the complex diversity of persons of Latin American descent born in the United States (Oboler, 1995). Mexican-American and Hispanic organizations lobbied for years for the term "Hispanic," which was defined in 1976 when the U.S. Congress passed Public Law 94-311, a "joint resolution relating to the publication of economic and social statistics for Americans of Spanish origin or descent" (Pub. L. No. 94-311, 1976) that authorized the collection of information about U.S. residents of Mexican, Cuban, Puerto Rican, Central American, South American, and other Spanish-speaking country origins (Taylor, P., Lopez, M.H., Martinez, J., and Velasco, G., 2012). The term "Hispanic," then, indicates that an individual has Spanish-speaking capabilities (Oboler, 1992).

According to Taylor, P., Lopez, M.H., Martinez, J., and Velasco, G., (2012), government agencies invented the term "Latina/o" as an alternative to the term "Hispanic" in the 1970s and 1980s. However, both terms, alongside the terms "ethnic," "minority," "marginal," "alternative," and "Third World," are "inaccurate and loaded with ideological implications" (Gomez-Peña, 1989), and additionally, do not give appropriate weight to differential language use or experience in the construction of the individual or collective cultural identity of individuals of Latin American descent who were born in the United States.

My academic awareness of language as a factor in the formation of identity began in my undergraduate course "Hispanics in the United States," which included the reading of Pat Mora's poem, "Legal Alien" (1984). Addressing language self-identification within the Latina/Latino/Hispanic community, Mora presents the experience of being "Bi-lingual, Bi-cultural," and capable of living in both English and Spanish speaking worlds yet not fully belonging in either. Of interest to the theme of this project is how persons of Latino/Hispanic descent live within both worlds and how it shapes their identity, as reflected in their choice of self-identifying ethnic labels.

This preliminary research investigates the specific choices community college Latina/o students make in self-identifying and how that corresponds to their differential use of Spanish and English. I am addressing the notion that persons who typically fall under the classification of Latina/o or Hispanic need to determine their preferred label in order to define and understand themselves. Scholars (Anderson-Mejias, 2005; Dowling, 2005; Gonzales, 2005; Mills, 2005; Oboler, 1992) have researched the role of language

fluency (English or Spanish speaking ability) in the ethnic labeling choices of adult Latinas/os or Hispanics (Anderson-Mejias, 2005; Dowling, 2005; Gonzales, 2005; Mills, 2005; Oboler, 1992). My preliminary study investigates both language fluency (or proficiency) and also specific usage of varied language skills in order to understand better the choices that shape the selection of preferred ethnic labels to identify oneself.

Purpose of the Study

The purpose of this study is to determine Latinas/os' or Hispanics' preferred self-identifier(s), and the potential association between the identifying term(s) and her or his language use and preference. To do so, I asked respondents to complete a preliminary survey that would enable me to answer the follow questions:

1. How do community college Latinas/os or Hispanic students describe their ethnic identity?
2. How do Latinas/Latinos/Hispanics label themselves?
3. Why do they label themselves with these term(s)?
4. Does their use of the English versus Spanish language influence how they label themselves?

Operational Definitions

My thesis project analyzed the role of linguistic context in the meanings attached to self-identified ethnic labels. Specifically I looked at language experience and usage among first generation community college Latina/o students. For clarification, I provide definitions of terminology. *First generation* is defined as person(s) to be the first in their family to attend college. *Community College student* is defined as a person registered for between 1-90 college credits at a local community college. *Ethnic labels* include Latina/Latino or Hispanic, defined as describing person(s) of Latin American or Iberian heritage, culture, or origin. *Latin@* is a combination of Latina/Latino and refers to both gender. *Language choice(s)*, for the purposes of this study, are either English or Spanish, or a combination of both.

Review of Literature

In 1997 the Office of Management and Budget (OMB) added the term "Latino" to "Hispanic" (Taylor et al., 2012, p. 1). According to Taylor et al. (2012), the use of the terms "Hispanic" and "Latino" to describe U.S.-born persons of Spanish origin or descent is distinctive to the U.S., "and their meanings continue to change and evolve." The use of these terms outside of the U.S. is not widespread (National Research Council, 2006).

Taylor et al. (2012) claimed that "most Hispanics use Spanish, but use of English rises through the generations" (p. 1). Their 2012 nationwide survey of Hispanic adults

reported that "38% of all respondents are Spanish dominant, 38% are bilingual and 24% are English dominant, and 51% of U.S.-born Hispanics are English dominant " (p. 1). Research by Taylor et al. (2012, p. 1) also indicated that 51% of the respondents self-identified with their family's country of origin, whereas only 24% reported "Hispanic" or "Latino", and 21% reported "American". The above evidence suggests that Latinas/os and Hispanics are predominantly English speakers and ethnically self-identify with their family's country of origin rather than a broader term like "Hispanic" or "Latina/os."

In regards to language preference and identity, Gonzales (2005) explained that the "use of identity labels among the Spanish-speaking population of New Mexico has been singled out as particularly problematic" (p. 65). For over a century a wide-ranging assortment of terms have been "and continue to be used to designate the ethnic identity of the Spanish-speaking population of New Mexico" (p. 70). Her study corresponds with this preliminary project in regards to developing a better understanding of what contributes to the preference of the ethnic self-identifiers among community college students' who speak English, Spanish, or both. Her study cited a number of previous studies that have indicated that the population self-identified as Spanish American, which indicates their denial of mestizaje (intermingling of Spanish and Mexican individuals) (p. 66). Using historical development of identity construction, Gonzales presented new data on present day labels and attitudes among nuevo mexicanos (Spanish-speaking New Mexicans). The data was collected from personal interviews gathered in the New Mexico Southern Colorado Survey Project (NMCOSS). The researcher focused on three specific topics of analysis: 1) the various labels used by Nuevo mexicanos and Southern

coloradenses to designate their ethnic identity; 2) how different meanings are assigned to labels in different languages, and 3) attitudes of informants toward various identity labels. Her study revealed identity labels are fluid in regards to the use of English and Spanish (p. 69). Respondents' ethnic self-identification correlated with their language use in public (e.g., Hispanic among white U.S. Americans) and private domains (e.g., Mexicano among friends and family).

Linda Martin Alcoff's "Is Latina/o Identity A Racial Identity?" interprets and analyzes academic literature in connection with the term Latina/o (2000). Her findings indicated racial identifiers do not fit the Latina/o population's idea of identity. Latinas/os are not "homogeneous by 'race,' we are often not identifiable by visible features or even names…" (p. 200). In other words, the study describes such racial diversity within these overarching groups that looking at these populations in terms of race is futile. In the context of persons of Latin American descent born in the United States, identity is more appropriately determined by nationality, citizenship, and ethnicity. Since nationality, citizenship, and ethnicity impact Latina/o and Hispanic identity, it is crucial in understanding Latina/o community college students' definition and application of such terms.

The literature referenced to frame my preliminary research encompassed language experience and ethnic self-identification. For example, Taylor et al. (2012) conducted a nationwide survey to determine adult Latinos' or Hispanics' preferred language use and how respondents' self-identified. Gonzales (2005) specifically studied Spanish-speaking persons from New Mexico and determined that English and Spanish language ethnic self-

identification related to respondents' surroundings and social familiarity. According to Alcoff (2000), Latinas/os identify with ethnicity, place of birth, and country of residency rather than as a race. Therefore, the literature review centered on practical studies that primarily focused on the impact of English or Spanish language on their choice of ethnic self-identifiers.

This review of current research literature showed ample examination of the concept of self-identity as well as investigation into the question of language preference. What has not been explored to date is how these concepts are understood specifically by the population of Latina/o and Hispanic students within the Washington state community college system. This thesis project attempts to fill in the gap by extending previous scholars studies and examining local Latina/o Washington State community college students' self-identification and language preferences through a preliminary survey.

Methods

The purpose of this section is to discuss the design of the study, sample and sampling methods, methods of procedure, and the protection of human subjects. The study describes the self-reported racial/ethnic labels and language experience/usage of a community college Latina/o student led club. A researcher-created survey was used to identify the students' ethnic labels and language experience/usage. The design for this study was a descriptive survey of fifteen Latina/o student club members.

Sample and Setting

The community college Latina/o sample consisted of members of a Latina/o student group at a community college. The sample included male and female respondents. The co-adviser indicated that all respondents read and wrote English; some read and wrote Spanish.

Order of Survey Questions

The survey was based upon Beckstead and Toribio's (2003) survey; the investigator modified it to fit the community college student population. The language experience survey was composed of six sections. The first section consisted of fill-in-the-blank questions and closed-ended background demographics (see Appendix A). In the second section, respondents filled in the blanks and answered closed-ended questions regarding their relationship with Latin America. The third section solicited answers to fill-in-the-blank and closed-ended questions and also included an open-ended response component about the respondent's identity. The fourth, fifth, and sixth sections consisted of questions regarding language proficiency, language use, and language skills.

Procedure

The researcher contacted the student group's co-adviser via email about the study. The researcher and co-adviser exchanged emails about the study. The co-adviser

proposed handing out the survey during the student organization's meeting. The researcher handed typed surveys to co-adviser to distribute to student group during the club meeting. The researcher returned the next day to retrieve surveys. According to student group co-adviser, the survey time lasted 30 minutes.

Protection of Human Subjects

The study was reviewed and approved by the University of Washington IRB before proceeding (see Appendix C). The survey did not solicit or contain any student number, name, or identifying information in order to provide anonymity. It is impossible to connect the survey to the person who completed the survey. Potential respondents were informed by the co-adviser that they were free to choose not to participate or to answer as many questions as they preferred. The co-adviser was unable to determine who did or did not participate. After data was entered into a spreadsheet for analysis, surveys were shredded. Data will be kept electronically for an indefinite period.

Results

Fifteen out of fifteen respondents answered the preliminary research survey questions. The preliminary data from each survey was entered manually into a Microsoft Excel document. No survey was excluded.

Demographic Characteristics

Sixty percent of the total respondents (N=15) identified as female and 40% male. The ages of respondents were 18-25 (53.3%) and 26-40 (46.7%). Slightly over half (53.3%) were U.S.-born and the remainder were Mexico-born. Participants were from 6 Washington State cities: Auburn (1), Des Moines (4), Federal Way (5), Kent (2), Renton (1), and Seattle/Tacoma (2). Slightly over half (53.3%) reported living in the U.S. between 19-29 years, 40% reported living in the U.S. between 6-18 years, and 6.7% reported living in the U.S. for 8 months.

Parents' Demographics

The respondents reported parents' birthplace and highest level of education. Parent's education is important in terms of educational comparison, since all respondents' were community college students; it was significant to understand whether or not they surpassed their parents' education. Further research is required to understand why education is important to respondents' and their parents. Respondents identified the following with respect to father's birthplace: El Salvador (6.7%), Mexico (73.3%), Puerto Rico (6.7%), and the U.S.-born (13.3%). The reported highest completed level of respondents' fathers' education was as follows: Kindergarten-4th grade (13.3%), 5th-8th grade (33.3%), Some high school (13.3%), High school diploma (13.3%), Some college (26.7%), College degree or more (0%).

Respondents reported the mother's birthplace to be El Salvador (6.7%), Mexico (60%), Panama (6.7%), U.S. (20%), or provided no response (6.7%). The reported highest completed level of respondents' mothers' education was as follows: Kindergarten-4th grade (6.7%), 5th-8th grade (33.3%), Some high school (6.7%), High school diploma (26.7%), Some college (13.3%), College degree or more (6.7%).

Affiliation with Latin America

Affiliation with Latin America is another important element in understanding respondents' ethnic pride. Respondents reported visiting a Latin American country: Never (53.3%), Once a year (20%), Once every 2-4 years (6.7%), Twice a year (6.7%), or 3-5 times a year (13.3%). Respondents reported the frequency with which they would visit a Latin American country as: Never (20%), Once a year (33.3%), Twice a year (13.3%), or provided no response (6.7%). One respondent reported "Mexico" as a Latin American country visited.

Respondents reported sending e-mails to persons living in a Latin American country: 2-5 times a week (13.3%), Once a month (13.3%), Never (26.7%), 2-5 times a year (13.3%), Once a year (6.7%), Once a day (6.7%), Monthly (6.7%), or Once a week (6.7%). One respondent reported "Friends."

Respondents reported making phone calls to person(s) living in a Latin American country: Once a month (13.3%), Once a year (13.3%), Never (26.7%), 2-5 times a week

(13.3%), 2-5 times a year (6.7%), 3 times a month (6.7%), or Once a week (6.7%). Three respondents reported “Sporadically” (6.7%), “birthdays” (6.7%), or “father” (6.7%).

Identity

Defining one’s identity is complex, given fluidity, negotiation, and adaptation. The respondents had the option to choose and write in more than one ethnicity. Respondents’ exclusively selected one option. Respondents self-reported as Mexican (33.3%), Latino (13.3 %), Mexican-American (13.3%), Hispanic (6.7%), Latina (6.7%), American/Panamanian (6.7%), Hispanic-Latino (6.7%), Hispanic/Native American (6.7%), or Mexican American (6.7%). Respondents had the option to choose and write in more than one preferred identity and responded with: Hispanic (40%), Hispanic, Latino (13.3%), Latina (6.7%), American (6.7%), Hispanic/Latina (6.7%), American/Hispanic/Latina (6.7%), American/Hispanic (6.7%), American/Latino (6.7%), or Latino (6.6%).

Language Proficiency – English and Spanish

It is important to be acquainted with respondents’ language proficiency in order to measure their ability to read, write, and speak Spanish and/or English as community college students. Among the reported key language proficiency findings (see Appendix B, Table 1 for full language proficiency results), most respondents understood a conversation in Spanish (73.3%) and English (60%) extremely well. Respondents also

spoke Spanish (40%) and English (53.3%) extremely well. Most respondents reported reading a book in English (53.3%), while slightly over 30 percent (33.3%) reported reading a book in Spanish.

Language Skills – English and Spanish

Understanding the varied use of particular language skills in both English and Spanish is critical to understanding students' actual interaction with the languages, as opposed to their proficiency or ability to use them. With respect to which language students use to speak, for example, with classmates and friends, teachers and neighbors, family members, or at public institutions, respondents selected one of the following: no response (N.R.), only Spanish (O.S.), only English (O.E.), mostly Spanish (M.S.), and mostly English (O.E.). Preliminary findings from the language skills section (see Appendix B, Table 3) reported respondents learning as children only Spanish (46.7%), and learning both Spanish and English equally (20%) as children. Respondents reported currently only speaking in Spanish to grandparents (66.7%), to father (46.7%), and to their mother (53.3%). By contrast, respondents reported mostly speaking in English to classmates (40%) and friends (40%). Most respondents reported speaking only English at the doctor's office (66.7%) and dentist's office (73.3%).

Language Use – English and Spanish

Language use is vital to understand the effective communication and interaction that forms intimate connections, experiences, and long lasting relationships. Most respondents reported watching television (60%) and listening to music (53.3%) in Spanish one to three hours a day (see Appendix B, Table 2). Over half of the respondents reported never reading books in Spanish (66.7%) or visiting websites in Spanish (60%). The majority reported watching television programs (53.3%), reading books (73.3%), and listening to music (53.3%) in English one to three hours a day.

Summary of Results

In the following section I will address the questions my study aimed to answer, explain how the use of broad umbrella terms is problematic and how my research demonstrates the complex interplay of language and conceptions of ethnic identity.

Nearly more than four decades have passed since the U.S. government required federal agencies to use the terms “Hispanic” or “Latino” to classify persons in the U.S. who trace their culture/heritage to Spanish-speaking countries (Taylor, P., Lopez, M.H., Martinez, J., and Velasco, G., 2012). As the ethnic identification preliminary survey results demonstrated, respondents are not fully committed to the label which has been bestowed upon them. Only a little over one-quarter (26.7%) of respondents reported that they ethnically identify as Latino, Latina, or Hispanic. About one-third (33.3%) reported

that they identified with Mexico, their family's country or place of origin. The rest of the respondents responded with his or her family's country or place of origin, hyphenated/dash identifiers, and indigenous groups: Mexican-American (13.3%), American/Panamanian (6.7%), Hispanic-Latino (6.7%), Hispanic/Native American (6.7%), and Mexican American (6.7%).

When given the opportunity to choose a preferred identity among specified options and by completing a write-in question, over half (53.4%) of the respondents reported Hispanic, Latina, or Latino. Other respondents reported a mixture of ethnic identities: Hispanic/Latino (13.3%), Hispanic/Latina (6.7%), American/Hispanic (6.7%), and American/Latino (6.7%). One respondent identified as American (6.7%) and another as American/Hispanic/Latina (6.7%). It is clear that when given the opportunity to choose a preferred self-identification, 53.4% respondents reported preferred identity as Latino, Latina, or Hispanic. In comparison, only 26.7% respondents' reported ethnicity as Latino, Latina, or Hispanic. Further research is required to understand why preferred identity and ethnic identity differ in responses.

Based upon reported ethnic and preferred self-identification, respondents had the opportunity to write in their self-identification. The question about both ethnic and preferred self-identification allowed respondents freedom to choose their self-identification preference without being confined by set choices. Furthermore, based upon respondents' reported language experience (e.g., language proficiency, language use, and language skills), all respondents reported in the English language. At the same time, respondents' Spanish and English language experiences were, for the most part, scaled

nearly the same. Respondents reported that prescribed and preferred ethnic identity selection was based upon their mothers and/or father's country or place of origin, respondents' place of birth, or familiarity with mixed ethnic labels. This preliminary study, which coincided with previous studies (Taylor, P., Lopez, M.H., Martinez, J., and Velasco, G., (2012); Gonzales (2005); & Alcoff (2000), indicated that an extensive variety of terms is being used to label the ethnic identity of English preferred language users among Washington State Latina/o community college students.

On a national scale, the Latina/o and Hispanic community has increased from 441,509 in 2000 to over 684,000 in 2010 (Contreras, 2013). As a whole the Latina/o and Hispanic demographic make up 11% of the Washington State population: 80% are of Mexican descent, 87% are U.S.-born, and 13% are foreign born (Contreras, 2013, p. 7). This preliminary ethnic self-identification and language preference pilot study focused on a community college Latina/o and Hispanic student club, provided important new information and insight into this population.

Within institutions of higher education, this research can be immediately applied in a number of ways. The study points to the need to develop relevant, meaningful, and appropriate curriculum specifically for the bilingual Latina/o students. An example of this would be a Spanish language class explicitly designed for heritage language learners. Such a course would provide a forum in which the experience and knowledge of these students is recognized while, at the same time, their language and identity are reflected and celebrated. Another recommendation is that schools develop student support services specifically tailored to this population. Providing access to professional staff who can act

as mentors and who are familiar with their specific needs would allow for more customized and comprehensive services and information. Additionally, student services geared toward Latina/o students would provide a community of support in which students can connect with others who are exploring similar concepts of identity.

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Appendix A: Language Experience Survey

Language Experience Survey

INSTRUCTIONS:
Thank you for participating in this survey. I would like to know your opinion about some aspects of your language experience. The information you will provide is part of a thesis project designed to better understand some of the challenges first generation Latinas/os face.

Please answer all of the questions. If you cannot answer a question, leave it blank.

BACKGROUND INFORMATION

Please complete the following information about **YOURSELF.**
If a question does not apply to you, leave it blank.

Gender: _____

Age: _____

Birthplace: _____

Current Residence (City): _____

Years of residence in United States: _____

FAMILY

Father's birthplace (State/Province/Country): _____

Father's education (Highest level completed): _____

Mother's birthplace (State/Province/Country): _____

Mother's education (Highest level completed): _____

AFFLIATION WITH LATIN AMERICA

Fill in each blank that best reflects **YOUR** status.

- Never, Once a year, Twice a year, 3-5 times a year

I visit a Latin American country_____.

I would visit a Latin American country_____.

(Appendix A continued)

- Never, Once a day, 2-5 times a day, Once a week, 2-5 times a week, Once a month, 2-5 times a month, Once a year, 2-5 times a year

I send e-mails to persons living in a Latin American country_____.

I call person(s) living in a Latin American country_____.

IDENTITY

When I have to choose, I ethnically self-define myself as _____.

When I have to choose, I prefer to identify myself as_____.

LANGUAGE PROFICIENCY

Fill in each blank with the number that best reflects **YOUR** language proficiency.

A=Not at all B=A little C=Well D=Very well E=Extremely well

I can understand a conversation in Spanish_____

I can speak in a Spanish conversation_____

I can read a book in Spanish_____

I can write a personal letter in Spanish_____

I can understand a conversation in English_____

I can speak in an English conversation_____

I can read a book in English_____

I can write a personal letter in English_____

LANGUAGE USE

Fill in each blank with the letter that best reflects **YOUR** language use.

A=Never B=1-3 hours a day C=4-6 hours a day D=7=10 hours a day

I watch television programs in Spanish_____

I read books in Spanish_____

I listen to music in Spanish_____

(Appendix A continued)

I visit Websites in Spanish_____

I watch television programs in English_____

I watch movies in English_____

I read books in English_____

I listen to music in English_____

I visit Websites in English_____

LANGUAGE SKILLS

As a child, I first learned_____.

A=Only Spanish B=Only English C=Mostly Spanish D=Mostly English

F=Both Spanish and English Equally

Fill in each blank with the number that best reflects **YOUR** language skills.

1=Only Spanish 2=Mostly Spanish 3=Only English 4=Mostly English 5=Both equally

Today,

with my classmates I speak_____

with my friends I speak_____

with my teachers at school, I speak_____

with my neighbors, I speak_____

with my grandparents, I speak_____

with my father, I speak_____

with my mother, I speak_____

with my siblings, I speak_____

when I am in a religious worship, I speak_____

(Appendix A continued)

when I am in the mall, I speak_____

when I am at the doctor's office, I speak_____

when I am at the dentist's office, I speak_____

when I am at work, I speak_____

friends speak to me in_____

my teachers speak to me in_____

my father speaks to me in_____

my mother speaks to me in_____

my guardian speaks to me in_____

my grandparent(s) speak to me in _____

my brother(s) and sister(s) speak to me in_____

my cousin(s) speak to me in_____

Appendix B: Language Experience Tables

Table 1 Language Proficiency: N (%)

	Not at all	A little	Well	Very well	Extremely Well
I can understand a conversation in Spanish	0 (0)	0 (0)	13.3 (2)	13.3 (2)	73.3 (11)
I can speak in a Spanish conversation	0 (0)	6.7 (1)	20 (3)	33.3 (5)	40 (6)
I can read a book in Spanish	0 (0)	20 (3)	40 (6)	6.7 (1)	33.3 (5)
I can write a personal letter in Spanish	6.7 (1)	33.3 (5)	20 (3)	13.3 (2)	26.7 (4)
I can understand a conversation in English	0 (0)	6.7 (1)	6.7 (1)	26.7 (4)	60 (9)
I can speak in an English conversation	0 (0)	6.7 (1)	13.3 (2)	26.7 (4)	53.3 (8)
I can read a book in English	0 (0)	6.7 (1)	13.3 (2)	26.7 (4)	53.3 (8)
I can write a personal letter in English	6.7 (1)	0 (0)	13.3 (2)	26.7 (4)	53.3 (8)

Table 2 Language Use: N (%)

	Never	1-3 hours a day	4-6 hours a day	7-10 hours a day
I watch television programs in Spanish	20 (3)	60 (9)	20(3)	0(0)
I read books in Spanish	66.7 (10)	20 (3)	6.7 (1)	6.7 (1)
I listen to music in Spanish	6.7 (1)	53.3 (8)	26.7 (4)	13.3 (2)
I visit websites in Spanish	60 (9)	26.7 (4)	6.7 (2)	0 (0)
I watch television programs in English	6.7 (2)	53.3 (8)	33.3 (5)	0 (0)
I watch movies in English	0 (0)	60 (9)	33.3 (5)	6.7 (1)
I read books in English	6.7 (1)	73.3 (11)	20 (3)	0 (0)
I listen to music in English	6.7 (1)	53.3 (8)	33.3 (5)	6.7 (1)
I visit websites in English	0 (0)	26.7 (4)	60 (9)	13.3 (2)

Appendix B (continued)

Table 3 Language Skills: N (%)

	N.R.	O.S.	O.E.	M.S.	M. E.	B.S.E.E.
As a child, I first learned to speak	13.3 (2)	46.7 (7)	6.7 (1)	6.7 (1)	6.7 (1)	20 (3)
Today, with my classmates I speak	6.7 (1)	0 (0)	40 (6)	0 (0)	40 (6)	13.3 (2)
With my friends I speak	6.7 (1)	6.7 (1)	20 (3)	0 (0)	40 (6)	26.7 (4)
With my teachers at school, I speak	13.3 (2)	0 (0)	66.7 (10)	0 (0)	3 (20)	0 (0)
With my neighbors, I speak	6.7 (1)	13.3 (2)	60 (9)	0 (0)	20 (3)	0 (0)
With my grandparents, I speak	6.7 (1)	66.7 (10)	6.7 (1)	6.7 (1)	0 (0)	13.3 (2)
With my father, I speak	20 (3)	46.7 (7)	0 (0)	13.3 (2)	20 (3)	0 (0)
With my mother, I speak	6.7 (1)	53.3 (8)	0 (0)	6.7 (1)	13.3 (2)	20 (3)
With my siblings, I speak	6.7 (1)	20 (3)	13.3 (2)	0 (0)	20 (3)	40 (6)
When I am in a religious worship, I speak	6.7 (1)	26.7 (4)	6.7 (1)	13.3 (2)	13.3 (2)	33.3 (5)
When I am in the mall, I speak	6.7 (1)	6.7 (1)	33.3 (5)	0 (0)	26.7 (4)	26.7 (4)
When I am at the doctor's office, I speak	6.7 (1)	0 (0)	66.7 (10)	0 (0)	13.3 (2)	13.3 (2)
When I am at the dentist's office, I speak	6.7 (1)	0 (0)	73.3 (11)	0 (0)	13.3 (2)	6.7 (1)
When I am at work, I speak	13.3 (2)	0 (0)	20 (3)	6.7 (1)	13.3 (2)	46.7 (7)
Friends speak to me in	6.7 (1)	0 (0)	20 (3)	6.7 (1)	20 (3)	46.7 (7)
My teachers speak to me in	6.7 (1)	0 (0)	73.3 (11)	0 (0)	20 (3)	0 (0)
My father speaks to me in	20 (3)	53.3 (0)	0 (0)	6.7 (1)	20 (3)	0 (0)
My mother speaks to me in	6.7 (1)	53.3 (8)	0 (0)	6.7 (1)	20 (3)	13.3 (2)
My guardian speaks to me in	53.3 (8)	33. (5)	0 (0)	0 (0)	6.7 (1)	6.7 (1)
My grandparent(s) speak to me in	6.7 (1)	66.7 (10)	6.7 (1)	0 (0)	6.7 (1)	13.3 (2)
My brother(s) and sister(s) speak to me in	6.7 (1)	20 (3)	26.7 (4)	0 (0)	6.7 (1)	40 (6)
My cousin(s) speak to me in	20 (3)	33.3 (5)	13.3 (2)	0 (0)	13.3 (2)	20 (3)

Appendix C: Human Subjects Determination

Date: November 21st, 2013

PI: Mr. Cesar Rangel
Graduate Student
Interdisciplinary Arts & Sciences

RE: HSD study #46401
"Community College Latino Student Club"

Dear Mr. Rangel:

The University of Washington Human Subjects Division (HSD) has determined that your research qualifies for exempt status in accordance with the federal regulations under 45 CFR 46.101/ 21 CFR 56.104. Details of this determination are as follows:

Exempt category determination: Category 2

Determination period: 11/21/2013 - 11/20/2018

Although research that qualifies for exempt status is not governed by federal requirements for research involving human subjects, investigators still have a responsibility to protect the rights and welfare of their subjects, and are expected to conduct their research in accordance with the ethical principles of Justice, Beneficence and Respect for Persons, as described in the Belmont Report, as well as with state and local institutional policy.

Determination Period: An exempt determination is valid for five years from the date of the determination, as long as the nature of the research activity remains the same. If there is any substantive change to the activity that has determined to be exempt, one that alters the overall design, procedures, or risk/benefit ratio to subjects, the exempt determination will no longer be valid. Exempt determinations expire automatically at the end of the five-year period. If you complete your project before the end of the determination period, it is not necessary to make a formal request that your study be closed. Should you need to continue your research activity beyond the five-year determination period, you will need to submit a new Exempt Status Request form for review and determination prior to implementation.

Revisions: Only modifications that are deemed "minor" are allowable, in other words, modifications that do not change the nature of the research and therefore do not affect the validity of the exempt determination. Please refer to the Guidance document for more information about what are considered minor changes. If changes that are considered to be "substantive" occur to the research, that is, changes that alter the nature of the research and therefore affect the validity of the exempt determination, a new Exempt Status Request must be submitted to HSD for review and determination prior to implementation.

Problems: If issues should arise during the conduct of the research, such as unanticipated problems, adverse events or any problem that may increase the risk to the human subjects and change the category of review, notify HSD promptly. Any complaints from subjects pertaining to the risk and benefits of the research must be reported to HSD.

Please use the HSD study number listed above on any forms submitted which relate to this research, or on any correspondence with the HSD office.

Good luck in your research. If we can be of further assistance, please contact us at (206) 543-0098 or via email at hsdinfo@uw.edu. Thank you for your cooperation.

Sincerely,

Kristin Puhl, MS
Human Subjects Review Coordinator
(206) 543-3494
puhlk@uw.edu